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FOREWORD

This book chapter started as a side project when the authors were discussed various topics of their research. The authors of this book come from different countries and different background but the topic their exposed in this book is globaly issues. The authors decided to gather those research in one book to share new knowledges to the others and as the authors research documentation.

This book covers many topic include education, environment issue, health, Language ability, Entrepreneurship, English languange comunication, Politic and law.

The various topic discusses in this book has become a valuable resource for many people. The book has helped researchers in the field of interdiciplinary studies as an important reference for their research.

We would recommend this book to people who interest to the current issues in the world. Chapter title as follows; The Effectiveness of Face-To-Face Learning Limited to the Learning Outcomes of Citizenship Education for Class VIII Students of SMPS Berbudi Copian, Quantitative Research in Education, Goal 6 : Clean water and sanitation, An Analysis of Frontliner Staff Ability in English Communicative Competence (A Case Study at Sultan Hasanuddin International Airport-Makassar), Ethical training in business higher education studies: Where does

Corporate Social Responsibility go?, Legislation and the content of Special Regional Regulations in the Implementation of Regional Government in Papua Province, The COVID-19 Big Data Challenge: Lessons from the Australian Predictive Analytics Struggles – Moving Towards the BCZ Approach, Analysis of Decision Number 88/PID.SUS/2019/PN POL Regarding the Crime of "Participating in Deliberately Voting More than 1 Time in 1 TPS, Aspects of Reflective Justice in Land Acquisition for Development in the Public Interest, Framing Barriers to Women's Social Entrepreneurship In Pakistan: From Feminist and Institutional Sandpoint, Juridical Review of Criminal Applications Against Children Driving Motorized Vehicles Due to Negligence Causing Death of Persons Case Study at Porlestabes Makassar, Assessment of Integrated English Materials Used at Hasanuddin University, Juridical Overview of the Settlement of the Crime of Persecution from the Perspective of Customary Law in Mamasa District, Reliability of Electrical Power Installation Intensive Care Unit (ICU) RS. DR. TadjuddinChalid Makassar, The Role of Community Leaders in the Family Planning Village (KB) Program in Bulukumba.

Expectantly this book can give a big contribution in increase human abilities, technologies, healthy life, bussniess, environtment health, legal science quality, politic and other aspect.

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The COVID-19 Big Data Challenge: Lessons from the Australian Predictive Analytics Struggles – Moving Towards the BCZ Approach

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Abstract

In early months of the year 2020, when Covid took Australia by storm, obvious disruptions to the conventional socio-economic processes occurred. The growing uncertainties have paved way for greater-than-ever demand for Predictive Analytics (PA) deployments so industries, private enterprises and public services could re-structure their operations in optimal ways. Thus, PA has been expected to hold keys to the broad spectrum of answers concerning the emerging brave new world. Unfortunately, despite having a wide range of established PA tools, technologies and patterns available, the PA deployments have been proving to become far more complicated when compared with the pre-Covid environment. But is it because the Big Data has been getting ''even bigger'' or is it because our mainstream conventional PA tools & patterns have been failing to withstand the test of time?

The main objective of this paper is to provide a qualitative overview of the Australian PA struggles, to understand underpinning reasons behind those struggles and last but not least, it is to provide groundworks for Covid response-fuelled adjustments to the PA processes and practices by the means of introducing the ''Square Zero'' Approach.

Introduction

In the early months of the 2020, when Covid took Australia by storm, obvious disruptions to the conventional socio-economic processes occurred. Traditional operations have been disrupted abruptly and could no longer be maintained. Consequently, both commercial and public organisations became extremely concerned about sustainability of operational models they were

having in place. These growing uncertainties have paved the way for greater-than-ever demand for Predictive Analytics (PA) deployments so industries, private enterprises and public services could build up resilience to the new normal by re-structuring their operations in optimal ways. All along, PA deployments have been anticipated (if not expected) to hold keys to the broad spectrum of answers concerning this emerging brave new world. Unfortunately, despite having a wide range of established PA tools, technologies and patterns available, the PA deployments have been proving to become far more complicated when compared with the pre-Covid environment.

Currently, it could be argued that there appears to be lack of clarity regarding underpinning reasons for such ''under-performance'' of the PA. Even now that discussions around these underpinning reasons have been going for a while as in the COVID world – 2 years could be considered a lengthy time slot, there is still a fairly transparent rainbow of views and opinions (leave alone consensus) why traditional PA approaches often tend to stumble? For instance, some (e.g. Sheng et al, 2021) feel that in the light of COVID-fuelled impacts, the Big Data has been getting ''even bigger''. Alternatively, has it been happening because our mainstream conventional PA tools & patterns have been failing to withstand the test of time and therefore, we would have to turn over a new leaf with PA irrespective of COVID's invasion?

In the light of the issues raised above, the main objective of this paper has been to provide a qualitative overview of the Australian PA struggles, to understand underpinning reasons behind those struggles and last but not least to provide groundworks for Covid response-fuelled adjustments to the PA processes and practices by the means of introducing the ''Square Zero'' approach.

Setting the Scene

Shortly after global pandemic reached the Australian shores, our land ''Down Under'' has become embroiled into disruptive lockdowns (Zhang et al, 2020). As described by Baron (2022) The initial lockdowns have turned out to be particularly

challenging and disruptive with *resilience* and *sustainability* becoming 2 key operational themes. It should also be noted that prior to current lengthy curfews in Shanghai & surrounding areas, Melbourne (Australia) was heralded as the unofficial curfew capital of the world. Scope of the disruptions is best evident from the Australian Economic Activity Tracker (AECA) (Taylor, 2021) snapshot below:

1.1 AEAT (Jan2020-July2021)
Source: Taylor (2021)

Therefore, the dive that many organisations have been going through in March/April 2020 can rightfully be considered truly unprecedented. It has also ''killed'' the pre-COVID Predictive Analytics (PA) studies as they've become grossly irrelevant to the brave new world. Overnight, many of the PA programs became outdated… while not even completed. Brand new PA studies were to be commissioned and depending on the industry/organisations the studies have been centred around, the point of return (square one/''zero'') was to be determined.

In cases of some industries (e.g. International education or Tourism), significant number of organisations has been either ''wiped out'' completely or had to accept the harsh reality of

putting their operations on hold. It should also be noted that while complete impact of the destructive forces on the industries is yet to be determined and we are hardly at the end of the COVID journey, transparency of the damage as such has been evident from the start (e.g. in the International Education Sector (Thatcher et al, 2020).

Figure 2.2 below (Hurley, 2020) is a perfect illustration of such sharp COVID-fuelled decline. Not only pace of the decline has been unprecedented, but it has also very quickly led to absolute nulling of the international study applications. Given that international education industry is far from being the only industry sector requiring opening of the borders and freedom of movement (same destiny awaited travel and tourism), it was not a stand-alone drama of a single industry sector but a rather common story across several industries. As far as individual organisations have been concerned, in some of the cases – impact of new international enrolments going to zero has obviously been completely devasting and levelled these training providers to the ground.
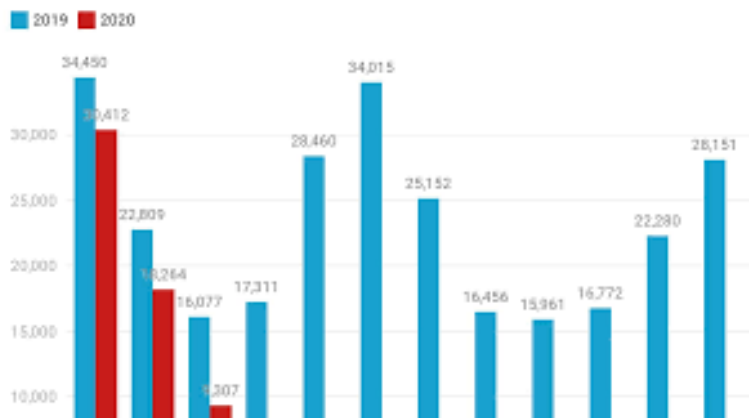
1.2 International Student Visa Applications Where Applicants are outside Australia (2020)
Source: Hurley (2020)

Reviewing Predictive Big Data Analytics Approaches

There is a wide range of approaches and deployment options to PA for Analytics teams to choose from (as discussed by Heijmerix, 2015; Ongsulee et al, 2018 etc.). Contemporary PA can easily embrace Data Mining, Predictive Modelling, Machine Learning and other technology-driven concepts to name a few. No Data is too ''large'' as far as the sheer sizes of the files/numbers of records to be investigated are concerned (Greene and Lea, 2019). The ''Covid Challenge'' only confirmed ability of contemporary analytical data centres to deal with virtually unlimited amounts of data and do so almost at the ''speed of light''.

Throughout the pandemic, Australians have been treated to daily reports dealing not with medical data only (e.g. numbers of new COVID cases across the nation, COVID cases comparisons by State, mortality rates etc.) but also with consequently evolving socio-economic landscapes. The reports have been based not only on Historic Data but also on ''Live'' Data. There seems to be little challenge for analytics teams to navigate through the Big Data collected to produce updated information on PAST AND PRESENT events (Lin and Hou, 2020). However, as far as PA is concerned – there is a transparent challenge to ''getting things right''.

Baron (2021) highlighted importance of conducting analytical activities based on updated *CONTEXT* and *VARIABLES*. For PA, both context and variables considered must look beyond past and at times even present, with analytical paradigms shifting towards the future goals and objectives and this is what PA programs have been aiming to do all along. This is one aspect that COVID intervention into conventional Big Data analytics has been particularly invasive with!

To quote Baron (2021): '' Pandemics increased the pace of the context evolution significantly. In virtually every industry, analytics activities now need to be adjusted continuously as it is getting harder and harder to ensure ongoing data currency. Also, with the ongoing changes to global business environment, it is evident that the context evolution is an ongoing process, so analytics tools and patterns must be adjusted accordingly. On the other hand, not all data sources have been impacted to the same

extent so traditional data balancing arrangements also have to be reviewed!''

Likewise, establishment of updated variables (particularly in very Big Data environments) has become more problematic. Traditionally, the variables may have evolved gradually and/or would get substituted and supplemented by the new variables over time. Such gradual evolution has been significantly easier to manage when compared to chaotic analytical landscapes that we have been treated to due to COVID. This is why use of PA to combat impacts of COVID has often been failing to deliver accurate and reliable data (e.g. Baron 2020a & Baron 2020b).

Introducing the Concept of ''Square Zero'' into the Big Data Predictive Analytics

Traditionally, going back to the starting point and/or where the analytics journey originated from has been referred to as: ''going back to square one''. In other words, it has been a phrase to describe dealing with something from the ''beginning'' again whenever efforts to make further progress have been failing. From a PA perspective, reviewing all of the initial data parameters could be considered as evidence of travelling such a journey (e.g. Anitha and Patil ,2018). However, in the brave new world (as ''defined'' by COVID) there tends to be a need to make one further ''step back'' and to review original *CONTEXTS* and *VARIABLES* of the analytics programs deployed. It is that further step that could be considered as a return to the so-called ''Square Zero''.

Table 3.1

Square One vs Square Zero (adopted from Baron, 2022b)

PA Program Review	Square One	Square Zero
Context (Scenario)	x	v

Variables (Assessment Ques)	x	v
Parameters	v	v

The Table 3.1 above is a condensed summary of the ''Square Zero'' concept deployment in PA. It illustrates how to the concept of Square Zero (SZ) is different from the Square One (SO) approach. Where SO would involve reviewing Parameters alone, SZ aims for a complete ''re-write'' of the Analytics Program. The author's recent PA analytics projects for Higher Education Providers (PA Analytics on International Education) and COVID tracking (PA analytics on COVID-response practice optimization) tend to make the SZ approach optimal for the current pandemic-fuelled environment.

Potential setbacks of the SZ deployment on Big Data may involve further cost increases when compared with SO as SZ will take longer and more sophisticated efforts to deploy. While challenges of funding and ''delaying completion'' of analytical activities have been acknowledged (Moktadir et al, 2019; Lai & Lai, 2015), at the current times of change – the SZ approach is nevertheless likely to remain optimal.

Implications for Further Research

As evident from the discussion above, the Square Zero Analytical Model is still ''work-in-progress''. It is only recently (Baron, 2020a; Baron, 2020b; Baron 2022a; Baron, 2022b) that it has been deployed on real-life projects. So far, the usage has been limited to less than a handful of industries/settings (COVID contact tracing, COVID mapping, education sector). It is further deployments across a far wider range of industries and settings that are likely to determine how broad the scope of the CZ approach is and whether it can evolve into a fully legit Predictive Analytics Model.

Conclusion

While crusade on COVID is still going on, it is transparent that the world has mostly adjusted to the new reality. Public institutions already went through painful but necessary adjustments. Businesses that survived the first wave are also able to cope and are looking forward to the post-covid world. However, it is hard to imagine any pre-COVID Predictive Analytics programs that could be sustained without major adjustments. Predictive analytics is still highly essential, as it is the backbone of moving forward. However, as the world will never be ''the same'', neither should be our approaches to the PA!

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The Effectiveness of Face-To-Face Learning Limited to the Learning Outcomes of Citizenship Education

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Abstract

This research was conducted in order to determine the effectiveness of limited face-to-face learning on student learning outcomes. Citizenship education of class VIII students of SMPS Berbudi Kopian. This research was motivated by the existence of covid-19 that hit the whole world until now, so the government set new rules for all schools to conduct limited face-to-face learning in schools. The research method used in this study is qualitative through interviews, documentation and observations related to the object under study so that the data obtained is more accurate. The results of this study indicate that in terms of learning outcomes, the average value of civic education subjects for class VIII-B before limited face-to-face learning was applied was 75.1 and after limited face-to-face learning was applied 67.4. Based on the results of this study, it can be concluded that if we look at the acquisition of the average value of student learning outcomes in odd semesters, limited face-to-face learning is not yet fully effective and still needs to be improved and considered again both for educators and for students.

Keywords: Effectiveness, Limited Face-to-Face, Learning Outcomes.

Introduction

When the COVID-19 pandemic hit, education in Indonesia underwent a change in different learning activities that began in early March 2020. The online learning process was implemented during school closures due to the corona virus in order to stop the spread of COVID-19. COVID-19 confirmed cases continue to grow, hampering the pace of economic growth, education, tourism and so on. So that there are efforts to continue to break the spread, one of which is the application of online learning, so

that student learning activities are carried out from their respective homes. (Aswat, 2021:761).

Learning is done online (distance) as an option from the government, so students are required to study at home with guidance from parents and coordination from educators. According to (Basar, 2021: 208) online (distance) learning in this pandemic led to several changes and responses to the learning system that could affect the learning process and the level of development of students related to responses to the material presented. (Habibah, 2020: 1) argues that in order for the learning process to be carried out effectively, we can use technology, considering that technology has become the basis of human life (Al Yakin, 2019: 11-15). but that does not mean that online learning is going well due to inadequate facilities and infrastructure for its implementation (Dewi and Fatma, 2020: 55-61).

Other problems also arise in implementing online learning, as a result, the quality of education in Indonesia is considered to have decreased when compared to other countries. Therefore, the government developed a new strategy so that the teaching and learning process could be done face-to-face. And a new policy emerged with the implementation of limited face-to-face learning starting in July but with the condition that all educators must have been vaccinated. Learning is also carried out by limiting face-to-face hours and implementing health protocols.

Article 31 paragraph 1 of the 1945 Constitution concerning Education states that all Indonesian people have the right to receive education. And in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 1, compulsory education is a minimum education program that must be followed by Indonesian residents with the responsibility of the Regional Government and the Government. So in the law it is said that all residents, especially in Indonesia, are obliged to get education in accordance with the regulations in their respective regions.

Then the government issued a new policy with reference to the Joint Decree (SKB) of 4 Ministers, namely the Minister of

Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs of the Republic of Indonesia Number 03/KB/2021, Number 384 of 2021, Number HK.01.08 /MENKES/4242/2021, and Number 440-717 of 2021 concerning Guidelines for the Implementation of Learning during the Covid-19 period, states that (1) all Education units at levels 1, 2 and 3 PPKM can organize limited PTM, (2) capacity management students and the duration of time in the implementation of limited face-to-face learning is regulated based on the scope of the vaccine dose of two teachers, educators and the elderly community so that learning at school can be done with limited face-to-face but still carrying out health protocols.

Mamasa Regency is one of the areas that can conduct limited face-to-face learning in schools in accordance with the circular letter of the Mamasa Regent Number 048/528/SET/VII/2021 which states that Mamasa Regency is in the PPKM zone level 3 so that the area allows the Education unit to organize PTM limited.

