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STORYTELLING AND CINEMATIC STRATEGIES IN ADVERTISING SPOTS

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Abstract

Advertising is the narrative and visual formula to persuade a person to buy a product. The idea of promoting a product is related to a context and a story about it. Therefore, audiovisual tools are used also to achieve this. What matters is not only the story, but also the visual effects that are used to tell that story. Therefore, in this article we will explore which are the ingredients to create a story in order to promote a product, and we will highlight narrative and cinematic strategies. We start from the idea that an advertisement in addition to bringing information about a product, provokes our feelings. To illustrate this statement, we will explore the commercials created by Leandro Raposo, creative director of the advertising company The Cyranos McCann, of course in collaboration with other advertisers. Regarding communication, we are aware that the presentation of a creative strategy does not involve a single person, it involves a team of people, but we consider it appropriate to follow the

trajectory of this creative artist in relation to the changes and transformations in his creation and the collaborations with other creative writers.

Keywords: storytelling, cinematic strategies, advertising spot, creative writing

Introduction. Theoretical background- what storytelling?

Raúl Eguiz highlights that there is not a technique or a successful model for an advertising spot and what is really important is the “force of ideas” (Eguiz, 2015: 7). In addition, Eguiz considers that data is also used to guide the creative artist, as a source of inspiration (2015: 7). Therefore, it is important to take into account the two elements: the content of the message and the audience to which it is addressed. Gerardo Karbaum Padilla (2016) believes that advertising spots should distribute topics of common interest to people and focus on emotion that they produce. This is why storytelling is a useful resource that makes it easy to use humor and satire but also how to explore emotion in order to sell. This is why the attention should be on authenticity, sensory and relevancy.

In this sense as Roland Barthes (1966) argued that stories have the ability to give the people a series of meanings, which shows value to the narrative. This produces an explanation depending on the interlocutor, to whom it is addressed, which shows a sense of empathy and identification. In general, the public needs a story to get closer to what is being told. The need and vulnerability are two elements that represent the storytelling’s background.

When a story is told, with a complete narrative structure, that keeps alive the curiosity and maintains the interest of the target audience, the story should try to convince the public to be part of the action. In order to achieve

that, the formulas are very important, especially the usage of myths that work both the rational and emotional parts the audience through plausibility and future projections. In this sense, using sentences that remain in memory and can be remembered are the key of a good story.

To achieve this goal, the story is structured in five acts or parts: an exposition, rising action, climax, falling action, and a dénouement or final outcome. In this sense, it is important to highlight the figure of the hero as Campbell and Moyers employs it: “When a person becomes a model for other people’s lives, he has moved into the sphere of being mythologized” (Campbell & Moyers, 1988: 15). And also an interesting element is the moral that is used to strengthen the connection created in the story between characters, product and the public. In conclusion, Beata Zatwarnicka-Madura and Robert Nowacki explain: “Interactions between the characters of a story build its attractiveness in the eyes of recipients. The story itself is the basic way to convey its own perspective and perceived values. It enables the transfer of complex emotions thanks to its structure” (2018:695).

Advertising spot and its structure. Between storytelling and cinematic features

At the beginning of this article we mentioned that our analysis will focus on the commercials created by Leandro Raposo in collaboration with other creative writers. These spots that we will analyze in detail energize the narrative space, but also visually, combine the three communication functions: poetic, phatic and conative in a playful, ironic, dramatic and full of humor style. All the stories in these spots are emotional and they create empathy and identification, which draw attention to the advertising product.

Spots to Sedal shampoo¹

The advertising campaign for the promotion of Sedal shampoo had different titles, launched in 2008, in Argentina, shows a relation between generations of women and it puts in evidence different themes of everyday life that can inspire women in terms of confidence through their hair. These spots were created by Leandro Raposo, Pablo Sticker, Santiago Lucero and Pablo Colonnese and directed by Veronica Bruno. The cinematic representation shows the female intimacy often foreground and emphasizes the women singularity dealing with quotidian elements (during their jobs, in the family relations, with friends). These spots underline the idea of relationships and closeness between women through the symbolic features of their hair: strength, seduction, sexuality, virility and fertility.

Friendship and humor in the Campofrio spot *Cómicos*²

In 2011, Campofrio, a brand for meat products, appears in the spotlight through his commercial. The commercial is made by the MacCann agency and directed by Alex de la Iglesia. This video features a series of Spanish comedians such as: Los Morancos, Gomaespuma, Fofito, las hermanas Hurtado, Anabel Alonso, Pepe Carabias, Forges, Bigote Arrocet, Tony Antonio, Mago More. They meet in a cemetery to commemorate the death of one of the most

¹ There are some of them available on YouTube: https://www.youtube.com/watch?v=K699evotuNE&feature=emb_title, https://www.youtube.com/watch?v=LsS2drxD0ug&feature=emb_title

² The videoclip appears on YouTube: <https://www.youtube.com/watch?v=yRhaYdYAE0o>

famous Spanish comedians, Miguel Gila. After a series of emotional moments, sprinkled with jokes that refer to the figure of this comedian, they are gathered around a table full of Campofrio products. There are images in which friendship and solidarity are the ingredients of a story that reaches the viewer's sensitivity.

In terms of communication strategy, the intention was to go beyond the codes commonly used for these types of products, to achieve an emotional connection, and thus succeed in strengthening the brand's connection with the consumer. In addition, the campaign appears around Christmas. The way in which Alex de la Iglesia directs the story is a mixture between black humor (because the whole plot happens in a cemetery) and kindness and celebration of the friendship. This is achieved through close-ups, medium shots and the visual space.

Madrid Metro advertising campaign³

Another advertisement with a powerful story is about the subway. It was created by Leandro Raposo, Pablo Colonnese and Pablo Stricker. This combination of humor and sensitivity is the strategy used in the Madrid subway commercial.

It tells the story of a citizen of a Philippines who was in Madrid and he came back home fascinated by the architecture and museums of the capital and he wanted to construct the same buildings like in Madrid in his own town. Another icon of Madrid is the subway. This is the story of a traveler who leaves in a journey and brings something back with him. The moral of the story

³ The video for this campaign can be access here: https://www.youtube.com/watch?v=IlqRMhU_xgQ

emphasis the friendship between people from different parts of the world and the connection between them through objects. Thus, the public transport connects people from everywhere, the subway means community and relation. The spot was directed by the artist Fran Torres and he highlights a visual perspective on portraying humorous and sensitive characters.

Bankinter. A bank's promotional spot⁴

This ad appears in 2020, realized by the Sioux meet Cyranos and the creative team consisted of Leandro Raposo, David Fernandez, Nani Albeniz, Michel Morem. In this ad, the characters are ordinary people who work every day during the pandemic crisis.

The spot focuses on portraits of everyday characters, with the peculiarity that they are not actors, but real people. The faces of these people are the protagonists of the banknotes that are displayed on the spot, a symbol that remains again as an element that serves as a link with other stories, in order to remember the victims of the pandemic situation. All the persons are the heroes of the story, the story of the real lives.

As for the music, Bankinter and his creative agency, Sioux meet Cyranos, repeat the collaboration with the singer ELE, who performs a song with an energetic tone and a message of optimism. The song is called "Volverá esos momentos", and the lyrics are written by Leandro Raposo. This ad is impressive and colorful because it suggests a collective gathering that helps to see the light in difficult times. In this sense, taking into account, that

⁴Bankinter promotional spot: <https://www.youtube.com/watch?v=fBXWTXHmWnk>,
<https://www.youtube.com/watch?v=SXxMlcQiXdc>

the subject of the story is related to the money, this might lead to the connection that creates money along the years. It is kind of an universal language with all the subliminal implication. This is a story of showing gratitude to the working class people and their daily efforts to do their jobs. The audiovisual director was Dedo Ciego and some of the videos were produced with motion-control-led macro lens in order to show the texture of the banknotes. They represented the visual universe of banknotes from all parts of the world and this way of picturing the word is very ingenious made by showing the details to tell the stories.

Conclusions

In all these advertising campaigns the emphasis is on the closeness between the public and the product being promoted through an emotional story and an emotional connection. The commercials produced by the team coordinated by Leandro Raposo highlight humanity, cohesion, solidarity between people. In all these examples, it is not a single hero, a character who saves a community, a formula that is used in most of the advertising campaigns, there are heroes, the community is the main character, through gestures of friendship and human relationships. This can be the strategy for an impressive story, closer to the public.

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**DOES THE PRUNING ON THE REFERENCE INTEREST
RATE BY BANK INDONESIA INFLUENCE INTEREST
RATE SENSITIVITY TOWARDS BANKING NET
INTEREST MARGIN DURING EARLY PERIOD IN
FACING COVID-19 IN INDONESIA?**

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ABSTRACT

On March 2, 2020, Indonesian citizens tested positive for Coronavirus Disease (COVID-19) for the first time, making Indonesia the start of facing various problems in the health and economic sectors. All ministries or agencies are mitigating it using the extraordinary policy which adapts to the rapid growth in the number of positive patients for COVID-19 in Indonesia, including Bank Indonesia by gradually lowering the Reference Interest Rate, causing changes in the Interest Rates Sensitivity (Asset or Liability) Banking. It should be noted

that interest income contributes greatly to the income of a bank. Based on this, this study aims to test whether the Bank Indonesia policy affects the Banking Net Interest Margin during the first four months since the detection of the first positive case of COVID-19 in Indonesia. By using Multiple Linear Regression Analysis, this paper concludes that changes in the reference interest rate made by Bank Indonesia in the face of the impact of the COVID-19 Pandemic strongly affects the Rate of Fixed / Sensitive Assets and Liabilities to the ratio of Net Interest Margin (NIM). Where the correlation is strong. This shows that changes in the Reference interest rate carried out by Bank Indonesia must be carried out gradually and carefully so as not to cause major changes to banking performance during the face of the COVID-19) Pandemic in Indonesia.

Keywords: Interest Rate Sensitivity, Net Interest Margin, COVID-19, and Bank Indonesia.

INTRODUCTION

The importance of Indonesian State institutions in mitigating any problem that threatens the sovereignty of its people, both health sovereignty and economic sovereignty, is a must. Today, a threat to State sovereignty comes from an invisible creature, namely Coronavirus Disease (COVID-19). Coronaviruses are a large family of viruses that can cause disease in animals or humans. Covid-19 is an infectious disease caused by the newly discovered Corona virus. These new viruses and diseases were unknown before the outbreak began in Wuhan, China, in December 2019 (World Health Organization, 2020).

On Monday (2/3/2020), President Joko Widodo announced the confirmation of the first positive case of Coronavirus Disease (COVID-19) in Jakarta. Positive cases of COVID-19 continue to grow rapidly and result in public health in danger and disruption of Indonesia's economic conditions, until

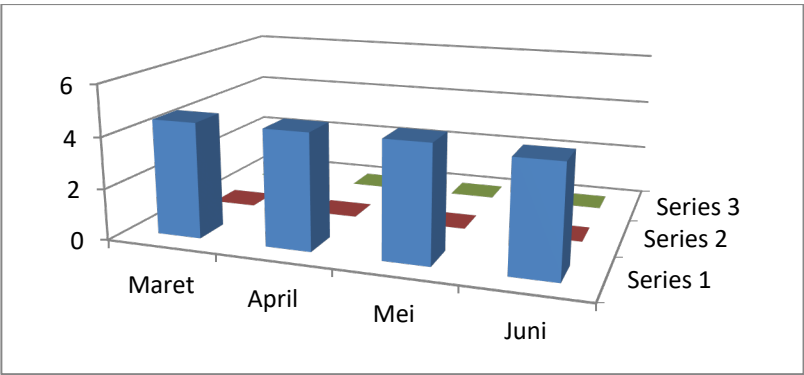
now, Friday (18/9/2020), positive cases of Covid-19 have reached 236,519 with a death toll of 9,336 and a cure rate of 170,774 (Task Force for Handling COVID-19, 2020). As a result, the health, education, and community economy sectors were disrupted.

This also caused the country's Gross Domestic Product (GDP) to experience a decline and even experienced a contraction in the second quarter of -1.88% on a Q to Q basis and -1.74% on a Y on Y basis (Central Statistics Agency, 2020). In addition, other sectors affected are the flow of foreign capital, the inflow of foreign capital (especially investment) will be followed by an appreciation of the exchange rate and in the long run, if the investment is successful in increasing the productivity and competitiveness of local products, it is expected that exports will increase, so that in the end long-term exchange rate appreciation will occur (Endy and Hendy, 1998: 208). Banks also have reacted to the challenges posed by the new operating environment by creating new products and expanding their activities to some uncharted business areas (Papanikolaou and Wolff, 2014: 1).

Facing this condition and to prevent various kinds of risks in the future, all state institutions work together to face the impact of the COVID-19 Pandemic in Indonesia, both on health, education and the economy. Such as the Equity Risk Premium (ERP) in BRIC markets is, on average, significantly higher than that in the US market (Curatola, et al., 2015: 65). Bank Indonesia as a central bank and independent state institution that maintains financial system stability as well as a state institution that supports macroeconomic stability and economic growth in Indonesia, (Bank Indonesia, 2013), issued a policy by gradually lowering the benchmark interest rate (BI7DRRR) in the face of the impact of the COVID-19 Pandemic. In the first month of detection of positive cases, Bank Indonesia lowered the BI 7 Days Reverse Repo Rate (BI7DRR) by

25 bps to 4.50% at the Board of Governors Meeting (RDG) in facing the risk of the impact of COVID-19 on March 18, 2020 (Bank Indonesia, 2020). Bank Indonesia gradually lowered its benchmark interest rate from month to month.

Table 1. BI7DRRR



This change inevitably causes changes in the interest rate for Bank Indonesia Certificates (SBI) and the interest rate on Money Market Securities (SBPU), which is one of the calculations for determining fair interest rates based on the Open Market Operation Approach to determine the amount of Interest Rate Sensitivity (Assets / Liability). Riyadi, 2004: 136).

Interest Rate Sensitive (Assests / Liability) is a matter that affects the Bank’s performance in terms of interest income by knowing the amount of Net Interest Margin (NIM). NIM is the difference between interest income derived from bank credit and other asset income and the interest cost paid to depositors (Raharjo and Hakim, 2014: 296). Because the income of most banks comes from interest income. If there is a decrease in the benchmark interest rate, it is possible that or not it will affect bank interest income, given the size or size of the bps cut by BI. This is urgent because it can have a systemic impact if the bank cannot deal with it, especially during the COVID-19 Pandemic.

The economy needs an institution that functions as an intermediary (financial intermediary) in channeling funds. One type of institution is a bank (Dasih, 2019: 4). Banks as agents of development and agent of intermediate play an important role in building the country's economy in the financial sector. If this decline has a major impact on NIM and the performance of other banks, it will also have an impact in hampering the Indonesian economy. Because the bank as a place for payment transactions can be disrupted by starting to weaken bank performance due to various things. A shaky bank track record from the start can illustrate how conceptually a superior payment platform could fail (Roberds, 2016: 14). Therefore, to deal with these risks, it is necessary to have good mitigation planning and periodic evaluations regarding the policy of rising / falling Reference Interest Rates decided by Bank Indonesia. Because that banks with more risky loans and higher interest-rate risk exposure would select loan and deposit rates to achieve higher net interest margins (Angbazo, 1997: 55).

Based on this background, this study aims to determine the effect of Interest Rate Sensitivity on the Net Interest Margin (NIM) of Banks due to Bank Indonesia gradually cutting its Reference Interest Rates during the initial period facing Coronavirus Disease (COVID-19) in Indonesia.

THEORETICAL REVIEW

BI 7-Days Reverse Repo Rate (BI7DRRR)

BI7DRRR is used as a new policy interest rate because it can quickly influence the money market, banking, and real sector. The BI 7-Days Reverse Repo Rate instrument as a new reference has a stronger relationship to money market interest rates, is transactional, or traded in the market, and encourages financial market deepening, particularly the use of repo instruments (Bank Indonesia, 2013). In China, based on the results of Hou et al., (2014: 1) suggest

that banks can realize more scale economies by increasing OBS (role of off-balance sheet) operations and that scale economies can be reaped particularly for non-state-owned banks. Therefore, diversification and deregulation should be included in the policy agenda for the subsequent marketization reform of China's banking sector.

Interest Rate Sensitivity

This interest rate greatly affects the Bank's performance based on its effect on the bank's earning assets and liabilities. When there is a change in interest rates, banks can control interest rate risk by matching the maturity of assets and maturity of liabilities (Rokhmawati, 2019: 22).

With large changes in interest rates, it can change the Bank's performance if the Bank's management is unable to perform Gap management and if Bank Indonesia does not make the right decision to change the benchmark interest rate. The classification of Sensitive Asset / Liability is based on a relatively short placement period, changes in interest rates will have a direct effect on assets / liabilities included in this group. If the placement period exceeds 1 year and uses a fixed rate, it is grouped into Fixed Rate Assets / Liabilities (Riyadi, 2004: 134).

Table 2. Classification of Fixed and Sensitive Rate Assets / Liabilities

No	Sensitive Asset	Fixed Rate Asset	Sensitive Liabilities	Fixed Rate Liabilities
1	Call Money	Long Term Loan	Time deposit	KLBI
2	SBPU	-	Call money	-
3	SBI	Investment	Other immediate obligations	Own funds

According to Riyadi (2004: 135) various approaches to determining a reasonable interest rate can be done in the following ways: 1) Interest Differential Approach, 2) Real Interest Rate Approach, 3) Open Market

Operation Approach, and 4) Market, namely the rate interest offered by other banks.

Indicator	Explanation
Interest Differential Approach	Namely an approach using a comparison of interest rates prevailing at home and abroad.
Real Interest Rate Approach	This approach uses the rate of inflation and Gross Domestic Product (GDP) which shows the decrease / increase in the value of money and the excitement / sluggishness of investment in a country.
Open Market Operation Approach	Namely the determination of the interest rate using an approach that refers to the deposit interest rate that is between the rate of Bank Indonesia Certificates (SBI) and Money Market Securities (SBPU).

Net Interest Margin (NIM)

The increase in NIM will result in increased bank stability (Yudaruddin, 2019: 5). The higher the NIM, the more effective the bank is in placing productive assets in the form of credit and other forms of credit, in fact, when the NIM shows a minimum percentage, there will be a tendency for problem loans to emerge, in this case it will increase the Non-Performing Loan / NPL ratio.

The presence of regret aversion raises or lowers the optimal bank interest margin than the one chosen by the purely risk-averse bank, depending on whether the probability of default is below or above a threshold value, respectively (Wong, 2011: 2483). The net interest margin ratio shows the ratio of bank interest income to outstanding credit, this ratio shows the bank's ability to obtain operating income (Usman, 2003: 74). The NIM calculation is as follows:

$$\text{NIM} = \frac{\text{NET INTEREST INCOME}}{\text{RATA-RATA ASET PRODUKTIF}} \times 100\%$$

Net Interest Income (NII) = Total Interest Income – Total Interest Cost.

RESEARCH METHODOLOGY

Operational Definition of Variables

Independent variables (x) used in this study are Rate Sensitive and Fixed Rate) used for Assets and Liabilities according to the category of time period. Meanwhile, the Net Interest Margin (NIM) (y) in this study is the dependent variable. Rate sensitive is used to influence the value of earning assets and short-term liabilities. Meanwhile, for the long term using the Fixed Rate. This is done by multiplying the rate sensitive interest rate by the Rate Sensitive Assets / Liabilities, and Fixed Rate Assets / Liabilities.

Type of Data

Secondary data is data used by researchers, which comes from official data from state institutions and financial reports of the bank concerned. This is to determine whether the gradual change in the benchmark interest rate by Bank Indonesia will result in Rate Sensitive changes, and whether it will affect the NIM of banks. The bank we use as a sample is PT. Bank BRI Tbk and PT. Bank BNI Tbk is based on a random representative from a list of companies, especially in the financial sector that have high liquidity and good bank performance (LQ45), seen from the Bank's Financial Statements for the first four months of detection of positive cases of Coronavirus Disease (COVID-19). The interest rates used are derived from Bank Indonesia data using the OMOA fair interest rate approach.

Multiple Linear Regression Analysis

Multiple regression analysis is used to overcome this problem, namely by using several independent variables in a regression model (Mahampang, 2020: 197). Multiple regression is used to test the linear relationship between 1 dependent variable (y) and more than one independent variable. Here is a general form of multiple regression models.

$$y = b_0 + b_1x_1 + b_2x_2 + \dots + b_kx_k + e$$

Where k is the number of independent variables (x) used in regression analysis, is a constant (intercept), $b_0b_1b_2....b_k$ is the regression coefficient for $x_0x_1x_2....x_k$ techniques for determining the value of the coefficient $b_0b_1b_2....b_k$ as in simple linear regression analysis, namely the OLS method.

While this study only uses two independent variables (x_1 dan x_2), the regression model is as follows.

$$y = b_0 + b_1x_1 + b_2x_2 + e$$

Meanwhile, the value b_0b_1 dan b_2 can be determined by the following formula.

$$b_1 = \frac{(\sum x_2^2)(\sum x_1 y) - (\sum x_2 y)(\sum x_1 x_2)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1 x_2)^2}$$

$$b_2 = \frac{(\sum x_1^2)(\sum x_2 y) - (\sum x_1 y)(\sum x_1 x_2)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1 x_2)^2}$$

$$b_0 = \frac{(\sum y - b_1(\sum x_1) - b_2(\sum x_2))}{n}$$

The formula for determining the coefficient of determination on multiple linear is as follows.

$$r^2 = \frac{b_1(\sum x_1 y) + b_2(\sum x_2 y)}{\sum y^2}$$

Under the condition:

$$\begin{aligned} \sum x_1^2 &= \sum x_1^2 - \frac{(\sum x_1)^2}{n} & \sum x_1 y &= \sum x_1 y - \frac{(\sum x_1)(\sum y)}{n} \\ \sum x_2^2 &= \sum x_2^2 - \frac{(\sum x_2)^2}{n} & \sum x_2 y &= \sum x_2 y - \frac{(\sum x_2)(\sum y)}{n} \\ \sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{n} & \sum x_1 x_2 &= \sum x_1 x_2 - \frac{(\sum x_1)(\sum x_2)}{n} \end{aligned}$$

Thus, the multiple correlation coefficient (r) can be calculated as follows.

$$r = \sqrt{r^2}$$

The multiple correlation coefficient (r) is usually greater than the individual correlation coefficient. Test the significance of the coefficient of determination (r^2) often using the F test (F distribution), as follows.

$$f_{hitung} = \frac{(r^2/k)}{(1-r^2)/(n-k-1)}$$

Where n is the number of data groups ($x_1x_2....y$) and k is the number of independent variables (x). Hypothesis decisions are taken by comparing the

values of f_{hitung} and f_{tabel} . the values of f_{tabel} is seen based on the F (Fisher) distribution table with the denominator (dk_1) = $n-k$ and the numerator's degrees of freedom (dk_2) = $n-k-1$ (Mahmudah, 2020: 200). Then the hypothesis is:

H_0 : There is no significant effect between the independent and dependent variables

H_1 : There is a significant effect between the independent and dependent variables

RESULTS AND DISCUSSION

Rate sensitive Assets / Liabilities (RSA / RSL) are all bank assets / liabilities that are sensitive to changes in interest rates (Riyadi, 2004: 133). The benchmark interest rate, which serves as a barometer of other interest rates, has been gradually trimmed by Bank Indonesia during the first four months that the country faced Coronavirus Disease (COVID-19).

Although the changes were slight, other interest rates also experienced slight changes following the benchmark interest rate. By using the Open Market Operation Approach to determine the fair interest rate which refers to the deposit interest rate that is between the rate of Bank Indonesia Certificates (SBI) and Money Market Securities (SBPU) (Riyadi, 2004: 136). In Nigeria Banks, deposit interest rate is found to be negative but insignificant while lending interest rate has positive and significant influence on banks profitability (Gbadebo and Ogbonna, 2020: 10). The following data (Bank Indonesia, 2020)

Table 4. Open Market Operation Results (%)

Period of time	SBI	SBPU	Fair interest rates
i. 6 months	4.57	4.8	4.71
ii. 12 months	4.75	4.9	4.825
i. 6 months	4.56	4.8	4.705
ii. 12 months	4.72	4.9	4.81
i. 6 months	4.565	4.8	4.7025
ii. 12 months	4.65	4.88	4.765
i. 6 months	4.314	4.57	4.442

ii. 12 months	4.335	4.6	4.4675
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To calculate the bank's net interest income, it is important to know the amount of interest income and interest expense, respectively. To determine these two things, the fair interest rate is multiplied by the respective postal assets classified as Rate Sensitive Assets / Liabilities and Fixed Rate Assets / Liabilities from the Monthly Financial Statements of PT. Bank BRI Tbk and PT. Bank BNI Tbk during the first four months of the announcement of positive COVID-19 cases which are available in the following table.

Table 5. PT. Bank Negara Indonesia (BNI) Tbk. (millions)

Month	Rate Fixed/Sensitive Assets	Rate Fixed/Sensitive Liabilities
March	24,323,292.5	19,087,622.2
April	24,429,051.5	4,974,681.91
May	24,907,204.6	4,630,575.35
June	24,092,193	3,971,117.73

Table 6. PT. Bank Rakyat Indonesia (BRI) Tbk. (millions)

Month	Rate Fixed/Sensitive Assets	Rate Fixed/Sensitive Liabilities
March	24,579,768.4	6,326,085
April	44,617,787.8	26,579,518
May	45,703,137.2	5,730,043.78
June	43,287,165.8	5,013,720.48

After each data is known, the financial data for each month of the two banks is calculated using a fair interest rate using the Open Market Operation Approach. So that the respective interest income and interest costs of the two banks will be obtained along with their net interest income for the first four months. Net Interest Margin is calculated based on this data, so that the Net Interest Margin of the two banks will be obtained as follows:

Table 7. Net Interest Margin Results

Name of Bank	March	April	May	June
PT. Bank BRI Tbk.	3.939%	3.865%	8.300%	7.885%

PT. Bank BNI Tbk.	7.523%	7.615%	10.931%	7.449%
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Multiple Linear Regression Analysis

Based on the data processing, it will be grouped as follows

Table 8. PT. Bank BNI Tbk.

No.	Name / Month	3	4	5	6
1	Rate Sensitive (x_1)	4.71%	4.705%	4.7025%	4.442%
2	Fixed Rate (x_2)	4.825%	4.81%	4.765%	4.4675%
3	NIM (y)	7.523%	7.615%	10.931%	7.449%

Table 9. PT. Bank BRI Tbk.

No.	Name / Month	3	4	5	6
1	Rate Sensitive (x_1)	4.71%	4.705%	4.7025%	4.442%
2	Fixed Rate (x_2)	4.825%	4.81%	4.765%	4.4675%
3	NIM (y)	3.939%	3.865%	8.300%	7.885%

This shows that the fair interest rate will change according to the reference interest rate cut by Bank Indonesia and the Net Interest Margin of the two banks has also changed during the first four months.

The following is a helper table for moving value calculations b_0, b_1 dan b_2 .

Table 10. PT. Bank BNI Tbk. (%)

The month	x_1	x_2	y	x_1^2	x_2^2	y^2	$x_1 x_2$	$x_1 y$	$x_2 y$
3	4.71	4.825	7.523	22.184	23.280	56.595	22.725	35.433	36.298
4	4.705	4.81	7.615	22.137	23.136	57.988	22.631	35.828	36.628
5	4.7025	4.765	10.931	22.113	22.705	119.486	22.407	51.397	52.086
6	4.442	4.4675	7.449	19.731	19.958	55.487	19.844	33.088	33.278
Amount	18.559	18.867	33.518	86.165	89.079	289.556	87.607	155.746	158.290

Then,

$$\sum x_1^2 = 86.165 - \frac{18.559^2}{4} = 0.056$$

$$\frac{18.559 \times 33.518}{4} = 0.231$$

$$\sum x_1 y = 155.746 -$$

$$\sum x_2^2 = 89.079 - \frac{18.867^2}{4} = 0.089$$

$$\frac{18.867 \times 33.518}{4} = 0.194$$

$$\sum x_2 y = 158.290 -$$

$$\sum y^2 = 289.556 - \frac{33.518^2}{4} = 8.692$$

$$\frac{18.559 \times 18.867}{4} = 0.069$$

The coefficient value is:

$$b_1 = \frac{0.0192}{0.0002} = 96$$

$$b_2 = \frac{-0.0279}{0.0002} = -139.5$$

$$b_0 = \frac{-1266.9}{4} = -316.7$$

Based on these data, the multiple linear regression model is as follows.

$$y = -316.7 + 96x_1 - 139.5x_2 + e$$

Value interpretation of b_0 , b_1 , b_2 , in the regression model is the same as in a simple linear regression model (Mahampang, 2020: 202). While the value of the multiple determination coefficient (r^2) is:

$$r^2 = \frac{5.25}{8.692} = 0.604$$

This shows that about 60% of the two independent variables used in this study, namely Rate Sensitive and Fixed Rate, can explain variations in the bank's Net Interest Margin. And the value of the multiple correlation coefficient (r) is:

$$r = \sqrt{0.604} = 0.78$$

Which means that the correlation between the three variables is strong.

Then, the significance test on the coefficient of determination (r^2) is:

$$F_{hitung} = \frac{0.604/2}{1-0.604/1} = 0.78$$

$$F_{tabel} = 18.51 \times \% = 0.18$$

$F_{hitung} > F_{tabel}$, maka keputusan uji hipotesis adalah menolak H_0 .

Table 11. PT. Bank BRI Tbk. (%)

The month	x_1	x_2	Y	x_1^2	x_2^2	y^2	x_1x_2	x_1y	x_2y
3	4.71	4.825	3.939	22.18	23.28	15.51	22.72	18.55	19.00
				4	0	5	5	2	5
4	4.705	4.81	3.860	22.13	23.13	14.89	22.63	18.16	18.56
				7	6	9	1	1	6
5	4.702	4.765	8.300	22.11	22.70	68.89	22.40	39.03	39.54
	5			3	5		7		9
6	4.442	4.467	7.885	19.73	19.95	62.17	19.84	35.02	35,22
		5		1	8	3	4	5	6

Amou nt	18.55 9	18.86 7	23.98 4	86.16 5	89.07 9	161.4 77	87.60 7	110.7 68	112.3 46
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$$\sum x_1^2 = 86.165 - \frac{18.559^2}{4} = 0.056 \quad \sum x_1 y = 110.768 - \frac{18.559 \times 23.984}{4} = -0.51$$

$$\sum x_2^2 = 89.079 - \frac{18.867^2}{4} = 0.089 \quad \sum x_2 y = 112.346 - \frac{18.867 \times 23.984}{4} = -0.78$$

$$\sum y^2 = 161.477 - \frac{23.984^2}{4} = 17.669 \quad \sum x_1 x_2 = 87.607 - \frac{18.559 \times 18.867}{4} = 0.069$$

The coefficient value is:

$$b_1 = \frac{0.00852}{0.0002} = 42.6$$

$$b_2 = \frac{-0.00841}{0.0002} = -42.05$$

$$b_0 = \frac{26.728}{4} = 6.682$$

Based on the data above, the multiple linear regression model is as follows.

$$y = 6.682 + 42.6x_1 - 42.05x_2 + e$$

While the value of the multiple determination coefficient (r^2) using the values above is as follows.

$$r^2 = \frac{11.073}{17.669} = 0.626$$

So about 62% of the two independent variables can explain variations in the performance of the NIM of PT. BRI Tbk. With the multiple correlation coefficient (r) as follows:

$$r = \sqrt{0.626} = 0.791$$

Based on this, the correlation between the three variables is strong. Then, the significance test is carried out on the coefficient of determination (r^2) with the following results:

$$F_{hitung} = \frac{0.626/2}{1-0.626/1} = \frac{0.313}{0.374} = 0.836$$

$$F_{tabel} = 18.51 (\%) = 0.185$$

Due $F_{hitung} > F_{tabel}$ then the hypothesis decision is to reject H_0 .

Based on this hypothesis, Bank Indonesia's decision to lower the reference interest rate in order to deal with the impact of the Coronavirus Disease (COVID-19) pandemic strongly affects the Fixed / Sensitive Rate on the Net Interest Margin (NIM) of the two banks.

CONCLUSION

The main purpose of writing this paper is to test whether Bank Indonesia's decision to cut its reference interest rate in the face of the Coronavirus Disease (COVID-19) pandemic will affect its Rate Sensitive Assets or Liabilities and Fixed Rate on bank performance, based on its Net Interest Margin (NIM) ratio. . Researchers conducted random sampling on a list of banking companies including members of the LQ45, and obtained 2 samples, namely PT. Bank Rakyat Indonesia (BRI) Tbk. and PT. Bank Negara Indonesia (BNI) Tbk. using the Monthly Financial Reports of the two banks for the first four months based on positive cases detected for the first time in Indonesia. Meanwhile, the calculation of the fair interest rate uses the Open Market Operation Approach and each sample is classified and calculated based on that approach. So that it will produce Net Interest Margin data for the two banks.

Based on the results of the above hypothesis, changes in the reference interest rate made by Bank Indonesia strongly affect the Rate of Fixed or Sensitive Assets and Liabilities against the Net Interest Margin (NIM) ratio of the two samples, where the correlation between the three variables is strong. So that the decision of Bank Indonesia to reduce the benchmark interest rate gradually and be careful is considered appropriate, especially in the face of the Coronavirus Disease Pandemic situation. This is because if Bank Indonesia cuts the reference interest rate at a high rate and at the same time, it will disrupt Bank Performance based on the Net Interest Margin ratio so that it can disrupt bank performance and if a bank experiences a disruption it will threaten the

stability of the Indonesian state Financial System. Based on this, the researcher provides a recommendation to the Board of Governors of Bank Indonesia to maintain the decision-making in reducing the benchmark interest rate gradually and with the principle of prudence.

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**THE ROLE OF INNOVATION STRATEGY IN
IMPROVING ORGANIZATIONAL PERFORMANCE AND
PRODUCTIVITY: FOCUS ON HEINEKEN BEVERAGE
INDUSTRY, ETHIOPIA**

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Abstract

The main purpose of this study was to examine the role of innovation strategy and firm performance on organizational productivity taking Heineken Beverage Industry. To this end, the study employed cross-sectional survey research design. Pertinent data was gathered using both quantitative and qualitative approaches through self-administered questionnaires and key informant interviews. Questionnaires were distributed to a sample of randomly selected staff members from each department of the organization. Key informant interviews were also conducted. The quantitative data was analyzed through descriptive statistics and presented in tabular form, whereas the qualitative data was analyzed descriptively. The results illustrates that

innovation strategy systems in the organization are not effective in all the four components (process, marketing, product and firm performance). It is also found that the present innovation strategy is not enabling the organization to improve its productivity and realize the required organization performance. Thus, the study concluded that the organization doesn't fully address in practice the required efforts to maintain effective innovation strategies. Based on the findings, it's recommends that all stakeholders should take part in establishing, strengthening and maintaining effective innovation strategy systems; so that organization objectives can be meet.

Keywords: Innovation, marketing, product, process, firm

Introduction

The early concept of innovation in economic development and entrepreneurship was popularized by Joseph Schumpeter, a German economist. Innovation, in his view, comprises the elements of creativity, research and development, new processes, new products or services and advance in technologies (Camison & López, 2010). To (Rosli & Sidek, 2013), innovation is the creation of new wealth or the alteration and enhancement of existing resources to create new wealth. It is also seen as a process of idea creation, a development of an invention and ultimately the introduction of a new product, process or service to the market (Darroch, 2005). Presently, this concept is applied in every facet of social lives and activities which makes it more multidimensional and intricate. Beaver believes that innovation is an essential element for economic progress of a country and competitiveness of an industry (Beaver, 2010). Oscar Laban and Jared Deya also trusts innovation is a vital

part of a firm's strategy since it constitutes one of the principal means to seek new business opportunities (Laban & Deya, 2019).

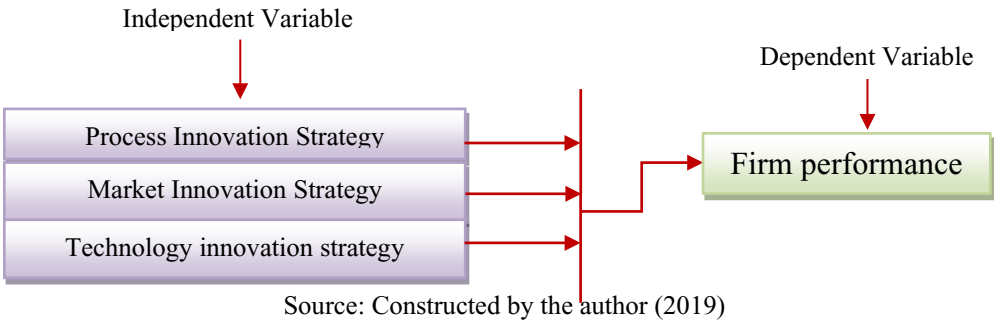
Innovation plays an important role not only for large firms, but also for SMEs (Camison & López, 2010; Darroch, 2005). Michael Porter argues that innovation is one of the most important competitive weapons and generally seen as a firm's core value capability (Porter, 1990). The global competition, which became particularly tough after 1980's, forced the company's focus on their business strategies, especially on innovations. Recently, due to the tough global competition, both individuals and companies begin to evaluate and apply innovative strategies and entrepreneurial abilities with the purpose of gaining competitive advantage as well to advance organizational efficiency, profitability and productivity.

The capability to innovate is recognized today as one of the main aspects leading to a competitive advantage among firms. Mcadam and Keogh investigated the relationship between firms' performance and its familiarity with innovation and research. They found out that the firms' inclination to innovations was of vital importance in the competitive environments in order to obtain higher competitive advantage (Mcadam & Keogh, 2004). Similarly, Geroski and Machin examined the effects of the major innovations and patents to various corporate performance measures such as accounting profitability, stock market rates of return and corporate growth. They observed direct effects of innovations on firm performance are relatively small, and the benefits from innovations are more likely direct (Geroski & Machin, 1992). However, innovative firms seem to be less susceptible to cyclical sectarian and environmental pressures than non-innovative firms.

Thus, innovation can be seen as a requisite objective for all firms that want to improve firm success and performance. It's also important from a

scholarly perspective at least for two reasons. First, most studies of the relationship between innovation strategies and firm performance has focused on simple innovation strategies involving product and process innovations. The effects of complex innovation strategies have rarely been analyzed. Second, even those studies that focused merely on simple innovation strategies, not all types of simple innovation are adequately investigated (for instance marketing innovation has been barely considered). Therefore, understanding of the relationship between innovation strategies and firm performance is important from the firm and scholarly perspective.

Conceptual Framework



Firms have an option to choose an innovation strategy involving product, process, and market as well as technology. In this context, firm performance is the outcomes achieved in meeting internal and external goals of a firm through appropriately and effectively utilizing process, market and technological innovation strategies. Process innovation is the process of re-engineering and improving internal operation of business processes while market innovation deals with the market mix and market selection in order to meet a customer’s buying preference. On the other hand, product innovation

involves the creation of a new product from new materials (totally new product) or the alteration of existing products to meet customer satisfaction (improved version of existing products). Thus, this paper argues that improving the performance and productivity of a firm significantly depends on the effective usage of innovative strategies involving process, market and technology.

Review of Related Theoretical and Empirical Literatures

Concept of Innovation Strategy

The literature in the field proves that there are substantial differences in terms of innovation strategies between firms even within individual industries as well as overtime. Some firms are obstinate innovators; some firms innovate irregularly, while others are non-innovators. We can easily find reasons to why some firms never innovate, such as a strong position in the market, the control of a unique resource, lack of skills or resources, bad management, and pure inertia (Canh et al., 2019; Chen, 2017; Atalay, Sarvan, & Anafarta, 2013; Kang & Na, 2020). However, our focus here is not the non-innovators, but on the innovators and the factors that determine their innovation strategies.

To the author's knowledge, few studies analyze explicitly the determinants of different innovation strategies including process, market and technological innovations and various combinations of these three types of innovation. It seems quite rare to consider concurrently these different innovation strategies. Nevertheless, the author thinks it is of great interest to differentiate between these different possible innovation strategies since the competitiveness of firms increasingly seems to depend on it.

Generally, most innovation studies focus on the role of Research & Development as the determinant of innovation (Chen, 2017). However, many innovation activities are not Research & Development based, since innovation

is “the search for, and the discovery, experimentation, development, imitation, and adoption of new products, new production processes and new organizational set-ups” (Dosi, 1988, p. 222), which is based primarily on new combinations of resources, people, ideas, knowledge and/or technologies. This suggests that the innovation strategies and performance of firms are influenced by numerous factors and activities both within and outside of them.

To understand the innovation behavior of firms it is essential to stress on the different information and knowledge sources for innovation and the complementarities as well as substitutability between them (Roper, Du, & Love, 2008; Muigai & Gitau, 2018). It is also so important to acknowledge the influence of firms’ prior information and knowledge resources, external networks and information and knowledge utilization capabilities on the different information and knowledge sourcing activities. This opens up for path-dependency and the possibility that different firms will follow different innovation paths even if they belong to the same industry.

Due to increasing competition, innovations increasingly are dependent upon a diverse set of specialized innovation inputs and capabilities (Yebolganova, 2016) though internal capability plays a crucial and irreplaceable role in determining the ability to innovate (Kang & Na, 2020; Mai et al., 2019). This implies that we shall expect that firms in general no longer can perform all parts of the innovation process in-house relying only on in-house innovation capabilities and inputs (Iansiti, 1997). Even the largest and mightiest innovative firms cannot rely exclusively on internal innovation inputs for the innovation process, and thus need external innovation inputs in the form of information, ideas, knowledge and/or technologies to develop innovations (Chesbrough & Crowther, 2006).

Innovation strategies can be a simple one, where firms focus to introduce only one type of Schumpeterian innovations (i.e. product, process, market or technology) at a time, or the strategy can be a multifaceted one, where firms combine numerous types of simple strategies at a time. Whatever innovation strategy a firm chooses, the direct motivation can be a mixture of reasons, such as increased product performance, increased productivity and/or lower production costs, while the underlying motivation is probably to preserve or increase competitive advantage in the existing or new market place (Alkalouti et al., 2020; Chen, 2017; Byukusenge & Munene, 2017; Marinidarraga & Cuartas-Martin, 2019). It is beyond the scope of this paper to discuss how different types of innovation relate to each other. The purpose here is to examine the role of different innovation strategies on the performance and productivity of firms.

Process Innovation Strategy and Firm Performance

Commonly, process innovation is concerned with reengineering and improving the internal operation of the business processes and units (Cumming, 1998). This process involves many aspects of a firm's functions, including technical design, Research and Development, manufacturing, management and commercial activities (Freeman, 2004). It is also concerned with the creation of or/and improvement in techniques and the development in processes or systems (Azadegan, Napshin, & Oke, 2013). In a production activity, it can be referred to as new or improved techniques, tools, devices, and knowledge in making a product (Gopalakrishnan & Damanpour, 1997; Langley, Pals, & Ort, 2005; Wang & Ahmed, 2006; Azadegan, Napshin, & Oke, 2013).

Crucial to the manufacturing industry, process innovation should be stressed by a firm as its primary distinctive competence for competitive

advantage (Nemetz & Fry, 1988). Jayani Rajapathirana and Yan Hui in their empirical research entitled “Relationship between innovation capability, innovation type, and firm performance” found that product and process innovation has significant and positive impact on firm performance (Rajapathirana & Hui, 2018). More specifically, such innovation is positively associated with firm growth (Morone & Testa, 2008). Several other recent empirical shreds of evidences reconfirmed the positive and significant influence of product and process innovation on firm performance (Canh et al., 2019; Alkalouti et al., 2020; Chen, 2017; Suhag et al., 2017).

Market Innovation Strategy and Firm Performance

Market innovation deals with the market mix and market selection to meet a customer’s buying preference (Hall & Jones, 1999). Continual market innovation needs to be done by a firm because state-of-the-art marketing tools, particularly through the Internet, make it possible for other competitors to reach potential customers across the globe at light speed. Rodriguez Cano and his associates affirmed market innovation plays a decisive role in fulfilling market needs and responding to market opportunities (Rodriguez, Carrillat, & Jaramillo, 2004). In this deference, any market innovation has to be oriented towards meeting customers’ demands and satisfaction.

Sandvik and Sandvik discovered that market innovation has a positive effect on the sales growth of a firm (Sandvik & Sandvik, 2003). Lilly and Juma also examined the influence of strategic innovation on performance of commercial banks in Kenya. They established market innovation has positive and significant impact to the performance of commercial banks (Lilly & Juma, 2014). As to Alex Johne and Robert Davies, market innovation would boost

sales through the increasing demand for products, which in turn yields an additional profit to innovative firms (Johne & Davies, 2000).

Product Innovation Strategy and Firm Performance

Product innovation deals with the creation of a new product from new materials i.e. totally new product or the alteration of existing products to meet customer satisfaction i.e. improved version of existing products (Gopalakrishnan & Damanpour, 1997; Langley, Pals, & Ort, 2005). It also concerned with the introduction of new products or services in order to create new markets or customers, or satisfy current markets or customers (Wang & Ahmed, 2006).

It is one of the most important sources of competitive advantage to the firm. With product innovation, quality of products could be enhanced, which in turn contributes to firm performance and ultimately to a firm's competitive advantage (Forker, Vickery, & Droge, 1996; Chen, 2017). Shreds of empirical studies proved product innovation had a positive and significant relationship with organizational performance (Varis & Littunen, 2010; Chen, 2017; Gunday et al., 2011; Al-kalouti et al., 2020).

Methodology

A mixed research approach was employed since it permits the researcher to get information from both qualitative and quantitative data for better understanding and analysis of the problem. Besides the existence of shortcomings, the use of both methods ensures that biases built in either of the methods are neutralized by the strength of the other. Moreover, using both methods enhances and enriches the research with valuable information needed.

Jerome De Lisle argues the validity of results can be strengthened by using mixed research method (Lisle, 2011).

To collect relevant data for the study, both primary and secondary data sources were utilized. The primary data was used as the major source to describe the role of innovation strategies on firm performance and productivity in Heineken Beverage Industry. Data from primary sources were collected through a questionnaire that was distributed to selected employees of the HBI by using a simple random sampling technique to minimize sampling bias. In addition to the questionnaire, in-depth interviews were conducted with purposely selected key informants (section heads, marketing manager, product manager and technology and innovation managers) to triangulate the survey result. The secondary data for the study were gathered from different documents mainly on private business management firms, manuals and guidelines of the organization.

To enhance generalization and validity, taking adequate sample size was given special care and emphasis. Accordingly, the sample size was determined using (Cochran, 1963) formula.

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where n_0 represents the desired sample size, Z^2 is the abscissa of the normal curve that cuts off an area alpha at the tails, e represents the desired level of precision, p is the estimated proportion of an attribute that is present in the population, and q is $1-p$. Thus, by using the formula, 120 respondents were selected from seven departments of the organization from 173 total populations. The collected data was coded and entered into statistical software known as SPSS (Statistical Package for Social Studies).

Finding and Discussion

Table 1: Demographic Background of the respondents

Description	Category	Frequency	Valid Percent
Gender	Male	80	66.7
	Female	40	33.3
Age	18- 25 years	45	37.5
	26- 35 years	37	30.8
	36- 45 years	38	31.7
Educational level	Below High school	30	25
	High school	24	20
	Diploma	20	16.7
	Bachelor degree	32	26.7
	Master's and above	5	42.2
Area of specialization	Accounting	36	30
	Management	29	24.2
	Economics	55	45.8
Department	Management	7	5.8
	Accounting and Finance	13	10.8
	Market and Sales	10	8.3
	Human Resource Management	9	7.5
	Procurement	53	44.2
	Internal Audit	11	9.2
	Information Technology	17	14.2
Experience within the organization	0 - 5 years	37	30.8
	6 - 10 years	51	42.5
	11 - 15 years	32	26..7

Source: Own survey result (2019)

As shown in table 1, 80 (66.7%) respondents were male while the remaining 40(33.3%) of the respondents were female. Though the ratio of the

respondents is not proportional, both category of gender were participated in the survey. In terms of age, the large majority of respondents of about 45(37.5%) were between the age group 18-25 years, whereas 37(30.8%) of the respondents were between 26-35 age group, while 38 (31.7%) were from the age group ranging from 36 to 45. It can therefore be concluded that the majority of the respondents participated in this survey are in the most productive age and much more close to innovation.

The level of education of employees is an important contributor to firms' level of performance and competence. Accordingly, of the survey participants, 24 (20%) are holders of high school certificate, 20 (16.7%) holds diploma, only 5 (4.2%) possess a master's degree, while 30 (25%) of the respondents have an educational qualification below high school. This clearly articulates that the majority of organizational employees are inadequately qualified academically. Regarding the area of specialization, 55(45.8%) had an economic specialization, 36 (30%) and 29(24.2%) had accounting and management specialization respectively. Thus, the survey participants' are more likely to understand the issue under study and provide appropriate responses.

Experience is one of the professional competences required to understand innovation and its impact on firms' performance and productivity. Hence, highly experienced employees are more likely to understand and contextualize the innovation strategy they execute. Details from the survey regarding the experience of the staff illustrates that, about less than half of the study participants' or 51(42.5 %) were with an experience ranging from 6 to 10 years, 37(30.8 %) having an experience up-to 5 years, 32(26.7 %) with an experience ranging between 11 and 15 years. Thus, one can easily understand

that the majority of the study participants' have more than the required experience to effectively realize organizational innovative strategies.

A five point Likert scale (Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA)) were used to evaluate the attitudes of the survey participants regarding the process, market and product innovative strategies adopted by the organization. The survey result and the corresponding analysis are presented below:

Table 2: Process Innovative strategies

Assessment Factor	SD	D	N	A	SA
Supplying goods or service is essential for the competitive advantage of firm	13%	70%	0%	11%	6%
Employees work consistently with the specific technological goals or objectives	15%	74%	0%	7%	4%
Operational plans or timelines and procedures are used to observe development	4.2%	87.5%	0%	5.8%	2.5%
Managers allocate all resources between departments to be used by cross-functional workgroups	3%	79%	0%	14%	4%

Source: Own survey result (2019)

Table 2 presented above shows that 83% of the respondents either strongly disagreed or disagreed that supplying goods and services are essential for the competitive advantage of a firm. This clearly stipulates the presence of a knowledge gap on the part of the participants on the issue. This is mainly because without the provision of appropriate and marketable goods and

services, a firm cannot able to gain a competitive advantage which can be translated to improving the firm level of productivity as well as profitability.

Improve the firm's level of performance and productivity demands organizational employees who are expected to work consistently having specific goals or objectives. Yet, the finding of the study shows that there is a significant gap as about 89% of the respondents stated that employees were not working consistently towards identified and set goals. The application of new innovative strategies calls employees who search for new information, ideas and technologies though only 12 of the participated employees are doing so. This could be attributed to the working environment. Operational plans and set timeliness are also less likely to be used to observe various developments within the organization. The survey also found out that the management of the organizations is not allocating the relevant resources among departments required for cross-functional activities.

Table 3: Marketing Innovative Strategies

Assessment Factor	SD	D	N	A	SA
Marketing is as important as production, financing, distribution and other profit determining factors in the firm	4%	7%	0%	56%	33%
The firm has engaged customers, prospects and the competition in the market place for success	10%	9%	2%	63%	16%
The firm has come up with new products in the last 3 years	26%	60%	0%	9%	5 %
The firm considers some general marketing principles and develop a	9.2%	72.5%	0%	12.5%	5.8%

market strategy					
The organizational structure of our firm promotes searching for and incorporating different viewpoints	18.3%	24.2%	1.7%	35.8%	20.0 %

Source: Own survey result (2019)

As table 3 illustrates, about 89% of the respondents argued that marketing is as important as production, financing, and distribution in determining the performance and productivity of a firm. The participants also believe that the firm has engaged customers for its success and competitiveness. An overwhelming majority of 86% participants strongly disagreed or disagreed that the firm has come up with new products in the last 3 years. This is strikingly worrisome as it's highly difficult for the firm to improve its performance and productivity without introducing new products to the market. This may call the organization to revisit the existing marketing strategy to improve the firm's level of competitiveness in the market. Slight majority of the respondents (55.8%) believe that the existing organizational structure promotes the incorporation of different perspectives.

Table 4: Product Innovation Strategy

Assessment Factor	SD	D	N	A	SA
Our firm is better than our competitors at developing new products to meet customers' needs	7.5%	82.5%	0%	5.8%	4.2%
Our firm is perceived by our customers more innovative than our competitors	5.8%	75.0%	0%	11.7%	7.5%
Our firm is more effective than our competitors at capturing ideas and convert them into new products	51.7%	41.7%	0%	5.0%	1.6%

Our firm is better in terms of the number of innovations (new products) than our competitors over the last 2 years	21.7%	67.5%	0%	5.0%	5.8%
The duration it takes between the conception of an innovation and its introduction into the market place by our firm is better than the industry average.	3%	14%	0%	69%	14%

Source: Own survey result (2019)

Table 4 articulates that 90% of the respondents either strongly disagreed or disagreed that their firm is better than the competitors at developing new products to meet customers' needs. Without new product development, there is no any reason for the customers to invest their money. This calls for the development of new products and improving the already existing ones. Additionally, 80.8% of the survey participants expressed that their customers didn't see their firm as more innovate than their respective competitors. Further, the participants also recognized that their competitors are better in terms of developing new products and capturing ideas and thereby developing them into new products. In contrast, 83% of the respondents either agreed or disagreed that the duration it takes between the conception of an innovation and its introduction into the market place by the firm is better than the industry average.

Analysis of Interview

As mentioned in methodology section, key informant interview was conducted with section heads, marketing manager, product manager and technology and innovation managers to triangulate the research result. Accordingly the key informant interviewees were asked how process innovation strategy helps firm's performance and productivity. They expressed that effective process innovation strategy provides a reasonable assurance to the achievement of company's objectives and helps the company in achieving its processing and manufacturing targets. In addition, it also contributes to continuously assessing and identifying risks and reduces surprises that affect the organization's product processing. Hence, an effective process innovative strategy is part and parcel of good organizational performance.

Process innovation provides executives and personnel at different levels of the organization with continuous, relevant and reliable information about products, and designing practical frameworks and systems to establish the process management decisions on solid ground. Moreover, as per the key informants, effective process innovation maintains balance between risk and return. This enables the risk management process to be both defensive and offensive. Thus, product processing needs to be among the top corporate strategic objectives and it must be managers' permanent concern to balance between the degree processing organization' product and opportunities associated with risks.

A good processing technique encompasses all company's rules and frameworks for the identification, analysis, assessment, control and response of all potential exposures as well as the benchmarking of the profitability and efficiency of any measures taken. This indicates that process innovation

strategy management aimed at providing reasonable assurance as to the achievement of company's objectives and helps the company in achieving its processing and manufacturing targets.

The key informants were also asked whether their product innovation strategy is contributing towards firm's performance and productivity. They argued that they are developing policies, procedures and manuals pertaining to their product which is reducing complexities in implementation. As a result, the performance and productivity of the firms is improved, they contended. Further, the training program regarding products of the firm is bridging gaps of skill and capacity on the part of organizational members which in turn resulting in better performance. Likewise, the key informants also claimed continuous product supervision is consistently undertaken to enhance firm's level of performance and productivity.

The key informants believe that customers' value analysis helps to identify and target individuals with greatest potential for future sales. At the same time, they also argued that customers' value analysis helps the firm to identify superior strategy capable of unlocking complex market. Further, the informants articulate quality management is considered as a very important for the long-term success of an organization. Quality management also ensures that an organization product and services are consistent.

Conclusion and Recommendation

Innovation plays an important role not only for large firms, but also for SMEs. It is also one of the most important competitive weapons and generally seen as a firm's core value capability. Thus, it is considered as an effective way to improve firm's productivity due to the resource constraint issue facing firms'. Based on this ground, it was necessary to examine the role of innovative strategies in improving the firm's performance and productivity by taking Heineken Beverage Industry. Accordingly, the research findings illustrates that the process innovative strategies of the organization are very weak and not significantly contributing to the firm's level of performance. Similarly, market and product innovative strategies of the organization were not effective enough to enhance organizational performance and productivity. On the basis of research findings, the research recommended the following measures to be undertaken:

- As the study discovered the existing different process innovation strategy systems are outdated and no longer applicable to the current situation, so there is a need for reforming the existing process innovation strategy systems to enhance and improve the firm performance and productivity. Hence, amending the laws and regulations should be given a high priority.
- It is recommended to introduce information technology equipment's and automation systems in processing products that will further enhance the efficiency and effectiveness of process innovation and task structures and reporting systems, which can in turn reduces bureaucracy and paperwork and facilitate attainment of organization performance.

- The management of the organization have to design effective and timely market innovation strategy and communicative it to all staff members to enhance the organizational performance and productivity.
- Establish frameworks of how the office monitors the effectiveness of internal controls, response mechanisms, and risk management processes through proper identification and prioritization of possible risks and strategies in manufacturing products to control those risks and react to potential changes.

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LIFE SKILL DEVELOPMENT AND PERSONAL IMPROVEMENT MODELS THROUGH OUTDOOR EDUCATION ACTIVITIES IN PRIMARY SCHOOL

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Abstract

Outdoor learning has gained lots of interest on both theoretical and practical basis among teachers from Romania. It is used more and more in all areas of education, especially in the formal educational institutions. Also, it has been proven in several research areas that outdoor education with its belonging activities can develop several competencies, in a more efficient way than any other educational strategies or methods. Also, the 21st Century education, has a wide preoccupation towards the development of more than only key competencies that are given by the European Union, such as transversal competencies and life skills. There have been introduced in the national school curricula, school subjects within the area of new education types, and there has been a stronger emphasis on counselling and personal development subjects in

primary schools, elementary schools and also high schools, during which pupils can develop certain skills and competencies that can help them further on, in becoming useful adults and involved members of the society.

The present article sets the theoretical frames for the main concepts, such as outdoor education, life skills, transversal competencies, personal development etc. and also the practical methodology that sets the frame for some template models of outdoor educational activities in primary schools, that can be used as tools for all interested teachers regarding this topic. In the last part of the article, there are going to be presented practical models, that are based on outdoor learning activities, that are fundamental in the primary school curricula and it contains. Also, it is important to be mentioned that all approaches presented are made in an interdisciplinary way.

Keywords: *outdoor education, life skills, personal development.*

Introduction

In the instructive climate in Romania, terms, for example, open air training, educating and learning in nature, nature kindergarten and woodland school have showed up as of late. The idea is expansive to such an extent that an unmistakable calculated and semantic delimitation is required. In the Romanian instructive framework, to depict the idea, the terms are utilized principally: open air schooling, outside training or outside learning. (P un, 2017) Being acquired words, generally neologisms, expressed disarrays can be made. In the writing there are a great deal of terms used to depict the outside space for learning: outside, park, open air study hall, outside zone, play area, school yard.

Outdoor education can be accomplished during classes or during after-school programs, regarding the school educational plan. The exercises inside it

tends to be proceeded as an enhancement to the class hours, or can be done freely of them, given that the substance set up in the school educational programs identified with each age level are noticed. It is essential to make reference to that outside play or recreational exercises can't be remembered for the circle of open-air training, since they don't seek after the destinations that lead to the obtaining of learning, they are not coordinated for instructive purposes.

Recent perspectives

Life skills are capacities for versatile and positive conduct that empower people to manage the requests and difficulties of life. This idea is additionally named as psychosocial competency. (Breaz, 2020) The subject fluctuates extraordinarily relying upon accepted practices and network desires however aptitudes that work for prosperity and help people to form into dynamic and gainful individuals from their networks are considered as fundamental abilities. The UNICEF Evaluation Office proposes that "there is no authoritative rundown" of psychosocial skills; by the by UNICEF counts psychosocial and relational abilities that are commonly prosperity arranged, and fundamental close by education and numeracy aptitudes. Since it changes its significance from culture to culture and life positions, it is viewed as an idea that is flexible in nature. Be that as it may, UNICEF recognizes social and passionate fundamental abilities distinguished by Collaborative for Academic, Social and Emotional Learning (CASEL). Life aptitudes are a result of amalgamation: numerous abilities are grown all the while through training, similar to go along with, which permits an individual to feel in charge of a circumstance and make it more reasonable in context. It permits the individual to deliver fears, outrage, and stress and accomplish a subjective life. (UNICEF, 2015)

Classification:

- Communication and interpersonal skills. This extensively depicts the aptitudes expected to jump on and work with others, and especially to move and get messages either recorded as a hard copy or verbally.
- Decision-making and problem-solving. This portrays the abilities needed to get issues, discover answers for, only them or with others, and afterward make a move to address them.
- Creative thinking and critical thinking. This portrays the capacity to think in various and strange manners about issues, and find new arrangements, or produce ground-breaking thoughts, combined with the capacity to evaluate data cautiously and comprehend its importance.
- Self-awareness and empathy, which are two key parts of emotional intelligence. They portray getting yourself and having the option to feel for others as though their encounters were going on to you.
- Assertiveness and equanimity, or self-control. These portray the aptitudes expected to defend yourself and others, and resist the urge to panic even notwithstanding impressive incitement.
- Resilience and ability to cope with problems, which portrays the capacity to recuperate from difficulties, and treat them as occasions to learn, or basically encounters.(Prinz, 2009)

Personal development is the school subject that deals with real-life issues affecting our children, families and communities. It's concerned with the social, health and economic realities of their lives, experiences and attitudes including relationships. Fundamental abilities are one of the defensive variables. Showing fundamental abilities in the homeroom has been appeared to considerably lessen tobacco, liquor, and illegal medication use. Fundamental abilities work is suggested for all understudies. When focused all in all school populace, general projects will likewise draw in students with distinguished dangers. Encouraging

self-improvement in the updated educational plan achieves this. (Pâni oar , 2017)

In some instruction frameworks, the National Curriculum incorporates headings for the investment of understudies of any age in a progression of open air, arranged, reformist and innovative learning encounters. These are testing openings that happen all through and outside of school. In Romania, following the examination of the National Curriculum, we notice the support of this kind of exercises and learning encounters regardless of whether they are not referenced in archives as exercises having a place with open air training.

In the event that there are countless inspirations and positive bearings in such manner, all that remains is to confront the difficulties of guaranteeing that open air training is firmly secured in the educational plan, so it turns into a reality for understudies in Romania. This methodology turns into an obligation of every instructor, who should design and incorporate outside training exercises in the instructional-instructive cycle, as interdisciplinary tasks and as cross-curricular exercises. Each curricular region is formed to open air instruction, on the grounds that each control has explicit advantages in such manner. When arranging open air exercises, associations with instructive exercises attempted in the homeroom ought to be considered with regards to utilizing the educational plan all in all. Rather than offering seven days of open-air learning or an uncommon day of outside workshops, it is more attractive that the proper exercises that occur in the outside climate be essential for an all-encompassing educating learning approach that is connected to a cycle. (Potter &Dyment, 2016)

Practical teaching-learning models and methodology

The Personal development subject belongs to the latter curricular area present in the National Curriculum of the level of the fundamental acquisitions cycle. It is a comprehensive discipline that deserves the attention of teachers, in order to be developed for the benefit of students. In Norway, these classes have a special place in the students' daily schedule, because they are intended for getting to know each other, getting to know each other, socializing, solving problems, discussing, getting closer to group members. In countries like Germany and Scotland, take advantage of these hours to spend time outside, to communicate and get involved in team-building games. In Romania, these classes are gaining ground lately, and this shows a positive development of education in our country.

Regardless of the activities that are used, be they relaxation, energization, reflection or even mutual knowledge, it is advisable to start planning these hours from the needs, interests and desires of the little ones. Thus, the educational climate will be much improved, and the instructive-educational process will achieve its ultimate goal: to provide quality education.

The use of visual arts, handicrafts, painting and drawing allows students to experience the world in different ways. Unfortunately, this area of study has lost a lot of ground due to lack of time and especially due to too rich content that needs to be addressed in other curricular areas or disciplines. This can have a negative impact on the holistic development of students, because creativity, relaxation, meditation, inspiration cannot be missing from the life of any child. The arts and practical skills must regain their place in the education of children. There are many ways in which outdoor activities can be carried out whose main theme is the arts in general, and which take place in the natural environment using natural materials.

An example of this would be shadow-drawing, or drawing after shadows. Observing the passage of time and the movement of the sun can be done by sticking a straight branch in the ground, noting the shadow and then placing it in a safe place to observe how far the shadow has moved. If a white paper or thicker white cardboard is attached to this branch, the shadow of any plant can be outlined, which can then be coloured when the shadow has moved away from the paper. Charcoal or chalk can be used to give the design a shadow effect. (West Lothian Primary School, 2017)

Wild art is another example that can be put into practice in outdoor education during activities based on this curricular area. It is a versatile form of exploring various things in nature. It is usually used in personal expression, but it can also be used in much more concentrated forms. This art form identifies various patterns or patterns in nature, and highlights identified colours or shapes. Frames in various sizes can be made from pieces of wood, which will then be placed in front of elements considered special in nature. (Martin et al, 2018)

Also, another group activity would be the creation of collages made of natural materials, on different themes, or even collecting fruits of different colours, passing them and making paintings. Instead of brushes you can use branches, grass or leaves, stones, pieces of bricks, clay, coal, etc. In terms of practical skills, the list of suggested activities can be endless. You can weave hats, rugs, you can make different ornaments using natural materials, you can make masks, dolls, decorative objects, which can then be displayed in the classroom or even outdoors. Usually, children's paintings hang on a string in order to tour the gallery. (Ontario Public Health Association, 2007)

Among the technologies, the most widespread in outdoor education is ICT. Technological and social development has led to the appearance in schools of

tablets, smartphones, video projectors, the Internet in general. There is a newer issue of excessive use of these computer tools, especially in unwanted and inappropriate ways, during breaks or even classes. Outdoor education provides an answer in this regard, as it encourages the positive use of tablets, smartphones and tools. Students will discover multiple educational uses of these tools. For example, experiences can be shared on different channels, social networks, as well as photos, sent to friends or uploaded to different groups or class blogs, where parents can enter and view snippets of their children's activity. It is important to encourage students to create quality photos, not just any pictures. They should clearly capture the beauty, emotions and feelings of the experienced. Also, photos can be thematic, for example by photographing clouds that have shapes of different beings, or a group can photograph a building from several perspectives, and when returning to class, a three-dimensional photographic construction of that building can be created. (Robertson, 2012)

In the planning section, technology is also a real help, because teachers can write letters to parents, can issue various invitations, can take photos, lists of necessary equipment. Technology also helps to download maps, useful in orientation activities, and with the existence of a printer in each class, the work of educators and teachers is much easier. Students are also helped by satellite maps, or navigation systems, both in the preparation and in carrying out extracurricular activities. Recorders can also be used to record specific sounds in nature, then you can listen to the recordings, and finally perform exercises to correlate the sounds with their sources. Video cameras can be used in outdoor activities, as they can be left overnight to observe the behaviour of small wild animals. The result can be viewed, and students' questions will not be long in

coming. These are just a few practical ways to make good use of the many technological tools currently available in society and schools. (Barrable, 2019)

Technologies may be present in forms other than information or digital in this curricular area. There are many machines and equipment used in industries but also in the daily routine of people, which can be studied and observed, and which clearly help the individual and group development of people. Through visits by manufacturers and consumers, and the machinery they operate, students can have a clearer picture of what it means to be innovative and make life easier. They can be present on animal farms, vegetable farms, in the fields, in markets, in factories, in the clothing and footwear industry, in gardening, etc. Students can see exactly how to get from production to a finished product. It can also be seen that due to different processing technologies, certain plants can be used for several purposes: medicinal, dyeing textiles, food, feed.

In this sense, field trips are extremely valuable, and are all the more educational as their character is repetitive. An example in this field can be the observation of some simple constructions, and the attempt to imitate some of their replicas in the school yard. They can be made of wood or thin metal pipes, and students can thus experience various ways to set up a construction that can test durability over time. At the same time, children can operate with different types of materials, test them and compare them in order to extract lessons that will serve them in the future.

It can be said that even in the area of music and dancing there is not enough attention is paid, also due to lack of time or even due to lack of imagination or creativity in this regard, and students fail to develop properly in this area. The study disciplines are made up in such a way that each major area or learning topic is covered, and the individual manages to develop holistically. From the compulsory educational path of each student, sports, arts, music, dance cannot

be missing. On the one hand, they are important due to the multiple educational benefits they offer, and on the other hand, they are those classes that seem to detach students from those difficult or problematic areas of learning, and to transpose them, to relax them, to develop their creativity, give them opportunities to experience beauty and art.

The use of drama, art, music and dance offers students unique experiences. Creating performance in the external environment connects the school to society, and gives students the satisfaction of realizing that they belong to a place. These disciplines are also called in the literature, ways of expressive art. By engaging in such activities, students can express themselves, they can capitalize on certain talents they have. Even those children who feel that in other disciplines do not understand the contents so well, in the latter they manage to get involved, to create, to express the personal way in which they conceive the world and life. There are certain practical skills associated with these disciplines, namely the creation of pieces of art that combine the use of tools in the external environment.

In this context, visits can be made to the philharmonic, to various rehearsals of some musical groups, you can visit instrument factories, children can buy instruments or they can make the simplest ones themselves. They can invite famous musicians to give them live performances, they can go to different concerts, and they can listen to different types of music.