Limited face-to-face learning is a learning process that is applied by limiting the time of lessons, regulating the number of students in the class with a minimum number and the distance of each seat is regulated in accordance with health protocols. The effectiveness of limited face-to-face learning can be carried out in various big cities in Indonesia by anticipating problems that are often faced by schools.

Therefore, to be able to anticipate the limited face-to-face learning process, it is necessary to prepare school facilities and infrastructure in accordance with the requirements of the government, namely still paying attention to good health protocols. What has been suggested by the Ministry of Education and Culture related to conditions in the classroom and lesson schedule

With a learning system that takes turns and the limited number of students in the class can make learning time for students limited during face-to-face meetings at school. This can lead to obstacles in terms of not achieving the material due to study hours. Failure to achieve learning materials will have an

impact and affect the competence of students, if this is not addressed immediately it can potentially reduce learning achievement in students.

BERDUDI KOPIAN SMPS located in Tawalian District, Mamasa Regency is a high school that implements limited face-to-face learning during the current pandemic. So the researchers took action to make observations about the implementation of limited PTM in the school. Based on the researcher's initial observations, learning has not been able to run fully effectively, because the learning process carried out is still constrained by a very limited time, namely one subject only 30 minutes a week and there are no additional lessons. One subject should be at least 80 minutes per week. So that the teachers are constrained in explaining the subject matter in class. Success in a learning depends on the selection of effective learning.

Based on this fact, it is an interesting thing to study, because the effectiveness of learning during a pandemic can have an impact on student learning outcomes. Therefore, it is important to conduct a research entitled "The Effectiveness of Limited Face-to-Face Learning on Citizenship Education Learning Outcomes for Class VIII Students of SMPS BERBUDI KOPIAN".

Methods

The type of research in this study is a descriptive approach with a qualitative research type, namely by going directly to the Berbudi Kopian SMPS school through interviews with the 8th grade civic education teacher at the Berbudi Kopian SMP and 8th grade students in the Berbudi Kopian SMP group. Secondary data is obtained through documentation and also using references and literature and documents related to the object being studied (Moleong 2010:56). The author collects data by going directly to informants and using WhatsApp to communicate. The author's observations were by going directly to the Berbudi Kopian SMPS school. The data analysis technique used is to simplify the data, present the data in the form of tables or narratives, then draw conclusions. (Sugiono, 2017). According to (Basrowi and Suwandi, 2018: 91), states that "data analysis is a process to

organize the sequence of data, organize it into categories, patterns, and basic units of description".

Results and Discussion

A. Research Results

1. Limited Face-to-face Learning Planning Stage

a. Make a limited face-to-face learning implementation plan (RPP)

Based on initial observations, it can be seen that the teacher has prepared the RPP which will be used for teaching and has been discussed with other teachers. The RPP consists of an opening or introduction, core activities, and closing. Researchers conducted interviews as research subjects for civic education teachers in order to dig as deep as possible about the data that had been obtained. The following is an answer to a question asked by the author about whether to always prepare lesson plans before teaching in limited face-to-face learning planning and how the form of the lesson plans is, he said:

"In this limited face-to-face learning, mother always makes lesson plans, which are usually made at the beginning of the semester. For the limited face-to-face lesson plans, it is made in the form of one sheet consisting of preliminary activities, core activities and closing activities, for the content of the components of the lesson plans, you make them based on examples of limited face-to-face lesson plans that you saw on the internet."

During the limited face-to-face learning, the civics education teacher first makes a sheet of RPP which is used as a teaching guide so that learning becomes more systematic and directed.

b. Time (Schedule) of Civics Learning in Limited Face-to-Face Learning (PTM) at SMPS Berbudi Kopian

Based on the results of observations and interviews from researchers, there is only one teacher who is in charge of Civics at SMPS Kopian and the time used during Civics learning is 25 to 30 minutes in one week. It was seen that the students were quite enthusiastic in participating in the lesson, although there were some students who sometimes did not understand the material conveyed by the teacher due to the limited time used. Based on

interviews that have been conducted with Septiani's students, the following data were obtained:

"Sometimes we don't understand the learning that is explained because the time is too short, while in Civics learning we must continue to explain so that we can understand"

It can be seen that there are students who are less able to understand learning with a very limited time while they need more time to understand the learning. The following is an interview with a civics education teacher, how long the time applied to Civics learning in face-to-face learning is limited as follows.

"The time used is 25 to 30 minutes and in the implementation of this limited face-to-face learning, I think the time is very short so that we teachers have a little difficulty in providing the maximum possible amount of material"

From the teacher's explanation above, the time used in learning is 25 to 30 minutes so that according to them the teachers have a little difficulty in providing material in limited face-to-face learning.

b. Implementation of Health Protocol

Based on the results of the researcher's observations that face-to-face learning activities are limited at SMPS Berbudi Kopian, they have implemented health protocols in accordance with government advice, namely wearing masks, washing hands and maintaining distance. This can be seen from students wearing masks coming to school, washing their hands before entering class and the distance between seats in class is regulated based on health protocols.

2. The Learning Process at the Budi Kopian Middle School

Regarding the learning process carried out at SMPS Berbudi Kopian, not all teachers are involved in the learning process, there is a division of subjects so that in a day a maximum of three teachers are required to come to school. The following are the results of an interview with a teacher from SMPS Berbudi Kopian as follows,

How does the limited face-to-face learning process take place in the classroom?

"Yes, our deck is always rotated to go to school because in accordance with existing regulations that we go to school when we have teaching hours, the time is also limited, in this learning process we teachers are guided by the lesson plan that we have made by adjusting the time that has been set. it is determined that the material we provide is still using the K13 textbook for us to make it as simple as possible in order to avoid explanations that take a longer time so that we teachers have a little difficulty in adjusting this limited face-to-face because compiling short and simple material is maximized because the time is so short and The material that is less than the maximum makes it difficult for students to apply the material. So we used to give homework to students but they also had difficulty doing it because they lacked understanding of the learning material and I think students' responses to the material lacked understanding seen by students who did not ask enough questions so that learning outcomes had not reached the KKM "

In accordance with the explanation of one of the teachers at SMPS Berbudi Kopian, they were rolled to go to school to avoid crowds. For the learning process they are guided by the lesson plan and continue to use the K13 textbook which is arranged as simply as possible to fit the specified time.

3. Student Response

If viewed from the side of the students, their responses vary regarding limited face-to-face learning as follows. Interviews with Septiani's students about how their responses regarding face-to-face learning are limited as follows:

"When there are rules like that, Sis, I feel very happy because when I study online I rarely take lessons because of the network and sometimes the lights go out, Sis"

The results of this study indicate that student responses to limited face-to-face learning state that student responses to limited face-to-face learning are enthusiastic and happy in participating in the learning compared to online learning.

Although in practice students still have complaints due to several obstacles in this limited face-to-face learning. The next question regarding how Yerhan's students respond to the face-to-face learning process is limited, as follows:

"In my opinion, we students find it difficult because the learning time is very short so the material we receive is not optimal and we fail to understand and understand and we usually don't have time to ask questions because we are constrained by time".

From the statement above that has been submitted by researchers to all students, it can be concluded that students are constrained by time so that they have difficulty understanding the material given.

4. Learning Outcomes

According to (Susanto, 2013:5) learning outcomes can be interpreted as the existence of several changes experienced by the students themselves, both cognitive, pricomotic and affective aspects as a result of learning activities that have been carried out. In this study, the KKM standard that has been set for the subject of civics education is at least 70. At the time of observation, it was seen that the grades of all eighth grade students had not been able to reach the KKM standard that had been determined in the lessons before the face-to-face meeting was limited.

As for the learning outcomes of class VIII-B students of Berbudi Kopian Private Junior High School in the odd semester civics education subject, the researchers found the following.Nilai rata-rata sebelum pembelajaran tatap muka terbatas

No	Class	Total students	Average value		
1	Class VIII-B	22	KKM	Knowledge	Skills
			70	75,1	70,3

Source: civic education subject teacher at SMPS Berbudi Kopian

b. Average score after face-to-face learning is limited

No	Class	Total students	Average value		
1	Kelas VIII-B	22	KKM	Knowledge	Skills
			70	64,4	66,7

Source: civic education subject teacher at SMPS Berbudi Kopian

From the study results of all eighth semester students in odd semesters, it was found that the average value of civics education decreased, where class VIII-B in odd semesters obtained a knowledge value of 67.4. From the comparison of the average value of civic education for even semesters and odd semesters, data is obtained that with limited face-to-face learning the average value of civics education in grade 8-B has decreased when limited face-to-face learning is implemented. This means that there is an imbalance in the value of student acquisition considering the problems faced by students and teachers where the time spent in learning is very less affordable. This limited face-to-face learning requires students to use their time as efficiently as possible.

Discussion

The COVID-19 pandemic in early 2020 had an impact on various aspects of life, including education units in various countries, including Indonesia. in mid-2021 the government issued a policy of limited face-to-face learning processes that were carried out in various education units in Indonesia, including the Berbudi Kopian SMPS. The preparation stages in face-to-face learning are limited, one of which is by preparing lesson plans. One sheet lesson plan model is one of the policies in this learning model used by subject teachers. The preparation of this lesson plan is very important for teachers to become a benchmark in carrying out the teaching and learning process by compiling the best possible material and time, considering that teaching and learning activities are limited.

Time is important, especially in limited face-to-face learning, where the time allocation given to PKN subjects is only 30 minutes in 1 week. When compared with the time in normal

learning which ranges from 80-90 minutes, this limited face-to-face learning is very constrained for both teachers and students.

As explained in the results of previous studies that the learning process in face-to-face learning is limited, it is carried out by carrying out face-to-face meetings in class by complying with health protocols. However, even though it is carried out face-to-face in the classroom, in fact there are still many obstacles experienced by teachers and students in the limited face-to-face learning process that takes place in the classroom. This can be seen from the lack of student response to the subject matter so that the learning outcomes do not reach the KKM. In addition, according to subject teachers, they often give homework to students, but most have difficulty answering questions because of a lack of understanding of the material. In addition to time constraints, several obstacles in the limited face-to-face learning process according to the researcher's observations are that not all teachers in the school are involved, students are divided into study groups and maintain a distance which causes students to rarely interact with other students by implementation technology (Muthmainnah, M., 2023).

According to teachers in virtuous junior high schools, the actual value of students has not reached the KKM from looking at the scores they get, the scores of students in class VIII B before the application of limited face-to-face learning gained knowledge scores of 75.1 and skills 70.3 and after the application of limited face-to-face learning obtaining a knowledge value of 67.4 and a skill value of 66.7 it can be seen that the value that students get is not maximized. This is due to the constraints experienced by students in limited face-to-face learning, namely the difficulty in understanding the material due to the time being too short.

From the explanation above, we can conclude that the implementation of face-to-face learning is limited at SMPS Berbudi Kopian is still not effective, because there are still obstacles encountered by educators and students.

Conclusion

Based on the results of research and discussion of data collection which is the focus of this research on the effectiveness of limited face-to-face learning on learning outcomes Civic education for class VIII students of SMPS Berbudi Kopian which has been described in the previous chapter, it can be concluded that if viewed from the results of learning values the average subject of Civic Education for class VIII students in limited face-to-face learning in odd semesters, it can be said that the limited face-to-face learning has not been said to be effective because according to the data obtained. And student learning outcomes have not reached the specified KKM. Due to the lack of time that is applied only 20 to 30 minutes in limited face-to-face learning so that it makes the teacher reduce the material given to students so that students have difficulty understanding the material.

When viewed from the various problems experienced by teachers and students, limited face-to-face learning is still less effective and must continue to be improved and paid attention to both teachers and students.

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Joint Decree (SKB) of 4 Ministers, namely the Minister of Education and Culture, the Minister of Religion, the Minister of Health and the Minister of Home Affairs of the Republic of Indonesia Number 03/KB/2021, Number 384/2021, Number HK.01.08/MENKES/4242/2021, and Number 440-717 of 2021 concerning Guidelines for Implementation of Learning during the Covid-19 period

Article 31 of the 1945 Constitution concerning National Education

Law of the Republic of Indonesia Number 20 of 2003 concerning the Education System

Quantitative Research in Education

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Abstract

In the past few decades, educational practices have changed drastically, particularly regarding how information and learning are delivered and processed. Education research frequently employs quantitative methods. Quantitative education research provides numerical data that can prove or disprove a theory, and administrators can easily share the quantitative findings with other academics and districts. While the study may be based on relative sample size, educators and researchers can extrapolate the results from quantitative data to predict outcomes for larger student populations and groups. Educational research has a long history of utilising measurement and statistical methods. Commonly quantitative methods encompass a variety of statistical tests and instruments. Educators and students could transition to the digital era and research-based knowledge, including quantitative research in advanced higher education, as the technology has advanced. The quantitative research methods in education emphasise basic group designs for research and evaluation, analytic methods for exploring relationships between categorical and continuous measures, and statistical analysis procedures for group design data. The essential is to evaluate quantitative analysis and provide the research process, sampling techniques, the advantages and disadvantages of quantitative research in the article.
Keywords: Quantitative Research, Education, Learning, Technology, Statistical Analysis

Introduction

A comprehensive presentation of quantitative research design and statistical methods in education and related fields is crucial. Researchers in education, counselling, rehabilitation, psychology, sociology, social work, and human development can also benefit from advanced quantitative research (Dimitrov, 2008). A concern for generalisation dominates quantitative research; for generalizability and repeatability, identification of sample size is essential. Population and Sample facilitate document analysis. Coding is used to analyse the data, and descriptive statistics present the results. The characteristics of the sample were determined by randomisation in the frequently employed random sampling technique (Delice, 2010). In social science and education, survey research is one of the most prevalent

techniques. It is an efficient method for collecting large amounts of data and is adaptable in that a wide variety of topics can be investigated. However, the notion that survey research is simple is incorrect. Because only probability samples are unbiased, it is necessary to carefully consider the nature of the population and how to sample from it. In survey research, nonresponse is common and can lead to bias, as can poorly designed questionnaires. Avoiding double negatives, ambiguous or unclear questions, and double questions, keeping questionnaires brief and being culturally sensitive can help minimise bias (Muijs, 2004). Undoubtedly, awareness of ethical concerns in educational research has increased in recent years. It is reflected in the prominence accorded to such issues in standard texts on educational research methods (Jones, 2012). High-quality research is being conducted, contributing significantly to the mosaic of evidence that serves as the foundation of available education knowledge. Improving the quality of research and research synthesis in education is crucial to how philosophies and methods for evaluating the credibility of research evidence can be used to enhance educational research (Bernard et al., 2004). The evolution of the critical quantitative paradigm with a focus on extending this strategy to new populations and methods. Alongside this expansion of essential quantitative work, however, are ongoing challenges and tensions for researchers interested in the future use of quantitative criticism by institutional researchers and higher education scholars (Wells & Stage, 2015). Education and educational psychology research have significantly contributed to our understanding of the interconnected processes that shape students' educational experiences. An essential aspect of these efforts has been mapping the emergence, antecedents, and outcomes of crucial change processes that underpin learning and achievement (Hodis, & Hancock, 2016). Quantitative research permits researchers to learn more about the demographics of a population, to measure and examine attitudes and behaviors, to document trends, and to explain what is known from anecdotal evidence. Measurements such as frequencies (i.e., counts), percentages, proportions, and relationships provide

quantification and evidence for variables. It is important to note, however, that quantitative approach does not explain why people think, feel, or act in particular ways. In other words, quantitative research emphasizes patterns across data sets or study groups, but not the motives underlying observed behaviors. To fill these knowledge gaps, qualitative research methods such as focus groups, interviews, and open-ended survey questions are useful (Goertzen, 2017). This article provides quantitative research on research process, sampling, advantages-disadvantages of the quantitative research, which is essential for assessing quantitative analysis.