In urban or natural environments, small recording devices can be used and when returning to the classroom, educational software can be used to edit the recordings of all members of the group to create an entire story of their journey.

Dance is part of the second part of the name of the discipline we are talking about, and has a strong formative value. Through dance, or movement performed to the sound of music, students automatically move into a new

world, their own. They can learn from others or simply express themselves in the way they want. In the outdoor environment you can organize dance-based events, in which you can present dances specific to different countries, or created by each student individually through their own choreography, you can interpret certain poems on a musical background, you can also involve the community and members them by organizing events that include traditional dances from different areas of the country. Interculturality can be practiced, because students from different countries can expose their traditions in this regard. Short cultural and virtual trips can be made to discover how people belonging to other nationalities, etc. express themselves through music and dance. Famous choreographers can be invited and together with their parents, students can learn different dance styles.

Design and structure of activities

Steps	Description
Title	
Subjects involved	
Objectives	
Description	
Resources	
Time	
Evaluation	

Table 1. The structure of outdoor learning activity preparation

Practical model

Activity title: "Music around me"

Preparatory class

Rural zone

Competency selection criteria: level of knowledge, level of skills, level of attitude

Areas / disciplines: Arts and technologies-Music and movement

Arts and technologies-Visual arts and handicrafts

Counselling and guidance-Personal development

How to achieve: Outdoor education

Tools: writing instruments, worksheet, nature objects, string, bells, branches of different lengths and thicknesses, containers of different sizes and materials, water, sand

Competences pursued:

a) At the level of knowledge

Identifying and naming musical sounds (Do-Mi)

b) At the level of skills

Accompanying use of natural sound materials (pebbles, chestnuts, wood, etc.)

c) The attitudinal level

Involvement

Autonomy

Interest given to the activity

Free and casual expression

Activity description:

Students will leave the classroom with the teacher, preferably in a quiet area with low artificial noise pollution. There, they are asked to sit with their eyes

closed and for a few moments to listen to all the sounds that are heard around them, without being asked to distinguish the sounds between them. The activity can continue with the following questions asked by the teacher:

- What did you hear?
- How many sounds did you manage to recognize from the ones you heard?
- Can you name any of them?

The activity will continue with the third step of realization, namely, the students will keep their eyes closed again, but this time they will receive a sheet of paper on which they will make a map of the sounds heard, which will contain the marking of the area in which they heard the sound and a representative symbol of the sound heard (for example, a bird, a stream, a wind chart, leaves, other animals, etc.). Each student will exchange maps with a classmate, and he will go to the place indicated by the map and will listen if the sound indicated by the colleague whose map he has is heard in that place. (Guldborg, 2009)

The next step of this activity will be the conducting of the nature orchestra. Students are encouraged to lead nature's music by moving their hands, focusing especially on the sounds that go up or down. They can create your own orchestral scene by producing sounds. They can also use their bodies, various objects found in nature or some brought from the classroom environment, to produce their music (string, bells, branches of different lengths and thicknesses, containers of different sizes and materials, water, sand). Students will start with a regular and repeated beat, and gradually more and more sounds will be added, until everyone is involved and the song reaches a crescendo. Also, in this section, students can fill the containers brought from the classroom or home with water to test the propagation of sounds and the differences between them, based on the amount of water that fills the vessel. They can also hang the bell on the branches of trees, and when the wind blows, they will create different

sounds. Students can create creeks adorned with buttons fastened with strings and use them as music sticks. When moving through the air, different sounds will be made, depending on the thickness of the branches used or the number and texture of materials used to decorate them. It depends on the teacher how simple or difficult this activity can be. (McCoy, 2010)

The following adaptations will be considered:

- students can be grouped into sections: rhythm, animal sounds, leaf squeaks, bird chirping, grass rustling, wind, etc.
- the sections can work at the same time or separately, according to the teacher's instructions
- the final musical product can be recorded by the teacher, so that it can be played at any time to monitor the students' performance.

The integrated activity related to outdoor education ends with a hunt for sounds in nature, in which students receive a list of images representing different natural or artificial sounds, that they will have to find and check. The activity will be done in groups of two people. At the end of this section there will be a moment of discussion, during which the natural sounds will be selected from the artificial ones on the list and the conclusions related to the activity will be made.

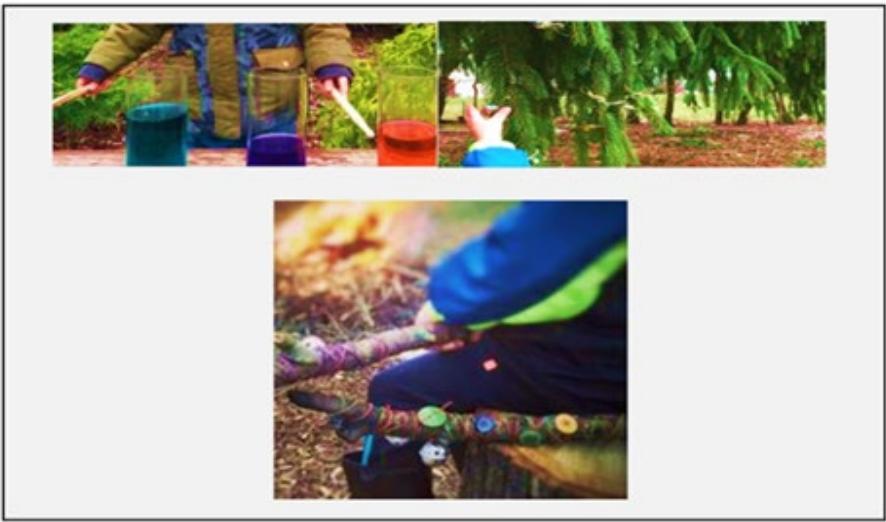


Image 1. Musical instruments from the presented outdoor activity










Listen carefully. What kind of sounds do you hear?		
 <input data-bbox="513 1119 567 1157" type="checkbox"/>	 <input data-bbox="782 1119 835 1157" type="checkbox"/>	 <input data-bbox="1045 1119 1099 1157" type="checkbox"/>
 <input data-bbox="513 1317 567 1355" type="checkbox"/>	 <input data-bbox="782 1317 835 1355" type="checkbox"/>	 <input data-bbox="1045 1317 1099 1355" type="checkbox"/>
 <input data-bbox="513 1519 567 1557" type="checkbox"/>	 <input data-bbox="782 1519 835 1557" type="checkbox"/>	 <input data-bbox="1045 1519 1099 1557" type="checkbox"/>

Image 2. Sound hunting workshop

Rationale

We chose this integrated activity because it develops many skills present in the curriculum, which can only be developed through practical applications. The activity presented above encompasses three different curricular areas, with three related disciplines, developing students in a complex way. The activities in the children's class have become boring, and the teachers do not find interesting ways to transpose their knowledge in fields such as music or the arts. Students have entered a routine that stops them from moving forward and developing in this regard. Outdoor education activities can help teachers because they are based on integrated learning and are enjoyable to do. The psycho-social characteristics of learners must be taken into account, especially at this age, and after a close knowledge of the class, to carry out really engaging, interesting activities that motivate students to get involved and develop much needed transversal skills. a complex development.

At the level of content acquisitions, we chose a single competency, even if through this activity we could have selected a larger number of competencies from the curriculum, because according to this criterion, some competencies cannot be considered as content acquisitions. (Callaghan, 2018)

At the level of skills, we also chose a single competence, because most of those present in the curriculum cannot be developed, but rather they are innate or depend on the hearing aid. For example, among the competencies present in the curriculum, most are part of the "skills" criterion, which are related to talent, and we do not want to measure this in this activity. We did not want to measure in any form whether any of the participating students are talented or not, but we wanted to develop measurable skills in the short and long term. Also, some competencies cannot be included in the scope of the "skills" criterion, because their sub-sections are functions of the recipient organ

called the "ear". They cannot be developed through exercise, because they come naturally for every healthy developed individual from this point of view, disregarding situations where there are hearing problems or even deafness. (Roman, 2016)

At the attitudinal / affective level, we wanted to propose through this activity, the development of four transversal competences, already used in other contexts, with reference to free and casual expression through music and movement, but also art in general. We also wanted to test the level of development of autonomy, involvement in the activity or the interest given to the activity. (Torkos, 2020)

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THE CHARACTER EDUCATION BASED ON LOCAL CONTENTS CURRICULUM TOWARD *MADRASAH* *ALIYAH* IN INDONESIA

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Abstract

This study aims to describe the nature of character education at *Madrasah Aliyah* in Indonesia, the nature of local content curriculum at *Madrasah Aliyah* in Indonesia, and character education based on local content curriculum at *Madrasah Aliyah* in Indonesia. The facts that are very concerning in the world of education in Indonesia include 1) The occurrence of a crisis due to too much material burden, education is more focused on intellectual development and less attention to other aspects; 2) The emergence of acts of violence committed by students in the school environment both against fellow students and against

their teachers; and 3) The occurrence of moral decadence among students and leads to behaviors that are not in accordance with norms. The condition of this weak character shows that all education in the form of general good knowledge, religion and moral knowledge taught in schools has not had much effect on changes in the behavior of students in particular, and the behavior of the Indonesian nation in general. So it takes an emphasis on strengthening character education specifically, because in reality character education has been included or integrated with all subjects but in reality it has not shown the idolized manifestations. Local content curriculum lessons can be used as a medium for strengthening character education. The local content curriculum is a curriculum that is based on the enrichment of cultural values, and is a concrete situation faced by students in everyday life. So that it makes it easier for students to internalize the character values in the education they take. The local content curriculum that emphasizes the maintenance and development of local values and culture is a determining foundation in character development to obtain a conceptual model of character education that is relevant to the needs of society.

Keywords: Character education, curriculum, local content, and *Madrasah Aliyah*.

1. INTRODUCTION

Education is the process of instilling good habits, with adequate means for both himself and others by doing habituation (Arifin, 1994, p. 12). According to the first President of the Republic of Indonesia, Soekarno (1964, p. 80), this nation must be built by prioritizing character building which is expected to make Indonesia a great, advanced and victorious nation as well as dignified and has a desire for independence.

Education is an innovative and dynamic force that can influence societal change. Fazlur Rahman said education is the starting point for reform (Iqbal, 2005, p. 608). By bringing up new ideas and values that have a big impact on people's lives. Education for human life is a process that involves the transformation of humans, society and culture, and has a core fundamental belief in scientific thought. Because education will lead a static and traditional society to transform into an advanced nation and be able to awaken society in the face of changing times.

In Islam, education is a mandatory that must be done by Muslims, *min al-mahdiilaal-lahdi*, Because humans are tasked with carrying out *amarma'rufnahimunkar*, in this case at least they must make themselves as role models. In addition to *amarma'rufnahimunkar*, education is useful for strengthening humans with their duties as 'abid' and their function as caliph. And is a form of responsibility or response as a result of human answers (communication) very early on to God, when he answered God's call, "am not I your God?" they answered: yes you are our Lord, we are witnesses (as stated in the Al-Qur'an letter Al-'Araf: 172).

According to Sayyed Nasr, the phrase "Am I not your God?" symbolizes communication between God and humans before creation ((Iqbal, 2005, p. 348). And it means that humans accept God's mandate that must be carried out in the world, with this mandate that humans are obliged to worship Allah and serve him or carry out duties as 'Abd and *Khalifatullah* in world.

With the acceptance of the status of a servant of God and *Khalifatullah* assigns human responsibilities as follows: First, human responsibility towards God, namely "act of worship and service and obedience to His Law" (acts of worship and service and obedience to His law). The duty of man to Allah is the most important obligation. Humans as '*abdullah* must try to do it with a pure

heart and will, namely the obligation to know Allah and worship Him. Meanwhile, as *Khalifatullah* he must be able to become a leader of himself, his family and society. Second, the responsibility of humans to themselves. The responsibility of humans to themselves is “Responsibility our soul and mind and then try to save our soul and to be good” (responsibility to our soul and mind and strive to save and make this soul better). Third, human responsibility towards society, namely all kinds of actions ranging from working honestly, generously, respecting others, being in society and respecting and maintaining all the results of creativity, feeling and positive community initiative. Fourth, human responsibility for the environment. Namely managing, prospering, preserving and making the best use of the surrounding environment (Iqbal, 2005, p. 350).

The ability of humans to realize awareness of their responsibilities is the goal of character education. The character education is a form of education that aims to develop ‘good’ people (Jerome and Kisby, 2019, p. 17). In the community, there are rampant cases of corruption, violence, irregular traffic, students cheating on tests, environmental damage. This shows that more and more Indonesian citizens are losing their good character, such as honesty, a sense of nationality, mutual respect, discipline, manners in the public sphere and a sense of social responsibility. This is an indicator that the Indonesian nation has not made progress in the field of character education. Even according to Koentjaraningrat, this nation still suffers from many weak characters, including underestimating quality, like to bypass, not confident in themselves, not being disciplined, ignoring responsibilities (Idi and Safarina, 2015, p. 120).

The facts that are very concerning in the world of education in Indonesia include the occurrence of a crisis due to too much material burden, education is more focused on intellectual development and less attention to other aspects;

the emergence of acts of violence committed by students in the school environment both against fellow students and against their teachers; the occurrence of moral decadence among students and leads to behaviors that are not in accordance with norms. In broad terms the debates over moral and character education divide along three dimensions. One broad distinction is between those who view character formation and morality as centered on the cultivation of virtues and those who argue that morality is ultimately a function of judgments made in context (Larry, et al., 2014: p. 2).

The condition of this weak character shows that all education in the form of general good knowledge, religion and moral knowledge taught in schools has not had much effect on changes in the behavior of students in particular, and the behavior of the Indonesian nation in general. Education should be an effort so that society is civilized, not only knowledgeable, and more broadly, as a means of cultivating and channeling values (enculturation and socialization). Students must get education that touches the foundation of humanity. The human dimension includes three most basic things, namely affective, which is reflected in the quality of faith, piety, noble morals, including noble character and superior personality and aesthetic competence. Second, cognitive which is reflected in the capacity of thought and intellectualism to explore and develop and master science and technology. Third, psychomotor which is reflected in the ability to develop technical skills, practical skills, and kinesthetic competences (Muslih, 2011, p. 69).

To support the realization of mental and physical education for the Indonesian nation, on September 6 2017, President Joko Widodo has signed presidential regulation number: 87 of 2017 concerning Strengthening Character Education. In this Presidential Regulation, it is stated that the strengthening of Character Education is an educational movement under the responsibility of the

education unit to strengthen the character of students through harmonization of heart, feeling, thinking and sports with involvement and collaboration between education units, families, and communities as part of The National Movement for the Mental Revolution.

Character education must become a National Movement that is able to create schools that encourage young people with character, responsibility and care by modeling and teaching good character through an emphasis on universal values. The universal values in question are caring, honesty, fairness, responsibility and respect for oneself and others (Pala, 2011, p. 23).

There are 18 values of character education developed in Strengthening Character Education, namely religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly (communicative).), love peace, love to read, care about the environment, care about social and responsibility. Among the strategies that can be used in delivering character education is through local content curriculum lessons. Because in reality character education has been included or integrated with all subjects but in reality it has not shown the idolized manifestations. The local content curriculum is a curriculum that is based on the enrichment of cultural values, and is a concrete situation faced by students in everyday life. So that it makes it easier for students to internalize the character values in the education they take. The local content curriculum that emphasizes the maintenance and development of local values and culture is a determining foundation in character development to obtain a conceptual model of character education that is relevant to the needs of society.

Character education based on local content curriculum must be emphasized more at the high school level and the equivalent of both Senior High School and *Madrasah Aliyah*, because at this time students are

experiencing the process of searching for self-identity, especially for *Madrasah Aliyah* students, this is a necessity, because in society has stigma that if *Madrasah Aliyah* students are good it should be, but if there is a group of children in the community who are naughty and there are *Madrasah Aliyah* children, then *Madrasah Aliyah* children are more highlighted, seen and exaggerated, humiliated, even associated with institutions, teachers and learning activities and teach it.

There are several studies related to character education in schools, in Islamic boarding schools and various levels, both integrated in the curriculum, and in school culture. Among them are the results of research by Darmuin (2013) showing that the development of a character education curriculum is specially formulated to contain 18 character values developed by integrating with the learning curriculum and assessing the development of students as a whole. Research by Ma'arif, et al., (2012, p. 166) states that to foster good character in students, the three schools apply an active learning model, which involves the various potentials of students, with the method used based on the principle humanization or learning is fun oriented towards achieving the vision and mission of the institution. To support the formation of good values in students such as honesty, respect and responsibility, the three schools also make extracurricular activities effective as a medium for expression and development of student interest talents. Nadhifah's research (2017, p. 3) shows that the character values developed in school are the pillars of character: 1. Love of God and all of His creation, 2. Independence and responsibility, 3. Honesty / trust and diplomacy. , 4. Respect and courtesy, 5. Generous, like to help and mutual cooperation, 6. Confidence, creative and hard work, 7. Leadership and justice, 8. Kind and humble, 9. Tolerance, peace, unity and K4 namely cleanliness, tidiness, safety and health. NurHidayat's research (2016) reveals that the

implementation of the character education model transmitted and developed by KiaiHamam to his students includes, social care, simplicity, humanism, development of local culture and local wisdom, development of work ethic or hard work, independence, religion and sense. Responsible. Muhammad Ipih's research (2017) examines the increasing importance of character considering the current phenomenon related to the deterioration of values and character carried out by relatively young children and many other actions that deviate from Islamic character values that we can see every day through the media. The strategy carried out in internalizing Islamic character values is carried out through entrepreneurial activities, weekly moral values, habituation, rewards and punishments, exemplary teachers, supervision and attitude regulation while in *madrasah*.

From the explanation above, it can be explained that the study of character and character education is not new, because this research has been done a lot both domestically and abroad. But a specific study of character education based on local content curriculum at *Madrasah Aliyah*, has not been found. Thus, this study is expected to find a specific character education model according to the age of students (adolescent age) and according to the culture in the region.

2. THE NATURE OF CHARACTER EDUCATION

The definition of education according to the Big Indonesian Dictionary is the process of changing the attitude and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. According to Webster's New Words Dictionary education is the process of training and developing knowledge, skills, thoughts, character and so on, especially through formal schooling. Education is not merely an effort to prepare individuals to adapt themselves to the environment, but is more directed at efforts to form and

be willing to conserve the environment in harmonious relationships. The education by local content is established to produce quality human resources with relevant skills, competencies and excellent character that increase their global competitiveness (Triyono and Moses, 2019, p. 70).

According to Ibn Sina, education or learning involves all aspects of human beings, starting from physical, mental, character and moral. "Education should not ignore physical development and anything that has an influence on physical development such as exercise, food, drink, sleep and hygiene. Education is very important to be given to children to prepare themselves for adulthood, by being equipped with certain professions so that they can contribute to society. Ibn Sina also revealed that education should be given in stages based on age. Ibn Sina considered that education for children and adolescents should be given because education has a close relationship between meeting economic and social needs. Most importantly, every student must become an expert in a certain field who will support his work in the future (Iqbal, 2005, p. 7).

Law No. 20 of 2003 concerning the National Education System, article 1 states that education is a conscious effort to prepare students through guidance, teaching and / or training activities for their future roles. Educational efforts based on the above definition cover a very wide area, all of which refer to individual development. Educational Objectives according to Law no. 20 of 2003 concerning the National Education System, reads as follows Education aims to develop the potential of students to become human beings who: believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible.

If we look at it, there are 10 items of education objectives in the national education system, eight out of ten items in the law are related to character issues, while the other 2, namely numbers 5 and 6, are not directly related but still cannot be separated from character. Thus 88 percent of our educational goals are character building. This figure is the same as the number predicted by neuroscientists that 88 percent of human life is dominated by the subconscious mind, where emotional intelligence and spiritual intelligence include self-concept which is the foundation for character building. So if a person's character can be built, 88 percent of his life will be successful (Amir and Zulfanah, 2012, p. 64).

Furthermore, the definition of character, character comes from the Greek *karasso*, which means blueprint, basic format or prints such as in fingerprints, or *charassein* which means to make sharp or make in (Majid, 2013, p. 11). In the big Indonesian dictionary, characters are defined as character; character; psychiatric, moral or ethical qualities that distinguish a person from others. With the above understanding, it can be said that character building is the process of carving or sculpting a soul in such a way that it is unique, interesting, and different or distinguishable from others. Like a letter in the alphabet that is never the same from one another, thus people with character can be distinguished from one another. The combination of all human nature that is permanent, so that it becomes a special sign to distinguish one person from another is the definition of character according to Griek (Zubaedi, 2012, p. 9).

The view of experts on character education, Aristotle argues that doing good and right actions towards oneself and others is a good character. Namely the virtuous life towards oneself (such as self-control and moderation) and the kindness that is oriented towards others (such as generosity and compassion). Lickona(2012, p.82)describes a character consisting of an operative value,

which has three interconnected parts, namely; moral knowledge, moral feelings, and moral behavior. So that people who are said to have tough characters are people who know the good, want the good (desiring the good) and do the good.

The view of Muslim philosophers on character education, according to Tafsir (1994, p. 24), in Islamic education, character is called morals. Character is a sign that someone is worthy or not worthy of being called a human. So in Islamic education popular character education is called moral education and people who have good character are called good characters. Morals are one of the three basic frameworks of Islamic teachings, namely faith and sharia which have very important positions, morals are the perfection of Islamic teachings after being based on faith and sharia (Marzuki, 2009, p. 13). Morals are the same as manners, which consist of the words “character” and “character”. Budi is that which exists in humans, which is associated with consciousness, which is driven by thought, a ratio called character. Moral is what is seen in humans, because it is driven by a feeling of the heart which is called behavior. So, character is a combination of the results of the ratio and taste that manifests in human initiative and behavior (Djatnika, 1994, p. 26).

The view of Imam al-Ghazali (t.th, p. 58), states that the definition of morality is a trait that is embedded in the soul from which actions arise easily without requiring consideration of the mind (first). From this definition, it can be seen that the nature of morals according to al-Ghazali includes two conditions. First, the action must be constant, i.e. repeated in the same form, so that it can become a habit. Second, the action must grow easily without consideration and thought, that is, it is not because of any pressure, coercion from others or even beautiful influences and persuasion and so on. Furthermore, Imam Ghazali explained that morals are not knowledge (*ma'rifah*) about good and evil, nor nature (*Qudrah*) for good and bad, nor good and bad practice

(*fi'il*), but a steady state of soul. Moral is a term often used by al-Ghazali. So, there are often terms that are popular with praiseworthy and despicable. So it can be understood that morals are an attitude or human will accompanied by a serene intention in the soul based on the al-Qur'an and al-Hadith from which deeds or habits arise easily without requiring prior guidance.

Ibn Maskawaih's view of morality is a state of the soul that causes the soul to act without being thought or considered in depth. The mental state is of two types, one is the original character or the second is due to the formation of the environment due to habituation, advice and practice. At first, this situation occurs because it is considered and thought about, but then through continuous practice it will become morally reflex to do.

Ibn Hazm's view (tt, p. 18), Ibn Hazm has reminded humans that morals are created, shaped and compiled by Allah S.W.T. Morals were created when Allah SWT created humans. The good that is done by humans is not done by themselves but because of the grace of Allah SWT. The goal of ethics according to Ibn Hazm is to help fellow humans to repair corrupt morality and heal their mental illness.

Abdullah NashihUlwan (1981, p. 174), character education is moral education, namely education on the basics of morality and the virtues of character, traits that must be possessed and made into a habit by a person from childhood until he becomes a convert. Children will grow up on the basis of wickedness and deviance. If the child's education is not religious, it is far from Islamic faith and is not related to Allah. Faith education is a factor that straightens crooked character and improves the spirit of humanity. The possibility of using moral and religious values to guide youth within the education system, with the ultimate goal of intercepting these societal issues (Dempster, 2020, p. 249).

The view of Indonesian education philosophers, according to Ki Hajar Dewantara (1977, p. 25), character or character is the roundness of the human soul, and is commonly called “character”. People who always have intelligence, character always think and feel and use measurements, scales, and a definite and constant basis for action. That is why each person can be identified with a certain character. Character or character is fixed and definite so that one human can distinguish one from another. Character is the nature of the human soul from wishful thinking to being transformed into energy, which comes from the union of thoughts, feelings and tangible wills. Thus, in Ki Hajar Dewantara’s view, Character is a comprehensive unity of thoughts, feelings, wills, and energies that manifest in a person and make him different from other humans. According to Hamka, ethical sources come from the three powers of the human soul, namely the power of reason, humans can carry out reflection on investigation and research so that they can distinguish between good and good and bad. The two forces of anger are those that command fend and defend, inviting to gain power and victory. This power of anger should be well controlled. The three powers of lust, human lust can drown the emanation of God’s nurses, but it is still necessary because without lust there is no such thing as life (Haris, 2010, p. 82).

3. *MADRASAH ALIYAH* AND ADOLESCENT MORAL EDUCATION IN INDONESIA

Adolescence is one of the developmental periods that humans experience in their lives and adolescence is a transition period from childhood to adulthood. Some experts have different opinions about when adolescence takes place, because human development is indeed individual, there is rapid development and some are slow. Thus the age limit is flexible, meaning that it can go forward or backward according to the speed of development of each

individual. For example, according to F.J. Monk adolescence is 12-21 years, according to Erickson 12-18 years, Hurlock 13-18 years, Cole 13-21 years, Haditono 13-21 years (Thalib, 2010, p. 41).

Referring to the age of development, in general adolescents are still in Junior and Senior High School or Islamic Junior and Senior High School and some are students. Human development cannot be separated from the influence of the environment, so that the development of adolescents at the junior high school level will be different from those at the high school level. Adolescents who sit at the junior and senior high school aged around 13-19 years, include the categories of early adolescence, middle and near late adolescence. The development that is experienced includes physical, psychological, and social aspects, in principle, the three aspects of development will reach maturity in adolescence, so it is expected that they have shown an adult attitude at the end of adolescence.

In the adolescent psychology map, there are three parts, namely: 1) Pueral phase, at this time adolescents feel uneasy because they do not want to be said by children, but are also unwilling to be said to be adults. The distinctive characteristics of the Puer era can be summarized into two things, namely aimed at being in power, namely what is desired, what is made into dreams is the strong, the champion, the winner and so on, and the extraverts, namely the behavior and actions of the Puer child who are outward oriented, extraverts, this prompts him to witness the conditions of the world outside himself and to seek peers to meet the needs of his soul (Suryabrata, 1993, p. 218); 2) Negative Phase, this phase only lasts a few months, which is characterized by hesitant, gloomy, dreamy and restless; 3) Puberty phase, this period is called the Adolescence period. In this discussion, taking Cole's opinion, dividing adolescence into four parts, namely preadolescents aged 11-13 years (women) and 13-15

years (men), Early Adolescence ages 13-15 years (women) and 15-17 years (men). -Male), Middle Adolescence aged 15-18 years (female) and 17-19 years (male), and Late Adolescence aged 18-21 years (female) and 19-21 years (male).

The environment, and the way of teaching adolescents have a big influence on the moral formation of adolescents and the mental maturity of youth. It is during this period that character education and teaching of morals are very important education and will shape their mentality. Moral is an elementary thing in Islam, the Prophet Muhammad SAW gave a signal with his words " " " " which means: "actually I was sent to perfect morals", high intellect in other words the goal of the prophet's sharia is to improve human morals. Surah Al-Qalam verses 4-5. In his mission to form the Prophet's morals based on the Al-Qur'an as a reference, including the letter Al-Qalam verses 4-5 which means "And Verily, you really have great character. Then someday you will see and they (disbelievers) will also see ". Moral is a reflection of human life, he can be categorized as a human being, or vice versa, he is an immoral person, all of which can be seen from the person's behavior in everyday life (Raharjo, 2012, p.87). The relationship between intellectual character education and traditional character education, which emphasizes the development of moral and civic virtues like kindness, generosity, and tolerance, is also explored (Baehr, 2017, p. 1).

Character as one of the benchmarks and corridors of behavior as well as manifestations of the social dimensions of humanity necessitate the common good values. But the fact is, in the world of education (especially in schools) sometimes develop various forms of behavior which are often not in accordance with the values of goodness. For example, student behavior is increasingly free

and permissive, as well as delinquent delinquency that is not in accordance with the norms that apply in society.

According to KartiniKartono (2010, p. 49), the types of juvenile delinquency can be divided into four, namely: 1) Isolated delinquency, this group is the largest group, in general they do not suffer psychological damage; 2) Neoritic delinquency, this type of juvenile delinquency is due to adolescents suffering from other disorders in the form of anxiety, insecurity, guilt, guilt, and other worrying feelings; 3) Psychopathic delinquency, this type of delinquency is not much among teenagers, but is very dangerous because it is accompanied by mental illness that can lead to criminal acts; 4) Delinquency moral defect, this sufferer is caused by deficiency or disability, their behavior is quickly satisfied with their achievements but is often accompanied by aggressive actions. Because character education was included providing students with opportunities for moral action (Berkowitz, 2017: p. 84).

Deviation or delinquency in adolescents is caused by various factors, including: family factors, school factors, community factors, playgroups, and mass media. Youth as the nation's next generation, should utilize all their abilities and potentials to increase their capacities and capabilities. Because at this time is the most potential in the growth and development of all self's potential aspects. In a wise adage it is said that youth are the leaders of the future and in their hands are the life and progress of the nation. So it becomes a necessity to instill character values as optimally as possible in this adolescence, in order to achieve a generation that is physically and mentally healthy, and behaves according to religious and community norms, has a comprehensive intelligence including intellectual intelligence (IQ), emotional intelligence (EQ) and spiritual intelligence (SQ). In essence, possessing these three intelligences is the essence of character education, namely thinking, feeling, heart and sports.

Character education which aims to develop intellectual, emotional and spiritual intelligence in students, especially at adolescence, is continuously socialized and instilled in schools or *madrasah* through local content curriculum lessons as a characteristic of an educational institution or the uniqueness of a *madrasah* that is of interest to the community. The process of shaping the independent Islamic educational institution was made in two stages: from *masjid* (mosque) and to the *madrasah* (Arjmand, 2018, p. 22).

4. CURRICULUM OF LOCAL CONTENT AT SCHOOLS IN INDONESIA

The curriculum according to law number 20 of 2013 concerning the National Education System, is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals. The local content curriculum is part of the decentralized curriculum, which can be implemented according to local conditions and needs. The state of the region is everything that is in a certain area which is basically related to the natural environment, the socio-economic environment and the socio-cultural environment. Regional needs are everything that is needed by the community in an area, especially for the survival and improvement of the community's standard of life, which is adjusted to the direction of regional development and the potential of the area concerned (Rahadiansyah and Prayitno, 2011, p. 249).

The basis for the policy for implementing this local content curriculum is based on government policies as stipulated in the 2003 National Education System Law in article 37 paragraph 1. The primary and secondary education curriculum must contain: religious education, civic education, language, mathematics, natural sciences, social sciences, arts and culture, physical and spiritual education, skills or vocational, and local content. In Regulation of the

Ministry of Education and Culture of the Republic of Indonesia number 79 of 2014 concerning the local content of the 2013 curriculum article 2 it is stated that local content is study material or subjects in the education unit which contains content and learning processes about local potential and uniqueness which is intended to shape students' understanding of excellence and wisdom the area where he lives. As part of a nation and character building policy, arts education and activities were implemented into national pedagogical programs (Murtala, et al., 2019, p. 1960).

The purpose of the local content curriculum, in the National Education System Law in the elucidation article states that local content study materials are intended to form an understanding of the potential in the area where they live, while according to the Curriculum Center for Research and Development Center of the Ministry of National Education of the Republic of Indonesia, the objectives of learning local content are: 1) Know and become more familiar with the natural, social and cultural environment; 2) Having the ability and skills as well as knowledge about the area that is useful for themselves and the community in general; 3) Having attitudes and behaviors that are in line with the values of the prevailing regulations in the region, as well as preserving and developing the noble values of the local culture in order to uphold national development; 4) Be aware of the environment and problems in society and can help find solutions to problems. As emphasized by Muhaimin (2008, p. 94), the local content curriculum in *madrasah* aims to develop regional potential as part of efforts to improve the quality of education in madrasas and develop the potential of madrasas so that they have a competitive advantage. Instead, that it remains a very real aspect of society experiences with the education system (Scherer, 2016, p. 24).

The scope or content of the curriculum for local content in Indonesia, according to the Regulation of the Ministry of Education and Culture of the Republic of Indonesia number 79 of 2019, schools or *madrasahs* develop local content in the following stages: 1) Analyze the context of the natural, social and cultural environment; 2) Identification of local content; 3) formulation of basic competencies for each type of local content; 4) determining the appropriate level of education unit for each basic competency; 5) integration of basic competencies into relevant learning content; 6) determination of local content as part of the learning content or as an independent subject; 7) preparation of the syllabus; and 8) preparation of textbooks.

Based on these stages, the scope or content of the local content curriculum is selected according to the needs and relevance to the conditions and needs of the region concerned, for example the need to a) preserve and develop regional culture. b) increasing the abilities and skills in certain fields in accordance with regional economic conditions such as batik c) increasing the ability of foreign languages and regional languages for work and individual empowerment d) developing culinary and fashion e) fulfilling competences in Islamic boarding school(*pesantren*) areas such as *tahfidz al-Qur'an* and reading *turatst* book. The Muslims progressed towards true integration of the Qur'anic Worldview in the curricula of the natural sciences in secondary Islamic education, whose students are at critical stages of their cognitive, affective, spiritual, social, and ethical developments (Hassan, 2016, p. 303).

Table 1. Examples of analysis of local context and local content curriculum options

No	Context	Local content
1.	<i>Pesantren</i> environment	<ul style="list-style-type: none"> • <i>Tahfidzal-Qur'an</i> • The study of <i>turatst</i> book

		<ul style="list-style-type: none"> • Public speaking • Arabic speaking • <i>Pesantren</i> leadership
2.	Agricultural environment	<ul style="list-style-type: none"> • Farming • Nurseries • Land management • Fertilization • Processing of agricultural products
3.	Coastal environment	<ul style="list-style-type: none"> • Travel • Aquaculture • Fish and seafood processing • Coastal conservation
4.	Batik industry	<ul style="list-style-type: none"> • Batik technique • Batik marketing • Batik tourism

According to the Regulation of the Ministry of Education and Culture of the Republic of Indonesia number 79 of 2014, the development of local content needs to pay attention to the following principles: conformity to the development of students, integrity of competence, linkages to regional potential and uniqueness, flexibility in types, forms and timing of implementation, usefulness for the national interest and facing global challenges, and appreciative. The schools possessed Islamic characteristics by adding a number of Islamic religious subjects in curriculum (Azra, 2018: p. 769).

5. CHARACTER EDUCATION BASED ON LOCAL CONTENT CURRICULUM AT *MADRASAH ALIYAH* IN INDONESIA

Character education aims to improve the quality and implementation and results of education in *madrasah* which leads to the formation of the character of students as a whole, integrated and balanced according to the competence of

graduates. With character education, students are expected to be able to use their knowledge and internalize the values of character and noble morals in the behavior of everyday life. Every school may develop the learning process according to the school's situation and student's character (Nurdin, et al., 2017, p. 218).

At the institutional level, character education leads to the formation of school culture, namely the values that underlie behavior, traditions, daily habits, and symbols practiced by all school members and the surrounding community (Asmani, 2012, p.43). Character education at *Madrasah Aliyah* is delivered using various strategies and methods. Strategy is a pattern that is planned and determined on purpose for carrying out activities or actions. Strategy includes activity objectives, who is involved in activities, activity processes, and means of supporting activities.

Strategies with this method are often equated, but there are differences between the two. Strategy is an operational plan to achieve something. While the method is a way to achieve a goal. Strategies that can be used in instilling character education can be done through learning local content, extra-curricular activities, habituation, reward and punishment, and entrepreneurial activities.

In some *Madrasah Aliyah*, local content lessons are an option for inculcating character education. Because it is considered capable of bringing students to cognitive value recognition, affective appreciation of values and implementation of values in real activities. Even the cultivation of character education through the local content curriculum is used as a model for character education in madrasahs.

Models are examples, patterns, references, variations, types and so on which are made according to the original (Poerwadarminta, 2007, p. 773). Muhaimin (2008, p. 221) explains that a model is a conceptual framework that

is used as a guide or reference in carrying out an activity. The model is also a set of systematic procedures for realizing an activity process. Thus a model is a conceptual framework or a systematic procedure of something that can be used by an example for other parties to follow. According to Mulyasa (2014, p. 61) there are five types of models in character education, namely: the subject separated matter model (autonomous), the correlation model in subjects, the integrated model in all subjects, the supplement model, and the combined model.

In this case, the character education model based on local content curriculum is included in the correlation model in subjects, namely a model that positions the responsibility for character education in certain subject groups. Because certain subjects can form concrete characters in students based on the processes they undergo, for example, complex Information and Communication Technology subjects create a confident and resilient character with one belief that there are no problems that cannot be solved or solved.

Table 2. Analysis of local content curriculum lessons that are integrated with character

No	Local content	Character value
1.	<i>Qiro'atulkutub</i>	Religious, disciplined, hard work, curious, fond of reading
2..	<i>Tahfidzal-Qur'an</i>	Religiosity, honesty, discipline, hard work, independence, and responsibility
3.	Javanese language	Curiosity, national spirit, and love for the country
4.	Fashion and automotive	Disciplined, independent, creative and responsible

The methods used in character education through local content curriculum learning strategies include:

- a. Education by example

“Exemplary” in the Big Indonesian Dictionary means things that can be imitated or examples. According to Aly(1999, p. 178), the word “exemplary” in the same sense is to give an example. According to Kohlberg, this example is called the moral example method, according to him, moral example is useful in pedagogy because it supports socialization and promotes development (Larry and Darcia, 2014, p. 98).

From some of the above definitions, the author can explain that what is meant by exemplary in education is a way of educating by giving examples in which students can imitate both in terms of words, deeds, ways of thinking and others. In Islamic education it is known as *uswah* a good example, as stated in the Qur'an surah Al-Ahzab verse 21 which means: “Indeed, the Prophet (himself) is a good role model for you (namely) for those who hope for (grace) Allah and (coming) the Day of Resurrection and He chants Allah a lot.

Moral development through exemplary is representative enough to be applied. According to NasikhUlwan, exemplary is the key to a child's moral education. Because children will get examples of the perfection and depth of faith, moral excellence, physical strength, and mental maturity and knowledge (Amri, 2012, p. 144).

Modeling methods are very important in the world of education, the role of teachers or educators, parents and the social environment greatly influences the educational process and students. The absence of a balance between theory and practice in moral education can destroy existing concepts, even damage students, society and science itself. In learning the local content curriculum, the example of the teacher in instilling the values to be achieved is very important, for example in learning local content in Javanese, the figure of a Javanese teacher becomes an example that makes it easier for students to absorb Javanese

cultural values. A diligent, disciplined and capable *tahfidzh* teacher is an example for students to strive hard to complete their program.

b. Education with habituation

Habit comes from a common root word, common. Often the discussion of habituation is a process of cultivating a habit, accustoming an action to be done, so that someone does not realize what he is doing. Habit is something that is deliberately done over and over again in order to become a habit and shape character.

According to Abdullah NashihUlwan (t.th, p. 636), refraction is a practical dimension in an effort to form (coaching) and become a method of habituation of Islamic Education. Habit can be an effective method of instilling moral values into a child's soul, which will manifest throughout his life.

Thus in learning the local content curriculum the process of habituation becomes urgent in instilling values, for example, the habit of memorizing the Qur'an with discipline, the habit of using good and correct Javanese in everyday life, and the habit of reading the yellow book as part of madrasa literacy.

c. Education with Advice

Character education with advice is the education of children with good advice and advice. Advice can have a big influence in opening awareness about something related to the teaching of Islamic principles (Ulwan, 1999, p. 209). Parents or educators must choose the right time to convey advice so that it can be accepted by children and have a big influence. In learning local content curriculum which requires a lot of student intensity to master it such as *tahfidz*(memorize), reading books, mastery of automotive skills and fashion, really need educator advice to motivate and always maintain the enthusiasm of students.

d. Education with care and supervision

Education with attention and supervision is by paying attention and continuously monitoring the development of his soul, the stability of his faith and also monitoring his interactions (Ulwan, 1981, p. 179). Also supervise the achievements of target students.

e. Educational Rewards and punishments

Providing education by giving rewards and punishments is an education in the form of appreciation for children's behavior as a form of appreciation when they do good and punishment when they are guilty. Gifts are not always in the form of material but can be in the form of praise, while punishments should not be physically harmful to the child. In character education through this local content curriculum, giving prizes to appreciate the achievements of students is very important to foster character to respect the achievements of others and important to foster enthusiasm for students.

From the various methods above that are applied to local content curriculum learning, a character education model can be built in *madrasah* based on local content, which is useful for internalizing values into the behavior of students through the local content learning process.

In this case, character is more emphasized and explicit in learning local content curriculum materials in addition to being embedded in all other subjects, with the aim of encouraging students to find meaningful values in everyday life that are contextual and useful in the midst of society. The contextualization of learning will bring students closer to what they are learning to be closer to life (Sahlan and Prasetya, 2012, p. 138).

6. CONCLUSION

Based on the explanation above, it can be concluded that character education is the process of cultivating positive values in students so that they

have good character or morals in cognitive, affective and psychomotor aspects, through heart education, thought, sports and feeling or intention. In accordance with the values embraced either from, religion, or culture. Local content curriculum education is one important aspect of character education, because local content curriculum material brings students closer to the context of learning with the surrounding community and daily life. The local content curriculum is a curriculum that is based on the enrichment of cultural values, and is a concrete situation faced by students in everyday life. So that it makes it easier for students to internalize the character values in the education they take. The local content curriculum that emphasizes the maintenance and development of local values and culture is a determining foundation in character development to obtain a conceptual model of character education that is relevant to the needs of society. Character education in *madrasah* based on local content curriculum can be applied as a character education model that is developed and made explicit in accordance with the needs of the students' environmental context, so that the goals of education are integrated with the daily realities of students, or not alienating and inseparable from the reality of society.

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**THE ROLE OF PRISON SERVICE IN REDUCING RE-
OFFENCE: CHALLENGES OF (RE)-INTEGRATION IN
ILLU ABBA BOR AND BUNNO BEDELLE ZONES
PRISONS, ETHIOPIA**

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ABSTRACT

This study is aimed at examining factors of (re)-offending, the role of prison administration and its challenges in reducing (re)-offending by (re)-integration mechanism. The approach employed was qualitative and its design was descriptive case study. The data were collected through semi-structured interview, focus group discussion and observation. The data collected was categorized, organized in theme and analysed by thematic analysis techniques. And then, the study find out that there are three interrelated phases as far as (re)-integration is concerned: programs that take place during time in prison, which aim to prepare offenders for their eventual release; programs that take place during offenders' release period, which seek to connect ex-offenders with the various services they may require; and long-term programs that take place

as ex-offenders permanently (re)-integrate into their communities, which attempt to provide offenders with support and supervision. To perform it, there were responsible departments in prison administration that play a role in each phases by arranging Substance Abuse Treatment Programmes, Facilitating Behavioural Change of Offenders, providing Education, Life Skills and Vocational Training and setting up Follow Up Mechanisms and Linkage. However, limited economic and human resource/Capital, weak linkage of the correctional centres with the community and other stakeholder, public perception of discharged prisoners in the community and principle-practice disparity on the role of correctional centres prevented correctional centres from properly executing its responsibilities. The study concludes that rehabilitation of the offender and the support of the victim, by way of a multidisciplinary approach and the presentation of a variety of programmes, should always be the main aim of imprisonment in order to re-integrate the offender with society and the family so that they can once again function as a proper unit. To this end, the study suggested that mechanisms should be devised to participate and mobilize all sectors towards the same aim of reducing reoffending.

Keywords: prison, (Re)-offense, Offenders, (Re)-integration, crime

Introduction

From the world experience, the offenders punished to minimize the crime. The form and purpose of punishment might be different from one to another. For example; punishment may take the form of imprisonment, fine, probation, corporal punishment, capital punishment, community service, conditional or unconditional discharge. Its purpose is ensuring and preserving

order, peace, and security of the state and its inhabitants for the public goods (Girma, 2013).

However, detailed history of prison in Ethiopia is incomplete and limited, it has been served as correction centre (Factbook, 2004). It serves to correct criminal behaviour. A crime is an act which is prohibited and made punishable by law. An act consists of the commission of what is prohibited or the omission of what is prescribed by law (The criminal code of Ethiopia proclamation No.414/2005, 2005). Criminal law is among the guardian of the society and its inhabitants. It protects the society by encouraging the performance of desirable acts and discouraging the commission of acts that are deemed socially undesirable. As a point of departure, criminal law protects the society/preserve public good whereas civil law is meant to protect persons/preserve individual good and their properties (Girma, 2013). As Dejene said punishment normally refers to measures taken by the government against criminals as the consequences of their criminal activities so as to affect, inter alia, their property, liberty and times, lives. In the contemporary time, sending inmates to prison is the most practiced form of punishment throughout the world, though different states may pursue their own distinct aims and philosophy in dealing with prisoners (Lauren E. Glanze and Seri Palla, 2006).

There are several theories about the Prison authorities to protect the community from crime offenders. Some of them are: retribution, deterrence, rehabilitation and incapacitation of offenders (Girma, 2013). For the concern of this study, the emphasis would be on Rehabilitation.

Rehabilitation is also known as reformation, supports the claim that sentence should be designed to provide treatment for conditions in offender's attitude, personality or general personal history that have led him to the commission of a crime. It is about how to reform or cure the offender from

problem that might have led him/her to the commission of crime (Crime, 2018). This is forward-looking theory of punishment as it aims at rehabilitating criminals so as to enable them to lead normal (criminal-free) life after completely serving their sentences. It expected to minimize the likelihood of ex-prisoners reoffending after they released. One strategy for reducing the risk of recidivism is the provision of treatment, services and support to prisoners during their incarceration and after their release. It is recognized that prisoners are confronted by a arrange of social, economic and personal challenges that can be barriers to a criminal free life style (Baldry, 2003)

The Universal Declaration of Human Rights, The International Covenant on Economic, Social and Cultural Rights, and The United Nations Basic Principles for the Treatment of prisoners facilitate the route of rehabilitation to ensure that inmates are treated with care and dignity. Ethiopia is among countries that subscribe to these international conventions. The Bill of Rights enshrined in chapter three of the Constitution of the Republic of Ethiopia of 1995 with reference to the detention system defines how the justice system should operate, which emulates international statutory measures with regard to the treatment of prisoners.

Moreover, the federal prison Commission was established pursuant to Proclamation No. 365/2003, to implement judicial decisions and to undertake the functions of the custody, reformation and rehabilitation of prisoners as part of the contribution to crime prevention. For further lightening of the Ethiopian legal concern about detainees:

The 1931 Constitution

In 1931 Ethiopia adopted the first written constitution. The constitution, for the first time in the history of Ethiopian Human Rights, came up with some human rights provisions. The article which has relevance to detained persons

prohibits arbitrary arrest, sentence and imprisonment of persons: No Ethiopian subject may be arrested, sentenced, or imprisoned except in pursuance of the law. This provision, however, does not have clear provision on treatment of detained persons.

Proclamation No. 45/1944, Relating To Prisons

Ethiopia has a brief history of legal framework concerning the treatment of prisoners, though history of prisons in Ethiopia is traced back long before 20th century. Proclamation No. 45 of 1944 entitled a proclamation Relating to prisons pioneered in bridging the vacuum in this regard. According to article 8 of the prison proclamation, prisoners serving sentences are under obligation to participate in some work in the prison and this type of work is considered to be "an essential element" in the sentence. The type of work should also be suitable to the prisoners' ability and shall be of such nature as to reform and educate the prisoner and to be conducive to his rehabilitation. If the work the prisoner does and his conduct are satisfactory, he is entitled to receive compensation for the work he does. The mode and amount of payment was supposed to be governed by prison regulations.

The 1957 Criminal Code

The 1957 criminal code had described the manner of prisons administration and treatment of prisoners. The code, accordingly served to supplement the proclamation on the administration of prisons. In line to our objectives some of the provisions of the code capture our attention in terms of their relevance for the topic under investigation. Among others, prisoners, who are a danger to others, prisoners of bad character and recidivists sentenced to rigorous imprisonment or interment shall be kept separate from prisoners under the age of 18 years or from prisoners who are serving a sentence of simple

imprisonment for the first time. Moreover, prisoners on remand or prisoners detained for civil debts shall be kept separate from prisoners serving sentences.

The 1995 FDRE Constitution

The constitution provides a long list of fundamental rights and freedoms under chapter three. The chapter is divided into two parts as: Human Rights‘ and Democratic Rights‘. Everyone, without discrimination on different backgrounds, is entitled to the rights entrenched in the constitution. Detained persons as human beings, therefore, are also entitled for these constitutional rights, except those limited explicitly as natural consequence of deprivation of liberty. For instance, the rights to life can be limited as a punishment for a serious criminal Offence determined by law: No person may be deprived of his life except as a punishment for a serious criminal offence determined by law. Art 14 grants the rights to liberty and this rights is taken by law obviously as punishment for crime. The said article at the same time, however, prohibits arbitrary arrest and detention without charge or conviction. Article 18 of the FDRE constitution is a direct reflection of art 5 of the UDHR and article 7 of the ICCPR stating Everyone has the rights to protection against cruel, inhuman or degrading treatment or punishment. It specifically prohibits forced or compulsory labor‘ and exceptionally detained persons are required to perform forced or compulsory labor.

The constitution on The Rights of Persons Held in Custody and Convicted Prisoners‘ reaffirmed that detained persons are entitled to the rights guaranteed by the constitution, all persons held in custody and persons imprisoned upon conviction and sentencing have the rights to treatments respecting their human dignity. The provision continues: All persons shall have the opportunity to communicate with, and to be visited by, their spouses or

partners, close relatives, friends, religious councilors, medical doctors and their legal counsel.

The EFDR constitution has adopted the monist approach on incorporation of international law. Art 9(4) of the constitution stipulates that

All international agreements ratified by Ethiopia are an integral part of the law of the land. Hence, International instruments that are ratified by Ethiopia are subject to enforcement before domestic courts without the need for further act for domestication. Accordingly, international human rights instruments in general and those exclusively dedicated to detained persons rights can be invoked by detainees so long as ratified by Ethiopia.

Federal Prisons Commission Establishment Proclamation

Federal Prisons Commission Establishment Proclamation, adopted by the house of people's representatives to give effect to the principles envisaged by the constitution regarding persons in custody, is the next important instrument which deals with detainees rights. The preamble of the proclamation stipulates that reformation and rehabilitation are the objectives of punishment. Art 5 of the proclamation also states that the objective of the commission is reformation and rehabilitation:

The objectives of the Commission shall be to admit and ward prisoners, and provide them with reformatory and rehabilitative service in order to enable them make attitudinal and behavioral changes, and become law abiding, peaceful and productive citizens.

Art 6 of the same proclamation on Powers and Duties of the Commission provides that the commission shall maintain prisoners' health care; and provide prisoners with free medical treatment, food and shelter. It will undertake and encourage tasks, services and activities necessary for the physical and mental well-being of prisoners. To this end, the proclamation stipulates

enactment of regulation and directives by relevant authorities. The duty of the commission also includes, inter alia, providing prisoners with academic education, vocational training, and social work services and counseling services to facilitate their post-release rehabilitation.

The proclamation provides that prisoners shall be treated with due regard to their human dignity. It also suggests that remand and civil prisoners shall be presumed innocent and treated differently from convicted prisoners. It prohibits adverse discrimination on grounds of gender, religion, political opinion, nation, nationality, of social origin. The proclamation makes it clear that female detainees shall be provided with separate premises while segregation on the basis of age, offences and similar factors is subject to the extent that circumstances allow. 'Prison premises and compounds shall not be hazardous to health; and they shall have fresh air and sufficient lights. It allows variation among accommodations based on degree of willingness to reform and repentance. There shall be provision of food free of charge which is sufficient and of nutritional value.

The Revised Criminal Code (2004)

The significance of the existing criminal code, which repealed the 1957 penal code, of Ethiopia will not be overlooked when we deal with a law that governs prisoner's rights in Ethiopia. Article 1 of the criminal code on object and purpose' of the criminal law of Ethiopia stipulates that the purpose of the criminal code is ensuring order, peace and security. To this end, the aim of the law is mainly prevention of crime by giving due notice on the types of prohibited acts and the amount and nature of punishment that the violation of them entails. The purpose of punishments passed against those who failed to adhere to the law is not retribution. It is to deter others not to involve with the same act and at the same time it endeavors to make reformation of the criminals

through different measures. The reformation and rehabilitation objective of the law is best provided, specifically regarding prisoners, under its preface. The preface upholds article 1 of the code:

The fact that wrongdoers, 'instead of being made to suffer while in prison, take vocational training and participate in academic education, which would benefit them upon their release, reaffirms the great concern envisaged by the Criminal Code about the reform of criminals.

Regulations No.138/ 2007: 'Treatment of Federal Prisoners'

In 2007 the Council of Ministers enacted regulations entitled the "Treatment of Federal Prisoners Council of Ministers Regulations No.138/ 2007". The regulation under article three describes the basic principle in dealing with prisoners and prison administration. First, it prohibits any 'discrimination on grounds of gender, language religion, political opinion, nation! nationality, social status or citizenship; second, respect to their human dignity unless restricted by the penalties imposed on them; third, ensuring that the executions of penalties are educative and rehabilitative.

As the basic principle of the treatment of prisoners' stated that punishments at prison service expected to be educative and rehabilitative. This provision also emphasized under article 23 which states that:

Prisoners shall be provided with the opportunity to attend academic and different vocational training classes; provided, however, that priority shall be given to illiterate prisoners.

The regulation goes to say that 'Particular attention shall be paid to give educational opportunities to female and juvenile prisoners.' In line to this article 24 of the regulation impose additional duties...the prison shall make the necessary arrangements to allow prisoners to participate in different

rehabilitation and recreational activities. Furthermore, as per article 25 of the regulation, professional counseling service shall be provided to prisoners-during their stay in prison to bring about behavioral change so that they can become law abiding and productive citizens after their release.

At the times individuals may commit crimes due to the problems external or internal they are suffering from. Thus, since they may get rid of their problems through punishment, the criminal code stipulates the use of reformatory penalties. For example, individuals who steal because of poverty may be given vocational trainings in jails so that they will be able to use their vocations after they are released. The third means to be employed to hit the target of criminal law is measures. They can be used to prevent the commission of further crimes and this can happen where there is an indication to the effect that a crime will be committed. Even, the process of rehabilitation often considered of severe beatings, exhausting work and calisthenics, and political indoctrination. In Ethiopia the term prison is as old as the formation of the so called Ethiopian state. It is called as "*Carchalle*", "*Mana Hidha*" and "*weyibet*" in different part of the society. Prisons are often described as places where bad people go to get worse (Munting, 2005).

From the above literature background, this examines issues linked to the provision of services provided to prisoners during their incarceration and after their release.

Statement of the Problem

During the period of incarceration the prison should allow the offender an opportunity to work at reforming lives, showing them that crime does not pay, teaching them a marketable skill, giving them an education, all with one end in mind – to reduce the chance of an offender reoffending after release

(Stern, 2007). One less recidivist means one less crime, which means one less victim of crime and one less harm caused, hence a safer environment for all (Baldry, 2003); (Nsanze, n.d). Some study also shows that unpreparedness of families and community may be worrisome than being in prison leaving the ex-convict with no choice, but to re-offend and be reconvicted and a recidivist (Boipelo Milly Raboloko and Kgosietsile Maripe, 2019). Others Study results confirmed that provision of treatments, services and support to prisoners during their imprisonment and after release, reduced the likelihood of ex-prisoners reoffending after they released (Baldry, 2003), (Cherlotte Gisler, Ineke Pruin and Ueli Hostettler, 2018). The prevention of re-offence demand works on the transforming of the prisoners life in prison and after released. But, most of the time the attention and focus on the prison population is undermined or else neglected (justice, 2018). Several factors might be bottleneck to the rehabilitation and reintegration services. Some of common factors were lack of resources, political commitment, size of prison population and bad prison administration (Abdun, 2017). There were different age groups including children, Youth and elders and male and females that constitute the prison population. The treatment or rehabilitation required to address the problem is better to be based on their diversity in sex and age. But, most studies showed that the emphasis given to diversity was less (Crime, 2018). From the above, this study aim to assess the prison services in the process of reintegration and challenges to implement the reintegration program.

Objective of the Study

General Objective

The overall objective of this study was assess the role of prison service in reducing re-offending: challenges of (re)-integration in the case of Ilu Abba Bor and Buno Bedele Zones.

Specific Objectives

To Identify the general overview of offence and reoffending in the study area.

To explore the causal factors to ex-prisoners to reoffend.

To assess the role of correctional institutions and other stakeholders in preparing offenders for release, thereby aiding the reintegration process.

Research Questions

The research has attempted to address the following research questions:

✓ Why do some offenders return to prison repeatedly while others are able to move on and desist from crime?

✓ Can prisons play a more effective role in preparing offenders for release, thereby aiding the reintegration process?

✓ Do the community and other stakeholders have participated in making the transition from prison into the community more successful?

✓ *What are the challenges incarcerated individuals experience when they reenter society after incarceration?*

✓ What can be done to 'bridge the gap' making the transition from prison into the community more successful?.

Methodology of the Study

Study design

This study was qualitative approach and designed as descriptive case study. Qualitative approach since the study focuses on the description of subjective perspectives, processes and contextual meaning. It was also focuses on specific institution and limited to the prisons under study.

In order to relate the finding of this study with the existing literatures, secondary sources have also used. Moreover, documents and records of

correctional services from each zone have been used as additional sources of data. Hence, social norms, the perception of the research participants and the attitude of the people gauged qualitatively by probing the data collected through interviews, key informants, document analysis and observation.

Participants of the Study

Participants of the study includes prisoners who offended more than once, correctional officials, police and court officers, kebele personnel who has worked in adjudicating crime, community elders and families of imprisoned person in the area. Elders were selected considering their roles in the community. Largely we depended on correctional officers, Police and court offices in selecting local officials for in-depth interview. The key informants were selected considering the previous or the current position and experiences of the informants in relation to prison service.

Sampling Techniques and Procedures

This study would employed both probability and non-probability sampling procedures. Probability sampling have been used in selecting *weredas* from each zones. Using probability sampling three *weredas* from Ilu Abba Bor and two from Buno Bedelle zone have been selected. Non probability sampling was used to select participants. Purposive sampling was employed to select the participants in the prison/prisoners and correctional officers. Purposive-sampling technique in which 150 of which 30 were female respondents are selected on the basis of certain predefined purposes employed as a tool to select the informants. The rationale is, the researcher would found and discern individuals with knowledge and experience about the study. The size of the participants determined by the levels of data saturations. To this end, the selection of informants and the interview were done by the help of research assistants, from each *woreda* and one coordinator at zonal level. In this stage of

selecting the representatives, the researcher was vastly cautious in order to stay away from unobtrusive prejudice.

Instruments of Data Collection

In-depth and Key Informants Interview

In-depth interview had been conducted. It was administered to 50 prisoners of which 20 was female and 30 male, 8 line managers of Prison administration, 20 ex-prisoners and 80 community members purposively. The interviews had been administered focused on those their perception on prison services, preparation for future life and challenges to them. Accordingly, the data on views, feelings, emotions and experiences of respondents collected.

Key Informants Interview

In order to triangulate the data obtained from in-depth interviews. For this purpose, ten(10) informants(with deep experiences and information about re-offence) selected using purposive sampling. Among these, two from each department of correctional services and a total of six from *Woredas justice sectors*.

Focus group Discussion

Focus group discussion was held with re-offenders in prison classifying in to 4 groups. each group has 8 members. This was done to obtain detail information for they back to prison after they had released.

Document Analysis

In order to find the level of reoffending in the study area documents which are relevant to the issue under study were analyzed. In this regards, documents and records in the correctional services have been given due attention. The information obtained from document analysis were employed to cross check the data obtained through in-depth and key informants interviews. Furthermore, the researchers have examined the available documents on the

issue such as policy manuals and strategic documents and international research on reducing reoffending, performance reports, training manuals and action plans.

Methods of Data Analysis

The study was employed thematic descriptive data analysis method. The data obtained from in-depth, key informants interview focus Group discussion, document analysis and field notes (observation) have been systematically formulated and summarized to point out the needed issues. This task was carried out by applying pertinent approach to qualitative method.

In the meantime, triangulation of data have been predominantly used to compare and contrast the data obtained from different sources descriptively. As part of drawing inferences and establishing relationships within the collected data, the contents, which have similarities, were organized into categories and subcategories. This was followed by further clustering of different contents and then, the researchers have coined the most descriptive topics that capture the content or the essence of each theme.

Findings

The level of Re-Offending

The researchers organized and presented the frequency of re-offending in Both Illu Abba Bor and Bunno Bedelle as follows:

The data revealed that, the frequency of committing theft was significantly higher than the rest offences. A data pertaining to reoffending shows the same reality as most of ex-prisoners who have been convicted as a result of their engagement in some kind of theft come back to prison at some point of their release. From a total of 511 convicts due to their engagement in some kind of theft 146 (28.57%) of them visited the correctional centres more

than once. Next to theft, physical harm stands second regarding the frequency to which the offence is committed in the area. From the total 338 prisoners who visited the two correctional centres by inflicting certain physical harm/damage 58 (11%) of them were previously attended the prison centre at least once. The data found that from the total of 1284 inmates who visited the correctional centres as a result of theft, murder, physical harm, deforestation and rape 241 (20%) of them are reconvicted at least for the second time or more. Therefore, the effort to reduce reoffending and break the cycle of crime needs to focus on this fact.

The data both from Ilu Aba Bora & Buno Bedelle suggests that offenders whose current conviction was either burglary or theft were twice as likely to be reoffend compared to prisoners who had committed other types of offences. According to one of the Commander, who is a chief officer in correctional center, offenders who commit relatively low-level crimes but in high volumes are more likely to be reconvicted, and these offenders are more likely to get short custodial sentences. In contrast, longer custodial sentences are usually given to offenders who commit more serious crimes, but these types of crimes are much more rare, and the people responsible for them are less likely to be reconvicted.

Factors Which Influence Reoffending

Education

According to the data from prisoners both in Ilu Abba Bor and Bunno Bedelle prison center most prisoners have had no, a limited, or a severely disrupted education. As part of data collection, we interviewed 44 prisoners from Ilu Abba Bor and 26 from Bunno Bedelle correctional centres. All of them were men and visited the correctional centres more than once. At this point, we

can analyze the educational back ground of our informants to indicate the link between educational background and the level of reoffending.

Table 4: Educational background research participants/ reconvicted inmates

S.N	Educational level	Prison centre		Total	Percent (%)
		Ilu Bor	Abba Bedelle		
1	Illiterate	14	6	20	28.57
2	1-4	16	8	24	34.28
3	5-8	8	6	14	20
4	9-10	4	5	9	12.85
5	Technical & vocational	2	1	3	4.28
	Total	44	26	70	100

Substance Abuse

Studies have shown that rates of substance abuse amongst prisoners and ex-prisoners are substantially higher than for the general population. According to some of the informants, both in Ilu Abba Bor and Bunno Bedelle drinking of alcohol is particularly associated with violence. Although they have admitted that excessive consumption of alcohol inflict some kind of violent behavior, they are not honest enough to share their personal experience in this regard. However, according to our informants from the prison service staff, the behavior exhibited by most inmate during their arrival at the prison centre and also throughout their stay witnessed their consumption of some kind of drug or alcohol.

Problematic alcohol consumption is associated with crime, particularly heavy or binge drinking and violent crime. However, the links between alcohol,

crime and reoffending are complex: other mediating factors, for example personality disorder, childhood experiences of violence and social/cultural norms, are likely to play a role in the relationship between alcohol misuse and violent crime. There is a link between alcohol misuse and reoffending: for example, prisoners who had drunk alcohol every day shortly prior to custody were more likely to be reconvicted within a year following release than those who had not.

The habit of chewing khat is also wide-spreading in the area from time to time. Almost above half of the youth in Mettu town chew khat. The highest percentage of the prison population also constitute the youth. Chewing khat may contribute to the crime in general and reoffending in particular in two ways: first, just like other drug khat activates the mind and take them out of the reality, there by exposing the youth to emotional and imaginary activities which is against recognized norms of the society. Second, once they are addicted they use any means possible to get it. The youth who engaged in chewing khat are mostly unemployed. They couldn't have permanent income to cover the cost of khat. Therefore, they can engage in different illegal activities including theft. As indicated above, the finding suggest that in the crime as well as in the degree of reoffending theft stand first. In general, in the study area it has been estimated that approximately 70 per cent of prisoners have a substance abuse problem and those individuals have never received treatment during their stay in prison service.

Pro Crime Attitudes and Self-Indulgence

Attitudes involve the perception and misperception of prisoners towards crime. Culture affects our perception profoundly. According to our informants, those crimes related to revenge are mostly attributed to culture. The culture of revenge plays a great role in sustaining the cycle of crime and reoffending.

Most prisoners during their re-entry may face problems of resettlement. The main reason for this, according to one of our informant, first the offender may find some of his family or property being affected by the so called victim or his/her family. Second, when the offender comes back to the community the families of the so called victim intimidate and harass him/her. At this time, the offender forced to show violent behavior and re-offend. Furthermore, prisoners often come from socially excluded groups in society that may regard crime as a way of life or an easy way of making money, and, in fact, may regard prison as an inevitable part of their lifestyle. We identify such an attitude during our stay with the prisoner both in Ilu Aba Bor and Buno Bedelle Zones. One of the offenders in Ilu Aba Bor correctional center testified that:

We prefer to stay here. Life is more easy in prison centre than the outside world. Here, in the prison centre, we find food to eat without any ups and downs. They provide us beds which is much better than ours. So, why we suffer the hardship of life outside?

Thus, for some offenders, prison may be the only place they have support and when they leave prison they lose that support. Conversely, most of offenders interviewed in Mettu and Bedelle prison center felt they had more support in the community and described prison as a terrible place, with minimal support.

Institutionalization and Life-skills

Many prisoners have had disadvantaged family backgrounds, which were exacerbated by early institutionalization, and limited opportunities to develop the life-skills needed for them to function in society. Limited problem solving skills and a tendency to act impulsively are common to many offenders and are likely to inhibit successful resettlement. A significant number of

offenders both in Ilu Aba Bor and Bunno Bedelle prison services have been identified as having poor problem solving skills and an equally high percentage are considered to be impulsive. This is clearly self evident as we have discussed the reason of their arrest/re-arrest. Furthermore, imprisonment may tend to delay maturation, damage social ties and reinforce a negative identity.

Problems of Housing

According to our informants, a significant number of prisoner loses their accommodation while in prison. This means that when released from prison many offenders find themselves homeless. This is caused mainly due to two reasons: first if the crime committed by the offender is a serious one like killing, then the families of the victims take measures of revenge on the relatives and the properties of the offender including firing his house. For instance, three of our interviewee in Mettu prison centre confirmed this by stating the fact that they were reconvicted due to their dispute over their damaged house as they return back from prison. Second, youth offenders in most case remain homeless particularly when they commit an offence against their own family. This means those offenders who committed a serious crime within the family spoil their relationship with the family members. Upon their release the family may not be willing to accept them back into the family. One of the offenders interviewed in Mettu prison center spoke of this problem when asked if he had encountered this problem while on release in the community stating:

The contradiction occurred between my father and me when he biased to other children while distributing land. He couldn't gave me my appropriate share. I expressed my sentiment, but no one replied. As a result, I behave aggressively to secure my share. During this time, my father brought the case to the court and I was convicted two years. I spent two years in prison without any visit from my family. At my release I went to home, but my families are not

willing to welcome me. At this time I have no option without facing them. That is why I was reconvicted for the second time.

Finally, as many prisoners have limited histories of employment and low levels of education, obtaining a job and making enough money to afford and sustain housing is a further barrier to resettlement. Ensuring ex-prisoners have access to housing greatly increases their likelihood of desisting from crime. The study found that, people serving short term sentences are more likely to reoffend if they don't have suitable housing. Moreover, some people do not want to rent out homes or spaces to people that have a criminal background. Thus, ex-prisoners who are homeless are more likely to be reconvicted.

Economic Factors

The economic performance of the individual prisoners and the community found to have a direct link with the success as well as the failure of the reintegration efforts. When a member of the family is incarcerated, more especially when it is the breadwinner, the family is in most cases faced with income problems due to the cost of living, which exposes them to poverty and ultimately crime. A corrected inmate who came back to reintegrate in such family encounter a big challenge of resettlement. According to one of the officer in prison administration, incarceration affects not only the prisoner but also the family. In the same vein, according to one of our key informant Commander-in-chief of correctional administration, if offenders are returning to neighborhoods that do not provide access to the sort of services that are important for re-integrating them into the broader community, it stands to reason that they will be less likely to succeed in their post-release transition and more likely to recidivate. He summarized the link between economic problems and re-offending as follows:

Not having enough money, especially during the first few weeks after release, will substantially increase the risk of ex-prisoners re-offending.