RESEARCH PROCESS: Validity and Reliability of Measurements

Typically, a research process consists of the following steps: 1) Identifying the problem. 2) Defining the research question (s) and objective (s). 3) Developing a research proposal. 4) Outlining a research design. 5) Developing an instrument and conducting a pilot study to test the instrument for validity and reliability. 6) Data collection (through surveys). 7) Data Analysis (Khalid et al., 2012). The research process is proposed in figure 1 as the following steps 1) Define the Problem 2) Research Design 3) Review Literature 4) Instrumentation 5) Planning a Sample 6) Data Collection 7) Datal Analysis.
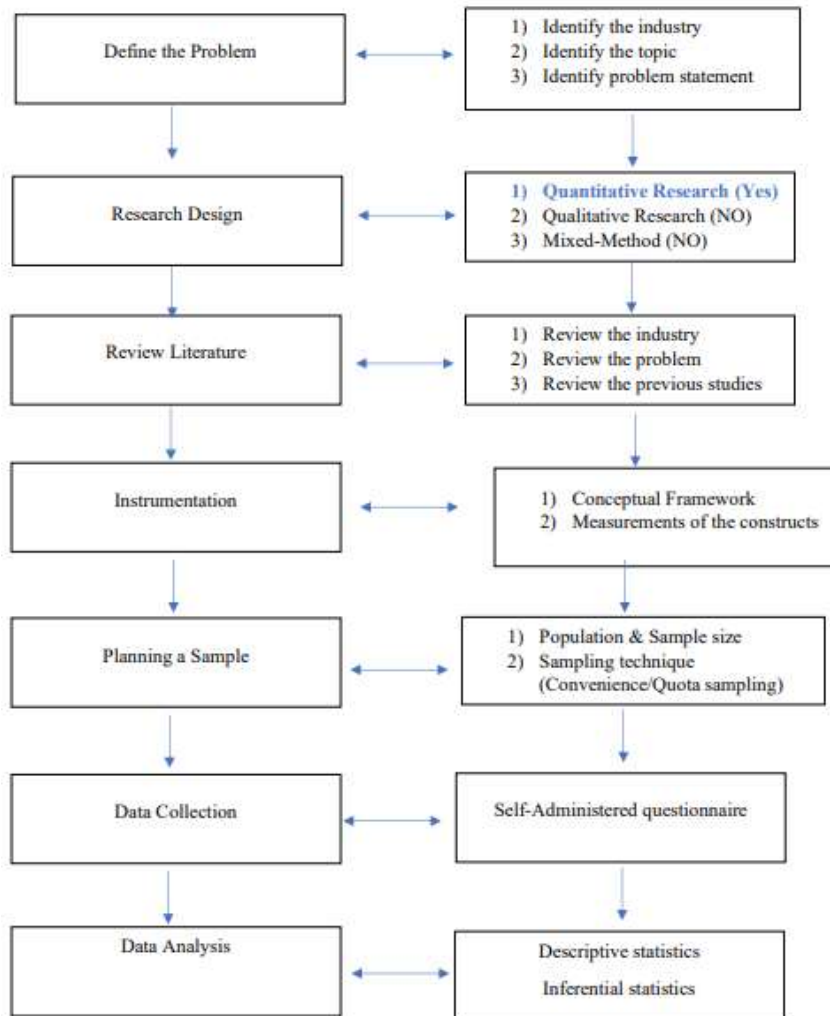
Figure 1. Research Process

The primary research instruments, such as the questionnaire, typically employed in quantitative research designs are presented and elaborated upon. It is believed that utilising various data collection techniques and obtaining information from multiple sources (learners, teachers, program staff, etc.) can enhance the validity and reliability of the data and the interpretation (Zohrabi, 2013). Social science research, the questionnaire is one of the most common data collection tools. The

primary purpose of questionnaires in research is to collect pertinent data most reliably and validly possible. Thus, the validity and reliability of a survey or questionnaire constitute an essential aspect of research methodology, also known as precision and consistency. Frequently, novice researchers are unsure how to choose and test the validity of their research instruments, such as a questionnaire or survey (Taherdoost, 2016). The reliability of measurement relates to its consistency. Each time a participant completes an instrument designed to measure motivation; the participant's responses should be relatively consistent. Validity is the degree to which a quantitative study accurately measures a concept. A survey that purports to investigate depression, but measures anxiety would not be considered valid (Heale & Twycross, 2015). Cronbach's Alphas and factor loadings are typically set at 0.7 for measurements' reliability and validity, respectively (Chana et al., 2021; Nuanchaona et al., 2021; Jandawapee et al., 2022; Sitthipon et al., 2022; Napawut et al., 2022).

Sampling Techniques

Table 1. Probability Sampling and Non-Probability Sampling
(Etikan et al., 2016; Sharma, 2017)

Probability Sampling	**Non-Probability Sampling**
Simple Random Sampling	Quota Sampling
Systematic Sampling	Purposive Sampling
Stratified Sampling	Convenience Sampling
Cluster Sampling	Snowball Sampling

Simple Random Sampling

In simple random sampling, each member of the population has an equal chance of being selected for the sample. Using a random number table or a computer-generated list of random numbers, data is selected. It is also possible to use the lottery method, currency notes, etc. (Acharya et al., 2013).

Systematic Sampling

Systematic sampling is among the most common sampling methods. Popularity of the systematic design is primarily attributable to its usability. Compared to simple random sampling, it is easier to collect a systematic sample, particularly when sample units are selected in the field. Moreover, when explicit or implicit stratification is present in the sampling frame, systematic sampling can provide more accurate estimators than simple random sampling (Mostafa & Ahmad, 2018).

Stratified Sampling

Stratified sampling is a method of probability sampling that is utilized in sample surveys. Elements of the target population are divided into distinct groups or strata, wherein elements within each stratum are similar regarding survey-relevant characteristics. Stratification is also used to improve the effectiveness of a sample design in terms of survey expenses and estimator precision (Parsons, 2014).

Cluster Sampling

A cluster random sample is a two-step procedure in which the entire population is divided into clusters or groups, which are typically geographic areas or districts such as villages, schools, wards, blocks, etc. It is utilized more frequently in epidemiological research than clinical research. It is most useful for use in large-scale national surveys. The clusters are selected at random. All members of the cluster are included in the sample. Usually, it requires a larger sample size. Cluster sampling is advantageous when the population is dispersed, and it is

impractical to sample and select a representative sample of all the elements (Acharya et al., 2013).

Quota Sampling

In quota sampling, the entire population is divided into relevant strata, such as gender, age, and social class, among others. These strata are referred to as "quota controls" and are selected based on their relevance to the topic of interest. External data such as census results are used to estimate the number of individuals in each population stratum. The total number of units in each stratum of the sample is then equal to the product of the proportion of the population corresponding to that stratum and the predetermined sample size (Yang & Banamah, 2014).

Purposive Sampling

Purposive sampling, also known as judgment sampling, is the deliberate selection of a participant based on the qualities that individual possesses. It is a method that does not require underlying theories or a predetermined number of participants. Simply put, the researcher decides what must be known and then seeks out people who possess the necessary knowledge or experience and are willing to share it (Etikan et al., 2016).

Convenience Sampling

Convenience sampling, also known as Accidental Sampling, is a type of nonprobability or non-random sampling in which members of the target population who meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or willingness to participate, are included in the study (Etikan et al., 2016).

Snowball Sampling

Snowball sampling technique is one of the most popular qualitative sampling techniques. Researchers typically begin with a small number of initial contacts (seeds) who meet the research

criteria and are invited to participate in the study. The willing participants are then asked to recommend other contacts who meet the research criteria and who may also be willing participants, who in turn recommend other potential participants (Parker et al., 2019).

Sample Size Determination

The sample size could be determined by known population

A standard survey will usually have a confidence level of 95% and margin of error at 5 %. The sample size will be calculated from the formula of

Krejcie and Morgan (1970) for the known number of populations.

$$n = \frac{X^2 NP(1-P)}{E^2(N-1) + X^2 P(1-P)}$$

N= Number of Population = 3,584 cases   n = sample size

X = 1.96 X^2 = 3.8416   P = 0.5   E = 0.05

n = 348.524

Table 2 for determining the sample size for a known number of populations

N S	N	S	N	S	N	S	N	S
10 10	100	80	280 162		800	260	2800	338
15 14	110	86	290 165		850	265	3000	341

N	S	N	S	N	S	N	S	N	S
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

At 95% of confidence level (Z-score or X = 1.96) and the margin of error at 5%.

The sample size could be determined by using the formula for unknown population (Zikmund, 2003: 425)

> *Sample size*
>
> n = Sample size
>
> z = z score based on researcher desire level of confidence is 95%
>
> Therefore, z = 1.96
>
> p = this is the proportion of correction. According to the population parameter, the researcher determines the value that will make p (1-p) as large as possible
>
> e = an acceptable sample error, which be estimated at 5 %
>
> Formula $n = (Z)^2 (p) (1-p) / (e)^2$
>
> $= (1.96)^2 (0.5) (0.5) / (0.05)^2$
>
> $= 384.16$

The required sample size for the study would be more than 384.

Descriptive Statistics

Descriptive statistics are utilized to organize data summaries by describing the relationship between variables within a sample or population. Calculating descriptive statistics is a crucial first step in conducting research and must always precede making inferences based on statistical comparisons. Types of variables (nominal, ordinal, interval, and ratio) and measures of frequency, central tendency, dispersion/variation, and position are included in descriptive statistics. Because descriptive statistics condense data into a more manageable summary, they allow health-care decision-makers to evaluate

specific populations in a more manageable format (Kaur et al., 2018).

Inferential Statistics

In education and psychology research, the investigator typically collects data and then applies descriptive and inferential statistics. Using the null hypothesis significance testing procedure, a researcher might compute group means and draw conclusions about the populations from which the groups were drawn. An alternative inferential statistical procedure is executed before rather than after data collection (Trafimow & MacDonald, 2017).

a	Table 3. Types of statistical tests based on the data type, sample size, and data distribution (Marshall & Jonker, 2011).**Type of data**	b	**Number of samples**	c	**Statistical test**
d	Binary	e	One or paired	f	McNemar's test
g		h	Two independent samples	i	Chi-squared or Odds Ratio
j	Nominal	k	One or paired	l	Stuart test
m		n	Two independent samples	o	Chi-squared test

p	Ordinal	q	One or paired	r	Wilcoxon test
s		t	Two independent samples	u	Mann-Whitney U-test
v	Interval/ratio	w	One or paired	x	Wilcoxon test (non-normal)
y		z		aa	Paired t-test (normal)
bb		cc	Two independent samples	dd	Mann-Whitney U-test (non-normal)
ee		ff		gg	Unpaired t-test (normal)

The inferential statistics are including 1) correlation and regression. 2) Chi-Square Procedures for Categorical Frequency Data Analysis 3) t-Test for Two Corresponding Samples 4)

ANOVA One-Way Analysis 6) Two-Way ANOVA Analysis 7) Factor Analysis 8) Structural Equation Model (SEM) (Lowry, 2014; Awang et al., 2016; Henseler, 2017); Muthmainnah, M. (2023).

The advantages of a quantitative design are shown in the table proposed by

the Authors based on Choy (2014) and Zikmund et al. (2003)

Advantages of a quantitative survey study	Details
Reliability by critical analysed	Reliability is the consistency of quantitative design measurements, in which the qualitative approach cannot be made. Cronbach's Alpha is a measure of internal consistency. (Cronbach's Alpha is higher than 0.7 is exceptionally reliable)
Fast-Short time frame for administered survey	Self-administered survey questionnaires are distributed to respondents (many participants) responsible for reading and filling in. A quantitative study's data collection process saves time because there is no participation between the researcher and respondents, but the qualitative approach takes more time and needs the interviewer.

Facilitated numerical data for groups and extents of strongly agree or strongly disagree from respondents (Likert's rating scale).	The main variables in quantitative research were measured using a five-Point Likert Scale, classified as follows: Strongly Agree with a value of 5, Agree with a value of 4, Neutral with a value of 3, Disagree with a value of 2, and lastly Strongly Disagree with a value of 1. So, it is beneficial for a quantitative study if you are adopted a rating scale but do not in a qualitative design.
Inexpensive	Survey questionnaires may be distributed to respondents by using (1) or (2) 1) Printed questionnaires 2) Online questionnaires Both methods of survey questionnaires are inexpensive if compared with a qualitative study. Regarding qualitative research, the interviewer may generate the cost and timing of travelling in data collection.

Efficient	1) The printed questionnaires are worthy of the costs. 2) There is no cost when using Online questionnaires Both methods of survey questionnaires are efficient compared with a qualitative study.
2) Accurate e frequency and mean of assessing information about the sample (Descriptive Statistics) 3) Accurate means of assessing information on the population: Inferential statistics (Pearson, Simple Linear Regression (SLR), Multiple Linear Regression (MLR) and Struct Equation Model (SEM)	1) Chi-square is a tool to test hypotheses univariate analysis in the difference in the sample's number (frequency). 2) t-test is a tool to test the hypotheses univariate analysis in differences of the mean between two groups. 3) ANOVA is a tool to test hypotheses through univariate analysis of the mean difference in more than two groups. 4) Pearson is the tool to test the correlation in bivariate analysis. 5) Simple Linear Regression is the tool to test the variables' prediction or relationship in bivariate analysis. 6) Multiple Linear Regression is a tool to test the variables' prediction or

	relationship in multivariate analysis.
	7) Structural Equation Model (SEM) is the tool to test the model's hypotheses, both direct and indirect effects of variables.
	8) Exploratory Factor Analysis (EFA) or
	Confirmatory Factor Analysis (CFA) is the tool to test the validity of the constructs.
	These statistics are advantages of the quantitative study in which qualitative research cannot be done.
Good statistical significance	Scientific significance to accept or reject the hypothesis is at a confidence level of 95% and an error of 0.05.
	The good statistical significance is only for quantitative research, in which a qualitative study cannot be done.
Representing a large population	Inferential statistics benefit quantitative analysis in which a qualitative approach cannot be made. The results represent a large population sample if it is from a suitable sampling technique.

The disadvantages of a quantitative design are shown in the table proposed by Authors based on Choy (2014) and Zikmund (2003).

Disadvantages of a quantitative survey study	Details
No human perception and belief.	The quantitative design has a disadvantage over qualitative research because there is not much participation between the distributor (researcher) and respondents.
Lack of resources for large-scale analysis	Few studies support the research on a large scale a quantitative analysis. Many studies were selected in small areas to ensure the population's representation.
No depth description or definitions	The questionnaire items in a survey need to be precise because there are no details or definitions.
Costs of printing questionnaire	Although the printed questionnaires are inexpensive, it still generates cost. The online questionnaire does not create a cost, but ensuring the sample represents the population is difficult. These are also the disadvantages of the questionnaire in quantitative survey research.

Inflexible design because the questionnaires are not changed through the collection process.	Suppose the instrumentation is completed, also reliability and validity are tested on the measurements in a questionnaire. The questionnaire items could not be changed through the data collection process. If not, the researcher must do all methods again.
The respondents may not precisely answer controversial questions.	If some questionnaire items are unclear, the respondents may respond with the wrong answer regarding the invalid.
Bias error	Bias error may be from the respondent's answering bias because of love or hate. It is not representing the actual evaluation.

Conclusion

Quantitative research encompasses a variety of methods for systematically investigating social phenomena using statistical or numerical data. Consequently, quantitative analysis involves measurement and assumes that the phenomenon under investigation can be measured. The purpose of quantitative research is to examine data for trends and relationships and to validate measurements. It is important to note that the quantitative approach does not explain why people think, feel, or act in particular ways. In other words, quantitative research emphasises patterns across data sets or study groups but not the motives underlying observed behaviours. Conversely, qualitative

research methods such as focus groups, interviews, and open-ended survey questions help fill the knowledge gaps that quantitative research could not be employed to do. The expansion of the critical quantitative paradigm to new populations and methods. Alongside this expansion of essential quantitative work, however, researchers interested in the future use of quantitative criticism by institutional researchers and higher education scholars face ongoing challenges and tensions. Education and educational psychology research have made substantial contributions to our understanding of the interconnected processes that shape the educational experiences of students. Mapping the emergence, antecedents, and outcomes of crucial change processes that underpin learning and achievement has been an essential aspect of these efforts.

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The Role of Community Leaders in the Family Planning Village (KB) Program in Bulukumba

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Introduction

By 2030, it is estimated that Indonesia will face three demographic trends. First, the rate of population growth will not be achieved because the large population in Indonesia will continue to increase. Second, the occurrence of demographic gains since the late 1980s and it is estimated that 2030 will be at its peak so as to produce a demographic bonus, before the percentage of the working age population then declines. Finally, the mobility of the permanent population to the mobility of the non-permanent population in Indonesia will experience a shift in the situation. These three demographic trends will have a major impact on Indonesia's progress towards achieving its sustainable development goals by 2030.

A very high population increase if not followed by an increase in the quality of human resources will be a disaster for Indonesia. Disasters of poverty, high crime and other social problems will emerge. Not only social problems will arise, other problems will also emerge. Therefore, the government created a program to intervene in the problem of uncontrolled population

growth, namely the family planning program for couples of childbearing age (PUS).

The achievement of the six strategic targets caused the BKKBN to carry out the family planning program which became one of the breakthroughs in the implementation of priority activities for population, family planning, and family development programs (KKBPK) as a whole in the field implementation. The KB village is part of the effort to strengthen the KKBPK which is regulated and implemented from, by, and for the community to obtain total family planning services, as an effort to create quality families (Widyawati & Adi, 2020).

Kampung KB in 2020 is no longer a priority program in the BKKBN strategic plan, but the realization of the strategy in 2020 has been greatly helped due to the existence of KB villages in villages and sub-districts. Kampung KB is also the embodiment of the 3rd Nawacita, namely building Indonesia from the periphery which indirectly brings the realization of the fifth Nawacita. Kampung KB has an important role in realizing the strategic goals of the BKKBN in 2020-2024, for that the implementation of Kampung KB must be optimized even though it is no longer a priority program.

Kampung KB is implemented using the principle of community empowerment (on the understanding of, by and for the community) as an effort to create a quality family (Department of Women's Empowerment, Child Protection, and Family Planning, 2017: 2). Community empowerment is part of the main development goals in developing countries (Sianipar et al., 2012). However, a new program will be difficult to run without the role of community leaders in it (Ewards, 2019).

Population growth that continues to increase requires continuous efforts by the community and the government. The high and low total birth rate is influenced by several factors, namely age at first marriage, use of contraception, duration of exclusive breastfeeding, abortion, and sterility. In addition, socio-cultural factors also affect the increase or decrease in the total birth rate. The family planning program also aims to improve the

quality of families in order to create a sense of security, peace, and hope for a better future in realizing physical and spiritual well-being. Family planning is also one of the most effective ways to increase family resilience, health, and safety. Mother, child, and female family planning services provide information, education, and ways for men and women to be able to plan when to have children, how many times they will have children. number of children, how many years the age gap between children, and when will stop having children.

Indonesia's success in reducing the birth rate cannot be separated from several factors and policies. First, the campaign for the family planning program is very intense to educate the public on how to plan the number of children and regulate the spacing of births.

Religious and community leaders also provide support for the family planning program. Community leaders in rural areas are considered very influential and have an important role in all aspects of community life. A community figure is someone who is authoritative and characterized in his environment. Usually the characterizations are due to the influence of age, position, position, abilities and expertise, so that all his actions and words will be heard and followed by those around him.

It is well known that community leaders are one of the important factors in each region because community leaders are people who have influence in society, both formally elected community leaders (such as village heads, mayors, etc.) get it informally (such as kiai, imam lurah, support, artist, teacher). The implementation of the family planning program requires the involvement of community leaders, where they will carry out their functions and roles in supporting the implementation of the family planning program. Community leaders (including religious leaders, traditional leaders and educational leaders) they act as tutors, initiators, mediators, motivators, and even as funders and providers of facilities.

Barriers that often arise when community participation in a government program is less than optimal can be internally, in the

form of socio-cultural barriers, and externally in the form of obstacles from the government bureaucracy in implementing family planning villages cannot be separated from the role of community leaders who are actively involved in it. will discuss the role of community leaders in the village family planning program in Jalanjang village, Bulukumba district in order to be a material for correction and learning for the future so as to achieve the optimal role of community leaders in implementing the village family planning program in Jalanjang village in particular and in Indonesia in general. As well as the role of community leaders in achieving its goal, namely to improve the quality of life in the community in Jalanjang village through the KKBPK program, namely creating happy and prosperous small families, Elderly Family Development (BKL), Youth Family Development (BKR), and the development of other sectors in increasing quality small families. .

Discussion

The KB village program is an integral part of the national development program and aims to create economic, spiritual, and socio-cultural welfare of the Indonesian population so that a good balance can be achieved with national production capabilities (Ramadhony et al., 2021). Family planning village is defined as an area unit at the village level where there is integration and convergence in the implementation of empowerment and strengthening of family institutions in all its dimensions in order to improve the quality of Human Resources, families, and communities. The family planning program is a program carried out by the government which aims to improve the welfare of the community by improving the community's economy by carrying out the two children program is enough.

1. The role of community leaders

According to Soerjono Soekanto (1981), the role is the behavior of a person who performs a certain position. In a role related to a job, a person is expected to be able to carry out his obligations in accordance with the role he does.

The role of community leaders in the 2015 BKKBN, the role of community leaders consists of:

Figure 1. The role of community leaders in BKKBN

2. The role of community leaders in the village family planning program

a. as a facilitator and motivator

As extension agents, community leaders must communicate, invite, and convey ideas about family planning programs. As a mover, invites, coordinates, and increases community participation in the environment so that people are aware that what men and women are doing in family planning programs is for the benefit of the community itself, namely creating prosperity in their own household.

Community leaders as extension agents and movers in the KB village program are not carried out optimally if their understanding of the family planning program is still minimal and their role as movers is still not carried out as expected due to the lack of community leaders who move to call residents to participate in the implementation of the family planning program.
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b. Role as motivator

The role as a motivator is to encourage the community in a persuasive way or persuade people, both men and women, to want to know about the family planning program. The role of community leaders in the KB village program continues to run well depending on how high the community's motivation is in implementing the KB village program.

c. The role of community leaders as facilitators and catalysts

The role as a source liaison, namely helping the community or targets who have problems, which cannot be resolved by community leaders by connecting with other, more competent sources. For example, when it comes to health, you can help by contacting a doctor, midwife or family planning officer. While the role as a catalyst is to ensure that the community is involved in family planning program activities by providing direct socialization or approaching the community door to door.

d. The role of community leaders as role models

Gestures or actions of community leaders in everyday life in the family, community, and environment will be judged by its citizens and will be a guide and role model for the community of followers. Community leaders also have a role as role models in the implementation of the village family planning program because of differences within the community itself related to the number of families and children owned by each household.

e. The role of community leaders in the three programs, namely BKL, BKB, BKR

BKL is an activity carried out in groups with the aim of increasing knowledge and skills for families who have parents or are elderly. BKR is a group or forum for activities consisting of families having teenagers aged 10-24 years which is carried out to improve the abilities, attitudes and behavior of parents in the context of nurturing adolescent growth and development. BKB is a program created by the National Population and Family Planning Agency or BKKBN in order to improve the understanding and skills of mothers and fathers in educating their little ones.

f. The role model of community leaders in the village family planning program

Figure 2. The role of community leaders in the KB village program

g. Obstacles in implementing the KB village program

Obstacles are obstacles, obstacles, factors or conditions that limit, hinder, or prevent the achievement of goals, the forces that force the cancellation of the implementation. In the implementation of the Gusung'e KB village program, there must be obstacles experienced by community leaders. Constraints related to the role of community leaders in the implementation of the KB village program include the lack of cooperation between community leaders, the harmony and level of understanding of the program, as well as active participation in the implementation of the KB village. The success of the family planning (KB) program is indicated by the declining population growth in the area.

Conclusion

The role of community leaders is highly expected in providing counseling by going directly to the location to provide education and understanding to the community about the importance of family planning lifestyles for welfare. Not only a role as an extension worker, taking a role in mobilizing (moving) the community to participate in the family planning program,

motivating the community, encouraging and ensuring community involvement (catalyst), and also taking a role by providing the example needed for the success of the family planning village program.

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Reliability of Electrical Power Installation Intensive Care Unit (ICU) RS. DR. Tadjuddin Chalid Makassar

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Abstract

ICU Hospital. Dr. Tadjuddin Chalid Makassar in handling critical patients after surgery or congenital disease to save patients is done by using machines or tools that require the availability of electricity.

Availability of electricity in the ICU RS. Dr. Tadjuddin Chalid is very reliable in terms of quality, but in terms of quantity, the number of sockets is considered insufficient so that additional extension sockets are needed in operating the equipment for patients in critical condition who require adequate tools and monitoring.

Emergency electric power system in the ICU RS. Dr. Tadjuddin Chalid is carried out with a two-stage system, namely the use of two UPSs to maintain voltage stability and be able to take over the function of electric power in the event of a supply failure from PLN or generator for ± 15 minutes and the use of two generator units as the main back-up for all service activities at the hospital. . Dr. Tadjuddin Chalid Makassar as a whole.

Keywords: Back up, emergency, UPS, generator

Introduction

Intensive Care Unit (ICU) is a part of an independent hospital (installation under the director of services), with special staff and special equipment intended for observation, care and therapy of patients suffering from illness, injury or complications. life-threatening condition with a dubia prognosis. The ICU

provides the ability of special facilities, infrastructure and equipment to support vital functions by using the skills of medical staff, nurses and other staff who are experienced in managing conditions that occur in the ICU.

The scope of ICU services includes the diagnosis and specific management of acute diseases that threaten and can cause death within a few minutes to a few days, provide assistance and take over vital body functions as well as carry out specific implementation of basic problems, monitoring vital body functions and management of complications that arise. caused by disease or latrogenic, providing psychological assistance to patients whose lives are highly dependent on tools or machines and other people.

Providing assistance and taking over vital body functions is carried out using a ventilator machine, specific implementation of basic problems is carried out by administering vitamins as food or medicine with a high accuracy dose level using a syringe pump or infusion pump. Monitoring of vital body functions is carried out using a patient monitor that provides monitoring of heart rhythm, blood pressure, blood oxygen levels, and patient body temperature.

Dr. Hospital Tadjuddin Chalid Makassar as one of the vertical hospitals in the city of Makassar has an Intensive Care Unit (ICU) service for handling critical patients after surgery or congenital disease is required to provide excellent service so that patients can be saved. The use of ventilators, syringe pumps, infusion pumps and patient monitors as a means of keeping the patient's condition stable requires electric power as a power source, the continued use of these tools in handling patients must ensure the availability of electricity and an electric power emergency system so that the availability of electricity is not available. disconnected and available continuously.

The main means in utilizing electrical energy is an electrical installation that connects the source of electric power with equipment utilizing electric power or electrical loads. .

Electrical installations must be installed correctly based on the standards and regulations set by SPLN, PUIL-2000 and IEC (International Electrotechnical Commission) with the aim of security and safety for users, property and the electrical installation itself. An electrical installation system is declared safe if it is equipped with an appropriate protection system and has high reliability in responding to disturbances that occur either directly or indirectly.

An electrical installation system is said to be reliable if the operation of the electrical system can work for a long time and if a disturbance occurs it can be quickly resolved. The required reliability includes system performance, system operation and also the equipment used.

The convenience of the electrical installation system means that the system can be operated easily, does not require high skills. Installation of system equipment can be carried out quickly and easily, as well as maintenance and repairs can be carried out easily so that in general the expected conveniences apply in terms of system operation, maintenance and repair, installation and replacement of system equipment, system development and expansion.

Availability is important in an electrical installation system, because it relates to the possibility of developing or expanding the control process/machine which includes the availability of tools, space/space and power. An electrical installation system is declared to have availability if there is a backup of electrical equipment as a replacement tool in the event of damage to equipment that is in operating condition, both those already available in the public field or easily available on the market, there is a spare place or space needed to place additional equipment, Due to the development or expansion of the system, there is a power reserve available in the installation system that can be used directly without having to replace or add cables to the installation system.

Methods

The stages carried out in carrying out research on the reliability of the Intensive Care Unit (ICU) electrical power installation in the hospital. Dr. Tadjuddin Chalid Makassar to completion are as follows:

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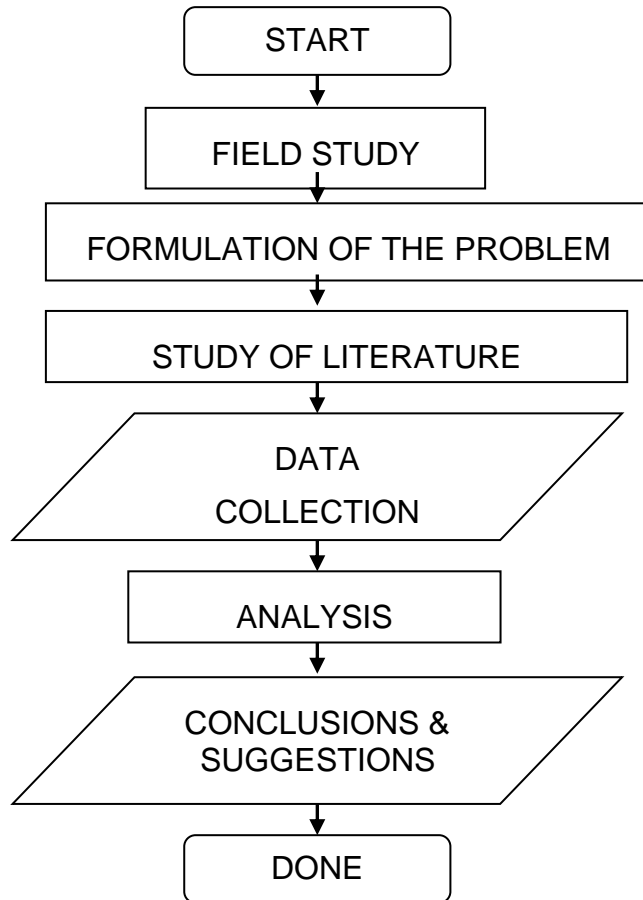
The data analysis method used in this study is a descriptive method, namely by describing the electricity supply system, electrical installation infrastructure and electricity distribution in supporting the operation of medical devices in the implementation of services for providing assistance and taking over vital body functions, implementing specific basic problems and monitoring vital body functions in the ICU Hospital. Dr. Tadjuddin Chalid Makassar.

Results and Discussion

Intensive Care Unit (ICU) RS. Dr. Tadjuddin Chalid Makassar Tadjuddin Chalid is located on the fourth floor of the Graha Seruni Building which as a whole is supplied with electricity from the Panakkukang Substation and is registered as a customer with a power of 197,000 VA. ICU as an independent part with special staff and special equipment intended for observation, care and therapy of patients suffering from illness, injury or complications that threaten life or potentially threaten the patient's life, Hospital ICU. Tadjuddin Chalid provides capabilities and facilities, infrastructure and special equipment to support vital functions by using the skills of medical staff, nurses and other staff who are experienced in managing the conditions of patients who have indications for ICU admission.

The 197,000 VA power is divided into three load groups, each of which uses an MCB 300A, namely the building elevator electrical system, the electrical system for building lighting and cooling and the electrical system for medical devices. Intensive Care Unit (ICU) RS. Dr. Tadjuddin Chalid has ten (10) beds to serve and treat patients who have indications for ICU admission with varying levels of complications, where there are patients who still have a good level of consciousness, unstable level of consciousness and patients who are completely unconscious so that all vital functions of the body are assisted by equipment to maintain its survival.

Specific diagnosis of acute, life-threatening illnesses that can lead to death within minutes to days in the hospital ICU. Dr. Tadjuddin Chalid Makassar is carried out periodically by conducting cardiac examinations through Electrocradiograph (ECG), monitoring the patient's vital condition continuously with patient monitors. The patient monitor functions to monitor the patient's vital body conditions which include Non Invasive Blood Pressure (NIBP), Electrocardiograph (ECG), body temperature, oxygen saturation in the blood (SpO2). nurse station to provide visual images to the medical team of the patient's condition in each bed.

Providing assistance in taking over the vital functions of the patient's body in whole or in part to patients who have lung

conditions that cannot function normally is done by installing a ventilator to help the lungs work or the expansion of the lungs being taken over entirely by the device. Specific implementation of basic problems is carried out by giving food or nutrition through an infusion pump and administering drugs with a high degree of accuracy through a syringe pump.

Table 1

Hospital ICU Equipment Data. Dr. Tadjuddin Chalid

No.	Nama Alat	Type	Jumlah (Unit)
1.	Tempat Tidur ICU	Elektrik	10
2.	ECG	6 Channel	1
3.	ECG	12 Channel	1
4.	Pasien Monitor	Mounted	10
5.	Ventilator	Mobile	8
6.	Syringe Pump	Portable	10
7.	Infuse Pump	Portable	8

All equipment operations in accordance with Table 1 require a power source in their operating system, the availability of a power source in the form of a power outlet as a medium for connecting the power supply of medical devices is very vital, so that every ICU bed must be supported by sufficient sockets to fulfill the electrical source of equipment in every bed.

Figure 1. ICU RS Electrical Panel. Dr. Tadjuddin Chalid

Based on Figure 1, the power source in each ICU bed is available with a socket on the electrical panel, where there are 4 (four) sockets but only 3 (three) can be used because 1 (one) point has been used for bed operations. ICU. This condition illustrates

that in terms of quality, the availability of electricity in the ICU Hospital. Dr. Tadjuddin Chalid Makassar has been fulfilled but the quantity is not sufficient in handling patients in critical condition who require ventilation assistance, high accuracy and continuous medication of more than one kind, nutrition or food through an infusion pump.

Electrical ICU RS. Dr. Tadjuddin Chalid Makassar is controlled and served through a panel room in front of the ICU room, where in the panel room there are several control equipment such as circuit breakers, push buttons, indicator lights, volt meters, ampere meters, and electrical supports to support the continuity of electricity supply. in the ICU room. ICU RS electrical panel room. Dr. Tadjuddin Chalid Makassar there are 2 (two) UPS units as temporary back-up in the event of a voltage drop or failure of the total electricity supply sourced from PLN, with these two UPS units producing a stable voltage and being able to maintain the electricity supply if there is a delay in the process of switching sources. electricity from PLN to the Generator Set (Genset).