On the other hand, reducing re-offending could represent huge savings for society – on the crime front alone, the cost to run the prison system far from the ground. The data from the prisons of Ilu Aba Bor and Buno Bedelle show that for serving a single offender in prison the government spent 12 birr per day and if by average a given offender stay under the supervision of prison system for two years at his/her release the person consumes a total of 8760 birr. Furthermore, in the study area almost all prisoners found to be from 19-30 years old. This is to mean that the productive forces of the community locked up in prison and unless we break the cycle of reoffending it continuous this way in the future. Therefore, due to the high rate of crime and incarceration together with the alarming data on recidivism; Freeman (2003), states that, almost any programme that reduces recidivism would pass social cost-benefit tests. In line to this the penal code of Ethiopia postulate that crime causes real harm to individuals, to communities and to the economy, and we need to work together to reduce re-offending. The discussion above summarizes the vicious circle between poor economic performance and crime in general and reoffending in particular. The overall economic activity is being affected as the productive part of the society locked in prison. At the same time, the time spent in prison contribute for reoffending as the prison centre fail to improve the skills, behaviors and knowledge of prisoners during their stay in prison.

Disrupted Family Relationships

Different studies attempted to address the issue of rehabilitation and re-entry of offenders to their communities including the importance of the family in the rehabilitation of offenders. Accordingly, we identified that if a corrected inmate gets back to join a family that is already dysfunctional, and hence

involuntarily the corrected inmate reverts back to his/her offence. Consequently, the rehabilitation of an incarcerated inmate with the exclusion of the family could be an incomplete process. Literature proposes that a combination of family, community and societal conditions, especially poverty collude to trap offenders and their families into a cycle of crime (Cheliotis, 2008). The way the individual is received by the neighbourhood affects whether they will re-enter successfully or return to prison. Thus far, little or no attention has been focused on the working together of social services, criminal justice system, health care providers and communities to meet the needs of families left behind (Travis et al., 2005). According to our informants both in Ilu Aba Bor and Bunno Bedelle, there is a lack of communication between families and prison centers when ex-offenders are re-integrated to the communities. One Inspector, he was our key informant from one of the correctional centre, clearly put the significance of family involvement to make the re-integration effort more successful. He also attempted to indicate the challenges in this regard:

Maintaining contact with families can be difficult and while families can play a critical role in preventing re-offending, often they are not properly prepared or made part of the release of a family member from prison.

Family relationships are a factor in whether an offender will go on to commit further crime and a strong family relationship can help offenders make and sustain the changes needed to turn away from crime. According to the data from both prison center, ex-prisoners who are visited by a family member have a significantly lower re-offending rate. Prisoners with family ties are far more likely to report having both housing and a job to go to on release, thus reducing the problems which housing, employment and other services face when working with them in the community. On the other hand, prisoners whose

family ties have broken and/or not visited by the family members are more likely to reoffend at some point of their release.

Role of prisons in Reducing Reoffending

The documents both in Ilu Abba Bor and Bunno Bedelle correctional centres revealed that the mission of the prison(legal correction center) is to serve the public by keeping in custody those convicted by the courts. The aim of keeping in custody is to correct the wrong acts of the committer or omitted behavior of crime committers. In doing so, the prison service have the duty of looking after offenders with humanity, rehabilitate or to help them to lead law abiding which help them both in custody and after they released. From this statement of purpose we may infer three major purpose of any prison/legal correction centres:

- *Enforcing sentences of the courts in the manner prescribed by law*
- *Detaining all prisoners in safe custody whilst ensuring their human dignity; and*
- *Promoting the social responsibility and human development of all prisoners and persons subject to community corrections.*

The three purposes were inextricably linked and it can be argued that the third is conditional upon the second being met; that rehabilitation would not be possible if prisoners were not detained under safe and humane conditions (Lukas, 2005). From the purpose of statement and Lukas, we inferred that the prison service protects the public by preventing crime by ‘looking after prisoners with humanity... [and]...minimizing the negative effects of imprisonment’ and by medicating antisocial behavior. Like that the chief commanders of Illu Abba Bor and Buno Bedelle zonal Legal correction centers

assured that the issue of human rights and rehabilitation is the priority concern of legal correction center. To assess the practical evidence of the promotion of human rights and rehabilitation activities in the legal correction centers under focus, we had interview with the purposively selected individuals and observed the activities have been gone on. However, what is said by the document, Lukas and the commander in chief of the prison administration compared to what is experienced by the offenders within prison are somewhat consistent at least in principle without undermining the practical limitations. From the interview with Mr. Y who was under legal correction for more than five years, we recognized that the legal center have provided rehabilitation activities such as legal awareness creation, vocational training like metal work, wood work, hand craft, agriculture skill training and 'injera' making.



Photo 2: Prisoners taking part on hand craft in Ilu Abba Bor legal Correction center, 2017



Photo 3: women under legal Correction associated on ‘injera’ making job in Ilu Abba Bor Legal Correction Centre.



Photo 4: Offenders on Wood work

The prison service in addition to imprisonment or confinement as a deterrent should include the correction of the offending behavior and is achieved through interventions to change attitudes, behavior and social circumstances. Individuals who repeatedly offend often have a range of issues,

for example, having had problems with education, literacy, unemployment, housing, addictions, health and mental health problems and family difficulties. In most case, these difficulties are found to be the causes of committing a crime. Different literatures explain that services to address these needs are delivered both in prisons and in the community by a range of public bodies and voluntary organizations. The Prison Service offers a range of programmes to meet the diverse needs of people in prison and address their offending behavior. Programmes include treatment for addictions, programmed interventions to address offending behavior, educational and vocational courses, and support on release.

However, in the study area most of these services are not provided as expected. The study shown that the deliver programs that aimed at transforming the attitudes, behavior and social circumstances are very limited both in Ilu Abba Bor and Bunno Bedelle prison centres. Although not satisfactory, the prison service have made an attempt on the areas of creating awareness of the law, raising their psychological makeup, providing regular education, providing guidance and counseling service, providing skill, technical and vocational trainings. Furthermore, these duties of the prison centre executed in interrupted and unplanned manner. In general, this study for the sake of convenience, categorized the role of the prison centre under the following themes:

Substance Abuse Treatment Programmes

For many prisoners who recently returned to their communities, substance abuse is often closely related to their difficulties with housing, employment, and education. Generally, research in the issue indicates that substance abuse treatment can help reduce reoffending. The prison service as derivatives of its primary aim, that is medication of criminal behavior, projected towards drug and alcohol treatment. Ensuring proper management of alcohol

and substance misuse services should be a priority of anyone wishing to reduce crime. Drug and alcohol abuse inflict some kind of criminal behavior. In the study area, excessive intake of alcohol reported as a cause of crime. Thus, any effort which is aimed at reducing reoffending has to entertain the issue of drug and alcohol consumption. The correctional measure of prison service need to develop a device on how to alleviate problems related to drug and alcohol misuse. This role is based on the rationale that prison can provide programs to help address the reasons offenders have been sent to prison as well as the barriers to resettlement awaiting them in the community.

Treatment is needed both in the community and in prisons. Drug treatment programmes in prison can be successful in both reducing dependency and reoffending. Both in Ilu Aba Bor and Bunno Bedelle Prison service, despite a limited effort in this regard, there remains a shortage of appropriate and effective drug treatment. The treatment of drug and alcohol do not given due attention in both centres. Interviewed offenders and the staffs of prison service admitted the prevalence of the problem associated with drug such as cigarette, chat and alcohol. Despite alcohol being accepted as a key risk factor in predicting violent reoffending in the study area prisons inspected had a very limited programme available to deal with. Some offenders also try to bring these drug into the prison center. It is obvious that drug and alcohol treatment reduce reoffending and more generally crime. Additionally, offenders who receive residential drug treatment are less likely to reoffend after release than comparable offenders receiving prison sentences. However, the efforts of drug treatment and control both in Ilu Aba Bor and Bunno Bedelle is not as such promising. According to the interview with offenders, the main problem in this regard includes: first, there is no strict control and supervision with regard to the access and use of drug and alcohol even within the prison centre itself.

Second, there is little or no intervention to relieve already addicted offenders. Thus, despite evidence on the financial and societal benefits there remains a shortage of appropriate and effective drug treatment both in Ilu Aba Bor and Bunno Bedelle prison services.

Facilitating Behavioral Change of Offenders

Like other prisons in the country, the prisons in Ilu Abba Bor and Bunno Bedelle Zones have been working to rehabilitate offenders with the aim of reducing reoffending and creating law abiding citizens. Rehabilitation in this context, according to one of our informant who is a chief expert in rehabilitative department of the correctional centre, includes any activities and service in the prison system aimed at reducing the likelihood of future crime in the form of repairing damaged behavior, providing skill training and raising awareness on crime and law. An interview with similar informant, who is a psychologist in the prison administration of Ilu Abba Bor, suggests that accommodation problems, health and addiction issues and/or disrupted family relationships can increase the risk of reoffending ... Prisoners may have come into the prison system with pre-existing problems (i.e. mental health problems) which, if not addressed, can be exacerbated by the experience of imprisonment, creating additional problems at the point of release”. A well designed rehabilitation programs expected to address the aforementioned problems of the offenders with the aim of making the transition from prison to the community a successful one. It is assumed that a better option for dealing with crime is to place greater effort on the rehabilitation of offenders, in particular, programs that adhere to the reduction of offender recidivism.

In essence, offender rehabilitation and successful reintegration are about changing people’s behavior from acts and behavior that were harmful to the self and others, to behavior that is not harmful to the self and/or others, and that is

socially contributory. One may argue that if no effort is made to bring positive behavioral change while offenders are incarcerated, they are likely to return to criminal activity once released because none of the behaviors that initially led to incarceration have been addressed. Therefore, both an offender's circumstances or structural barriers and his or her choices or cognitive barriers need to change in order for resettlement and desistance to be successful, and prison may be a starting point in this process of change.

It is important to make as much progress as possible while in prison, to improve an offender's outlook on his or her future. The prison service needs to provide routine awareness raising trainings by emphasizing on psychological and cognitive aspect of the offender which are considered as the contributing factors of the already committed crime. This effort includes psychological & psychiatric therapy, inculcating ethical and moral values, essence of law and conflict and how to handle conflicts, etc. However, in the case of Ilu Aba Bor and Bunno Bedelle prison service there little or no efforts made in this regards. Even if this activities exists, mostly executed accidentally. There is no planned activities which is aimed at transforming the behavior of offenders. This doesn't mean the prison has done nothing in this regard. The prison instead of providing organized and scheduled programs to address problems related with behavior, execute activities in scattered and unplanned manner. Therefore, if prisoners are released with a fatalistic mindset and believe that positive change is unattainable, successful resettlement and desistance are unlikely.

Education, Life Skills and Vocational Training

The primary aim of prison is considered incapacitation and deterrence. However, within this broad aim, prison also expected to intervene in areas of education, life skills and vocational training. If they have not done some work

while in prison that will help them fight the social barriers awaiting them in the community their optimism may be met with so much disappointment and the result may ultimately be defeat and re-imprisonment. Prisons can be both a deterrent from crime and a place that provides enough support and intervention to increase successful resettlement. However, many prisoners have low levels of educational attainment. To help prepare prisoners for the workforce after they leave prison, many correctional facilities offer educational programs, including adult basic education, high school, college or post-secondary programs, and vocational training.

In line to the above statement, the prison service expected to arrange and participate the prisoners in different formal and informal education, life skills and vocational training in a regular and planned manner. However, in the study area the data show that except little attempt of training in areas of wood work, metal work and handicraft, the issue of providing education, life skills and vocational training found at rudimentary stage. The concept of formal and informal education do not given due attention, though finger counted individuals attended formal education. The role of adult education in prison service forgotten both in Ilu Abba Bor and Bunno Bedelle prison service. The existing training is also provided not with the aim of equipping skills, but as the means of making money. As a result, participation is not seen as part of corrective efforts, rather it is voluntary.

The Ilu Abba Bor & Bunno Bedelle Prison Services have no mechanisms to supervise a key performance indicator for the number of ‘offender development hours’ that prisoners spend on activities like education, life skills, vocational training, work placements, health promotion and physical education. In short the prison service lacks ‘purposeful activities’. With the aim of bringing the behavioral change and cultivating some workplace skills the

prison service required to enhance development activities per prisoner per day. Although the amount of time prisoners spend on these activities varies among prisons and prisoners depending on the availability of staff, the level of overcrowding and the assessed needs and risks of individual prisoners, it needs some kind of planned & regular execution and supervision. 'If an offender is returned to society at the end of his sentence with increased skills, a job to go to an accommodation, the risk of that offender reoffending is significantly reduced', (Leon Radzinowicz Lecture, 2005).

Follow up Mechanisms and Linkage

In order to best guarantee the safety of local communities from individuals reoffending it is vital that there are services available both in the community and within prison to address employment, training and housing issues. The 'release gap', whereby the offender is not supported immediately upon leaving prison, which can result in much of the work undertaken in prison being undone.

According to the data from Ilu Abba Bor ehe prison institution assigned committee to follow up the prisoners post release situation. However, this body is not effectively discharging its responsibilities due to lack of different infrastructural service like transportation, coordination between prison and ex-prisoners community and financial problem in rehabilitating the prisoners into the community.

In preparation for prisoners' eventual release, the prisoner Reintegration Programme is not delivered during the pre-release period to assist prisoners in their transition back into the community, in order to addressing their reintegration needs the institution could not identified during the pre-release review, such as coping their skills, family/social support, employment and so on.

Challenges to (Re)-integration of Ex-Prisoners

The challenge of turning a convicted offender away from crime is often considerable. Reducing reoffending is a core concern of the Prison institutions. However, the reformation of prisoners, through rehabilitation and reintegration, is one of the most difficult and challenging tasks for any correctional service. Many prisoners have poor skills and little experience of employment, few positive social networks, severe housing problems, and all of this is often severely complicated by drug, alcohol and mental health problems. According to the interview conducted with prisoners in Buno Bedelle the suspicion and prejudice that ex-offenders face after release can often be more punishing than the prison sentence itself and this enforces the prisoners for returning back to prison for the second time of invisible bars, societal mistrust, discrimination and even contempt. The other issues which raised by prisoners are imprisonment is a taboo that shames the family and the community isolates the prisoners from different social interaction. Additionally Prison time itself impede successful reintegration into society; the data show that incarceration is associated with reduced earnings and employment rates, and increased rates of divorce and separation. This idea substantiated by the police officer of Bune Bedelle as follows:

When incarcerated individuals return back to the community they encounter problems of getting job. The community as a whole cannot trust returnees to establish any kind of relation. Employers suspect their capability and honesty. The prisoners family also lost confidence to take responsibility.

The 'release gap', whereby the offender is not supported immediately upon leaving prison, which can result in much of the work undertaken in prison being undone. The study shown that the lives of post release prisoners are highly vulnerable because of confronted with and struggle with the harsh reality

of re-entry. The post release life of prisoners is highly challenged due to absence of organized institution that follow the life of ex-prisoners after return to the community and also the life prisoners highly challenged in the areas of employment, financial, accommodation, coping skills and family/social support. Similarly according to the study shown that the unavailability of support services for ex-prisoners and the unique features of the life of the community is more challenging and require distinct policy interventions for helping ex-offenders. As already noted, efforts to tackle the problem of reoffending amongst prisoners involve many parts of the criminal justice system as well as other public, private and third-sector bodies. The relationship between all these institutions is complex and continually developing. In general, on the basis of the finding of this study we discussed challenges of re-integration of ex-prisoners under two broad themes: challenges pertaining to the prison service and external to the prison service.

Challenges to the Prison Administration to promote re-integration in re-habilitation process

Limited Economic Resource/Capital

Resources for educational and other rehabilitative programming in prison cannot match with the demand of the prison service. Staff interviewed noted that lack of adequate fund and accommodation prevented the prison service from effectively executing its responsibilities. The study revealed that, there are several rehabilitation programmes existing in Mettu and Bedelle prison centres, which ranges from, welding, carpentry/woodwork, basket making, education and recreational programmes. “Beautifully designed as these programmes may be, a welfare staff of one of the prisons noted that, “majority of these programmes are either partially functional or not functional at all as a result of lack of training facilities and qualified personnel”.

The truth is that prison is so busy with the security and safe custody of prison inmates, especially with the rising population and its consequent overcrowding, to bother about rehabilitation. And so, a prisoner is convicted and discharged the same way or worse than when he was convicted”.

Limited Human Resource/Capital

It is common knowledge that prisons and their staff can play a role in helping prepare offenders for the social barriers that await them in the community. However, prison centres are not adequately equipped for the purpose of reformation and rehabilitation. Staff interviewed noted that shortage of professionals and qualified personnel among others are the basic problems hindering reformation and rehabilitation of prisoners. As a result, Mettu and Bedelle prison centres hardly care for such periodic training. In the words of the prison officer, “prisoners with the most current knowledge or skill end up teaching others and when such a person is not available, the status quo remains. Prisons and their staff expected to encourage offenders to adopt a new conventional identity and help convey hope for the future. In general, in the study area the researchers observed several barriers to effective delivery of resettlement and re-integration services such as a lack of commitment, a shortage of suitably trained staff, and high staff turnover.

According to officers both in Mettu and Bedelle prison centres the problem of overcrowding of prisoner’s limits the capacity of prisons, probation and other services to work effectively to reduce re-offending. Even though the Prison Service and Probation Service have improved their focus on reducing re-offending, the current balance of staff/resources still does not enable them to deliver beneficial programmes such as education, drug and mental health treatment, offending behaviour, and reparation programmes and many others, to anything like the number who need them.

Weak Linkage with the Community and Other Stakeholder

Prison centers in addition to playing the role of deterrence, expected to contribute for the successful resettlement of offenders. However, blaming unsuccessful resettlement solely on prisons 'not working' would be to ignore both the role of the individual offender and that of the community in the resettlement process. The individual offender have irreplaceable role to abstain from crime and successfully integrate into the community. Even efforts of the prison centre to rehabilitate them produce fruit with the individual offenders platform. On top of this, the efforts of the prison service to be effective and efficient has to be supported by different governmental and non governmental bodies. If offenders are returning to neighborhoods that do not provide access to the sort of services that are important for re-integrating them into the broader community, it stands to reason that they will be less likely to succeed in their post-release transition and more likely to recidivate.

Reducing reoffending in particular and crime in general is not a task to be left for the prison service alone. A genuine effort of reducing reoffending requires the collaborated efforts of different stakeholder. However, both Mettu and Bedelle prison center have done no or little in mobilizing different stakeholders towards minimizing crime and reoffending. Stakeholders can support the prison service both in prison centres by collaborating in improving and facilitating rehabilitative programs or/and at their release making their transition more successful. Communities need to be involved in receiving offenders back into society, societal barriers need to be addressed and offenders themselves need *to want* to reintegrate and become law abiding, contributing members of society.

Indeed, it can and has been often been argued both (1) that even a good prison regime can only have limited influence over the lives of those who have

left prison and (2) that more often the continuing effects of imprisonment are negative, for example as a result of problems of institutionalization or the disruption to family relationships, work possibilities and housing that imprisonment causes. These problems can be addressed only through joint efforts of all segments of the community. For instance, in our interview, the prison officers in Mettu admitted that: The prison centre has weak and disrupted relationship with different organization like Mettu University, Small and Micro Enterprise (IMX), TEVT Colleges, etc. If well planned these institutions are a good prospect to enhance the activities of the prison center, thereby contributing in reducing reoffending.

Unless supports in the community are increased it is likely that the rate of released prisoners returning to prison within a short period of time will remain high. For instance, when the incarcerated individuals released upon the acquisition of some kind of skills their portfolio should be communicated with IMX institutions with the aim of creating job opportunities. However, if every door is closed on them in the community feelings of defeat are inevitable. Without continued support in the community sustaining positive changes and achievements made while in prison are unlikely. Generally, both in Ilu Aba Bora and Bunno Bedelle prison centres there are many people involved in the resettlement process but increased effort from all parties is necessary for successful resettlement to increase and reoffending to decrease.

Challenges External to the Prison Centre

Public Perception of Discharged Prisoners in the community

Human and economic resources considerably determine the way the prison centre execute its responsibilities of rehabilitation and re-integration. In

addition to this, certain socio cultural factors which verify perception and influence practice and relationship with discharged prisoners present a big barrier to their reintegration. According our informants, people in these areas view these incarcerated individuals as having a negative impact on the neighborhood and on society as a whole. These once incarcerated individuals face the problem of returning into a society that has already anticipated a negative impact of the individual returning. The community found that high rates of prison release were associated with high levels of crime. The study revealed that discharged prisoners are perceived as criminals, people that cannot be trusted, very dishonest and irresponsible. Participants, in the interview argue that *a* prisoner must have done something the society says is wrong and even when unjustly convicted comes out contaminated with a lot of criminal influences that are threats to the community.

One of them has this to say:

I have been questioned by the police more than ten times since I came back from the prison. This is because; I am always the first suspect any time a crime is committed within and around this community.

Another reconvicted prisoner said that:

People no longer want to hold any meaningful discussion with me, I am no longer invited to any occasion, people always keep an eye on me any time I visit their homes, even my own brothers and sister. Even if they don't tell me to my face that I am a criminal, their actions shown me that I am one and that I am not wanted.

This feeling captures the mood of the majority of the discharged prisoners sampled for this study. This is in line with the observation when they stated "... their punishment continues even after discharge from the prison due

to public attitude towards them, as they are branded and treated as ex-convicts (stigma) which however is the greatest obstacle to a discharged prisoner's re-integration.

The gap of Principle and Practice in Prison Service

According to our informants (officers in prison centres), "Ethiopia does not have laws or policies to recover ex-offenders and put them to good use, rather they have laws and policies that further criminalize them". This might be what prompted to observe that "the fundamental issue facing prison administration in Ethiopia today is lack of agreement as to what should be the aim of dealing with convicted offenders... in principle, the country prison preaches reformation and rehabilitation, but in practice, advocates for retributive punishment". Moreover, according to interviewed staffs in prison service, no one is ultimately responsible for the rehabilitation and re-integration process at any level – from national policy, to the level of the individual prisoner. Responsibility and accountability for outcomes can be very unclear.

Emphasis is no longer placed on After-Care services which are integral part of corrections. No provision is made for community support systems. As a vulnerable group, the law does not guarantee the protection of their rights as free citizen. For this reason, a prison staff respondent stated "that is why the business of the prison is not a priority to Ethiopia government because they have no use for its products". A chief Superintendent of prison in an interview noted "that the law establishing the prison did not make provision for adequate empowerment and reestablishment of the prisoner after custody. He concluded that there is no existing law that encourages rehabilitation and reintegration of discharged prisoners in Ethiopia.

Conclusion and Recommendations

Conclusion

The mission and fundamental goal of prison center is to reform or cure the offender from problem that might have led him/her to the commission of crime. This is forward-looking theory of punishment as it aims at rehabilitating criminals so as to enable them to lead normal (criminal-free) life after completely serving their sentences. In addition to admit and ward prisoners, the prison commission shall be provided prisoners with reformative and rehabilitative service in order to enable them to make attitudinal change and behavioral change, and become law abiding, peaceful and productive citizens. It is customized that wrong doers while in person take vocational training such as wood work, metal work, agriculture, construction, formal academic education, legal awareness, hand craft work and others which equipped them with skills that would benefit them upon their released.

Similarly, the prisons in Ilu Aba Bor and Buno Bedelle Zones have been working to rehabilitate offenders with the aim of reducing reoffending and creating law abiding citizens. Despite recent developments both in Mettu and Bedelle prison centers which have aimed to decrease the number of offenders being sent to prison, prison populations continue to increase. Thus, the task of rehabilitation and re-integration, other than the prison service itself, requires support and co-ordination from the other sectors of government and civil society.

The study found that reoffending may be related to a combination of several factors, rather than just a single factor. Among other things, substance misuse problems, pro-criminal attitudes, difficult family backgrounds including experience of childhood, unemployment and financial problems, homelessness

and mental health problems identified to be the factors of offending and reoffending in the study area.

The study revealed that the prison service have been attempting on the areas of creating awareness of the law, raising their psychological makeup, providing regular education, providing guidance and counseling service, creating job opportunity and technical and vocational trainings. However, the data shown that the delivery of such programs that aimed at transforming the attitudes, behavior and social circumstances are very limited both in Mettu and Bedelle prison centers.

The finding also attributes this failure to the limited participation of stakeholders in transforming the attitudes, behavior and social circumstances. Rehabilitation is a generic concept encompassing all the activities aimed at reforming the lives of the prisoners. The prison services alone, by no means, discharge these responsibilities. The community with all its formal and informal institutions has to take part in rehabilitating offenders.

The rehabilitation of the offender and the support of the victim, by way of a multidisciplinary approach and the presentation of a variety of programmes, should always be the main aim of incarceration in order to re-integrate the offender with society and the family so that they can once again function as a proper unit. While mandated to contribute to the successful resettlement of offenders, it is important to note that prisons can only play an assisting role in this process and cannot be held responsible for the totality of its success or failure. Blaming the prisons service alone would be to ignore both the role of the individual offender and that of the community in the resettlement process.

Communities need to be involved in receiving offenders back into society, societal barriers need to be addressed and offenders themselves need to

want to reintegrate and become law abiding, contributing members of society. Therefore, both an offender's circumstances or structural barriers and his or her choices or cognitive barriers need to change in order for resettlement and desistance to be successful, and prison may be a starting point in this process of change.

While the emphasis on reducing recidivism is important, programs can also be evaluated based on other outcome measures such as their ability to connect ex-offenders with jobs, services, and institutions in their communities.

Recommendation

From the study result due course the researchers suggested the following as recommendation: *First*, the role of prison service in training of offenders to prepare them for the future life takes the lion share and should be supported by professionals such as from University, technical and vocational training, agricultural sector, legal and justice sector

Second, prisoners should get psychological, social and skill supports to prepare them into the re-integration and follow up from both prison administration and justice sector. To do easy access to ex-prisoner to communicate with them should be designed.

Third, both federal and regional state and other nongovernmental organization should step up their efforts to recondition the humiliating conditions of Mettu prison to an inhabitable environment for human life and subsequent integration for sustainable life standard of ex-prisoners.

Fourth, the zone administration including prison officials should encourage different local NGOs, religious leaders and other well spirited individual's needs to urgently shift from prison life to effectively and more tangentially empower discharged skilful offenders with life-saving supports continually.

Fifth, the prison office should adequately provide guidance and counseling service for the discharged offenders as well as significant others on the real issues of life in prison that will in turn address perceived and enacted stigmatization, stereotyping and labelling.

Sixth, the researcher recommended that the criminal justice system make every effort to actively inform the public about impacts of life in prison before citizen committed crimes in their day to day life and issues within the criminal justice system.

Seventh, the community and the prison itself should take seriously the need to engage wider support in reintegrating prisoners into society. The greater involvement by this body should be sought in providing work placements and work experience for prisoners nearing their pre and post released from prison.

Eighth, the prison officials and other bodies should ensure that they offer incentives for prison privileges or reductions in sentence for good behavior to prisoners who successfully demonstrate that improve their behavior in prison.

Ninth, the department of corrections should accurately reflect a genuine commitment to provide meaningful rehabilitation programmes, aiming to facilitate smooth and successful reintegration of ex-offenders of prisoners. *Tenth*, Restorative justice which brings victims, offenders and communities together to decide on a response to a particular crime, enabling offenders to make amends directly to those that they have harmed should be experienced since it has the potential to reduce revenge on the properties and relatives of the offender, gives chance of healing the wounds of the victims in particular and the community in general and facilitate the effort of successful re-integration of the offenders at their release there by reducing the chance of reoffending.

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THE INFLUENCE OF MULTICULTURALISM EDUCATION ON THE RELIGIOUS AWARENESS OF IAIN PEKALONGAN STUDENTS INDONESIA

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Abstract

This study aims to determine the level of students' understanding of multicultural education, religious awareness, and the influence of multiculturalism education on religious awareness in the Department of Islamic Religious Education (PAI), Tarbiyah Faculty and Teacher Training in Pekalongan State Islamic Institute (IAIN). This research is a field research (field research) with a quantitative approach. The research variable is the independent variable (X) is multiculturalism education and the dependent variable (Y), namely the religious awareness of students of the Islamic Education Department, Tarbiyah Faculty and Teacher Training, IAIN Pekalongan. The population in this study were 5th semester students, amounting to 377 students with a sample of 60 college student. Method collecting data using

questionnaires, observation and documentation methods. The results showed that first, the level of student understanding of multicultural education in the PAI department, Tarbiyah Faculty and Teacher Training, Pekalongan State Islamic Institute (IAIN) was in the 83-88 interval with the high category. Second, the religious awareness of students majoring in PAI, Tarbiyah Faculty and Teacher Training, Pekalongan State Islamic Institute (IAIN) is in the 75-81 interval with a high category. Third, the effect of the level of student understanding of multicultural education on the religious awareness of students of the Islamic Education Department, Tarbiyah Faculty and Teacher Training, Pekalongan State Islamic Institute (IAIN) at a significant level of 5% has a positive (significant) effect with a percentage of the influence of $R = 56.2\%$, while 43.8% is influenced by factors other than multiculturalism education.

Keywords: *Education, multiculturalism, and religious awareness.*

INTRODUCTION

Indonesia is the world's fourth largest country with a population of over 260 million people, as well as the country with the largest Muslim population in the world (Purwanto, et al., 2020: p. 396). In Indonesia, Industrial Revolution 4.0 was implemented into education. The digitisation and fully automaticity of all is characteristic of this time (Nugroho, et al., 2020: p. 962). Islamic education is currently experiencing a crisis that causes setbacks. Educational observers have analyzed several reasons for the decline, including the incompleteness of the material aspects, the social and cultural crises, as well as the loss of *qudwahhasanah* (good role models), *shahihah* creed, and Islamic values (Syafri, 2012: p. 1).

One of the crises that occurs is regarding religious awareness. Where in this day and age, children often do not understand their religious knowledge and behave at will, regardless of who they are facing. It is indeed very sad, because the middle of the child's academic achievement progress should be followed by a decline of morals of children, especially in terms of awareness to religion.

With such a condition that required educators (lecturers) are not just a transfer of knowledge alone. Lecturers have a role as an educator, who become leaders, role models, and identification for all- students, and the environment. Therefore, lecturers must have certain personal quality standards, which include responsibility, dignity, independence and discipline (Mustakim, 2013: p. 17). In addition, lecturers also act as teachers who have carried out learning, and that is their first and foremost duty and responsibility. Lecturer helping maha students growing to learn something that is not yet known, forming competence, and understand the standard material being studied (Mustakim, 2013: p. 18). Lecturers act as guides on mental, emotional, creative, moral and spiritual journeys that are deeper and more complex (Mustakim, 2013: 19). Lecturers also act as models and role models. As an example, of course, personally and what do lecturers will be under the spotlight all- students as well as people who think about their environment or that it recognizes as an educator (Mustakim, 2013: p. 22). Therefore, all lecturers have an influence in developing religious awareness and religious behavior of their students.

One configuration enhance awareness of religion is providing multicultural education that material education of with matter of civic education, the material of religious or other areas close to the multicultural education . Among the areas of subjects relating to multicultural education studied by students of the Department of PAI Faculty of MT and

Teacher Training is a course of citizenship education, History of Islamic Civilization, History of Islamic Education, and Sciences.

Configuration can be done by educational institutions to incorporate the concept of multicultural education into the realm of education in order to create inter-religious harmony in the micro and macro scale, namely: (1) how the revolution, (2) how to seclusion; (3) the way of dialogue.

The first way ; by forcing to instill the ideology of multiculturalism and pluralism through the curriculum of Religious education courses on campus; *The second way* that developed educational institutions to promote the idea of multiculturalism and pluralism are to carry out secession by making fortifications to build subcultures through educational institutions that are specifically managed by religious institutions such as Islamic schools, Catholics and Protestants, they hope that the values of multiculturalism and pluralism in religious teachings can be developed. As with the position of *Pesantren*, the concept of Islamic Village, Boarding School, and similar educational institutions can serve as a fortress for religious values as a subculture (Esposito, 1992: 5). *The third way* is the courage to face diversity and have dialogue with people who do not agree with the ideology of multiculturalism and pluralism. This strategy is tough because it takes courage, mental and even material readiness to have a good dialogue. This is the most effective strategy compared to the two previous strategies (Mujiburrahman, 2008: 72).

This is where it is necessary to instill in students the awareness that differences do not necessarily lead to conflict. Need to find common ground between the different. This meeting point can be an awareness of surrender to God and the truth, and also see it in the effort to uphold human values and justice. In this case, it is necessary to maintain the unique identity of one

religion and on the other hand there is a common ground that can be used as a basis for cooperation with one another.

With the study of multiculturalism education, students are expected to have competencies related to the level of religious awareness of a religious adherent, and the level of influence of the teachings of multiculturalism on the psychological aspects of adherents. Now the multi-dimensional holistic competence approach is becoming more widespread and offers the opportunity of better aligning educational and work-based provision (Quartier, et al., 2019: p. 1).

This is a field research. While the approach in this study uses a quantitative approach. In this study, using the independent variable (X) is the variable that causes the change or the emergence of the dependent variable (dependent variable) (Sugiyono, 2010: p. 61). The independent variable in this study is multicultural education. The dependent variable in this study is religious awareness. The sampling technique in this study was *purposive sampling*, in which respondents were selected to be sample members based on the researchers' own considerations (Darmawan, 2013: p. 152). In this study, the population was 377 students. Therefore, the sample is 16% of the population, namely 60 students. The collected data is then classified and compiled, then processed and analyzed. Analysis of the data are findings in the field (Sudjiono, 2003: p. 192). At this stage as a first step to assess the results of the questionnaire by giving weight to each respondent's answer with a Likert scale (with a scale of 5). The analysis used is the analysis technique with the regression formula.

The hypothesis of this study is (H^0): There is no effect between Education Multiculturalism Against Religious Awareness Students of the Department of Islamic Religious Education (PAI) Faculty of MT and Science Teaching

Islamic Institute Pekalongan and (H^a): A da effect between Education Multiculturalism Against Awareness Religious Students of the Department of Islamic Religious Education (PAI), Faculty of Tarbiyah and Teacher Training, Pekalongan State Islamic Institute.

Research studies discussing the above themes have previously been carried out. There are several research studies that can be used as *kajian* previous research, namely: The studies conducted Haryati (2008), et al., Entitled “Education Multiculturalism in STAIN Pekongan”. The results showed that the implementation of multiculturalism education at STAIN Pekalongan went well because it was supported by policy makers at the leadership level and the lecturers also implemented multiculturalism education in the classroom and outside the classroom.