Figure 2. UPS ICU RS. Dr. Tadjuddin Chalid

In maintaining the continuity of electricity supply in all service installations in the hospital. Dr. Tadjuddin Chalid Makassar in general and in the ICU in particular if there is a blackout or disconnection of electricity from PLN, then two

generator units are enabled that are able to provide overall electricity supply in the hospital. Dr. Tadjuddin Chalid Makassar.

Figure 3. RS Genset. Dr. Tadjuddin Chalid

The process of switching from PLN's power source to the generator is carried out automatically through Automatic Main Failure (AMF) where if there is a disconnection from the PLN generator it automatically starts and the Automatic Transfer Switch (ATS) automatically replaces the PLN function, in a load condition it is served through the generator. and the supply of electricity from PLN is normal, the generator function is automatically replaced by PLN.

Conclusion

Availability of electricity in the ICU RS. Dr. Tadjuddin Chalid in operating the ventilator, syringe pump, infusion pump and monitoring patient quality is very reliable, but in terms of quantity in the form of number of outlets, it is considered insufficient or unable to serve the operation of medical equipment for patients in critical condition and requires a large number of assistive devices, so it is necessary additional portable sockets (extension sockets), for electric power emergency systems in hospital ICUs. Dr. Tadjuddin Chalid in the event of a power cut or blackout from PT. PLN (Persero) is carried out with a two-stage system, namely using 2 (two) UPS in the ICU electrical panel room which functions to maintain voltage stability and is able to take over the function of electric power in the event of a supply failure from PLN or generator for ± 15 minutes and using 2 two)

generator units as the main back-up for all service activities in the hospital. Dr. Tadjuddin Chalid Makassar so that the ICU system of the hospital. Dr. Tadjuddin Chalid is very reliable because he is able to anticipate service continuity even in the worst conditions against the occurrence of electricity failures from PLN.

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Juridical Overview of the Settlement of the Crime of Persecution from the Perspective of Customary Law in Mamasa District

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Abstract

The purpose of this study is: To find out the settlement of criminal acts of persecution from the perspective of customary law in Mamasa Regency, 2
This research was conducted in the customary territory of Mamasa Regency, West Sulawesi and at the Polewali District Court of West Sulawesi for a period of approximately 2 (two) months, namely April and May 2022. This research is a qualitative field research with an empirical juridical research approach. This data collection uses the interview method to obtain data by looking at reality or a fact contained in field practice.
The conclusions of this study are as follows: Completion of criminal acts of persecution based on applicable customary law by looking at the level or severity of the violation, namely the wound on the left side of the head experienced by the victim by the perpetrator, the decision taken by the Custom Shop, Local Government and Customary Institutions, the perpetrator sanctioned by bringing a pig as a customary sanction against the perpetrator with the term "Untindo' Rara",

Keywords: Persecution, Customary Law,

Introduction

Indonesia is a plural society. What is clear from the plurality of Indonesian society is the emphasis on the importance of ethnicity in the form of ethnic communities and the use of ethnicity as the main reference for identity. Conflicts that occur in the process of following democratic principles must follow the law or rules of the game that are fair and civilized.

The history of Indonesian law is a record of important events that have occurred so far regarding Indonesian law in the past that need to be known, remembered, and understood by the Indonesian people both now and in the future.

Customary law is the rule of human behavior in social life. Since man was sent down by God to earth, he started his life as a family, then a society, and then a state.

After the terminology of customary law is understood, it is also important to understand that the legal basis regulated in the law book (wettelijke grondslag) applies to customary law in the positive legal system of the Indonesian state. This legal basis is needed because our country adheres to such a legal understanding, namely positivism

Criminal law is the whole of the regulations that determine what actions are prohibited and are included in criminal acts, and determine what penalties can be imposed on those who commit them.

So Based on the description above the author is interested in studying more deeply the application of criminal acts of customary law with the title "Juridical Review of the Settlement of the Crime of Persecution in Review from the Perspective of Customary Law in Mamasa Regency".

Literature Review

A. Law

Every legal provision serves to achieve order between human relations in social life. The law maintains the necessities of life in order to realize a psychological and physical balance in life, especially the life of social groups who feel pressure or inappropriate social ties. This means that the law also keeps justice in social life (society). So, legal norms are something related

to human life in certain social groups, both in togetherness situations and social situations. This is to achieve order for the sake of justice. Law as a norm has specific characteristics, which are to protect, regulate, and provide balance in maintaining the public interest. Violation of legal provisions in the sense of harming, neglecting or disturbing the balance of the public interest can cause a reaction from the public.

B. Criminal law

Criminal law is the whole of the regulations that determine what actions are prohibited and are included in criminal acts, and determine what penalties can be imposed on those who commit them.

Criminal law is not holding its own legal norms, but already lies in other norms and criminal sanctions. Held to strengthen adherence to these other norms, such as religious norms and decency

C. Crime

1. Definition of a crime

A criminal act is an act that is prohibited by a rule of law, which prohibition is accompanied by threats (sanctions) in the form of certain crimes for anyone who violates the prohibition.

2. Elements of a Crime

The importance of understanding the meaning of non-criminal elements. Although the problem of "understanding" the elements of a crime is theoretical, in practice it is very important and decisive for the success of proving a criminal case. The formulation of the law which was originally unclear or there has been a change in meaning due to the development of the times, will be given an understanding and explanation to make it easier for law enforcement officials to apply legal regulations.

3. Types of Crime

Crimes and Offenses

The division of criminal acts into crimes and violations is referred to by law. Book II of the Criminal Code contains offenses called violations but what criteria are used to distinguish the two

types of offenses, but the Criminal Code does not explain them. It only includes in the first group of crimes and in the second group of offenses. However, there are two opinions that try to find differences as well as criteria between violations and crimes. The first opinion states that between the two types of offenses there are qualitative differences. With this measure, two types of offenses were found, namely:

• Rechtdelicten is an act that is contrary to justice.

• Wetsdelicten is an act which is generally recognized as a criminal act because the law calls it an offense, so because there is a law that threatens it with a crime.

The second opinion says that between the two types of offenses there are quantitative differences. This stance only puts criteria on the difference from a criminological point of view, namely that "violations" are lighter than "crimes".

D. Customary Law

In the transitional regulation, there are two things that are still valid after Indonesia's independence, namely state bodies and existing regulations. What is meant by state bodies are legal institutions that have existed, both before and during the colonial period, such as village courts and autonomous courts. What is meant by regulation is the provisions as in Article 131 and Article 163 I.S, which in principle stipulates that for original Indonesian citizens, customary law will still apply, while for Indonesian citizens of descent it is in accordance with what is stipulated for them. For European and Chinese descendants, European Civil Law (BW) applies and for Indonesians of other Foreign Eastern descent, it applies as European Civil Law and as their original law.

The 1945 Constitution does not explicitly mention the term Customary Law, but through the provisions of the Transitional Rules Article II, it is already a legitimacy that apart from statutory law, unwritten laws (Customary Law) are also recognized.

Methods

This research is a qualitative field research, which was conducted in the Customary Territory of Mamasa District, West Sulawesi and at the Polewali District Court of West Sulawesi. The

reason the researcher chose the place was because it met the criteria for the research problem and the research time was approximately 2 (two) months. The research approach used by the author is an empirical juridical research approach. Empirical juridical research is a research related to the law as well as real human behavior. This simple formulation can also be used as a guide, meaning to what extent this law can actually apply in the reality of people's lives.

The data obtained by qualitative analysis means that the results of this study are described in the form of explanations and descriptions of sentences that are easy to read and understand to be interpreted and drawn conclusions regarding the settlement of criminal acts of persecution from the perspective of Customary Law.

Research Result

According to the Traditional Stakeholders, Sesenapadang District, Mamasa Regency (Palullungan) in resolving cases at the Customary level, starting from the Customary Stakeholders, Traditional Leaders, Customary Institutions, Local Government and Witnesses or Indigenous Peoples each have a role, including:

a) The Role of Customary Stakeholders

Customary stakeholders are sources of customary law, where the role of customary stakeholders is to provide solutions or customary regulations (Sangka') to traditional leaders as implementers of the application of customary law and the government in terms of resolving a case in customary territory, especially in the customary area of Sesenapadang sub-district, Mamasa district related to the settlement of criminal acts persecution. The customary leader in the Sesenapadang sub-district named Mr. Palullungan (Papa Dea) is 45 years old who lives in Orobua, Sesenapadang District, Mamasa Regency, West Sulawesi Province.

b) The role of traditional leaders.

Traditional leaders are people who have been given authority by the Customary Stakeholders, by going through the inauguration process in traditional ceremonies, where the war of

Traditional Leaders is as the executor in the application of Customary Law (Sangka') especially in the Customary area of Sesenapadang District, Mamasa Regency, these traditional leaders are in every village - a village within the customary territory of the Sesenapadang District.

c) Role of Customary Institutions.

Customary Institution is an institution established by the Mamasa Regency government based on the Mamasa Regency Regional Regulation (PERDA) Number 5 of 2017 concerning the empowerment and development of Customary Institutions, which acts as an Institution that facilitates and mediates or carries out customary deliberations on indigenous peoples who commit a violation, in the customary area, especially in the customary area of the Sesenapadang District.

d) Role of Local Government.

The government is a state apparatus that aims to serve and answer all the interests of the people, the role of the government in resolving cases in customary areas is as a provider of input and consideration to traditional leaders in the application of customary law or in giving sanctions. Especially in the customary area of Sesenapadang District.

e) The Role of Witnesses or Indigenous Peoples

A witness is someone who witnesses or sees firsthand the occurrence of a problem or case, the role of the witness in the process of resolving cases at the customary deliberation is to provide good and correct information in the customary deliberation room in order to determine the truth of whether the case actually occurred and in accordance with victim report or not. And with the testimony of witnesses as well as material for consideration in giving sanctions to perpetrators based on customary law (Sangka') in a customary area, especially in the customary area of Sesenapadang District.

f) Case Position

Before the author describes the application of customary law regarding the settlement of criminal acts of persecution, it is

necessary to first know the position of the persecution case as follows:

The case of the criminal act of persecution that the author is examining took place on Thursday, August 12, 2021, at around 14:00 WITA, located on Jalan Axis orobua, having the address at Lengkong hamlet, Orobua Village, Sesenapadang District, Mamasa Regency.

It started when the 35-year-old victim named AYUB was suddenly approached by the perpetrator on behalf of LUKAS with a piece of wood and immediately hit the victim on the head which resulted in injuries to the left side of the head. The victim fled by running away and asking neighbors for help around his house. The perpetrators were still trying to chase the victim but were stopped by residents around the location where the abuse took place. The abuse carried out by the perpetrator against the victim was caused by land problems, where the land in question belongs to the parents of the perpetrator, but the victim functions as plantation land without the knowledge of the perpetrator so that the perpetrator is emotional and immediately commits acts of abuse to the victim. However, the perpetrator and the victim still have a family relationship. After the incident occurred, the victim reported the perpetrator to the Sesenapadang District Customary Institution, Mamasa Regency.

g) Process and method of Settlement of the Crime of Persecution from the Customary Law Perspective of Sesenapadang District, Mamasa Regency.

When the victim's report arrived at the Traditional Institution, Sesenapadang District, Mamasa Regency, the Customary Institution facilitated the victim and the perpetrator by holding mediation or customary deliberations and presenting traditional leaders, the government and witnesses to resolve the case of the abuse. The results of mediation or customary deliberations carried out by the Traditional Institution of Sesenapadang District, Mamasa Regency with all existing considerations, based on the applicable customary law by looking at the level or severity of the violation, namely the wound on the

left side of the head experienced by the victim by the perpetrator, the decision taken by the Custom Shop, Local Government and Customary Institutions, the perpetrator was given a sanction by bringing a pig as a customary sanction against the perpetrator with the term "Untindo' Rara".

Conclusion

Based on the results and discussion, it is concluded that the settlement of criminal acts of persecution from the perspective of customary law is that the Customary Institution facilitates victims and perpetrators by holding mediation or customary deliberations and presenting traditional leaders, the government and witnesses to resolve the cases of the persecution. The results of mediation or customary deliberations conducted by the Customary Institution of Sesenapadang District, Mamasa Regency with all existing considerations, based on the applicable customary law by looking at the level or severity of the violation, namely the wound on the left side of the head experienced by the victim by the perpetrator, the decision taken by the Custom Shop, Local Government and Customary Institutions, the perpetrator was given a sanction by bringing a pig as a customary sanction against the perpetrator with the term "Untindo' Rara".

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Assessment of Integrated English Materials Used at Hasanuddin University.

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ABSTRAK

The demand for English has been growing in all the professional fields due to the development of the global economy and digital technology in recent years where many professionals need to communicate with their colleagues or to get information in English. This study aims to evaluate the Integrated English materials used by students of the Mandarin and Chinese Culture Program at Hasanuddin University, South Sulawesi, Indonesia. The data was obtained through observation, questionnaires, and interviews. The questionnaires were distributed to 40 students and 6 lecturers. The data are then analyzed and interpreted through quantitative and qualitative approaches. The indicator variable used the Likert scale. This indicator is then used to set the instrument data. The result shows that the teaching materials being used at Hasanuddin University had been determined by the teaching staff without evaluating textbooks and analyzing student needs. Furthermore, several variables in the evaluation of Integrated English materials (level, subject, and content, activity, language, and grammar type, ability, and evaluation) indicate that the existing materials do not fully meet the needs of students' targets and learning.

Introduction

In the current era of globalization and digital, we are required to have the ability, one of the abilities is to master a foreign language. English has always been an important means to improve knowledge and social skills. For those people who consider themselves to have an academic background, they are required to master English language skills. The need to improve the communication skills of English Literature Students and the need to prepare them for the workplace has been discussed in numbers of forums and discussions regarding the effectiveness of the integrated English language curriculum as well. Therefore, teaching English by integrating the four skills has become the main job. It is important to determine the need for skill integration training to serve the labour market with skilled workers and a technical study is needed to meet these needs.

English is taught in the first semester as General English and the following semester as Integrated English. However, English at Hasanuddin University still lacks in the context of literature and in the area of Integrated English. At least, this is what the researcher's eyes see or based on the researcher's preliminary research. The teaching of English is mostly in the grammar context and rarely integrates four abilities because need analysis has never been conducted.

Li Zhenyu (2020) stated that fundamentally, English is the language of international communication in today's globalized economy. It has played an increasingly important role in driving China's economic growth and social development. China, a growing global power, must speak English to stay competitive in the global economy. Zou Yimin in Li Zhenyu (2020) added that Chinese people are passionate about their own culture and language (mandarin), however they are generally open-minded about learning more western cultures and languages, one of them is English. That is why Mandarin and Chinese Culture Program at Hasanuddin University cooperates with China Government aims to establish a foundation for educational system which focusses on the ability to master not only mandarin but also English as well. Learning materials should also be related to the

learners' field study. One of the most important aspects within language learning in general, and Integrated English in particular, is whether the resources and books are appropriate for the learning objectives. Since Integrated English is designed to meet the specific needs of learners and for specific disciplines, it may use teaching methods that are unique from General.

Integrated English has garnered more attention within the teaching of English as a Foreign Language. Rebecca Oxford (2001) argues that Learning English as a second or foreign language is similar to weaving a tapestry, where the four primary skills (speaking, reading, writing and listening) are interwoven in ways to achieve beautiful, strong, large and colorful tapestry. This is called the Integrated-Skill approach. The most important thing to consider when learning languages in general and Integrated English in particular is whether the books and materials are applicable for the purpose of the study or not.

Considering the above, the researcher intended to identify the types of teaching materials used at Hasanuddin University and to assess the existing teaching material in order to identify what has worked well and what factors are most significant so that the less successful aspects can be modified accordingly to meet the students' needs.

Methods

By combining both qualitative and quantitative approaches in a single study, the researcher employed mixed methods research. The goal of mixed methods research is to take advantage of the strength and synergy that exists between qualitative and quantitative methods to gain a deeper understanding of a phenomenon that can be achieved by using only either approach alone. This research was conducted in the Mandarin and Chinese Culture Program, Hasanuddin University, Indonesia.

Population and Sample

The population of this research is the second and the third semester of students of Mandarin and Chinese Culture Program, Faculty of Letters, Hasanuddin University. The total number of the students is 90. As a result, the researcher randomly took 40

students from the total population (Arikunto, 2009) and 5 Integrated English's lecturers as samples become representative of a population, additional data can be gathered.

Data Collection

Three instruments used are questionnaire, interview, and observation. During normal class sessions, the researcher distributed the questionnaire to the students. The purpose of the questionnaire is to collect information about levels, subjects, the content of the textbook, students' activities, their skills, and their language type. To ensure the validity of data and to obtain additional information, some students were interviewed. The observer used the checklist to observe the activities of the learners in the classroom to collect data.

Data Analysis

The researcher gathered the questionnaires' results and compare with the material to identify the relevance of the material to the students' needs. Finally, the researcher analyzed the data to see whether the material is appropriate for the students' needs. In this study, the researcher employed the Likert scale as a data analysis technique. This data-based rating scale can be separated into numerous divisions, and we can assign a ranking to each group. According to Sugiyono (2009), there are five categories that can be classified. They are agreed, strongly agree, somewhat agree, disagree and strongly disagree.

Result and Discussion

The textbook satisfies the students' requirements for learning English for specific objectives. The resources address most of their needs, and they and the instructors will find it to be a valuable resource. It enables students to learn Integrated English in a variety of learning styles, including pair, individual and group work.

The materials' four language skills integrated students' skill work. Reading passages and related activities based on the interests of the students Figure 1 depicts this; unfortunately, listening material is not well recorded as authentically as possible,

accompanied by background information, questions, and activities that aid students' comprehension.

The material for spoken English language is well designed to prepare students for interaction. Writing activities are appropriate for students in terms of organizing longer pieces of writing and employing appropriate style.

The materials' content is not well organized, but the components can be used to teach and learn. The materials include grammar reference sections and are appropriate for students to study individually, in pairs, or in groups. The instructions in the textbooks make it simple for students to figure out how to get around it because the layout is straightforward, especially given the large number of tables and figures.

The textbook includes grammar topics that are appropriate for the students' level, mainly because it described Integrated English items in general English. Table 2 illustrates this. The material's content is interesting, challenging and motivating, and interesting. Furthermore, it also includes a function for giving instructions in English, which is appropriate for students' discipline and needs.

Discussion

According to the findings of this study, the teaching materials used at Hasanuddin University are still unsuitable for the learning needs and students' target. The supply of materials for the Integrated English for Mandarin and Chinese Culture Program syllabus proved to be extremely limited. There are only two Integrated English textbooks for students of Mandarin and Chinese Culture Program are available not commercially but internal use only. Integrated English textbooks 1 and 2 are available at the university, and despite its drawbacks, they have been used for the past three years. The textbook is primarily concerned with improving students' reading and, to a lesser extent, writing abilities. There are less opportunities for speaking and listening practice. The exercises provide so much new vocabulary that the students are unable to focus on the subject at hand.

Students' evaluations of their encouragement to use existing materials suggest that using existing materials boosted their communicative competence. English is learned by students in order to communicate and expand their knowledge of literature, and the activities depicted in the materials covered this topic. This clarifies that most students believe they have materials that meet their expectations. If the available material is in accordance with the expectations of the students, it will make it easier for students to achieve their English learning goals. According to Fergina (2010), it is critical to create relevant materials for the intended learners. It is also crucial to assess the quality of materials being created. Many language teachers are now urged to examine classroom materials to see if the books they are using fit the needs of their students.

The previous resources met the students' needs, but not to their full potential. This situation arises because students' needs do not match their assessment of the Integrated English textbook's theoretical and practical balance.

If it appears during the teaching and learning process every time, It will produce a product that cannot be used to apply students' English skills in the job. Robinson in Dudley-Evans (1998) stated that students are required to learn English is not because they are enthusiastic about the English language, but they require English for some integrated skill, for instance, as lecturer stated, students are fascinated in elaborate more the given topic and in their own words and make some kind of role play. All of that is included in the integrated skill. During the learning process, the majority of students can complete activities from materials on their own, in pairs, or in groups. Based on the interviews with the students below;

> *"bisa cepat selesai karena kita bisa bekerjasama dan beinteraksi dengan yang lain, bisa juga sendiri-sendiri secara mandiri…ee..bisaki juga mencari sendiri jawaban jadi bisaki lebih mendalami…, bagusnya juga kalau berkelompokki, kita bisa sharing …dan ee…kalau ada kesalahan dalam menjawab, teman-teman bisa bantuki dalam group."*

(Indonesian translating). "can be finished quickly because we can work together and interact with others, we can also stand alone ..independently…uhm....we can also looking for answer deeply so that we can be more comprehend it…, it's also good if we are in groups, we can share…and uhm….if there are mistakes in answering, friends can help us in group." (English translating)

Students prefer to do material-related exercises in pairs and groups so that they can share their knowledge rather than spending time alone searching for something that requires the assistance of other students to solve. The classroom learning activities not only piqued their curiosity, but also encouraged students to improve their English language skills. However, Ball in Litz (2005) have argued that not every group activity promotes learning, it has been reported that in some textbooks, group activities have been created simply by putting the words group in pairs in front of the previous individual activities with no changes to encourage cooperative behavior.

Most students are hardly satisfied with the authentic material they receive. This situation is not suitable with the students' needs, as most of them hope to fulfill their hopes for authentic material that should be part of the existing material.

This results in the ineffectiveness of learning and teaching. As Tomlinson (2010) claims that interesting, enjoyable texts and assignments should be used to ensure learning and teaching are effective.

A lack of suitable materials negatively impacts the effectiveness of learning and teaching process in the classroom. Akuzel in Cigdem Aldan (2019) recommended carrying over the current situation in his paper. Integrated Learning and teaching process, as He viewed it, was a combination of student, teacher, materials, methodology that need skills. He highlighted obviously that teaching these skills are not enough. Training individuals

who can effectively use these skills and convey their thoughts and feelings in that language is necessary. It is possible for negative consequences to occur if these requirements are not met, for instance the insufficient language skills of students upon entering University and English-Integrated Teachers' incompetence with respect to either language or subject knowledge. As a result of the students' understanding and the lecturer's teaching method, the use of the materials nowadays is not optimal.

Additionally, Students need grammar rules to improve their language skills because authentic materials are remembered and reviewed by students easily due to their knowledge of language and literature. It is proven by the findings that students are interested in the current grammar presentation. Furthermore, a good presentation of the material helps students absorb information.

Almost every student that attended the class agreed that their levels of English improved after class. As seen from this evidence, most students are still doubting their self- assessment of the class based on the existing materials, which illustrates the need for revision of the materials to improve students' English proficiency. The concept is similar to White (2009) who stated that to ensure learning occurs, it is necessary for students to put forth effort as well as be engaged and involved as active participants in the learning process. This is particularly true in communicative language learning, where the goal language is both the object of study and the medium through which students communicate with one another.

Most students claim that the subject and content of the materials have enough diversity, concluding that existing resources focus on structuring and conventions of language use, such as how to structure an extended writing piece and how to identify the main ideas in a reading passage. It claims that the subject, content and material discussed are culturally appropriate to English. As a result, the subject, content and material have less in common with the social and cultural context presented in the materials. Despite that, these somehow assisted students to comprehend language and cultural terms, supply the purpose or

function of instructions in English. For instance, how to write a job description and interview, put together components, and describe the tools' purpose. Ismail (2011) agrees, stating the interaction exercises allow students to practice conversing about intriguing themes, role playing, and other activities. Furthermore, students say that the textbook's English instruction function is acceptable for their needs and disciplines.

Since the majority of students almost unanimously agree on the existing materials, this indicates that the materials are relevant to their needs of studying Integrated English the lecturers piqued their students' interest in furthering their language studies and would gladly use the textbook again if given the opportunity Despite the fact that the majority of students found the textbook to be fairly engaging and beneficial for their aims.

In their study, Chen and colleagues (2011) found that the teaching materials largely satisfied the demands of the target learners., the majority of whom had a basic command of the English language proficiency. It differs with the conclusions of Rahimi and colleagues (2011); who concluded that, despite its advantages, the book was not well-suited to the course.; and this research that the existing resources, which are based on the description of skills, activities, level, subject and content, language type and grammar and evaluation, do not fully meet the target needs and learning needs, according to this study.
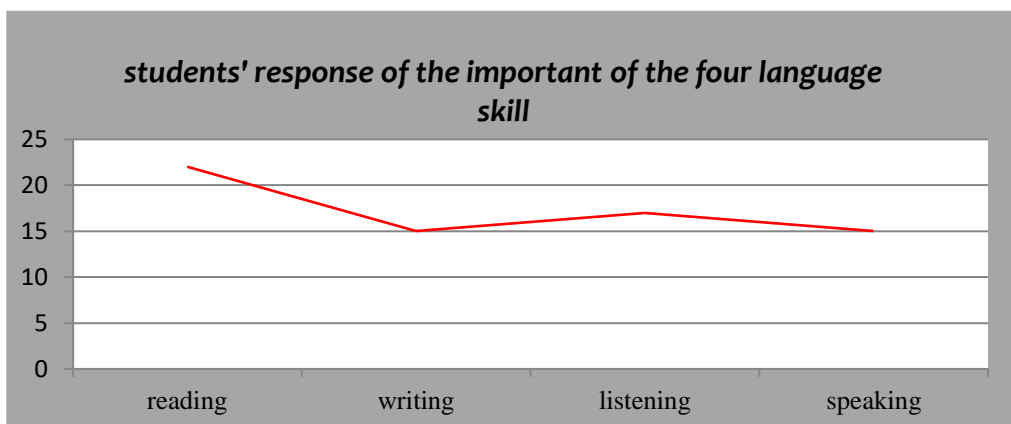
Figure 1. Students' needs analysis

VARIABLES	RESPONSES	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
LEVEL	General discussion of materials is suitable to the level of students' English ability	10	18	7	0	
	Students' English skill increased after attending the class	15	20	5	0	
	The materials pushed the right level of students' current English ability	13	17	6	0	
SUBJECT AND CONTENT	Content, topic or subject, and material	7	24	6	1	

Topic or subject, content and material discussions of the textbook are interesting, challenging and motivating	4	13	15	8	0
The variety in the subject, content of the materials is sufficient	3	16	14	5	2
Topic or subject, content and material discussions are appropriate to English culturally.	3	13	19	4	1
Topic or subject, content and material discussion in the textbook helped students to understand literary items – i.e. understand	2	15	19	4	0

Category	Statement					
	the technical books, guiding and interpreting					
	Materials in the textbook provide the functions of instructions in English, i.e. how to make job interview, how to get to know cross culture, etc.		12	15	10	0
	The English instruction function in the textbook is appropriate to students' needs and discipline		8	19	8	4
ACTIVITIES	The textbook provides a balance of theoretical and practice	0	7	18	15	0
	The activities encourage sufficient communicative		22	11	6	0
	The activities can be performed individual, in pair and group work in learning material.		23	7	5	1

	The activities promote the students to be more original, creative, and independent responses	12	10	5	6
LANGUAGE AND GRAMMAR	The language used is at the right level for students' current English ability	13	18	7	0
	The grammar points and vocabulary items are at the right level for students' current English ability	8	23	9	0
	The grammar points and vocabulary items are introduced in motivating and realistic	11	18	8	0
	The grammar points were presented with brief and easy examples and explanations	20	13	5	1

	The language used in the textbook is authentic – i.e., like real-life English	1 1	21	6	0
SKILL	The listening, speaking, reading, and writing materials in the textbook which are provided appropriate to students needs as literarian	5	17	13	3
	The textbook pays attention to sub-skills – i.e. guiding, interpreting, scanning and skimming for information	5	18	17	0
	The materials provide an appropriate balance of the four language skills (reading, speaking, listening, and writing)	2	21	15	0
	The materials contain and focus on the skills that	1 1	23	4	2

	students need to practice				
EVALUATION	Students prefer to choose this textbook again	1 0	16	8	3
	The materials in the textbook boost my interest in further English language study	7	22	7	2

Figure 2. The assessment of textbook

Conclusion

The existing materials are sufficient in accordance with the expectations of students, or the target needs of students but the balance between theoretical and practice of Integrated English textbook is not what most students expected. The authentic materials and four language skills such as writing, reading, listening and speaking are not balanced in the material provided because its availability is still assented by the students.

The existing materials are concise and convenient to grasp which affecting the students to boost their current capability. This has fostered the right level of current student abilities. Although the content, topic or subject, material discussion of the textbook is less pertinent to students' needs as a literature student. Students stated that the content of discussion is challenging, motivating, and interesting in the scope of topic and content which deduce that existing materials encounter the structuring and formulating of language use, for instance how to formulate and structure a short writing to be an extended writing and then how to recognize the main ideas in the passage. The existing materials can also be implemented by students in pair or group work and individually as they expected.

Teaching methods should be changed to meet the needs of students and should pay more attention to the process of learning. This not only pays a lot of attention to the needs of the language but also how students can understand the lesson. Materials that are in accordance with the needs of students and will be even better if the material are aligned with the needs of job market. Therefore, it must be maintained to make it more interesting and easier to learn.

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Juridical Review of Criminal Applications Against Children Driving Motorized Vehicles Due to Negligence Causing Death of Persons Case Study at Porlestabes Makassar

Melantik Rompegading, Nurmiati Muhidin

ABSTRACT

This research was conducted in the city of Makassar, which is located at Polrestabes Makassar, the reason for determining the place is to find the data needed as analysis material, both by using primary and secondary data by collecting case documents which include examination, investigation, and prosecution.

Children are gifts and trusts given to God Almighty. As the next generation of the nation, children have a very important and strategic role in the progress of a nation, which therefore needs attention in the development and protection of children. Currently in Indonesia, a Law Number 11 of 2012 concerning the Juvenile Criminal Justice System has been enacted. The main purpose of the birth of the Act is the protection of children in conflict with the law.

Keywords: Crime, Children, Traffic Accidents.

Introduction

Law is a set of regulations (orders and prohibitions) that manage the order of a society and therefore must be obeyed by that society, so simply a state of law is a state whose administration of government power is based on law. In a state of law, the power to run the government on the basis of the rule of law (rule of law) which aims to carry out legal order. There are many problems related to violations of community rules, ranging from mild to severe, where every violation committed must have a consequence in the form of imposing sanctions.

Any violation of the rules of criminal law can be taken by law enforcement officials without any complaints or reports from the aggrieved party. One form of violation that is often carried out by Indonesian people in their daily life is traffic violations. This problem is familiar among the public, so that every time a traffic order operation is carried out on the highway by the traffic police (Polantas), there are bound to be many cases of traffic violations, especially traffic violations committed by children.

As for the forms of traffic violations that are part of the criminal law in Law Number 22 of 2009 concerning Road Traffic

and Transportation. As regulated in article 105 of the Traffic Law, it is everyone who uses the road must:

a. Behave in an orderly manner; and/or
b. Prevent things that can hinder, endanger the security and safety of traffic and road transportation, or that can cause road damage.

Traffic violations are actions or actions of a person that are contrary to the provisions of the traffic and road transportation laws and regulations and or other regulations. Traffic violations that often occur are violations of Law Number 22 of 2009 concerning Road Traffic and Transportation, it is clearly stated that minors may not drive vehicles, also in Article 77 concerning the obligation to carry a Vehicle Number Certificate (STNK) and a Driving Permit. (SIM) when driving a motor vehicle and Article 81 paragraph (1) and paragraph (2) concerning the age requirement to have a SIM.

Children as human resources for the next generation to continue the ideals of the nation that have a strategic role and have special characteristics and characteristics that ensure the continuity and existence of the nation and state in a human civilization. The existence of children is a gift and mandate by God Almighty, to maintain the dignity, dignity and rights of children as human beings which we must protect and uphold. Children's rights are contained in the 1945 Constitution of the Republic of Indonesia and the United Nations convention on children's rights. Reports about traffic accidents that occur on the highway are no longer so foreign to hear, both through print and electronic media, as if showing that traffic accidents among children are very vulnerable to occur until now.

The participation of parents is still very minimal in terms of supervising children in driving a motorized vehicle, children do not really understand the consequences of their actions, so that children are returned to their parents, all things that are beneficial to children are conveyed by both parents to protect their children. nurturing, educating, supervising, giving love to children and children have a long future to achieve their goals

The traffic problem is one of the problems on a national scale that develops in tune with the development of society. The problem faced today is the high number of traffic accidents on the highway. Meanwhile, the current global death rate is recorded at 1.24 million people every year due to road traffic accidents. The data shows that 120 people are killed every day of course this is very worrying.