Research conducted by Baroroh (2012) with the title: ”The Effect of Religious Level (X1) and Religious Fundamenatalism (X2) on Perceptions of Gender Equality, Attitudes towards Marriage *Sirri*, and Responses to the Marriage *Sirri* Legislation Plan (Research on Muslim University Students Diponegoro. The results showed that the level of Fundamentalism in empirical have a significant effect on the perception of gender equality (Y1). level of Religiosity (X1) does not have a direct influence significantly to the marriage *Sirri* (Y2), but it has the indirect effect (through perceptions of gender equality (Y1)) is significant, while religious fundamentalism (X2) has a significant direct or indirect effect (through perceptions of gender equality (Y1)) on attitudes towards *Sirri*’s marriage (Y2) completely as expected.

Research conducted by Hadjar (2002) on “Environmental Effects of Education and Personality Type on Prejudice against Other Religious Groups”. This study shows that educational environmental factors and extraversion personality types have a significant effect on prejudice against

other religious groups individually, but not in a combination manner. The effect of each factors on prejudice is not dependent on conditions other factors. The effect of each factorsconsistently will still happen, even if other factors remain variable conditions.

Research conducted by Mustaghfiroh (2016) with the theme: “The Role of Islamic Education Teachers d nature Fostering Behavior Students at SMPN 5 Pekalongan”. The results showed that the religious behavior of students of SMP N 5 Pekalongan was generally good, both in terms of the dimensions of belief and knowledge, dimensions of religious practice and dimensions of experience and practice. This can be seen from a good understanding of the faith, having a life goal based on faith and implementing religious teachings consistently and productively. Meanwhile, the role of the Islamic Religious Education teacher in fostering student religious behavior at SMP N 5 Pekalongan has a great influence on students because the Islamic Religious Education teacher at SMP N 5 Pekalongan plays an active role in fostering students’ religious behavior.

The difference between the research will be carried out with the previous research is that this research is more focused on the influence of multiculturalism education on the religious awareness of students of the Islamic Education Department (PAI), Tarbiyah and Teacher Training Faculty (FTIK), Pekalongan State Islamic Institute (IAIN).

DISCUSSION

Religion concerns the inner life of humans. Therefore, awareness of one’s religion better illustrate the inner sides of life that has to do with something that supernatural world. From religious awareness, a person’s religious attitude emerges. Religious awareness is a part or aspect that is present (felt) in the mind and can be tested through introspection or it can be said that it is a mental

aspect and activity (Daradjat, 1990: p. 3-4). Jalaludin (2012: p. 106) stated that people's awareness of religion is the stability of a person's soul to provide an overview of how their religious attitude is. In this condition, people's religious attitudes are difficult to change, because they have been based on careful considerations and thoughts. One way that can be done in forming religious awareness is through multiculturalism education.

Multiculturalism is a term used to describe a person's view of the variety of life in the world, or cultural policies that emphasize acceptance of the reality of diversity, and the various kinds of culture (multicultural) that exist in community life regarding values, systems, culture, habits, and their politics (Mudzhar, 2005: p. 174).

Multiculturalism is ultimately a final concept to build the strength of a nation consisting of various ethnic, religious, racial, cultural and linguistic backgrounds, by respecting and respecting their civil rights, including the rights of minority groups. The appreciative attitude will be able to increase their participation in the upbringing of a nation, because they will be the greatness of his people, and they will be proud of the greatness of the nation.

Profile of the Faculty of Tarbiyah and Teacher Training, Department of Islamic Education, IAIN Pekalongan

The Tarbiyah and Teacher Training Faculty (FTIK) is one of the faculties at IAIN Pekalongan. Historically FTIK IAIN Pekalongan originated from the Tarbiyah Department of STAIN Pekalongan which was born in 1997 together with the birth of STAIN Pekalongan which was officially opened by the Minister of Religion on June 30, 1997 in Jakarta. Along with the change in status change from STAIN to IAIN, the Department changed to a Faculty. Department of Islamic Education (PAI) IAINPekalongan has been accredited

A based on the decision of BAN PT No.042 / BAN-PT / Ak-XV / SI / XI / 2012 dated 23 November 2012.

The content of the PAI department is “To become a leading and competitive study program in the development of Indonesian-oriented Islamic Education technology at the National level in 2025”. Then this vision is *broken* down into a more specific mission. Establishing a *holistic* viewpoint that assists the learner in understanding how their movement occurs as a *system*; a series of short qualitative studies was completed (Polsgrove and Lockyer, 2018: p. 9).

The mission of PAI affairs is:

1. Organizing Islamic religious education with excellence in the field of technology with an Indonesian perspective;
2. Carrying out research to support the realization of the PAI Study Program which is superior in the mastery of Indonesian-minded technology for the realization of a society with Islamic civilization;
3. Increase community service programs based on the PAI Study Program that has the advantage of Indonesian-minded technology;
4. Strengthen cooperation with various parties both at home and abroad to strengthen the excellence of the PAI Study Program.

The idea of Islamization of Knowledge (IoK) in Indonesian context was transformed into the domain of the Islamic Religious College which became the central development of Islamic science in the hope of accelerating the ideals of IoK in Indonesia (Adinugraha, et al., 2018: p. 1). According to Rismawati (2017: 26-28) Department of S.1 Islamic Religious Education prepares prospective professional Islamic education staff as religious teachers in schools and madrasas, as education supervisors and education consultants. When Islam is seen from a normative point of view, Islam is a religion which contains the

teachings of God relating to matters of faith and *mu'amalah* (Adinugraha and Ulama'i, 2020: p. 31).

While the development of students of the Department of Islamic Education (PAI), Tarbiyah and Teacher Training Faculty (FTIK), State Islamic Institute (IAIN) Pekalongan can be seen in table 1 below:

Table 1
The development of the number of FTIK students IAIN Pekalongan in the last 3 years
(Active student data / PAI Department Registration in 2017)

Level	Department	2014-2015	2015-2016	2017-2018
S.1	PAI Regular	336	377	446
S.1	PBA	418	439	493
S.1	PGMI	383	560	755
S.1	PIAUD	115	166	232
AMOUNT		1252	1542	1926

Implementation of Multiculturalism Education in the Department of Islamic Education, FTIK, IAIN Pekalongan

PAI multiculturalism in the Department of Education FTIK IAIN Pekalongan not be subject pitch itself is offered to students, but the educational curriculum multiculturalism is implicit in each of the subjects taught in the Department of PAI. Because education is the investment of long-term investment to prepare human resources quality to face the challenges of the future (Maulana and Adinugraha, 2020: p. 113).

The form of the multiculturalism curriculum in the PAI FTIK IAIN Pekalongan Department is limited to the *hidden curriculum*, where each lecturer who teaches courses directly or indirectly, whether they realize it or not, will implement multiculturalism education in their learning.

However, if traced further, based on the syllabus of the courses offered at the PAI FTIK IAIN Pekalongan Department, there are several courses that directly teach multiculturalism education in the discussion of its subjects. Among them; lecture Cultural Science Basis, lecture History of Islamic Civilization, lecture Citizenship Education, lectures Sciences Morals, Lecture Fiqh, study the history of Islamic Education, course Psychology of Religion, college of Education, college educational philosophy and course Sociology of Education (Musleh, 2009: p. ix-x).

Analysis of Multiculturalism Education and Religious Awareness of Students of PAI FTIK IAIN Pekalongan Department

Analysis of Multiculturalism Education

Multiculturalism education of students majoring in Islamic Education, Tarbiyah and Teacher Training Faculty at IAINPekalongan as in table 2 below:

Table 2 Statistical description of multiculturalism education							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Multicultural Education	60	29	71	100	83.98	6,761	45,712
Valid N (listwise)	60						

Based on the table data above, it can be explained that the variable X about multicultural education shows the lowest (minimum) score of 71, while the highest (maximum) score is 100. The average value of variable X is 83.98 with a standard deviation of 6.761. While the table of multicultural education frequency is as in table 3 below:

Table 3
Multicultural Education Frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71	1	1.7	1.7	1.7
	72	1	1.7	1.7	3.3
	74	4	6.7	6.7	10.0
	76	2	3.3	3.3	13.3
	78	4	6.7	6.7	20.0
	79	1	1.7	1.7	21.7
	80	8	13.3	13.3	35.0
	81	7	11.7	11.7	46.7
	82	3	5.0	5.0	51.7
	83	1	1.7	1.7	53.3
	84	2	3.3	3.3	56.7
	85	2	3.3	3.3	60.0
	86	3	5.0	5.0	65.0
	87	3	5.0	5.0	70.0
	88	2	3.3	3.3	73.3
	89	1	1.7	1.7	75.0
	90	2	3.3	3.3	78.3
	91	2	3.3	3.3	81.7
	92	3	5.0	5.0	86.7
	93	1	1.7	1.7	88.3
	94	3	5.0	5.0	93.3
	95	2	3.3	3.3	96.7
	96	1	1.7	1.7	98.3
	100	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Based on this data, the following analysis can be carried out:

- a. To determine the qualification and length of the value interval with the formula:

$$R = HL$$

R = Total range

H = highest value

L = lowest value

R = 100-71

= 29

Interval formula

$i = \frac{\text{Range (R)}}{5}$

Number of answer choices

= $\frac{29}{5}$

5

= 5.8

So the value interval is = 6

With the results of the above interval of values obtained from the data expected in late qualifiers in table 4 below this:

Table 4

Multiculturalism Education Interval Table	
Interval	Qualification
95-100	Very High
89-94	Very high
83-88	High
77-82	Low
71-76	Very low

From the results of these data, the real frequency can be analyzed using the formula:

$$\text{Relative F} = \frac{\text{Absolute F}}{N} \times 100\%$$

From the results of the analysis with the formula above, the results are in table 5 below:

Table 5

F. Absolut Multiculturalism Education			
No.	Value Interval	F. Absolute	F. Relative
1.	95-100	4	6.66%
2.	89-94	12	20%
3.	83-88	13	21.66%

4.	77-82	23	38.33%
5.	71-76	8	13.33%
amount		60	100%

b. To determine the average value of variable X using the mean formula:

$$M_x = \frac{\sum x}{N}$$

Information:

M_x = Mean

N = Number of Respondents

$\sum x$ = Sum of all scores of X

Known:

$$\sum x = 5038,8$$

$$N = 60$$

$$M_x = \frac{5038,8}{60} = 83.98$$

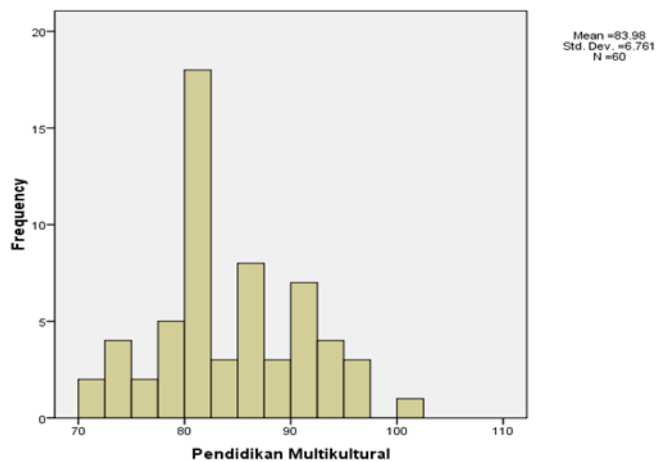
Based on the calculation of the questionnaire data from the variable frequency distribution table X, the average value of multiculturalism education in the PAI FTIK IAIN Pekalongan Department is 83.98. This value is in the interval 83-88 which is in the High category.

Thus it can be seen that the level of understanding of students about multiculturalism education in the PAI FTIK IAIN Pekalongan Department is included in the High category.

The description of the level of student understanding of multiculturalism education in the PAI FTIK IAIN Pekalongan Department can be illustrated with a bar chart in table 6 as follows:

Table 6

Diagram of the level of understanding of students towards multiculturalism education



Analysis of Religious Consciousness

Table 7
Statistical description of Religious Awareness

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Religious Awareness	60	33	61	94	78.07	6,739	45,419
Valid N (listwise)	60						

Based on the data from the table above, it can be explained that the Y variable on religious awareness shows the lowest score (minimum) of 61, while the highest score (maximum) is 94. The average value of variable Y is 78.07 with a standard deviation of 6.739.

Table 8
Statistical Data on Religious Awareness Variables

Statistics Variable Religious Awareness		
N	Valid	60
	Missing	0

Mean	78.07
Median	78.00
Variance	45,419
Skewness	.130
Std. Error of Skewness	.309
Kurtosis	.555
Std. Error of Kurtosis	.608
Range	33
Minimum	61

Based on the data above, it can be seen that the frequency of religious awareness is:

Table 9
The frequency of religious awareness

The Frequency of Religious Awareness					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	61	1	1.7	1.7	1.7
	65	2	3.3	3.3	5.0
	68	2	3.3	3.3	8.3
	69	2	3.3	3.3	11.7
	71	1	1.7	1.7	13.3
	72	2	3.3	3.3	16.7
	73	4	6.7	6.7	23.3
	74	1	1.7	1.7	25.0
	75	4	6.7	6.7	31.7
	76	2	3.3	3.3	35.0
	77	4	6.7	6.7	41.7
	78	8	13.3	13.3	55.0

79	5	8.3	8.3	63.3
80	4	6.7	6.7	70.0
81	4	6.7	6.7	76.7
82	4	6.7	6.7	83.3
83	1	1.7	1.7	85.0
84	2	3.3	3.3	88.3
88	1	1.7	1.7	90.0
89	2	3.3	3.3	93.3
91	1	1.7	1.7	95.0
92	1	1.7	1.7	96.7
93	1	1.7	1.7	98.3
94	1	1.7	1.7	100.0
Total	60	100.0	100.0	

Based on this data, the following analysis can be carried out:

1. To determine the qualification and length of the value interval with the formula:

$$R = H - L$$

R = Total range

H = highest value

L = lowest value

R = 94-61

= 33

Interval formula

i = $\frac{\text{Range (R)}}{\text{Number of answer choices}}$

Number of answer choices

= $\frac{33}{5}$

5

= 6.6

So the value interval is = 7

With the results of the value intervals above, the following qualifications are obtained:

Table 10
Religious Awareness Intervals

Interval	Qualification
89-95	Very High
82-88	Very high
75-81	High
68-74	Low
61-67	Very low

From the results of these data, the real frequency can be analyzed using the formula:

$$\text{Relative F} = \frac{\text{Absolute F} \times 100\%}{N}$$

From the results of the analysis with the formula above, the following results are obtained:

Table 16
F. Absolute Religious Consciousness

No.	Value Interval	F. Absolute	F. Relative
1.	89-95	6	10%
2.	82-88	8	13.33%
3.	75-81	31	51.66%
4.	68-74	12	20%
5.	61-67	3	5%
	amount	60	100%

2. To determine the average value of the Y variable using the mean formula:

$$M_x = \frac{\sum y}{N}$$

Information:

My = Mean

N = Number of Respondents

$\sum y$ = Sum of all Y scores

Known:

$$\Sigma y = 4684.2$$

$$N = 60$$

$$Mx = \frac{4684.2}{60}$$

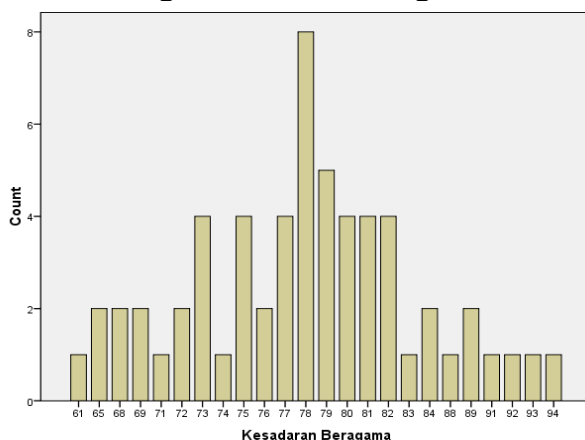
$$= 78.07.$$

Based on the calculation of questionnaire data from the variable frequency distribution table Y, the average value of student religious awareness in the PAI FTIK IAIN Pekalongan Department is 78.07. This value is in the interval 75-81 which is in the High category.

Thus it can be seen that the level of religious awareness of students in the PAI FTIK IAIN Pekalongan Department is included in the High category.

The description of the level of religious awareness of students in the Department of Islamic Education, FTIK, IAINPekalongan can be illustrated with the following bar chart table 11.

Table 11
Religious awareness diagram



Analysis of the Influence of Multiculturalism Education on Religious Awareness of Students of the PAI FTIK IAIN Pekalongan Department

Analysis of the Influence of Variable X (Multicultural Education) on Y (Religious Awareness)

This analysis aims to determine the level of influence between the independent variables and the dependent variable. In processing this data, the help of the SPSS program is used as in table 12 below:

Table 12
Correlation coefficient

Correlations			
		Religious Awareness	Multicultural Education
Pearson Correlation	Religious Awareness	1,000	.750
	Multicultural Education	.750	1,000
Sig. (1-tailed)	Religious Awareness	.	.000
	Multicultural Education	.000	.
N	Religious Awareness	60	60
	Multicultural Education	60	60

From the table above, it is found that the level of relationship between variables using *Pearson* correlation is 0.000. Due to the limitation of correlation between -1 to 1, the number 0.000 is included in the significant correlation category.

Table 13
Statistical test t

Coefficients ^a								
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part

	(Constant)	15,287	7,295		2,096	.040			
1	Multicultural Education	.748	.087	.750	8,634	.000	.750	.750	.750

a. Dependent variable: religious awareness

Based on the partial significant test table (t statistical test) above, it can be seen that the t value of variable X is 8.634 with a significant level of 0.000, because the significance level is less than 0.05 or 0.000 < 0.05, variable X has an effect. Partial to variable Y with an effect value of 0.750 or 75%.

b. Partial significance test analysis (t statistical test)

The t test is carried out to test whether the dependent and independent variables have a statistical effect. The results of the analysis using the SPSS program produce the following data:

c. Analysis test of linear equations

Interpretation of the output reading for the hypothesis testing process can be followed by the following steps: (Sukestiyarno,2012: 119-121).

1) Hypothesis form linear model

$= b = 0$ (the equation is nonlinear or there is no relation between x and y)

$=: b \neq 0$ (the equation is linear or there are x and y relations)

2) The linear model of choice is $y = a + bx$, with a two-party test, a significance level of 5%. The regression equation based on the sample is read on the output coefficient: on Unstandardized Coefficients B: *constant and multicultural education*.

Obtained values $a = 15.287$ and $b = 0.748$, so the regression equation: $y = 15.287 + 0.748x$. We will test the b value. To accept

or reject the hypothesis, read the F distribution calculation table or the **ANOVA** table output.

Table 14
Simultaneous Significance Test (Test Statistic F)
ANOVA^b

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	1,507,063	1	1,507,063	74,539	.000 ^a
1	Residual	1,172,670	58	20,218		
	Total	2,679,733	59			

a. Predictors: (Constant), Multicultural Education

b. Dependent Variable: Religious Awareness

The F test is carried out to test whether the dependent and independent variables have a statistical effect. The results of the analysis using the SPSS program above show that the Mean Square value is 1507.063, while the F count is 74.539. The significance value is 0.000, then the significance value is below 5% or 0.000 0.05, it can be said that Ho is rejected and Ha is accepted. This shows that multiculturalism education has a significant effect on the religious awareness of students of the PAI FTIK IAIN Pekalongan Department or in other words:

(Ho): There is no influence between Multiculturalism Education on the Religious Awareness of Students of the Islamic Education Department (PAI), Tarbiyah Faculty and Teacher Training, Pekalongan State Islamic Institute.

(Ha): A da influence between Multiculturalism Education against Religious Awareness Students of the Department of Islamic

Religious Education (PAI) Faculty of MT and Science Teaching
Islamic Institute Pekalongan.

- 3) Analysis of results: $\text{Sig} = 0.000 = 0\% < 5\%$ means that H_0 is rejected H_a is accepted. So the equation is linear or x has a linear relationship with y or x (multiculturalism education) has a positive effect on y (religious awareness) where the positive sign is taken from the sign of the regression coefficient. Therefore, the analysis can be continued in the process of seeing the size of the influence by looking at the coefficient of determination.
- 4) Interpretation of Results: The coefficient of determination can be read at the value of R Square, which is the output **model summary**:

Table 15
Determination Coefficient Test
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.750 ^a	.562	.555	4,496	.562	74,539	1	58	.000

- a. Predictors: (Constant), Multicultural Education
- b. Dependent Variable: Religious Awareness

Obtained the value of R square or $= 0.562 = 56.2\%$. This value shows that the variation of religious awareness variables can be explained or explained by the multicultural education variable x of 56.2% , there are still 43.8% of the y variable is influenced or can be explained by variables other than multicultural education.

By accepting the regression equation $= 15.287 + 0.748x$, this equation can be used as a basis for predicting the dependent variable y if the value of the

independent variable x is known. For example, a student has a multicultural education score of 56, then the student's religious awareness can be estimated to have a religious awareness score of $15,287 + 0,748 (56) = 57.175$.

Based on simple linear regression analysis, it can be concluded that multiculturalism education has a strong influence on students' religious awareness by 56.2%. This means that the variation of religious awareness of FTIK students of PAI IAIN Pekalongan Department can be explained by the variation of multicultural education of 56.2% through a linear relationship $= 15.287 + 0.748x$. Therefore, so that students can achieve good religious awareness, it must be developed first through multicultural education.

CONCLUSION

From the discussion of the research it can be concluded that the following are: *First*, the level of students' understanding of multicultural education in the Islamic Education Department (PAI), Tarbiyah Faculty and Teacher Training, Pekalongan State Islamic Institute is in the 83-88 interval with a high category. *Second*, the awareness of students of the Department of Islamic Education (PAI), Tarbiyah Faculty and Teacher Training, Pekalongan State Islamic Institute is in the 75-81 interval with the high category. *Third*, the influence of the level of understanding of students about multicultural education on students' religious awareness in the Department of Islamic Education (PAI), Faculty of Tarbiyah and Teacher Training, Pekalongan State Islamic Institute at a significant level of 5% has a positive (significant) effect with a percentage of the influence of $R = 56, 2\%$, while 43.8% is influenced by factors other than multiculturalism education.

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FROM IMAGING TO SLANDER AND DISHONOR

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Abstract

Instead of the controversy of ideas, some journalists (and writers) preferred misinformation, mystification of the truth, trampling on any moral principle, only out of malice, less often out of professional envy, not taking into account the imminence of an intellectual "death" or professional career. For example, horrified by the plagiarism indented by an obscure publicist (Caion), the great classic I.L. Caragiale chose Germany as its residence and oasis of peace after 1900. Exile in a civilized country where the law is obeyed and abuses and imposture restricted can be a solution to disappearing from a tainted, "poisoned" world.

Sometimes for the systematic "attacks" in the press, but illogical, unfounded, the issuer will pay / suffer hard. Specifically, the successful journalist, Pamfil eicaru, opened many battlefields in the press of the time, flirting in his uncontrolled pride, with the effigy of a literary critic, venturing into the realms of literary and grammatical chronicle. For his malice, the

moment of revenge comes at the address of contemporary titans like Rebreanu and Camil Petrescu, not from the annoyed ones, but from unsuspected horizons, so that a drastic sentence will be avoided by taking refuge in Spain and Germany.

Keywords: slander, dishonor, Caragiale, image

Preamble

The aura of a famous writer does not automatically become a guarantor / card of peace, of the satisfaction of what you have achieved at your desk, but in such conditions, a contestant - two, not to mention an escort or a chorus of denigrators, it would tarnish the image badly, it would even trigger dramatic gestures, with disastrous consequences.

For example, an obscure publicist by the pseudonym Caion, fed from the shadows with "venom" by Caragiale's enemies / enemies - a Macedonski, a Hasdeu - accused the author of the drama *N pasta* of plagiarism, inventing a Hungarian author, whose remarks seemed striking. with those in the Romanian play. On the advice of his friend and lawyer Barbu tef nescu-Delavrancea, Caragiale filed a lawsuit in the slanderer's court, and the literary world witnessed this show both in the press and in the courtrooms, with a fair sentence initially, then subjective and sweetened for Caion. Here is how a misinformation - imagining the existence of a Budapest writer, a few decades before our illustrious comedian - led to the falsification of works, to the descent from the pedestal of a classic value, a kind of trick of the image, of the writer's emblem, which disturbed the hierarchies in the art of the word at the beginning of the twentieth century (1902), so that some gullible writers were inclined to justify the denigrator. Because of this serious incident when Caragial's

originality was severely damaged by other social contexts hostile to literary judging, the brilliant playwright went into exile in 1904, disgusted by the political scene and the chaotic measures of liberal government. He did not renounce his quality as a Romanian until he closed his eyes in 1912, especially since, there in Berlin, he found peace, reconciliation, serenity, rediscovering his family harmony and warmth. In his correspondence with his friends from the country, Vlahu and Delavrancea, he confessed that he would not return to his homeland, to see the same "faces", those of corrupt and profiteering individuals. The disgrace of him, a successful prose writer and playwright of the time, weighed heavily in making a unique, irrevocable decision. Admittedly, his radical measure - expatriation - did not impede patriotism at all, in the shelter of a legacy of a kinship.

During his life, not a few controversies, literary disputes spiced his uncle Iancu's life, upset him, he came to the conclusion of human Pharisaism, envy and stupidity assaulting and trying to demolish the elites of time. It is no less true that the landowner over the Romanian comic mocked and satirized his confreres, oversizing some of the shortcomings of their writing, deceiving himself that his status as an authority in prose and theater would be sufficient in the minimizing evaluation of colleagues.

Caragiale- Macedonski. Controversy of ideas? Sale?

Between the two valuable and conflicting writers, staggered by two years in age, the relations were never positive although they met at less than twenty years (1971) in the same circumstance: at the editorial office of the newspaper "Ghimpele", in the positions of editor and collaborator. Neutrality, ignoring the other lasted over two decades and animosities occurred in 1893, thanks to the sarcastic playwright who was a bit severe in his media feud,

"Romanian Whimsy", with the initiator of the Romanian puck. The proud Macedonski replied twice with increasing hostility in "Literatorul" and "Românul" towards the end of the same year, giving the impression of an easy victory. Clearly disturbed by the audacity of an underestimated writer but at the same time aware of the effects of a probable controversy with the pre-thinker, the rational Caragiale withdrew diplomatically from this press dispute and simulated conciliation, maneuver thwarted by the tenacious cenacle chief and opinion leader at several periodicals. So he, the conflict, reaches high levels with serious accusations against the junimist, as if an incompatibility had been created between Caragiale's private job (he owned a brewery) and the important position in the state (as director of Romanian theaters). Through this, the vindictive poet who deluded himself with genius and cynically inferiorized Alecsandri and Eminescu, opened the "Pandora's box", signaling to the public an infringement case.

Not distortion, not fake-news, but evil, utopian justice, staining the Caragalian personality, and so harassed by so many enemies in a delicate moment for the living classic, when it seems that all the ironies, satires in sketches and comedies overflowed. It would have been wiser for the vain theorist of symbolism, a pioneer, indeed, of Westernization, to ignore the paradox, to camouflage, a sign of trade union solidarity, especially since they both proved critical of the powerful clay of the day. After all, they instilled in different ways the colds of a socio-political system that had shown its limits. Moreover, glory had been acquired before, and the ostracized Macedonski had been recognized as an innovator.

The poet-journalist did not win any of the quarrels with those from "Dacia literar", "Prop irea" and "Junimea", on the contrary, he attracted innumerable antipathies ...

Finally, the loser was called Caragiale, who was encamped by political / liberal "sharks", anti-conservatives eager to carve, to crumble from his artistic statue, in the context in which two other comrades (Eminescu and Creanga) from the school performance had died. of literature from Vasile Pogor's mansion ...

Once again we managed to humiliate, dishonor the most popular Romanian comedian and, possibly, spiritual prose writer!

In his axiological myopia, Al. Macedonski, although adored by several young writers trained by him, did not put the sword in the "sheath" of peace, on the contrary, he wanted a total, grotesque victory ... He diversified the strategy until the psychic capitulation of a colleague two years older, while his literary star climbed from "The Nights of Musset to the surprising rondelles and, in the preview, symbolist poems ... If the editor of "Ghimpele" did not dedicate many thorny articles to him, then why so much ferocity?

In other words, in the name of whose moral principles, the playwright-journalist allowed himself to be "whipped" by actors like Dandanache, Trahanache, Dumitrache, etc. an entire social class, the bourgeoisie, the edifier of modern Romania? The poet who sat at the 'Literary', cursing left and right, not forgetting to polish his bust as an immortal poet, insinuated that his opponent Caragiale was not entitled to rule on civic morality.

These Macedonian attacks soured the refined user of puns, pleonasms, cacophonies, tautologies, anacolutes, all put on the lips of his stage creations. In addition, they steered his will and energized his sarcasm. The proof: the journalist commentator of literature also distorts the truth, the reality, reflects them subjectively as a literary chronicler and drastically diminishes the aesthetic level of the volume of verses Excelsior (1895) belonging to Macedonski. The eccentric propagandist of symbolism and discoverer of talents

(Arghezi, Gala Galaction, Tudor Vianu, G. Bacovia) needed so much that he retaliated under the pseudonym Salustiu by inserting in the "People's Gazette", a supplement of the newspaper "Orthodox League", a material acid entitled I.L. Caragiale and his work. Beyond this, he introduces in this ideational and media tournament the student Constantin Al. Ionescu, in short Caion, with the clear mission to tease, distort and "cake" the prestige of a famous writer.

Caion and Caragiale's accusation of plagiarism

The exegetes found as a prologue to a terrible literary conflict the not at all affable attitude of Caragiale who persevered in the publication "Moral Force" the fragile poetic attempts of a june, who signed Caion. Encouraged by his mentor Macedonski, this unknown publicist invents in universal literature an author IstvanKemeny who would have written, before Caragiale, a work with many similarities, even identical lexical sequences. The reckless and talented disciple starts a media "war" with a titan of writing accusing him in the "Literary Magazine", on November 30. 1901 of plagiarism, in the article Mr. Caragiale, putting face to face replicas from the drama N pasta and from the play Nenorocul by the fictional Hungarian writer. "Clean plastography!", As Trahanache said in A Lost Letter. The playwright himself is stunned by the evidence brought in the press, he is mentally blocked, unable to believe that there was an alter ego on the world who possessed the same thoughts, phrases. He also does not know how to break the deadlock, to apologize or to dismantle the terrifying scenario of slander, of distortion, with the effect of degrading the famous playwright, to the sterile satisfaction of Master Macedonski. He asks in a letter for help from a professional lawyer in the person of Barbu (tef nescuDelavrancea). He calms him down and advises him on what to do, how to file a petition to the court, initiating a lawsuit against the evil journalist,

who was later dismissed by his boss Th. Stoenescu. From the accused, I. L. Caragiale becomes accuser. The first round (March 1902) was won by whoever deserved it, by the free accused, Caragiale, while Caion the liar was sentenced to 3 months in prison, 500 lei criminal fine and 10,000 lei compensations. The plot against an artistic celebrity failed. The act of “beheading” the writing had not been completed, because the object of accusation - plagiarism - had existed only in the imagination of some nihilists....

Gelu Negrea also refers to the hostile reception of Caragiale's creation, among the contestants being N. Davidescu with the article Caragiale and the last Phanariot occupant or his inattention to the Romanian spirit, 1935. Basically, the exegete clarifies, ethnic-Romanianism was confused, and “the accusation of non-adherence to the Romanian spirit (...) is not supported”. The legal rehabilitation (June 1902) was ephemeral because the second episode will follow with the unexpected acquittal of the hostile Caion, supported by four famous lawyers through untrue evidence, but persuasive for judges. All this weakened Caragiale's health, and his rescue - and extraction from an adversarial world - was a legacy that facilitated his alienation and residence in Germany. After Al. Condeescu, the accusation of plagiarism confused, deeply disappointed the signatory of N pasta, who, with bitter lucidity, realized again that justice in Romania in 1902 worked randomly, as required by "interest", a venerable and cuckold married named Trahanache. So the justice had not become incorruptible, the press was telling the truth, the "factory" of fake-news, changing into negative human destinies, without remorse. It should be noted that the media at that time was not able to establish a definitive truth, to dismantle horrible mystifications, the target being "someone", an artistic personality, stigmatized to order and marked for the rest of his life by the aftermath of these injustices. .

The penultimate: the double refusal of the Romanian Academy in the premiere of the volume *Teatru* (1889), prefaced by Titu Maiorescu, or the drama *N pasta* (1902) for childish reasons. The last disappointment: the politician D. Sturdza filed an indictment that would have offended the nation Romanian, that it would not illustrate patriotism in literature.

The slanderous slanderer, ostracized. The Controversy Pamfil eicaru

The valuable journalist between the two wars, owner of the written media, we would call Pamfil eicaru, who was said to be able to make and break governments through his super-argued texts - and we don't think it would be just a simple legend! -, as well as through political blackmail, admitting, according to some sources, huge sums to extinguish the dispute with devastating consequences for his opponent, an individual on a high level of society ... In fact, the leader for two decades of his "Current" and chosen with the butada / irony / verse "Blackmail and the floor" in social journalism. Ennobling himself with other literary dispositions, such as the literary and theatrical chronicle, Pamfil eicaru dared to criticize two titans of the time, Liviu Rebreanu, for the play *The Envelope* and the novel *Gorilla*, indeed, imperfect works, and the playwright-perhaps the best at the time, Camil Petrescu, with his *Mioara*, a not remarkable drama such as *Strong Souls*, *The Game of Hell* or *Danton*.

C linescu does not prove leniency either, considering that "Gorilla is the worst writing" of L. Rebreanu, and "Mioara is, definitely, the weakest", the failure being due to the performance of the actors and the annoying interventions of the playwright in editing the play. N. Manolescu is on the same wavelength: "lamentable show", failure, even though the premiere of the light

drama of 1926 was conceived for 4 years. The shortcomings of the text are also inventoried.

I would conclude that only in appearance the literary chronicler would have wronged two valuable interwar, distorting the situation, rigging the global image, disregarding, as time has certified the sheikarian diagnosis through the two significant segments of criticism yesterday (G. C. linescu) and today (N. Manolescu), who did not forgive the inherent declines of some interwar coryphaeus. It is known that the recipe for success involves not only masterpieces, but also transitional, breathing opportunities, aimed at restoring creative "batteries". It is exactly, we think, what happened on the artistic path of the mentioned creators, significant names, difficult to extract from the history of literature even using the aesthetic criterion. eicaru's myth of an authentic journalist, constantly read, applauded or cursed, with the flair of a discoverer of young literary talents, was overshadowed by subversive measures in media disputes creating a halo, a dilemma around his fascinating personality that dominated about 20 years the scene of the Romanian press and maintained the question "how much is obsolete and how everlasting in his routine activity?"

Far from the gratuitous / exaggerated glorification of Pamfil eicaru, we also accept the conjecture that his position as a prolific author should not be neglected, with 14 literary works - novels, theater, memoirs, pamphlets ... -, of course, unequally aesthetic, plus 915 satirical articles and sarcastic. The important critics of the time ignored him as a drastic reviewer, so the contesting act, falsifying the artistic image, did not diminish by any amount the reputation of Rebreanu and Camil Petrescu ...

On the other hand, the reductionist attitude, of minimizing the Sheikarian literary mentoring for N. Crainic, Cezar Petrescu, Gib Mihăescu, G. Dem

Teodorescu, Al. Busuioceanu, Tudor Teodorescu Brani te represents a subjective gesture, a reflection of his belligerent spirit ...

Therefore, the attempt to retouch the axiological retelling of some prose writers, playwrights already established thanks to the audience "capital", failed and the insult hit the vain press man. The review charges for Victor Eftimiu or Horia Furtun did not provoke "victims" either, on the contrary, the collective hatred increased, alerted the literary world, paying special attention to the Lovinescu diagnosis and to the comments of Pompiliu Constantinescu, Perpessicius; to all this was added the reaction of the new political regime after 1925 which judged him very harshly, accusing him of Hitlerist and Antonescu collaborationism and anti-democracy, the inhuman sentence sending him to Spain, confiscating his property, and not another great journalist Stelian Popescu (director of "Universul"), who, according to some scoundrels, would have deposited his assets in Swiss foreign banks ...

The "blind" destiny worked completely against eicar, with attempts to change the literary hierarchy, reaching himself a slander, an absolute degradation, a kind of "persona non grata", forced to a humble *modus vivendi* extra muros... Rehabilitation he came late, with no artistic shock. From the perspective of uncompromising critics, I would draw the conclusion that Pamfil eicar paid dearly for some ideological and value deviations, his positive deeds dissipating, looking impermissibly easy, and with it his whole image of acid pen, as , director of consciences suffering enormously, with the repercussion of the disintegration of the publishing, fictional self ...

Cantemir vs. Brâncoveanu

Compared to Wallachia and its stable political situation at the end of the century. the 17th and the beginning of the next century, in Moldavia, the end of

the voivode Constantin Cantemir in 1693 and Brâncoveanu's plots produced a carousel of temporary lords- C. Duca (1693-1695), Antioh Cantemir (1696-1700), again C. Duca (1700-1703), Mihai Racovi (1703-1705), again Antioh Cantemir (1705-1707), a sign that the country's destiny no longer depended on the will of the boyars, of its people, on the whims of the Gate, but on the involvement of Mr. Muntean - G. C. Ionescu warned us - what his son-in-law or his obedient friend wanted at the seat of Moldova, "he was interfering with Vultur (Muntenia) in the affairs of Dobitoacelor (Moldova)". A Moldavian scholar of European stature, temporarily (1710-1711) at the head of a Romanian state, invested as an academician by the Berlin forum, in 1714 vs. a long-lived ruler in Muntenia, great patriot and martyred Christian, special case of unfriendliness, lack of solidarity against the common enemy, the Ottoman Empire, although they had the attention and support of other military forces of the time, a situation reminiscent of animosities between two cousins in the fifteenth century, Stephen the Great and Vlad the Impaler.

Constantin Brâncoveanu also referred to the West, N. Manolescu assures us: "... it is no less true that between the Court of Brâncoveanu and that of Louis XIV some similarities can be established. Two contemporary historical personalities who do not have On the contrary, from their chronological perspective, Hieroglyphic History, the reader finds out that the characters Filul, alias Antioh Cantemir, and Inorogul, Dimitrie's transvestite Cantemir, disliked Corbul (Constantin Brâncoveanu) for interfering in the internal affairs of Moldova, supporting to the throne a puppet, Stru oc mila (Mihai Racovi), by no means two worthy intellectuals, whole, with personality, with personal vision, not enslaved to the neighboring state, even The narrator puts the two voivodes in antithesis, denigrating the counterpart from Muntenia, a martyred Christian, he and the suite of 4 children, plus his son-in-law (Ianache), respi

denying freedom and survival as a price of adherence to Mohammedanism, accepting beheading in the name of ardent, unadulterated patriotism. The Cantemir brothers, horrified by the so curious and morally inexplicable diplomatic maneuvers of the orthodox Brâncoveanu, falsified his image as an enlightened leader who imposed a style in architecture and surrounded himself with foreign scholars, such as Antim Ivireanu and the Italian secretary Del Chiaro demonizing him, perceiving him. in an ungrateful enemy, without cultural merits-let alone political?! -, and the outlined portrait is under the sign of caricature.

The mutilation of reality, of the status of state leader, with many relations in a Europe divided / crushed by wars, absurd territorial claims and disputes for supremacy. The novelist intentionally thickens some defects of the rival from the North of the Danube, hyperbolizing his own qualities and canceling the inherent mistakes, shortcomings. The ruler with almost 3 decades of brilliant mandate is reduced to an ordinary tyrant, skillful over imagination, cunning and promoter of pseudo-values in domestic and foreign policy. The reader of "Hieroglyphic History" is induced a gross untruth that the medieval leader from Wallachia would only want the maximum harm to the Cantemire ti brothers ...

Or history has shown the reverse, more precisely that Brâncoveanu was really a blacksmith of culture, a keeper of the independence of his homeland, an emancipated man, who was affiliated with the most powerful state at that time. It's just that through a certain negation of it in the allegorical and pamphleteering novel, an unfortunate act of minimization was committed, not to mention demystification for the voda sacrifice already passed in the Christian calendar. In short, the lack of objectivity on the part of a witness of that feudal

age (Dimitrie Cantemir, the narrator), mystification mixed with hatred of imaginary guilt, uncertified by historians.

Conclusions

An anonymous slanderer, Caion, directed from the shadows by his uncle Iancu's opponents on the basis of false, invented evidence, caused the genius comedian an inner imbalance, despite the favorable sentence given by the Court. However, horrified by what happened to him, a notorious writer, appreciated, inexplicably avoided by the academic forums in the annual awards ceremony, Caragiale decided to say "Goodbye Romania!", settling in Berlin and thanks to an unpredictable situation.

Pamfil eicaru, a figure at the time, a front-line journalist, with inflated writing desires, hyperbolizing his reputation gained in the journalistic area, allowed himself to attack, to severely examine the works of some confreres at the top of the pyramid. A mixture of recklessness, vanity, audacity? Real slander? Or aesthetic truth, demonstrated by C linescu and Manolescu?

Finally, two medieval rulers, founders, promoters of culture, who really wrote history, who sanctified the place, fought, unforgiving their mistakes, in the diplomatic and literary realm.

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EFFECT OF SHARIA FINANCIAL TECHNOLOGY IN SMALL AND MEDIUM ENTERPRISES (SME)

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Abstract

This journal aims to analyze the role of Sharia Fintech in improving financial inclusion and literacy in SME. Currently, Technology Development has begun to enter the Digital realm in order to meet Indonesia as the largest digital economy country in 2024, the government as the regulator of the Indonesian economy, must empower all Indonesian people to the villages and remote areas throughout the country so that they can feel the positive impact of developing technology in the future.

The current technological relationship is closely related to the existence of the internet as the main access. We need to know that the existence of this Sharia Fintech can be one of the driving forces for the existence of a movement to help

increase finance for SMEs, especially those in the middle of the middle of the community through Islamic financial institutions. As we know sharia fintech is a term that can be used to refer to innovations in the field of financial services using sharia principles.

The development of digital technology, including in the Islamic financial industry, can no longer be dammed. Through sharia financial technology (sharia fintech), all forms of transactions are faster, easier, and more efficient at the same time, without the need for face-to-face meetings. The emergence of shariafintech is inseparable from the innovations that develop to finance this financial concept, it requires start-up (new entrepreneur) to build its business

Keywords: *Sharia Fintech, Inclusion, Literacy*

I. INTRODUCTION

The development of the technology business in Indonesia is followed by the emergence of many new star ups. The more sophisticated technology will encourage business growth in companies to further develop. New innovations have sprung up in the financial sector so that they can be developed to spoil business people, especially those engaged in online business for transaction activities. The presence of companies engaged in financial technology in Indonesia and the high interest and needs of the people of Indonesia using applications make many FINTECH applications so that the dominance of the use of FINTECH is higher(Gomber, Kauffman, Parker, & Weber, 2018).

At present the financial sector has become one of the sectors that has an impact on the development of technology or it can be said that technology has entered the financial sector. As it progresses rapidly, it can change the financial industry to the digital age. The combination of technology and finance is often interpreted as financial technology (FINTECH). With the advent of FINTECH

, it is expected to increase financial inclusion and financial literacy in the community(Wachyu & Winarto, 2020).

Many financial institutions especially banks and savings and loan cooperatives can increase financial inclusion and financial literacy in SME in Indonesia. The development of FINTECH carried out by banking institutions and savings and loan cooperatives can provide easy access for business owners, including for example the owners and entrepreneurs of the SME sector can easily access and accept offers of financial service products offered, for example by applying for direct loans without coming to the office branch or operational service. This will facilitate the access of SME sector business owners in obtaining financial transactions, can also increase financial inclusion and financial literacy and can improve the performance of banks and savings and loan cooperatives.

Luckandi (2018) in his research discussed the analysis of activities of payment transactions using fitech at SME in Indonesia, concluding that security, convenience, transaction suitability and ease of transaction are factors that encourage SME to use FINTECH so as to increase sales.

In 2017 According to Global Findex data, the percentage of achieving the level of financial inclusion in Indonesia reached 48.9% or 12% which is higher than the results of global Findex in the previous three years. In 2018 only around 36% of the Indonesian adult population used access to formal financial institutions(OJK, 2017).

Between inclusion and financial literacy, the two have a connection. Inclusion is the amount of use of financial services, financial literacy focuses on managing money held. So if someone has good financial literacy it is possible to be able to make the most of money(Wachyu & Winarto, 2020).

One of SHARIA FINTECH is Peer to Peer Lending, The various conveniences offered by Peer to Peer Lending compared to banking services are still very limited, more requirements and procedures, as well as the large number of Indonesian people who have not been served by banks, which is an attraction for the presence Peer to Peer Lending in the community.

Until even in 2019, there have been around 4.35 million people in Indonesia who made loans through Peer to Peer Lending. However, the many benefits offered by Peer to Peer Lending cannot be taken for granted. Because in fact the various benefits are also accompanied by a low security element and various risks that arise due to the use of Peer to Peer Lending.

The Financial Services Authority in mid-2018 noted that there were at least 277 illegal Peer to Peer Lending which had ceased operations in Indonesia because it was considered dangerous for its users (OJK, 2018).

II. LITERATUR REVIEW

2.1 Financial Technology

Financial technology (FINTECH) is also an innovation step from the financial sector integrated with technology to produce facilities without intermediaries, changing the company's methods of providing services and products, while also being able to provide privacy, regulation and legal challenges and is possible to provide sustainable growth inclusive (Harahap, Idham, Kusuma, & Rakhman, 2017)

The Word Economic Forum explains that FINTECH is an innovative use of technology and business in the financial sector. This financial innovation in the form of the use of technology to be able to produce new ways as in financial institutions such as loan savings, investment and e payment (Apfelbacher, 2016) The FINTECH industry can develop due to several factors including:

- a. There is a change in the mindset of consumers

This change is marked by increasing needs in society but people want to get it in a practical and easy way. This encourages people to use FINTECH services to meet their daily needs in an instant way and begin to leave the conventional system that must come to the seller.

b. Digital progress

Digitalization is a change from the old system that has not been modern. In this era digitalization has been used in many products for community needs. As is the case in smartphones that are increasingly sophisticated and have spread in the community will facilitate the community in helping their activities and needs.

c. Change in trends

Developments and innovations that are carried out quickly and continuously encourage change and acceleration in a trend in society.

d. Decreased brand and institutional loyalty

The potential to make a decision to buy a product in this period is not influenced by a brand or institution, but for millennials in making decisions to buy faster and be careful about offering products and services.

e. Easier access

Openness of services and information systems will increasingly provide easy access to transactions. The development of access is initiated by the development of technology that will open new market shares.

f. Offering profitable products

If the product offered provides benefits and benefits, it will change and attract consumers to buy a product offered.

g. Policy support from the government

In this case the government provides policies in supervision is important to help advance the FINTECH industry and provide encouragement to continue to develop. In Indonesia, the institution that is given the authority to oversee FINTECH in financial institutions is the Financial Services Authority.

2.2 SHARIA Financial Technology

Islamic FINTECH is developed using the principles of Islamic economics. can be interpreted that the use of technology in the field of Islamic financial services. There is no difference with the function of conventional FINTECH and SHARIA FINTECH . Because, the two types are both want to provide financial services. FINTECH (2017) the difference between the two is the financing agreement which follows the rules of the Islamic. There are three Sharia principles that must be possessed by this FINTECH that is not allowed to *maisir* (bet), *gharar* (uncertainty) and *riba* (the amount of interest passes the statute).

Although using the basic Sharia , basic references have also been made by the National SHARIA Board related to the existence of this Islamic financial technology. The basis is MUI No.67 / DSN-MUI / III / 2008 which regulates what provisions must be followed by the latest financial technology institutions in Indonesia. As of September 2018, there were only 4 Islamic financial technology companies that were inaugurated by the Financial Services Authority.

2.3 Financial Inclusive

In Presidential Regulation No. 82 of 2016 contains steps on inclusive financial strategies. The strategy is a condition where every community has

access to a variety of quality, smooth, timely and safe financial services. In addition, affordable costs can be obtained according to your needs and abilities.

In Indonesia, community groups that are specialized in gaining financial access include low-income people. Namely, such as migrant workers, women, people with disabilities, neglected children, elderly residents of disadvantaged areas as well as students, youth and SMEs. Financial inclusion is a situation where there is a lack of people who have access to banking. Society tends to own immovable property to be used and can be cashed everyday.

Financial inclusion is defined as an effort to reduce barriers in the form of assets and non-assets in utilizing service facilities in terms of financial services. Financial inclusion in this case is the condition of an individual or someone in utilizing existing financial services and utilizing groups that are not yet aware of the benefits of using financial access networks through existing access at low costs.

In order to increase financial inclusion, the government supports online loan products by financial institutions, both banks and other institutions engaged in financial services, so that it is expected to reach the whole community that cannot be reached by financial institutions.

2.4 Financial Literacy

According to Akmal & Saputra(2016)financial literacy is a set of knowledge and skills that enables a person to make effective decisions with all their financial resources.

After six years of development of financial literacy in accordance with the OJK survey in the third National Financial Literacy Survey in 2019. From the survey, OJK noted that the financial inclusion index exceeded 76.19 percent, or up 8.39 percent from the previous 67,8 percent in 2016 also noted that the financial literacy index also increased. According to the survey results, the

financial literacy index reached 38.03 percent, up 8.33 percent from the position in 2016 which reached 29.7 percent.

Member of the OJK Board of Commissioners for Education and Consumer Protection TirtaSegara said the survey showed that during the last 3 years, there was an increase in financial literacy or understanding in the community. And increasing public access to financial products and services or financial inclusion.

Based on the description above, the writer formulates the problem as follows:

- a. How is FINTECH 's role in increasing SME financial inclusion
- b. What is the role of FINTECH in increasing SME financial literacy

Research Objectives:

- a. To find out FINTECH 's role in increasing SME financial inclusion.
- b. To find out the role of FINTECH in increasing SME financial literacy

2.5 Micro, Small and Medium Enterprises

a. Micro Enterprise

Understanding of micro business in Law Number 20 Year 2008 concerning SME Article 1 number 1 what is meant by Micro Business is productive business belongs to individuals or individuals and / or business entities that have individual the following criteria: have a maximum of Rp.50,000,000.00 (fifty tens of millions of rupiah) does not include land and buildings for business premises, or own annual sales of Rp.300,000,000.00 (three hundred million rupiah).

b. Small Enterprise

While the criteria for small businesses are as follows: productive economic ventures stand alone conducted by individuals business is not a subsidiary or branch company owned, controlled, or be a part directly or indirectly of a Medium Enterprises or Large Enterprises that meet the following

criteria: have a net worth more than Rp.50,000,000.00 (fifty million rupiah) up to the most Rp.500,000,000.00 (five hundred million rupiah) excluding land and buildings place of business. Or have annual sales of more than Rp. 300,000,000.00 (three hundred million rupiah) up to a maximum of Rp.2,500,000,000.00 (two billion five hundred million)

c. Medium Enterprise

Preventive Business is a productive economic business that stands alone, which is carried out by an individual or business entity that is not a subsidiary or a branch of a company that is owned, controlled, or is part of either directly or indirectly with Small Business or Large Business and business criteria medium is as follows: has a net worth of more than Rp.500,000,000.00 (five hundred million rupiah) up to the most Rp.10,000,000,000.00 (ten billion rupiah) excluding land and buildings place of business, or have annual sales results of more than Rp. 2,500,000,000.00 (two billion five hundred million rupiah) up to the most Rp.50,000,000,000. 00 (fifty billion rupiah).

III. RESEARCH METHOD

This study uses Qualitative research methods are research methods based on the philosophy of postpositivism, or interpretive paradigm and constructive, which views social reality as something holistic or whole, complex, dynamic, full of meaning and symptom relations interactive and used to examine the condition of the object natural, not experimental, where the researcher as a key instrument, data collection techniques carried out by triangulation (combined), data analysis is inductive or qualitative and results of research are more emphasizing the meaning of generalization.

This research uses a qualitative method because the researcher wants to find out and analyze in depth about the role of SHARIA FINTECH in increasing financial inclusion at SME in Indonesia.

Qualitative research are words, and actions, the rest are additional data such as documents and others. In this study the data source was obtained from:

1. Primary data is data obtained directly from the object of research, in this study the object of research is Micro, Small and Medium Enterprises in Central Java.
2. Secondary data is data obtained in the form of ready-made data, this data is obtained from related documents such as articles, books, and photos.

The data analysis technique used in this study is an interactive model. Analysis using interactive model analysis is carried out through three procedures, namely:

1. Data Reduction

It is a process of evaluating, focusing, paying attention and simplifying, abstracting and transforming data that arise from written notes in the field. This analysis technique is needed for researchers to direct and sharpen the analysis by classifying it and discarding what is not needed.

2. Data Presentation

The information is arranged and provides the possibility of drawing conclusions and taking action. The form can be followed by an overview or scheme of several tables that are designed to compile so that it can be understood. This analysis technique is needed by researchers to make it easier for researchers to see a general picture of what is happening or the results of the data obtained during the study so that it can be determined what should then be done by the researcher.

3. Draw Conclusions (Verification)

The data that has been collected and analyzed can be drawn conclusions. Conclusions are drawn during the study. Data analysis

techniques by drawing conclusions this researcher will provide conclusions from the results of data analysis that has been done and provide suggestions as further recommendations for policies regarding the role of SHARIAFINTECH in improving financial inclusion and financial literacy in small and medium businesses.

The reason for choosing data analysis techniques using an interactive model is because the model will facilitate researchers. The data that has been obtained in the field will be selected first, after that it is presented in the research report by providing analysis before the final step is to draw conclusions.

IV. RESULTS AND DISCUSSION

4.1 The role of Sharia financial technology in increasing financial inclusion in SME in Indonesia

In the current era of globalization, the role of Islamic financial technology is developing rapidly, both for the Indonesian economy and financial institutions, one of which is Islamic financial institutions in Islamic banking. Indonesia is one of the countries with the fourth largest population in the world with a total population of 271 million. Indonesia must independently.

Islamic banking as an intermediary financial institution operating based on Sharia principles must be present to meet the needs of business actors. These needs are not only in terms of capital provision, but also help in terms of payment systems. In the current digital era, Islamic banks should not only carry out conventional operations, which only rely on activities through branch offices, which tend to be exclusive. Will be achieved, Islamic banks must innovate in their business activities, one of which can be done is by collaborating with FINTECH companies by making SHARIAFINTECH in banking.

Presence of a number of SHARIA FINTECH companies also contributed to the development of SME. Not only limited helping venture capital financing, the role of SHARIA FINTECH has also expanded to various aspects such as digital payment services and financial arrangements.

Here are some SHARIA FINTECH services for SME:

1. Capital Loans

The SHARIA FINTECH company is here to provide capital loan services with a simpler submission process compared to conventional financial institutions such as banks without the need to submit guarantees and just complete a few document requirements, this online loan service is an alternative to conventional bank loans or other loan companies. Loans can be disbursed in a relatively short period of time, less than a week.

2. Digital payment services

SHARIA FINTECH companies also provide digital payments that are easier and safer for business people. With an easy payment process for secure funds, this will be able to attract more consumers so that it provides benefits for business people

3. Financial management services

There are several applications that offer financial management services. This innovation aims to help SME in managing corporate finance. The services provided include recording expenses, monitoring investment performance, and financial consulting at no charge. There are several SHARIA FINTECH companies that provide regulatory services.

Some of the SHARIA FINTECH services mentioned above, if they can be applied to the operational system of SHARIA banks, it is easy for business people to access products that are offered Islamic banking. So that Islamic banks

will be inclusive, meaning that all products offered can be accessed by business people.

With the existence of Islamic FINTECH in Islamic banking, it will increase users in communities in remote areas to feel the positive impact of technological developments. Economic growth can be achieved when productive resources can be utilized optimally and equally allocated. The goal of economic development is to achieve the main goal of creating prosperity and reducing inequality. In the process of developing the Indonesian economy, the SME sector has a very strategic and important role.

4.2 The role of SHARIA FINTECH in increasing SME financial literacy

In this study, researchers took random speakers in Central Java, especially in the areas of Pekalongan and Pemalang and Batang, both located far from Islamic banking services or close to Islamic banking.

1. Long time the SME was running a business

In this research, SME has been running for a long time, starting from 2010. In the beginning, many tried innovations for their products. SME players try to find out what market tastes are suitable. Many in the beginning of the SME did not run smoothly like customers because it was looking for a difficult market. As time goes by, SME players innovate about their products and try to find out the interests of the market or customers.

2. Knowledge of SME practitioners about SHARIA FINTECH

SHARIAFINTECH is increasingly developing, making SME actors must be able to follow its development. SME actors must not only follow, but SME players are expected to be more selective in choosing SHARIA FINTECH, because many SHARIA FINTECH es have not been registered with the Financial Services Authority. SME actors' knowledge of FINTECH SHARIA is still limited, but they do not know much about the role of FINTECH , many

SMEs know the role of FINTECH SHARIA only as payment. However, there are those who already know what the role of FINTECH is and have many roles not only as payment but can be as capital financing, financial regulator. Financial arrangements as the role of SHARIA FINTECH have also begun to be applied by SMEs to ease transactions.

3. Application of SHARIA FINTECH in SME

SHARIA FINTECH has been applied by SMEs in this study, although not all of the roles of SHARIA FINTECH are used, but there is one role that has been applied to its business. Some have applied as a payment instrument and application for financial arrangements. The application of SHARIA FINTECH to SME actors provides convenience and benefits

4.3 Constraints on the implementation of SHARIA FINTECH in increasing financial inclusion and literacy in SME

1. Infrastructure

At this time a good IT infrastructure can only be felt by people in large cities such as Jakarta, Surabaya, Bandung and so forth. While the internet network has not been able to spread evenly into remote areas, this is one of the biggest obstacles to the spread of SHARIA FINTECH.

2. Human Resources (HR)

The limited ability of rural communities to apply financial technology in their areas, has spread financial technology is hampered. This condition makes the government. it is difficult to develop FINTECH in the area due to lack of manpower that can support the sustainability of the modern economy. Supplying human resources

4.4 The risk of SHARIA FINTECH implementation increasing financial inclusion and literacy in SME

Basically, financial technology provides a lot of convenience for the community, but this facility contains various risks, one of which is the opening of opportunities for cybercrime. The highly sophisticated cyber world makes it easy for hackers to be able to track financial transactions, while security in remote areas has not yet reached the perfect safe point.

However, currently there are no institutions that can handle the problem of security devices in Indonesia. Placement of funds in financial technology companies or peer to peer lending has a high risk. This can be seen from among others bad financing that is quickly creeping up.

Based on data from the Financial Services Authority, the ratio of bad loans to SHARIA FINTECH companies was recorded at around 1.28% at the end of January. Even though it is still small, the number has increased significantly compared to the December position

Last 2019 which was only 0.99%. whereas, the distribution of SHARIA FINTECH loans to the same period is growing. Still based on the records of the Financial Services Authority, loans disbursed by SHARIA FINTECH reached Rp.3 trillion. Significant increase from December 2017 around Rp. 2.5 trillion. thus, FINTECH default loans, up 54% from around Rp. 2.5 billion to around Rp.3.8 billion

V. CONCLUSION

SHARIA FINTECH comes from the term financial technology. SHARIA FINTECH Global shows that SHARIA FINTECH is growing rapidly in various sectors, from payment startups, lending, financial planning, retail investment, crowdfunding, remittances, financial research, etc. Based on this research, it can be concluded that the role of FINTECH in Micro, Small and Medium Enterprises (SME) is as follows:

- a. The role of SHARIA FINTECH in financial inclusion in SME in Pekalongan, Batang and Pemalang districts. It can be seen that many SME owners use the application and collaborate with banks and Savings and Loans Cooperatives so as to provide easy access to various types of bank and savings and loan cooperative financial services, now financial institutions are able to reach all SME to remote areas, SHARIA FINTECH has opened access to business financing that is easier and faster than banking institutions and savings and loan cooperatives. And finally SHARIA FINTECH's role in financial inclusion in SME is that SHARIA FINTECH has greatly contributed to the empowerment of SME and the local economy.
- b. The role of SHARIA FINTECH in financial literacy in SME Pekalongan, Batang and Pemalang districts. Can be seen from the average increase in the use of banking products and services, savings and loan cooperatives and other financial institutions by 6.40% from before the development of SHARIA FINTECH.

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THE ART OF THE “KUDA KEMBAR” AS A COMMUNITY ESTETIC EXPRESSION MEDIA OF SABARWANGI VILLAGE, PEKALONGAN, INDONESIA

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Abstract

The purpose of this research is to describe the art form “Kuda Kembar” in Sabarwangi Village, Pekalongan, Indonesia and to explain the art “Kuda Kembar” is used as a medium for aesthetic expression of the people of Sabarwangi Village, Pekalongan, Indonesia. This study uses a qualitative method. The data collection techniques used were observation, interview, and documentation methods. The technique of checking the validity of the data used triangulation, while the data analysis technique used the interactive model data analysis technique which consisted of three activity lines, namely data reduction, data presentation, and verification. The results showed that the

function of music in the art of “Kuda Kembar” as a Media of Aesthetic Expression for the people of Sabarwangi Village is to show expressions of admiration for the beauty of God’s creation, expressions of the spirit of nationalism, expressions of love and respect for the Prophet Muhammad, religious expressions of the people of Sabarwangi Village, and expressions as entertainment function.

Keywords: Art, music, “Kuda Kembar”, and aesthetic expression.

INTRODUCTION

Indonesia has a rich culture, from Sabang to Merauke there are races and ethnic groups that have their own culture. This difference is what causes the Indonesian State to have a wealth of culture (Kuswandi and Maulana, 2014: p. 87). Culture is an inseparable part of people’s daily lives. Culture is a result of human cultivation (Setiadi, 2014: p. 79). Culture consists of large and small elements which are part of a unity that is a unity. There are seven elements of culture that are universal in nature, namely language, knowledge systems, social organization, living equipment systems, technology, livelihood systems, religious systems and arts (Koentjaraningrat, 1990: p. 203-204).Graham (2005: p. 3) argues that the value of art is necessarilyconnectedwith pleasure or enjoyment.

One form of Indonesian art that does not only present aesthetic value, but also local wisdom that is closely attached to the community of Pekalongan Regency, is the “Kuda Kembar”. Coastal communities are easily influenced by various cultures and religions, having various kinds of traditional arts including: Kuda lumping, Sintren, “Kuda Kembar”, art of rebana, and batik. One of the traditional arts that is unique compared to other traditional arts in Pekalongan Regency is the traditional art of “Kuda Kembar” in Sabarwangi Village, Kajen

District. The art of “Kuda Kembar” has a lot of experience and achievements compared to arts in other villages, such as performing at national and regional events. At events in Pekalongan Regency such as art festivals, August 17 commemoration events, as well as on the anniversary of Pekalongan Regency (Bahatmaka, 2016: p. 1). These activities also was performed in other village such as Setanggor (Adinugraha, et al, 2018: p. 42), and Gunung Kidul (Adinugraha, et al, 2018: p.1).

The art of “Kuda Kembar” was originally functioned as a dish in commemoration of Islamic religious holidays, as well as in earth alms rituals, but in subsequent developments this art can be displayed to accompany a wedding ceremony, circumcision, as a dish to commemorate the anniversary of Pekalongan district. The art of “Kuda Kembar” is a form of traditional folk art that has an Islamic breath. The form of presentation uses music, dance, and literary arts. Judging from its form, the art of “Kuda Kembar” consists of 4 parts of the performance, namely: (a) Rudat, (b) Acrobatics, (c) Magic, (d) Lawak. In “Kuda Kembar” art, music is an important factor in a series of performances. Music has a function to liven up the atmosphere as well as to inform the audience of the start of the show and the end of the show. The song used to accompany the art of “Kuda Kembar” has a function as a means of religious syi’ar, triggering a sense of nationalism and a sense of love for traditional arts so that they are able to integrate into the social life of society (Bahatmaka, 2016: p. 2).

Based on the results of observations, it was found that the art of “Kuda Kembar” can also be called a means to strengthen community solidarity in Sabarwangi Village, Pekalongan Regency. In the afternoon, after being bored with work activities, the people of Sabarwangi Village often gather and practice the “Kuda Kembar” musical instrument. Not only parents, but even elementary,

middle and high school students participate by practicing and playing this “kuntulan” instrument. Apart from being a means of strengthening solidarity, the musical instrument “Kuda Kembar” is also played in celebratory events such as circumcision, udik-udikan and even Kenthongan musical instruments are also contested to increase the creativity of students around Talun sub-district in celebrating the Republic of Indonesia’s Anniversary.

The large number of teenagers and schoolchildren who play and even join the art group “Kuda Kembar” can also increase their creativity in the arts. If usually students only use modern musical instruments such as pianica, recorders and guitars with the art of “Kuda Kembar”, students are expected to be able to improvise using musical instruments made of bamboo which are widely available in their area. This also encourages researchers to explore more deeply the art of “Kuda Kembar” in Pekalongan Regency. The results of this study are expected to be used as learning arts and culture in schools. Based on the research background above, it is necessary to carry out further studies regarding the uniqueness of the art of “Kuda Kembar” as a medium for aesthetic expression of the people of Sabarwangi Village, Pekalongan, Indonesia.

RESULTS AND DISCUSSION

Art Life in the Village of Sabarwangi Pekalongan

Sabarwangi Village is one of the villages in the Kajen District, Pekalongan Regency. Sabarwangi Village is located ± 5 km from the center of Pekalongan Regency government, namely Kajen. The journey to Sabarwangi Village from Kajen can be reached by using public transportation, namely public transportation on the Kajen-Kesesi route. Sabarwangi Village is bordered by other villages, namely: East side; Gandarum Village; West side: Wonorejo Village; South side: Kalijoyo Village; North side: Pekiringan alit village.

Geographically, there are many rice fields and plantations which cause the weather conditions to be quite cool.

Art life in the village of Sabarwangi Pekalongan is very diverse. This can be seen from the existence of various types of art groups, including: (1) Tambourine / Samrohan / dhuror, (2) Karawitan, (3) Kuda Lumping (Ebeg), (4) dangdut, (5) Rampak Kentong, and (6) Art “Kuda Kembar which is currently trending (Syamsudin, 2007: p. 35).

The Art Music Form “Kuda Kembar” in the Village of Sabarwangi Pekalongan

Traditional folk performing arts that grow and develop in rural areas with the perpetrators being the common people, in general, are often seen as characterized by their simple forms (Kiswanto, et al., 2019: p. 1). The art performance form “Kuda Kembar” consists of several performance parts. There are four parts of the performance in the “Kuda Kembar” art, namely rudat, acrobat, magic, and comedy. Rudat is a type of group dance performed by 6 to 12 dancers. There are two kinds of rudat in the art of “Kuda Kembar”, namely male rudat and female rudat. The male rudat movement has 4 articles, namely: a) the Ashola 1 movement, b) the Ashola 2 movement, c) the wailamto movement, d) the watasalim prayer movement, while the female rudat movement has 10 articles, namely: a) the assolaimun a’la 1 movement, b) the red and white movement 1, c) the assolaimun a’la 2 movement, d) the Sholu ala movement, e) the Asholatu A’la Nabi movement, f) the Ya Rosulullah Salamun alaik movement, g) the Red and White movement 2, h) the movement Wata Salimun prayer, i) Wulidal Habiu Wakhodduhu movement, j) Sholatullah movement.

The musical instruments used were in the form of four tambourines, drum / jidur, violin, and additional musical instruments, such as electric guitars. Rhythmic musical instruments are located on 4 genjring / trebang, and 1 jidur, while melodic musical instruments are located on violins and electric guitars.

The function of music in the art of “Kuda Kembar” is divided into several parts according to the part of the “Kuda Kembar” performance form, such as: (1) opening functions, such as: Welcome Song, and Santri City Song, (2) rudat accompaniment function, There are 10 songs used in the Rudat Putri movement, namely: a) Assolaimun A’la 1 song, b) Red and White song 1, c) Assolaimun A’la song 2, d) Sholu A’la song, e) Asholatu A’la Nabi song, f) Ya Rosulullah Salamun Alaik, g) Song Merah Putih 2, h) Song Aholatun Wata Salimun, i) Song Wulidal Habibu Wakhodduhu, j) Song Sholatullah. The Rudat Putra song uses 4 songs, namely: a) Ashola 1 song, b) Ashola 2 song, c) Wailamto song, d) Watasalim Sholatun song, (3) acrobatic accompaniment function: Love Pantun Song and Mari Kawan Kita Fighting Song, (4)) Magic accompaniment function: Gambang Suling song, 5) comedy accompaniment function: Khoiruma song.

Social Integration of “Kuda Kembar” Music in the Village Community of Sabarwangi Pekalongan

The social integration function of “Kuda Kembar” music for the poor can be seen from the use of the song gambang suling as a means of entertainment which can add to an atmosphere of intimacy, that various functions of the performing arts that can be recognized, both through past data and present-day ethnographic data, include functions. -religious functions, strengthening social integration, education, and entertainment so that the poor can take advantage of the art of “Kuda Kembar” in celebrations, such as circumcision and wedding parties (Sedyawati, 2006: p. 293).

The social integration function of the “Kuda Kembar” music in the santri group can be seen from the use of the Asholaimun Ala song as a song of praise and sung before performing congregational prayers and before carrying out recitation by the students or the traveling yasinan recitation group and the samrohan group shows that various art functions performances that can be recognized, both through past data and present-day ethnographic data, include religious functions, strengthening social integration, education, and entertainment (Sedyawati, 2006: p. 293).