With the increasing number of motorized vehicles causing congestion everywhere, motorbikes are a quick solution to break through congestion. The increase in motorized vehicles should increase the awareness of motorized vehicle users both in terms of security and in terms of traffic order, but on the other hand road users act arbitrarily and ignore the applicable traffic regulations. One of them in terms of driving a motorized vehicle. At first motorized vehicles were only driven by people who already had a driver's license in accordance with traffic laws. But over time motorized vehicles are also driven by children. This is due to the lack of parental monitoring of children who have been allowed to drive motorized vehicles and these children do not yet have a driving license in accordance with the provisions of the traffic law. Of course not only endanger the safety of the child and also others. Child drivers are a relatively large contributor to traffic accidents. Child drivers are notorious for their unsafe and disorderly driving behavior. Like driving more than two people recklessly without any supervision.

In traffic accidents that occur, among others, caused by fatigue, carelessness, inattention, the influence of alcohol and listening to music while driving. It is no exaggeration if all traffic accidents involving private vehicles and public vehicles are caused by drivers, pedestrians, vehicles, facilities and infrastructure, officers or law enforcement in road traffic. Some traffic accidents that occur can actually be avoided if road users can behave politely, be disciplined and respect each other and follow traffic rules where order and safety are the main things that must be considered.

This is a dangerous event if children are allowed to drive either two-wheeled or four-wheeled vehicles without permission

from the authorities. Parents should before allowing their children to drive their vehicles must consider all the risks faced in the future.

The phenomenon that is currently developing is that children are accustomed to driving motorized vehicles, even though they do not yet have a driving license (SIM), and do not understand the signs and driving ethics that are good and correct so that many do not comply with traffic regulations, until an accident occurs. traffic accidents that can sometimes take the lives of children as drivers and other drivers on the highway, as a result of the behavior of the child eventually dealing with the law and this is the main cause of traffic accidents among children in the city of Makassar.

Formulation of the problem

Based on these background descriptions, the formulation of the problem can be put forward, among others, What is the form of the application of the law of the crime of children driving a motor vehicle which due to negligence resulted in the death of a person at the Makassar Police Station?

Methods

The data obtained, both primary and secondary data, were analyzed using qualitative techniques and then presented descriptively, namely explaining, describing, and describing in accordance with the problems that are closely related to this research.

Results and Discussion

The application of law is a process in which law enforcement is carried out by law enforcers by complying with existing rules as appropriate in accordance with applicable laws and regulations. Supervision and enforcement of violations of traffic laws and road transportation is carried out by the traffic police who have the mandate to regulate traffic order. The application of traffic laws can be carried out through the process of investigation, prosecution, trial, or execution of traffic violations.

It is possible for minors to drive motorized vehicles, of course, cannot be separated from the role of people and/or motorcycle owners who deliberately give and/or lend motorized vehicles to minors. This not only threatens the safety of the child but also threatens the safety of the life of other motorcyclists, which can be prevented if there is a criminal sanction that threatens the owner of the motorbike and/or people who intentionally give and/or lend motorized vehicles to minors.

In the provisions of the norm of Article 1 number 23 which states: "The driver is a person who drives a motorized vehicle on the road that already has a driving license." In addition, Article 77 paragraph (1) states: "Everyone who drives a motorized vehicle on the road is required to have a driving license in accordance with the type of motorized vehicle being driven." Then to be able to get a driving license (SIM A, SIM C and SIM D) must meet the requirements, one of which must be 17 years old (see Article 81 paragraph (2) of the LLAJ Law). This means that normatively people who do not have a driver's license are not allowed to drive a motorized vehicle.

Law 22/2009 has regulated violations and also sanctions for traffic violations. That in the case of a traffic accident that results in the death of another person, the victim's family should receive compensation from the perpetrator. This is related to the values of propriety, custom, customs, and religion that apply in Indonesian society. The compensation is mainly intended for burial costs and other costs that are clearly needed by the victim's family for the management of the victim's body.

In the event of a traffic accident resulting in serious injury in Article 310 paragraph (3) of Law 22/2009 as well as material losses to the victim, compensation for compensation or medical treatment should be given to the victim. This is also in accordance with the provisions of Article 235 paragraph (2) of Law 22/2009 which stipulates: "In the event of injury to the body or health of the victim due to a traffic accident as referred to in Article 229 paragraph (1) letter b and letter c, the driver, owner, and/or Public Transportation Companies are obliged to provide assistance to

victims in the form of medical expenses without dropping the criminal case charges".

It is strengthened again in Article 236 of Law 22/2009, namely: 1) The party causing the Traffic Accident as referred to in Article 229 is obliged to compensate for the loss whose amount is determined based on a court decision. 2) The obligation to compensate for the loss in the traffic accident as referred to in Article 229 paragraph (1) can be carried out out of court if there is a peace agreement between the parties involved. In particular, public transportation companies are required to participate in an accident insurance program as a form of responsibility for insurance coverage for accident victims and are required to insure people employed as vehicle crews.

Likewise in Article 240 which explains: Traffic Accident Victims are entitled to: 1) Help and treatment from parties responsible for the occurrence of Traffic Accidents and/or the Government; 2) Compensation from the party responsible for the occurrence of Traffic Accidents; and 3) Traffic Accident Compensation from the insurance company.

Article 241 explains that: "Every victim of a Traffic Accident has the right to prioritize first aid and treatment at the nearest hospital in accordance with the provisions of the legislation".

The basis which is then used as a traffic crime committed by a child to cause the victim to die is the consideration of legal decisions, every element of the Article is proven. The punishment imposed on the child is solely as an educational and learning effort to the child so that he is aware of his mistake and is expected to be able to change his behavior in the future so that he does not repeat his mistake and is expected to be able to change his behavior. . The elements of the Article which are used as the basis for the punishment are;

The elements of Article 310 paragraph 4 of Law Number 22 of 2009 concerning Road Traffic and Transportation are:

1. Everyone;
2. Driving a motorized vehicle; Due to negligence causing traffic accidents; Causing other people to die.

That what is meant by "Everyone" is to refer to any person or anyone as a legal subject who can be accounted for and can be held accountable for the legal actions he or she has committed, which legal liability is not removed for reasons stipulated by law.

that what is meant by driving a motor vehicle which due to negligence causes a traffic accident resulting in the death of another person is using or driving a motor vehicle from one place to another due to carelessness and negligence causing a traffic accident resulting in the death of another person;

On these elements, the judge will then parse and will be a consideration in his decision. The trial process that makes the child a defendant must be closed to the public, but not at the reading of the verdict, the judge's decision is then read out in a trial that is open to the public, so that there is certainty to the public regarding the results of the case examination so that there are no more allegations of wrongdoing or not the defendant.

Conclusion

The application of material crimes to traffic accident cases committed by children refers to the juvenile criminal justice system, diversion must be sought before entering the examination at the level of investigation, prosecution, and examination of children's cases in district courts, except for crimes that are threatened with under seven years in prison and are not a crime. the repetition of a crime, therefore a child who due to his negligence has a traffic accident and causes the victim to die can take diversion efforts.

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Framing Barriers to Women's Social Entrepreneurship In Pakistan: From Feminist and Institutional Sandpoint

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Abstract

Framed under review-based design, this study aims to apply feminist and institutional theories on women's social entrepreneurship in Pakistan. The purpose is to explore the micro and macro level barriers. Hand search approach was utilized to search for the relevant journal articles and books whereby a total of 24 journal articles and books were cited. It is concluded that there are many barriers to women's social entrepreneurship ventures in Pakistan. Feminist and institutional theories provide suitable explanations for it including micro and macro level barriers. Socialist feminism explains that structural factors whereas cultural feminism explores the role of normative structure and patriarchy as barriers to women's social entrepreneurship in Pakistan. Liberal feminism focuses upon the femininity and misperception about women as barriers to women's social entrepreneurship in Pakistan. The institutional theory explores the informal structures (culture, beliefs), and lack of formal network structures in Pakistan as barriers to women's social entrepreneurship.

Key Words: social, entrepreneurship, feminism, women

Introduction

The work of Thompson (2008) is very intriguing regarding conceptualizing social entrepreneurship. He referred to social entrepreneurship as a very broad term and difficult to define from a single perspective and point of view. The nutshell from many perspectives and point of views is:

> *"…social entrepreneurships designate a broader range of socially innovative initiatives in a spectrum from for-profit to voluntary organizations…"*

Following the conceptualization, it is also important to answer how social entrepreneurship can be developed? First, it is important to pin down that the setting for social entrepreneurship can be business oriented or it can be non-profit (see the Blog Project, 2017). However, social entrepreneurship requires something different than entrepreneurship, for example, the thinking to innovate. Following this argument, the second argument is that often traditional methods of entrepreneurship

cannot meet the goals of social entrepreneurship (Callander, 2017). Extending this discussion, social entrepreneurship is a lens for the future and needed to develop as a field of knowledge and activities whereby a healthy institutional and social environment is required. Social entrepreneurship is something embedded in social values and therefore cultural responsiveness is important. The institutional support includes financial capabilities, human understanding of the benefits of social entrepreneurship or in other words awareness; the intellectual capital is important, and the socio-political institutions are required to prosper social entrepreneurship. The socio-political institutions to support social entrepreneurship includes media, public policy as well as economic institutions such as the banking etc. Communal response is important to develop the practice of social entrepreneurship, for example, the practice activities pertaining to social good and the levels of knowledge of the people in the community are important. Strengths and stability of the community are key attributes in this regard to prosper the practice of social entrepreneurship (Center for the Advancement of Social Entrepreneurship, 2008).

Gender role and social entrepreneurship

Like other fields of social life, entrepreneurship is not a gender-neutral phenomenon, and gender bias relating to gender-stereotypic beliefs about entrepreneurship is prevalent. The field of entrepreneurship including social entrepreneurship has been affected by the perception and practice of gender roles (Jennings and Brush, 2013). In this connection, gender stereotype is an important dimension where Gender stereotypes are often used to explain the tendency of women to evaluate business opportunities less favorably, and to report a lower intention of becoming entrepreneurs. This is because traditionally women are often not considered to be appropriate to do business as it is something outside home (Gupta *et al.*, 2014). Milkie and Peltola (1999) explain the Parson's instrumental and expressive roles whereby men are responsible for outside work (i.e., to work and earn for the family) while women being good for taking care of children and the home. These are often termed or conceptualized as

traditional gender roles (Vinnicombe and Singh, 2002). These gender role expectations have traditionally limited women's access to income-earning opportunities (Eagly and Karau 2002; Eagly and Mitchell 2004).

Problem statement

Compared to Western region, women in Pakistan are a neglected segment of the population. For example, women have a low educational and economic profile that makes them vulnerable to poverty, inability to get good jobs, access to health and even enjoying privileges at household level. As per Jennings and Brush (2013) arguments this is also applicable to women's entrepreneurship in Pakistan. Business and entrepreneurship are areas of society where men are dominant while women are almost absent. To Sarwar and Imran (2019) barriers to women's social entrepreneurship are embedded in micro-level aspects while Mernissi (2011) adds that structural factors (macro-level) such as the family, religion and education etc. are also responsible for hindering women's entrepreneurial ventures in Muslim Societies. Keeping this argument in view, this paper aims to frame the barriers to women's social entrepreneurship in Pakistan while keeping in view the feminist perspective and the institutional theory to provide theoretical background for the researchers working in future.

Objectives of the Study

- To provide theoretical explanations to women's social entrepreneurship
- To frame women's social entrepreneurship under theoretical perspective in Pakistan's context

Theoretical discussion

Feminist perspective women's social entrepreneurship

Liberal Feminism and Women's entrepreneurship

Hechavarria *et al.,* (2012) argues that normative structure is responsible creating specific perceptions about women that are

embedded in expectations. Jennings and Brush (2013) conceptualized this pattern to firms and organizations whereby women are affected by it. Sullivan and Meek (2012) make this simpler by illustrating it as expecting the women's contribution to be non-monetary, for example, helping others even in economic activities. Tinkler *et al.*, (2015) asserts that this is because of perception about femineity and the roles associated with it, for example, femininity being responsible for defining female as less competent, compassionate, and more emotional; therefore, men are preferred for managerial posts as masculinity is attributed to competency, rationality, and less compassion. This makes the entrepreneurial environment less feasible for women. Thébaud and Sharkey (2015) states that this perception hinders the growth and creativity of women to enter to the field of social entrepreneurship. In this connection, Pakistan's context is relevant. The position in Pakistani society is held by men due to the perception that authoritative positions are managed in a better manner by men (Ali, 2013). Ali, Kulik, and Metz (2011) researched about the performance sector on social entrepreneurship in Pakistan and found that at organizational level the perception about women that they cannot handle tasks like men are hurdles to improvement in their job status, employment, and their creativity.

Socialist Feminism and Social Entrepreneurship in Pakistan

One of the unique dimensions related to women's social enterprise is the *societal acceptance* when compared to the situation of men. This indicates toward a structural divide in the field of social enterprise when contextualized from gendered point of view. The social acceptance of women's enterprise is very low in traditional societies due to gender and the occupational role. In social enterprise, the local context and place shapes opportunity identification and exploitation, and there are gender differences embedded in these contexts. As geographers studying women entrepreneurs remind us, "women are socially located within places differently from men" (McDowell, 2011). McDowell's opinions are also relevant in the context of Pakistan. For example, the structural components of Pakistani society are not operating

in a manner to support women's social entrepreneurship. These structure components include family, religion, and culture. From a familial point of view the gender roles are significant hurdles to women entrepreneurship in Pakistan. Women are expected to take the role of mother, sister, and wife and to take care of the household which is a barrier to their entrepreneurial ventures. These are known as expressive roles as conceptualized by Talcott Parsons (cited in Macionis, 2012). In addition, Zeb (2018) is of the opinion that Islam in its original essence don't prevent to women be an entrepreneur; however, the cultural mix in Pakistan with religions makes the religion a structure that prevents women to be an entrepreneur. The work of Zeb also identifies a key aspect of structure in society which is a barrier to women's social entrepreneurship, for example, the lack of formal networks. Majority of the businesses in Pakistan are operating through traditional methods and there is a lack of desire for developing systems of businesses such as SME's, Startups etc.

Cultural Feminism and Women in Social Entrepreneurship in Pakistan

Cultural feminism is the specific theory which will guide this research. Ritzer (2011) asserts that the location of a woman in the society and her experience associated with it is the focus of cultural feminism. The location of women in society is different to that of men and therefore her experiences are different. Male patriarchal discourse is the basic source of difference in locating men and women in society. Women have been placed at inferior positions whereby caring, non-violent behavior and its expectations and cooperation are attributed to women and these attributes require subjugation to men. This perspective is applicable to Women in Social Entrepreneurship in Pakistan, for example, women are in society in such a way that their inferior position doesn't allow them to be part of activities which bring social change (Ahmad and Naimat, 2011). Women are expected to cooperate with men whereas social entrepreneurship is a way to become independent. This is often considered as a challenge to men's authority as the location of women being inferior is embedded in the patriarchal structure. There is another

interesting argument in this connection, for instance, it is observed that women often take men's help or work together with men in the field of enterprises in Pakistan which indicates the expectations from women to cooperate with men. The work of Baughn *et al.,* (2006) is relevant in this connection whereby in developing regions the expectations of cooperation from women works as a barrier in women's entrepreneurial ventures.

The Institutional Theory and Women's Social Entrepreneurship in Pakistan

While women entrepreneurship is currently at a growing pace, literature on women entrepreneurship and institution theory still lack extensively and depth (Gimenez & Calabro, 2017). North (1990) termed it as a game which has certain rules. Recently, institutional theory has developed massively. Rationalization in organization is the major factor affecting women in the field of social entrepreneurship as stated by (Scott, 2008). The rules developed with rationalization is the issue for women as these rules are not questioned. For example, one rational (which is not right) thought and rule is that men are successful entrepreneurs. This affects women. Similarly, norms, culture and gender are explicit from informal organizations that carry religious and traditional values. It argued that the roles that are ascribed to men and women are the result of manifesting gender cultural norms, traditions, and religion (informal institutions). This manifestation can influence the routes, extent, form and even success of women social entrepreneurs (Ettl & Welter, 2010). The perception about women that they cannot be a successful entrepreneur is a significant hurdle to women's social entrepreneurship in Pakistan. This perception works as a discouragement for women tending to start a business and develop business related ideas in Pakistan. Sarwar and Imran (2019) explored this perspective in Pakistan's context. Sarwar and Imran explain this perception as a micro-level barrier. This perception is responsible for unique experiences of Pakistani women, for example, the denial of education and employment, and similarly discouragement to become a social entrepreneur.

Conclusion

It is concluded that there are many barriers to women's social entrepreneurship ventures in Pakistan that are multifaceted. Feminist and institutional theories provide suitable explanations for it including micro and macro level barriers. Socialist feminism explains that structural factors whereby macro level aspects such as the family (the expressive roles or gender roles) and religious misperceptions are notable. Cultural feminism explores the role of normative structure and patriarchy as barriers to women's social entrepreneurship in Pakistan. Male dominance is evident in the field of enterprise and entrepreneurship while women are expected to work more technically to cooperate with men. The norms related to gender and gender role are key aspects included here. Liberal feminism focuses upon the femininity and misperception about women as barriers to women's social entrepreneurship in Pakistan. Therefore, women are not awarded with key positions in organizations as they are considered less competent than men. The institutional theory explores the informal structures (culture, beliefs), and lack of formal network structures in Pakistan as barriers to women's social entrepreneurship.