The social integration function of “Kuda Kembar” music in Javanese people who adhere to Islam in a limited way can be seen from the use of the pentatonic slendro scale, song forms, rhythm patterns, and simple and standard harmonization to provide a sense of comfort to Javanese people who adhere to Islam is only limited, so when kuntulan art is used for earth alms / legenonan events, foreshadowing events, weddings, village events, or district events for Javanese people who adhere to Islam in a limited way also attend to watch according to Merriem’s theory (in Jazuli, 1994: p. 95) the function of traditional arts is divided into nine, namely; (1) As a means of ceremony; (2) As a physical response; (3) As entertainment; (4) As a means of communication; (5) For offerings; (6) Maintaining the harmony of norms in society; (7) Support of social institutions; (8) For cultural stability; (9) For social integration.

The social integration function of “Kuda Kembar” music in the parent group can be seen using the slendro pentatonic scale, song form, rhythm pattern, and simple and standard harmonization in the Khoiruma song which provides a sense of comfort and familiarity to the elderly, so that the community Older groups use the art of “Kuda Kembar” as a means of entertainment for celebrations, such as circumcision, wedding parties and even participating as “Kuda Kembar” players such as mbah Akrom who is 70, Pak

Santoso who is 51, Pak Dasmo is 55, Pak Randu who is 60, and pak usro aged 61.

The function of the Khoiruma song is as a religious medium, a means of fulfilling economic needs and a means of entertainment for the elderly who say that various functions of performing arts that can be recognized, both through past data and present-day ethnographic data, include religious functions, affirming social integration, educational, and entertainment. Performing arts can also have a function of fulfilling needs. The “Kuda Kembar” performance is still social (free). Unlike other performances, such as Singo Barong, it has become a traditional performing art that prioritizes entertainment and commercial arts (Listiyorini, 2015: p. 2). The culture of this art is still done traditionally and through an informal learning process (Rachmawati and Hartono, 2019: p.59).

The social integration function of the “Kuda Kembar” music for young people can be seen from the red and white song presented in the second song when the female rudat movement has a function towards young people as a medium for cultivating the spirit of nationalism, besides the song Merah Putih 2 also explains that art “ Kuda Kembar “is an art that is also played by teenagers / young people with the enthusiasm to raise / scent the red and white flag as the Indonesian flag with the hope that the Indonesian nation will be increasingly appreciated by other nations through the art of” Kembar Kembar “, a form of integration of kuntulan music to groups of young people. Evidenced by the participation of young women in the art of “Kuda Kembar”.

The function of art music “Kuda Kembar” as an educational media and media for strengthening social integration for young people says that the various functions of performing arts that can be recognized, both through past data and present-day ethnographic data, include religious functions, affirming

social integration, educational, and entertainment. Guo (2014: p. 451) compared with traditional art, the aesthetic experience of new media art is characterized by diversification, interactivity, virtuality, etc.

The social integration function of the “Kuda Kembar” music for siblings and other people can be seen from the participation of relatives and other people as “Kuda Kembar” players and as spectators for “Kuda Kembar” or Syaiful Hajat using the services of “Kuda Kembar” performers in circumcision events, wedding party. The function of music in the art of “Kuda Kembar” is a means of strengthening social integration, which says that various functions of performing arts that can be recognized, both through past data and present-day ethnographic data, include religious functions, affirming social integration, education, and entertainment. Bahatmaka and Lestari, 2012: p.6).

The Function of Music in “Kuda Kembar” Art as a Media of Aesthetic Expression

Philosophy of art, the study of the nature of art, including concepts such as interpretation, representation and expression, and form. It is closely related to aesthetics, the philosophical study of beauty and taste (Hospers, 2020: p. 1). For example, Le (2019: p. 9) argues that the aesthetic systems of Tam Giao in the East differ from the aesthetic systems of the West and that culturally significant meaning can be lost under a universalising, decontextualising Western semiotic engagement. The argument commences with a comparison between Russian and Japanese art in the nineteenth century. While, in the “Kuda Kembar” show, there are several songs. The songs are divided into three parts, namely the opening song, accompaniment song and ending song. The opening song is a song to initiate the art game “Kuda Kembar”, the accompaniment song is a song used to accompany the women’s and men’s silat performances. The

ending song is the last song of the “Kuda Kembar” performance (Perdana, et al., 2017: p. 4).

Music in the art of “Kuda Kembar” has a form and function to integrate into people’s lives. The social integration function of “Kuda Kembar” music for the rich can be seen from the use of the art “Kuda Kembar” is used in important events as it is found in the observation that “Kuda Kembar” is used in commemorating major holidays which are usually staged in events. Important events, among others to welcome the Independence Day of the State of Indonesia, to celebrate the birthday of the Pekalongan district, the inauguration of the Village Head, the general election campaign.

The art of “Kuda Kembar” is used in important events because rich people can convey messages through songs such as the Welcome Song which has a function as an educational medium so that the people of Sabarwangi village maintain a culture of mutual respect, respect, kinship, and the culture of greeting each group. The rich people in the village of Sabarwangi are in accordance with Sedyawati’s (2006: p. 293) theory, that the various functions of performing arts that can be recognized, both through past data and present-day ethnographic data, include religious functions, affirming social integration, education, and entertainment.

In terms of aesthetics, perception normally differs from one individual to another based on several factors such as gender (Sijabat, et al., 2018: p. 200). The expression of joy and pride also contains the message that the artist wants to convey to audiences, especially the people of Pekalongan Regency. First, it shows the potential for wealth in Pekalongan Regency, both natural wealth and cultural arts wealth. Second, to express gratitude for the potential and grace that has been given by God by appealing to the public to maintain and preserve this potential.

Although in fact the music used in this case in the context of communication is not necessarily successful as expected, at least there has been a communication treatment and music is used as the medium. This means that there has been an “engineering” process using music as an introduction.

Merriem (in Jazuli, 1994: p. 95) which states that the function of traditional arts is divided into nine, namely; (1) As a means of ceremony; (2) As a physical response; (3) As entertainment; (4) As a means of communication; (5) For offerings; (6) Maintaining the harmony of norms in society; (7) Support of social institutions; (8) For cultural stability; (9) For social integration.

The song Sholatun Watasalim, which is used as a companion song for this women’s silat, uses the Andante rhythm with a tempo of 85. Andante’s rhythm is included in the rhythm with a slower tempo than the Moderato rhythm. In music, the slow tempo can be connoted as an expression of tenderness. In addition, the use of minor diatonic scales in this song also helps build the atmosphere of tenderness. This is in accordance with the function of the song Sholatun Watasalim in the performance of “Kuda Kembar”, which is a song that accompanies women’s silat. The poetry of the song Sholatun Watasalim uses Arabic, can be seen in the quote from the verse “Prayer Watasalim alal Wajah jamili, jamili Muhammad shalallah salamun alaik”. In the quote there is the word *jamil* which in Indonesian means beautiful or beauty. This shows an expression of admiration for the beauty of God’s creation. Textually, this beauty refers to the Prophet Muhammad. Because beauty is subjective, and as such it, of course, cannot be defined in absolute terms. But we all know or feel when something is beautiful to us personally (Perc, 2020: p. 1).

The majority of the people of Sabarwangi Village are Muslims. When examined more deeply, the lyrics of the Sholatun Watasalim song contain an implicit message, namely to love the Prophet Muhammad, the lord of Muslims.

Certain feelings in art can be sharp and scratching because the artist is successful in expressing the experience of his feelings with quick choices and firm targets (Sumardjo, 2000: p. 75).

The song Watasalim Sholatun which is used as a song to accompany the men's silat. Asshola's song uses the Allegro rhythm with a tempo of 109. Allegro is a rhythm in the fast tempo category. This connotes an expression of enthusiasm according to its use as a song that accompanies the men's silat in the "Kuda Kembar" performance.

In terms of lyrics, the Asshola song is an Arabic song. Arabic songs are synonymous with religious nuances. This is evidenced from the sentence "Assholaatu 'alannabii wassalaamu' alaar-rosuul" which in Indonesian means "Prayers to the lord of Prophet and greetings to the Prophet of praise". From the kuitipan above, it can be seen that the Asshola song is an expression of a religious group of people or better known as the santri group. Judging from the meaning of the quote above, the Asshola song is an expression of love and respect for the Prophet. For the Abangan community, even though they don't know the meaning, at least they can feel the religious nuances that are conveyed. This is in accordance with Soehardjo's theory which states that expression is an activity of expressing inner experiences carried out by artists, aimed at the audience with the intention of creating new experiences (Soehardjo, 2012: p. 127).

The Asshola song also contains the meaning and message the artist wants to convey. In the verse "Khoiru man wathi-ats-tsaroo almusyaffa'u fiil waroo" in Indonesian means "He is the best person who steps on the earth, the best intercessor for all humans". From the quotation, people are invited to imitate the attitude and character of "him", namely the Prophet because "he is the best of people". This is in accordance with the theory of Sedyawati (2006: p. 293),

that the various functions of performing arts that can be recognized, both through past data and present-day ethnographic data, include religious functions, affirming social integration, education, and entertainment.

The song Watasalim Sholatun which is used as the second male silat song. The watasalim prayer song uses Allegro's rhythm with a tempo of 110 beats per minute. Allegro is a fast tempo. Fast tempo connotes an excited expression. This is because the song Sholatun Watasalim is a song that accompanies the men's silat in the "Kuda Kembar" performance.

In terms of lyrics, the song Sholatun Watasalim expresses joy. This can be seen in the following quote, "Bisyaḥri robī'in qod badâ nûruhul a'lâ" which means "In the month of Rabi" the great light shines "and Fayâ habbadzâ badrôn bidzâkal himâ yujlâ which means How beautiful the full moon! Warmth radiated from it. This quote can mean the joy that the Prophet Muhammad was born as a human light in ignorance, who led humans to a better civilization. This expression of joy can be accepted by people who do not understand Arabic even because of the use of harmonization and simple musical forms. Crippen (2019: p. 1) research indicates a broad range of cases in which expression shows up as consequences of overall situations that solicit or close actions, as opposed to mere resemblance between entities and human expressions.

The Watasalim Sholatun song uses Arabic lyrics. Songs with Arabic lyrics, such as Shalawat are often assumed to be someone's religious expression. Sufistic poetry wrapped in traditional songs is more familiar to the ears of the community, especially rural communities. As has been done by the people of Sabarwangi Village, Sabarwangi Village, Pekalongan Regency. The use of the song Sholatun Watasalim in the art of "Kuda Kembar" is able to give a populist, familiar sounding sufi nuance. This familiar atmosphere makes people feel less interfered with by rigid teachings so that the delivery of da'wah

becomes more effective. This is in accordance with Soedarsono's theory (2001: p. 170-172), which states that the secondary functions of performing arts are: (1) as a binder of community group solidarity, (2) as a generator of national solidarity, (3) as a mass communication medium, (4) as a medium for religious propaganda, (5) as political propaganda, (6) as a media for propaganda for government programs.

Furthermore, the Red and White Song is the second female silat accompaniment song. This song uses the rhythm of Moderato with a tempo of 95. Rhythm Moderato is a rhythm with a moderate category. The rhythm of Moderato can express enthusiasm, this is reinforced by the use of the major scales in the song Merah Putih. Major notes have emotional tendencies that are upbeat and joyful. Such as Kemp (2020: p. 1) explicates the emotion-feeling distinction in modern terms(distinguishing mood as well), and urge that the expression of feeling is too central to be waived off as outside the proper philosophical subject of artistic expression.

The Red and White song has one form pattern, namely the sentence "red and white our flag is flying in Indonesia, this is a young circus style, to play with teenagers". From this quote, it can be seen that the song Merah Putih expresses the spirit of nationalism. Most of the articulations in the song Red and White use the vocal a, indicating that the song Merah Putih is a song that expresses joy.

This poem with the nuances of the spirit of nationalism contains an implicit message in the sentence "red and white, our flag is flying in Indonesia". In the quote, the artist tries to convey a message for the Indonesian people to protect the sovereignty of the Unitary State of the Republic of Indonesia.

CONCLUSION

The results of this study indicate that the form of “Kuda Kembar” consists of rudat, acrobat, magic and comedy. The function of music in kuntulan art consists of an opening function, a rudat accompaniment function, an acrobatic accompaniment function, a magic accompaniment function, and a comedy accompaniment function. The function of music in the art of “Kuda Kembar” as a Media of Aesthetic Expression for the people of Sabarwangi Village is to show expressions of admiration for the beauty of God’s creation, expressions of the spirit of nationalism, expressions of love and respect for the Prophet Muhammad, religious expressions of the people of Sabarwangi Village, and expressions as functions of entertainment.

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**THE ROLE OF SOVEREIGN WEALTH FUND AND
REGIONAL COMPREHENSIVE ECONOMIC
PARTNERSHIP ON EXPORTS: CASE STUDY OF
MUSLIM COUNTRIES IN ASEAN**

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ABSTRACT

The Regional Comprehensive Economic Partnership (RCEP) free trade agreement has been agreed by ASEAN countries with Australia, China, Japan, South Korea, and New Zealand at the virtual 37th ASEAN Summit. This has the opportunity to increase export activity to these countries so that Indonesia's trade balance will be in a surplus, especially export activities to fellow ASEAN countries with Muslim populations. The purpose of this study is to test whether increasing Indonesia's export activities to Muslim-populated countries in

ASEAN can be used as an alternative funding facility for Indonesia's Sovereign Wealth Fund (SWF), which will soon be formed by taking advantage of the momentum of the RCEP agreement, especially to increase economics growth during the Covid-19 pandemic. By using Multiple Linear Regression Analysis, the research concludes that the value of Indonesia's exports to Muslim-populated countries in the ASEAN region affects the Indonesia-ASEAN Trade Balance with a strong correlation where Indonesia has experienced a surplus of export values in a row since February 2020. This shows that the Indonesian government must take advantage of the momentum of this free trade agreement to increase the surplus value so that it can be used as an alternative funding for the sovereign wealth fund which will be created by the Indonesian government since Law Number 11 of 2020 on Job Creation was promulgated on November 2, 2020 to contribute to recovering the Indonesian economy which had fallen due to the Covid-19 Pandemic.

Keywords: Trade Balance, SWF, RCEP, ASEAN, Covid-19.

INTRODUCTION

Coronavirus Disease (Covid-19) first appeared in Wuhan, China. COVID-19 is a new disease that has become a pandemic (Aran et al., 2021). This disease must be watched out for because of its relatively fast transmission, the mortality rate that cannot be ignored, and the absence of definitive therapy. There are still many knowledge gaps in this field, so further studies are needed (Shang et al., 2021). The virus began to spread to various countries in early 2020, including the country of Indonesia which was announced on March 2, 2020 where 2 Indonesian citizens were tested positive for the corona virus

(Noor et al., 2020). Which in the end the virus spread to the community until it touched the number 557,877 on December 3, 2020 (<https://covid19.go.id>). This virus has a negative impact on various fields such as health, religion, social and culture, economy (Ferreira et al., 2021).

In the health sector, many hospitals are not ready to serve services for patients infected with the corona virus, both in terms of the number of isolation rooms, vaccine supplies, and other health support equipment (Abu-Snieneh, 2021). So the government took the initiative to build emergency hospitals such as the emergency hospital on Galang Island, the Kemayoran Athlete House, and so on. Covid-19 can attack the human immune system such as the heart, kidneys, liver, and damage to organs. In fact, this virus can cause death. On December 3, more than 17,355,000 people died.

In the religious field, the corona virus has caused the implementation of religious activities to be temporarily tightened, such as the cancellation and prohibition of visits to worship and celebrations of religious holidays, and the government advises to carry out worship at their respective homes in order to minimize the level of crowds (Riswan, 2021). In fact, in the holy month of Ramadan yesterday, Minister of Religion appealed to Muslims to perform *tarawih* prayers and reciting the Qur'an at home during Ramadan, this was done to prevent the spread of Covid-19.

In the socio-cultural field, community activities such as gathering together, recitation, social gathering, routines and so on which have become routines for rural communities have finally been reduced as a form of social distancing which is one of the solutions to prevent the spread of Covid-19 (Martinez-Portilla et al., 2020). Of course, people like it or not have to be able to adapt to this kind of situation.

Covid-19 has had a negative impact on economic growth (Rahayu & Muharam, 2021). The economic growth of a country has an important role in describing the economic growth of a country. Gross Domestic Product (GDP) experienced a weakening contraction of 2.97% year to year. In fact, GDP growth in the second quarter of 2020 contracted, touching the negative area of -5.32% and -3.49% in the third quarter of 2020. So that the Republic of Indonesia officially entered into an economic recession because Indonesia's GDP growth was minus two consecutive quarters. Based on this, many economic activities have decreased, such as the increasing number of unemployed due to the number of layoffs, declining purchasing power of the people, declining economic growth rates, and so on (Suparmono, 2021).

The Covid-19 pandemic also caused a very sharp weakening of the Composite Stock Price Index (IHSG) and the Rupiah exchange rate against the US dollar (Imam et al., 2020). Changes in an exchange rate can affect the level of competitiveness of a company. On April 2, 2020, the rupiah exchange rate against the US dollar was Rp. 16,741. The Rupiah exchange rate against the dollar experienced the highest depreciation with a weakening percentage of -20,484% year to date, this is the impact of the entry of the Corona Virus into Indonesia with the announcement of the first positive case on March 2, 2020 by President of Indonesia in Jakarta. With the weakening of the currency exchange rate, the economy of a country is considered to be unstable. This directly causes investors to reduce their level of confidence to place their funds in Indonesia, this is evidenced by the exit of investors from stock market investments in the Composite Stock Price Index which experienced a significant decline in March by -33.41% year to date.

In addition, the Covid-19 pandemic has also caused the inflation rate to be too low to reach below 0.10% (Wahidah & Antriandarti, 2021). With the

inflation rate dropping from month to month, it indicates that people are in a state of saving or do not have money to boost market demand, if this continues it will have a broad impact on the country's economic decline (Rangkuty & Lubis, 2021). This has been proven by Indonesia's GDP growth of -5.32% in the second quarter of 2020.

Various efforts have been made by the government to recover the economy from the impact of the Covid-19 pandemic (Taqi et al., 2020), one of which is the establishment of the Indonesian Sovereign Wealth Fund (SWF). SWF has various positive impacts on a country; among others, as long-term investments, reducing the risk of domestic inflation, and stabilizing the country's economy by diversifying (Samawati & Sari, 2021).

The establishment of the SWF or investment endowment fund has been signed by President of Indonesia which is contained in Government Regulation no. 74 of 2020. However, with the condition that there is more consumption than government revenue, it is impossible for this SWF fund to come from a surplus of income like other countries, especially in the conditions of the Covid-19 Pandemic. So this study aims to seek a solution as an alternative funding effort by utilizing a potential free trade momentum as an alternative source of funds for Indonesia's sovereign wealth fund by testing Indonesia's export activities to ASEAN Muslim-populated countries as an effort to recover the economy due to the Covid-19 pandemic. Therefore, this study aims to explain alternative funding for Indonesia's SWF from the momentum of the RCEP agreement by increasing Indonesia's export activities to Muslim-populated countries in ASEAN.

LITERATURE REVIEW

Balance of Trade

The trade balance is a record containing the value of goods exported or imported by a country (R & Saudi, 2020). The state of a country's trade balance may have three, namely surplus, deficit, or balance (Purba, 2020). The trade balance is in surplus if the value of exports is greater than the value of imports. On the other hand, the trade balance is in deficit, i.e. if the value of exports is less than the value of imports. A balanced trade balance is when the value of exports equals the value of imports. Trade balance is a term used to describe the difference between exports and imports. The balance of trade can be called NET exports (Utama & Meilianna, 2020).

Indonesia's trade balance as of April 2020 was a deficit of US\$ 344.7 million, after a surplus of US\$ 715.7 million in the previous month. To the Communications Department of Bank Indonesia, said that this development was influenced by slowing world demand, disruption of global supply chains, and low commodity prices in line with the impact of the Covid-19 pandemic that spread throughout the world.

Finance Minister of Indonesia targets Indonesia's economic growth in 2020 to reach 5.3%. "Despite the deficit, Indonesia's overall trade balance in January-April 2020 remains a surplus of US\$ 2.25 billion, higher than the achievement in the same period the previous year with a deficit of US\$ 2.35 billion," said Communications Department of Bank Indonesia in a written statement, Friday night, May 16, 2020. Bank Indonesia continues to monitor the dynamics of the spread of COVID-19 and its impact on the Indonesian economy, including the trade balance (Nurhuda et al., 2020). As a result of the decline in the export performance of manufactured products and mineral fuels, particularly coal and oil, the decline in non-oil and gas exports was deeper. Meanwhile, the oil and gas trade balance in April 2020 was a deficit of US\$

243.8 million, lower than the deficit in the previous month of US\$ 953.3 million.

The export-import performance of economic goods shows an increase and improvement as can be seen from the increase in the volume and value of exports of the economic goods group, the decrease in the volume and value of imports of the economic goods group and the foreign trade ratio which tends to increase (Muchdie et al., 2018). The trade balance shows a positive value, meaning that foreign trade in the economic goods group is dominated by exports.

Sovereign Wealth Fund (SWF)

With the Covid-19 pandemic that has brought Indonesia and globally to a crisis, the government is trying to tackle Covid-19 from an economic and financial perspective (Supriyanto, 2021). The establishment of a SWF that is oriented towards equity financing is an attractive option as a financing solution for structural reforms to achieve prosperity (Sukmana, 2020). This could be an opportunity to absorb excess liquidity that still comes from abroad (Cakranegara, 2021).

The government has stated that it has formed a SWF management outbreak. This investment platform is targeted to attract a minimum investment of US\$ 20 billion. Assets managed by state investment are not only intended to finance infrastructure (Rofiq et al., 2019). The President of the Republic of Indonesia said that when the SWF rules were established, the association funds would immediately enter.

The existence of SWF certainly has benefits (Carpannier & Vermeulen, 2018), such as avoiding the adverse effects of global market turmoil, stabilizing investment (profits) and savings, as well as empowering MSMEs and preserving natural resources.

Regional Comprehensive Economic Partnership (RCEP)

The Trade Ministers of the ten ASEAN countries and their partners, namely Australia, Japan, South Korea, New Zealand, and China signed the Regional Comprehensive Economic Partnership (RCEP) agreement (Ingot & Laksani, 2019). RCEP is the largest trade agreement in the world. The World Trade Organization (WTO) in terms of world coverage for total Gross Domestic Product (GDP) (30.2 percent); foreign direct investment (FDI) (29.8 percent); population (29.6 percent); and trade (27.4 percent) which was slightly below the EU-27 which was recorded at 29.8 percent.

Based on the estimation results of the gravity model, the factors that significantly influence the value of imports of financial and insurance services in RCEP countries are the GDP of the exporting country, the GDP of the importing country, geographical distance, common language and colonial history (Maulana, 2021). The results of the estimation of tariff equivalents show that countries such as New Zealand, the Philippines, India, and China apply fairly high barriers to the financial services sector. Indonesia's position in services trade shows that the openness of the service sector in Indonesia is not yet fully liberalized, but Indonesia is still much more open than other ASEAN countries such as Malaysia and the Philippines (Gultom, 2020).

The RCEP is said to be very comprehensive, though not as comprehensive as other regional agreements (Dipua et al., 2020). However, in responding to the economic impact of Covid-19, an economist from the Hinrich Foundation, Stephen Olson, stated that in the next few years the value chain will tend to be shorter, taking advantage of geographical proximity and avoiding transoceanic value chains. In this context, the RCEP, which immediately geographically unites East Asia, Southeast Asia, Australia, and

New Zealand, will grow and strengthen faster than the CPP-TPP or the Trans-Atlantic agreement which is temporarily suspended.

ASEAN

At the end of 2019, China reported that a new case of the Covid-19 outbreak had been found in Wuhan. This virus has become a significant security threat in the Southeast Asian region (Rwengabo, 2020). However, many ASEAN members lack valid information about this outbreak, which creates uncertainty regarding the policies that will be taken by all ASEAN member countries.

The lockdown policy which was firmly decided by Singapore which was followed by the Philippines, Malaysia, and Indonesia recently has been slowly, thus contributing to the disruption in the industrial sector (Calvin, 2020). For decades, since the 1970s, Southeast Asia has been a major export destination for oil and gas and non-oil and gas commodities for fellow ASEAN member countries and major regional powers such as China (Arnakim & Kibtiah, 2021). With the impact of the economic sector due to the contamination of the Covid-19 pandemic, international trade fell 11.6% in January and February 2020, with tourism service exports declining 23.1%.

In particular, it appears that Covid-19 has caused the economies of countries in the world to fall to the brink of recession (I. Chakraborty & Maity, 2020). As Indonesia is currently experiencing negative economic growth. However, the Indonesian government carried out a policy by starting the closing of entry restrictions and restrictions, large-scale social restrictions (PSBB). Until the travel ban. The PSBB implemented includes calls for learning, working and worship activities carried out from home, socio-cultural restrictions, and so on (Syafri & Hartati, 2020). The implementation of this

policy is expected to reduce the spread of Covid-19 if it is carried out properly and correctly.

This is a non-traditional security threat issue whose implications are not limited to health issues. It was also revealed that with the onset of the pandemic, a new security dilemma emerged in the post-Cold War era (Subarkah & Bukhari, 2020). The issue of national sovereignty is still strong and cannot be said to have diminished, so diplomacy remains important for its existence and role in encouraging ASEAN to form, improve, and restructure its cooperation framework.

RESEARCH METHODOLOGY

The independent variable (x) used in this study is a sample of the value of Indonesia's exports to countries that have a Muslim population percentage with the top three in ASEAN, namely Brunei, the Philippines, Malaysia, and Singapore. Meanwhile, the Indonesia-ASEAN trade balance is the dependent variable (y).

This study uses Multiple Linear Regression Analysis. This study uses secondary data sourced from official data from the government and state institutions. The population of this study is ASEAN member countries, while the sample used is a country with a Muslim population which has a percentage where Islam ranks in the top three in each country.

The research hypothesis is:

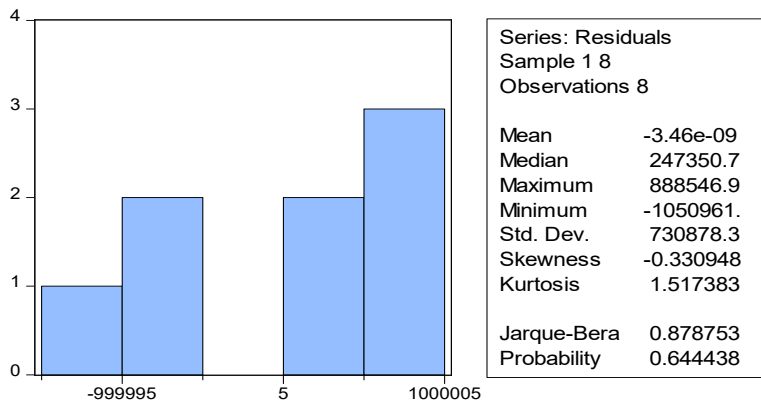
H_0 : There is no significant effect between the value of Indonesia's exports to Brunei, the Philippines, Malaysia, and Singapore with the Indonesia-ASEAN trade balance

H_1 : There is a significant effect between the value of Indonesia's exports to Brunei, the Philippines, Malaysia, and Singapore with the Indonesia-ASEAN trade balance.

RESULTS AND DISCUSSION

The economies of ASEAN member countries each have different conditions (Ridzuan & Abd Rahman, 2021). This is because every country has differences in many aspects, especially in the economic field for example in natural resources, economic systems, economic policies implemented, membership in international trade agreements, exchange rate systems used and so on (Tong, 2021). One of the indicators of economic welfare is measured by the level of GDP per capita. However, during the economic crisis that occurred, ASEAN's export performance experienced a drastic decline, namely minus 18 percent on average. So that changes in ASEAN trade with the existence of a free trade agreement can be considered to increase Indonesia's exports so that with high export activity it can minimize the condition of a sharp decline in the value of Indonesia's exports and imports when a crisis occurs and can reduce the risk of Indonesia's low economic growth rate (Palla & Strickler, 2021). It can be seen on the histogram that the probability level is 0.644438. This indicates that the probability is greater than the error rate of 5%. So that the Normality Test can be fulfilled where the data is normally distributed.

Based on the following table that the multicollinearity Test on the data produces a number no more than 10 in the VIF centered column. So there is no multicollinearity in the data.



Histogram 1. Normality test

Table 1. Multicollinearity Test

Variance Inflation Factors			
Sample: 1 9			
Included observations: 8			
	Coefficient	Uncentered	Centered
Variable	Variance	VIF	VIF
C	1.07E+13	68.72032	NA
MALAYSIA__X1__	142.9030	343.0311	6.072361
BRUNEI__X2__	25574.81	16.91451	1.508249
SINGAPURA__X3__	10.18306	59.01209	2.731298
FILIPINA__X4__	83.80606	112.5503	4.823106

Table 2. Autocorrelation Test

Breusch-Godfrey Serial Correlation LM Test:			
F-statistic	3.764427	Prob. F(2,1)	0.3424
Obs*R-squared	7.062008	Prob. Chi-Square(2)	0.0293
Test Equation:			
Dependent Variable: RESID			
Method: Least Squares			
Date: 11/29/20 Time: 17:32			

Sample: 1 8				
Included observations: 8				
Presample missing value lagged residuals set to zero.				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	494086.9	2015536.	0.245139	0.8470
MALAYSIA__X1_	2.982092	8.138549	0.366416	0.7764
BRUNEI__X2_	-93.66650	109.4855	-0.855515	0.5495
SINGAPURA__X3_	-0.836305	2.019775	-0.414059	0.7501
FILIPINA__X4_	-1.911953	5.724580	-0.333990	0.7948
RESID(-1)	-1.640133	0.602811	-2.720807	0.2242
RESID(-2)	-0.970818	0.612602	-1.584743	0.3584
R-squared	0.882751	Mean dependent var		-3.46E-09
Adjusted R-squared	0.179257	S.D. dependent var		730878.3
S.E. of regression	662138.3	Akaike info criterion		29.31490
Sum squared resid	4.38E+11	Schwarz criterion		29.38441
Log likelihood	-110.2596	Hannan-Quinn criter.		28.84607
F-statistic	1.254809	Durbin-Watson stat		1.284435
Prob(F-statistic)	0.593611			

After that, the researcher conducted an autocorrelation test on the data. It is known that the R-Squared in the data is 0.882751. So that there is no autocorrelation because the R-Squared value is greater than the error rate of 5%. While the Heteroscedasticity Test shows a Chi-Squared of 0.0293 where this value exceeds the 5% error rate, which means that the heteroscedasticity assumption is not met.

Table 3. Regression Test

Dependent Variable: Y				
Method: Least Squares				
Sample (adjusted): 1 8				
Included observations: 8 after adjustments				
Variable	Coefficient	Std. Error	t-Statistic	Prob.

C	-4870019.	3272134.	-1.488331	0.2334
MALAYSIA__X1_	25.11805	11.95421	2.101189	0.1264
BRUNEI__X2_	-62.30197	159.9213	-0.389579	0.7229
SINGAPURA__X3_	-7.472716	3.191090	-2.341744	0.1011
FILIPINA__X4_	-3.199756	9.154565	-0.349526	0.7498
R-squared	0.726728	Mean dependent var		1384526.
Adjusted R-squared	0.362364	S.D. dependent var		1398129.
S.E. of regression	1116435.	Akaike info criterion		30.95835
Sum squared resid	3.74E+12	Schwarz criterion		31.00800
Log likelihood	-118.8334	Hannan-Quinn criter.		30.62347
F-statistic	1.994514	Durbin-Watson stat		2.922942
Prob(F-statistic)	0.298579			

Based on the table above, it can be seen that the regression model is $y = -7.472716 X1 + e$. While the probability in the F-Statistic is 0.298579, where this value is greater than the specified error rate of 5%. And in the R-Squared column, it can be seen that the value is 0.726728, which means the correlation coefficient is 0.726728, so the independent variable has a strong effect on the dependent variable. While the variation is 72% the dependent variable is influenced by the independent variable. So it can be seen that the remainder of the correlation coefficient is another factor that affects the Indonesia-ASEAN Trade Balance (Baek & Choi, 2020).

Therefore, it can be seen that the hypothesis that can be taken is to reject H_0 or the value of Indonesia's exports to Brunei, the Philippines, Malaysia, and Singapore has a strong effect on the Indonesia-ASEAN trade balance. ASEAN is one of Indonesia's largest export destinations. If the government encourages Indonesia's export activities to ASEAN, Indonesia's economic growth opportunities can increase (Harliantara et al., 2020), especially with Indonesia participating in the RCEP agreement (D. Chakraborty et al., 2020). Increased

export activity will affect a country's trade balance so that a surplus in the trade balance will increase investor confidence in Indonesia which causes capital inflows to increase and this will accelerate future economic growth (Can & Hastiadi, 2020).

There is a positive and significant effect of the Intra-ASEAN FDI value variable (X2) on the GDP value of ASEAN-5 countries (Y) (Siahaan, 2020). So it can be said that the value of exports also affects the economic growth or GDP of a country. So that optimizing opportunities from the ASEAN Free Trade Area has become a decision and determination that an ASEAN country must face, especially the new agreement in RCEP. With the 0% import duty on goods, product prices become competitive at the consumer level among ASEAN member countries. Indonesia with the potential of abundant natural resources with the largest population in ASEAN is the initial capital to win the competition by increasing the value of its exports.

CONCLUSION

Based on the results of the hypothesis above, Indonesia's export activities to a sample of several ASEAN countries that have a Muslim population in the big three categories, namely Brunei Darussalam, the Philippines, Malaysia and Singapore, have a significant effect on the Indonesia-ASEAN Trade Balance with a strong relationship. Where the ASEAN region is Indonesia's largest export destination compared to other regional groups and its value has experienced a surplus in a row since February 2020. Based on this, the Indonesian government must take advantage of this momentum, especially the existence of the RCEP free trade agreement, to increase its export activities towards these countries, especially ASEAN, in order to increase the Indonesia-

ASEAN larger surplus where this can be used as an alternative funding facility for Indonesia's SWF.

This effort to increase exports and the function of the SWF institution, it has a broad positive impact on the Indonesian economy so that it can make Indonesia recover from the impact of the Covid-19 Pandemic. The real organization shows that the government cuts regulations, simplifies licensing, reduces irrelevant requirements, and eliminates unnecessary inspections, this continues to the regional level, permits that hinder the smooth export of Indonesia covers 2,278 types of goods. The results are used in the implementation of Indonesia's export policies. Unfortunately, most of Indonesia's exports are still fulfilling orders. Not attacking or struggling or entering another country. This means that Indonesia's export products have not yet become competitive export products. This is seen as a weakness in Indonesia's exports.

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