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Aspects of Reflective Justice in Land Acquisition for Development in the Public Interest

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Abstract

The purpose of this study is to find out and discover the nature of land acquisition for development in the public interest in Indonesia. This research is an empirical juridical research, namely from the results of collecting and finding data and information through field studies on the implementation of land acquisition for development in the public interest in North Sulawesi and Sulawesi. South The results show that land acquisition for development in the public interest in Indonesia is a process to acquire land by severing the legal relationship between the land owner and the object of the land by giving compensation so that the philosophy of land acquisition is a balance between the interests of the state and the interests of the land owner. ,

Keywords: Justice, land acquisition, development

Introduction

The objectives of national development are stated in the fourth paragraph of the Preamble to the 1945 Constitution of the Republic of Indonesia (hereinafter abbreviated as the 1945 Constitution of the Republic of Indonesia), namely to protect the entire Indonesian nation and the entire homeland of Indonesia, promote public welfare, educate the nation's life and participate in carrying out world order. The responsibility for achieving national goals is basically the responsibility of all components within the state, namely the government, the private sector and the people of Indonesia.

Efforts to achieve state goals are carried out by regulating all aspects of national and state life in the constitution and in laws and regulations. One of the constitutional mandates that become one of the references in the implementation of development is Article 33 paragraph (3) of the 1945 Constitution of the Republic of Indonesia which affirms that the earth, water and the wealth contained therein are controlled by the state and used as much as possible for the prosperity of the people. The provisions of Article 33 paragraph (3) then authorize the state to regulate and administer the allocation, use of supplies and maintenance of earth, water and space as stipulated in Article 2 paragraph (2) of Law no. 5 of 1960 concerning Basic Agrarian Principles, commonly known as the Basic Agrarian Law (hereinafter

abbreviated as UUPA). Boedi Harsono gives the meaning of the word control of the state based on Article 2 paragraph (2) of this BAL as a legal institution and a concrete relationship between the state and land in Indonesia. The relationship referred to by the state acts in its power to control the earth, water and space, including the natural resources contained therein, which is limited by an ethical obligation to achieve people's prosperity. This shows that the ideals contained in the state's right to control the earth, water and natural resources contained therein place the state as the authority holder to regulate the utilization of Indonesia's wealth to achieve prosperity.

One form of implementation of the principle of the social function of land in Indonesia is land acquisition for development for the public interest which is born from the position of the state as a legal subject as well as an individual legal subject. The relationship between state law and land as an object for public use (res publicae) For this purpose, land rights can be revoked by providing appropriate compensation and in a manner regulated by law. This is confirmed in Article 18 of the LoGA. To implement the provisions in Article 18 of the LoGA, Law no. 20 of 1961 concerning Revocation of Rights to Land and Objects on it, which is equipped with implementing regulations, namely Government Regulation no. 39 of 1973 concerning Procedures for Determination of Compensation by the High Court in connection with the revocation of rights to land and objects on it, Presidential Instruction no. 9 of 1973 concerning the Implementation of Revocation of Rights to Land and Objects on it and Regulation of the Minister of Home Affairs No. 15 of 1975 concerning Provisions on Procedures for Land Acquisition.

Application of Law No. 20 of 1961 was first used in the revocation of land rights in the Taman Sari sub-district, known as the Yen pin Complex in Jakarta in 1970. In subsequent developments, the use of Law no. 20 of 1961 was the last effort taken in solving the problem of land acquisition in Indonesia.

The history of land acquisition arrangements can be seen from the issuance of several laws and regulations governing land acquisition. The term used for the first time is land acquisition

which is regulated in the Minister of Home Affairs Regulation No. 15 of 1975 then at the time of the issuance of Presidential Decree no. 55 of 1993 concerning Land Acquisition for the Implementation of Development in the Public Interest, the term land acquisition is used. This term is also used in Presidential Regulation No. 36 of 2005 and Presidential Regulation No. 65 of 2006 concerning Land Acquisition for the Implementation of Development in the Public Interest.

Every statutory regulation was issued to improve the previous and last regulations in 2012 after decades of land acquisition finally being regulated in law, namely Law no. 2 of 2012 concerning Land Acquisition for Development in the Public Interest. To implement Law No. 2 of 2012 several implementing regulations have been issued, namely Presidential Regulation No. 71 of 2012 concerning the Implementation of Land Procurement for Development in the Public Interest which has been amended through Presidential Regulation no. 40 of 2014, Presidential Regulation No. 99 of 2014, Presidential Regulation No. 30 of 2015 and Presidential Regulation No. 148 in 2015.

Law No. 2 of 2012 as a legal umbrella for the implementation of land acquisition for development in the public interest is expected to be able to provide justice for the parties in the process of land acquisition, which so far have not been fulfilled by Presidential Regulation Number 36 of 2005 and Presidential Regulation Number 65 of 2006. Law Number 2 of 2012 states that the implementation of land acquisition for development in the public interest is carried out by prioritizing the principles of humanity, democracy and justice, so that the implementation of land acquisition must be able to meet the principles of humanity, democracy and most importantly the principle of justice for those involved in the land acquisition process. .

Article 3 of Law no. 2 of 2012 confirms that land acquisition for the public interest aims to provide land for the implementation of development in order to improve the welfare and prosperity of the nation, state and society while still guaranteeing the legal interests of the entitled parties. Furthermore, in Article 9 of Law no. 2 of 2012 emphasized that the implementation of the public

interest must pay attention to the balance of the public interest with the public interest through the provision of appropriate and fair compensation.

Compensation as an effort to realize respect for the rights and interests of individuals who have been sacrificed for the public interest, can be called fair, if it does not make a person richer, or vice versa becomes poorer than the original situation. To create a sense of fairness for the right holder, Boedi Harsono put forward certain criteria, among others, the final determination of the amount of compensation was reached by deliberation between the right holder and the agency requiring the land, the estimated compensation was carried out by taking into account the costs incurred for repairs and relocation. In fact, the policy regarding the provision of compensation is actually not limited to replacing the value of land, buildings and plants, but should also include an assessment of immaterial losses and losses that arise, such as business activities, due to displacement to other places, the number of customers and reduced profits.

The implementation of land acquisition for development in the public interest aims to achieve justice as required in Law no. 2 of 2012 so that its implementation must really be able to provide rights that are in accordance with the things sacrificed by the land owner and the impact received as a result of the land acquisition, either directly or indirectly. In the experience of land acquisition in other countries as stated by Soumyananda Dinda that land acquisition is carried out to eliminate imbalances. Land acquisition led to large-scale displacement of people so that a form of compensation that minimized displacement was needed in the sense that the displaced person would always be in a position to be able to purchase alternative land for him. This is basically one of the souls of the Land Procurement Law where it is stated that in land acquisition, the welfare of land owners must remain the same or more than their condition before the implementation of land acquisition. Land acquisition should not impoverish land owners.

The reality of land acquisition in Indonesia shows that its implementation is very complex with conflicts between the

community and the government. Various objections to the implementation of land acquisition arise because of things that according to the community are very far from justice. Some of the things referred to can be seen in the case in Indonesia which are summarized as follows:

a. Kendal Regency residents' rejection of the compensation value in land acquisition for the construction of the Batang-Semarang toll road. The reason for the rejection of the compensation value is that it is not in accordance with the prevailing market price in the sale and purchase transaction of land in the area. Another reason is the deliberation mechanism which is considered not to reflect the actual deliberation because residents are only given envelopes containing the value of the land without a complete explanation of the basis for the emergence of the value.

b. The community's rejection of the value of compensation in the land acquisition for the construction of the Bener Dam in Purworejo Regency is because it is considered inhumane because it is very far below the market price and is not enough to be used to buy land elsewhere.

Various problems in land acquisition for development in the public interest can also be seen in the report of the National Human Rights Commission (Komnas HAM) regarding the implementation of Law no. 2 of 2012 as follows:

1. In Law No. 2 of 2012 compensation for land owners is a single value per land parcel which is determined by the Land Appraisal Service Office that obtains a license from the National Land Agency and a practice permit from the Ministry of Finance of the Republic of Indonesia by assessing the land parcels and below. land, buildings, plants, objects related to land and/or other losses that can be assessed. In fact, in the Elucidation of Article 33 letter f of Law Number 2 of 2012 it is emphasized that other losses that can be assessed are non-physical (immaterial) losses but are limited and equal to the value of money, for example losses due to loss of business or work, costs of moving places, transfer costs. profession, and the value of residual property. This

conception is interpreted as an assessment of the immaterial aspect, but it is still rigid, so that other things such as historical values, cultural heritage there should be an assessment of the immaterial aspects in the form of socio-magical-religious.

2. Narrowing of the interpretation of deliberation in land acquisition because it only discusses the form of compensation
3. Public consultation and deliberation are only formalities
4. There is no feasibility study on affected communities
5. Planning does not match the budget
6. Criminal prosecution for land acquisition implementers
7. The objection period is very short
8. Problems in consignment.

The problem of land acquisition for development in the public interest is very vulnerable to triggering conflicts and social, economic problems in the community as well as problems for the implementers. The emergence of these problems causes a phenomenon that is almost the same in every land acquisition in Indonesia, namely the community's rejection of the value of compensation which causes delays in the implementation of development.

The stages of land acquisition in Article 13 of Law no. 2 of 2012 consists of four stages, namely planning, preparation, implementation and submission of results. The planning stage produces a planning document, the preparation stage produces a location determination, the implementation stage produces a field map and nominative list which is the basis for appraisal in providing an assessment. The determination of the community's approval or rejection of the development plan is carried out at the preparation stage while the approval or rejection of the compensation value is at the implementation stage. Judging from the case above, the community's refusal occurred at the implementation stage, namely at the compensation deliberation activity not at the approval stage regarding the development plan so that it can be seen that the community in general did not object to the planned development activities but they objected to the

value they had to accept for the sacrifice. them to relinquish their land rights for development.

The community's rejection of the compensation value in land acquisition is mostly because they are of the view that the compensation value given cannot be used to acquire land parcels at the same price in different places. The Land Procurement Law expressly stipulates that the value used in the valuation is the value at the time of the announcement of the determination of the temporary location in the reality of land acquisition, which mostly lasts a long time, this value cannot be used to buy land elsewhere. Compensation for the waiting period is regulated According to the Indonesian Valuation Standard, the maximum is 6 months, while the land acquisition process often takes up to 3 years or more, so the compensation for the 6 month waiting period is not commensurate with the increase in land prices, which causes the value of compensation received by the community to not improve their lives. This requires a study that is placed on the basic or essential issues related to land acquisition in relation to the fair and proper principles which are affirmed in Article 2 of Law no. 2 of 2012.

Furthermore, the community's refusal occurred because the mechanism for implementing land acquisition did not provide legal certainty for them where on the one hand, their ownership rights were recognized by the constitution but on the other hand they had an obligation to participate in development. In addition, the community largely rejects the deliberation mechanism carried out by land acquisition implementers, which are defined as deliberation on the form of compensation and not deliberation on the value of compensation so that the basic concept of deliberation in this law is reduced to limitations only on the form of deliberation so that it requires a the study of the legal substance of land acquisition in providing deliberation arrangements is only limited to a form of compensation.

Various problems in land acquisition, both in terms of the nature aspect and the legal substance aspect, require an ideal concept that will bring land acquisition under fair conditions for the community. The gap between the objectives and principles of

land acquisition with the reality of community rejection of the value of compensation. The issue that then arises is that the implementation of land acquisition for development in the public interest has not reflected the principles contained in Law no. 2 of 2012 so that researchers are interested in conducting studies and research in order to find an ideal concept in the implementation of land acquisition which can specifically realize the objectives of the implementation of land acquisition as affirmed in Article 3 of Law no. 2 of 2012 and in general can realize the development goals as stated in the fourth paragraph of the 1945 Constitution of the Republic of Indonesia.

The implementation of land acquisition in Indonesia later became one of the legal substances in Law no. 11 of 2020 concerning Job Creation which is further regulated in Government Regulation no. 19 of 2020 concerning the Implementation of Land Procurement for Development in the Public Interest which was then followed up with the issuance of the Minister of Agrarian Regulation No. 19 of 2021 concerning Provisions for the Implementation of Government Regulation No. 19 of 2021 concerning the Implementation of Land Procurement for Development in the Public Interest.

The formation of the legal substance above is expected to minimize the occurrence of land acquisition problems as mentioned in the land acquisition cases above. The main cause of community refusal is the value of compensation, not the implementation of land acquisition, so that the community generally accepts the development plan but rejects the value of compensation which they consider does not provide justice for them. An understanding of the nature of land acquisition for development in the public interest can be a basis for the state in forming a regulation that is in line with justice by containing legal substance that contains harmony with the constitution, other laws and regulations as well as the socio-economic conditions of the community. This is what requires an ideal concept through an in-depth study of the nature of land acquisition for development for the public interest which is reflected in the legal substance of land acquisition for development in the public interest so as to create

justice in the concept of a balance between personal rights and obligations as citizens.

Justice is a principle in the implementation of land acquisition but in reality, the community rejects the value of compensation because it does not reflect justice for them. Therefore, researchers are interested in studying justice in the implementation of land acquisition for development in the public interest in Indonesia.

Formulation of the problem

What is the philosophy of land acquisition for development in the public interest in Indonesia?

Methods

In this study, the type of empirical juridical research was used. This type of research is determined according to the problem formulation and research objectives. The use of empirical juridical methods in this dissertation research, namely from the results of collecting and finding data and information through field studies of the implementation of land acquisition for development for the public interest in North Sulawesi and South Sulawesi related to the basic assumptions or assumptions used in answering this dissertation problem, then Induction-verification testing is carried out on the facts contained in the community. Operationally, normative juridical research is carried out by library research, while the empirical juridical approach is carried out by interviewing several sources related to the writing of this dissertation, to obtain operational data, empirical research is carried out by field research.

Results and Discussion

Philosophy of Land Acquisition for Development in the Public Interest in Indonesia

1. State Control of Land

The normative government authority to regulate land is based on Article 33 of the 1945 Constitution of the Republic of Indonesia (hereinafter abbreviated as the 1945 Constitution of the

Republic of Indonesia) which was then completed through the establishment of Law Number 5 of 1960 concerning Basic Regulations on Agrarian Principles known as Basic Agrarian Law (hereinafter abbreviated as UUPA). Article 2 of the UUPA then describes the meaning of the right to control the state in Article 33 of the 1945 Constitution of the Republic of Indonesia as follows:

a. Based on the provisions of Article 33 paragraph (3) of the 1945 Constitution of the Republic of Indonesia and matters as explained that the earth, water and natural resources contained therein are controlled by the state at the highest level of the state as an organization of power for all the people and authorizes the state to regulate and administer designation, use, supply and maintenance of earth, water and space, determine and regulate legal relations between people and earth, water and space, determine and regulate legal relations between people and legal actions regarding the earth, water and space.

b. The authority that comes from the right to control the state is used to achieve the greatest prosperity of the people in the sense of nationality, welfare, independence in society and an independent, sovereign, just and prosperous Indonesian legal state.

c. The exercise of state control rights can be delegated to the regions, the private sector, and customary law communities as long as they do not conflict with national interests and applicable laws and regulations.

In connection with the three things above, there are obligations that must be realized by the state in relation to land, namely:

a) All forms of utilization of the earth and water as well as the results obtained from natural resources must significantly increase the prosperity of the people and the welfare of the community;

b) Protect and guarantee all the rights of the people contained in or on the earth, water, and certain natural resources that can be produced directly or enjoyed directly by the people;

c) Prevent all actions from any party that cause people to lose opportunities or lose their rights to enjoy nature.

The above shows that the right to control land by the state creates a legal relationship between the state and the land so that the state has the power to regulate control, ownership, regulate the designation and use of land and regulate capital participation in land. The state's right to exercise control over land is carried out with certain restrictions, namely it must not violate basic human rights guaranteed by the 1945 Constitution of the Republic of Indonesia, is limited to being delegated to private organizations because it is related to welfare and public services, and is limited in public characteristics. .

Furthermore, Benhard Limbong stated that the state's right to control land can be delegated to local governments and customary law communities as long as they do not conflict with national interests and laws and regulations. Land can be given to someone in the form of rights, but the granting of these rights does not release the state's rights to land. This view shows that even though the state grants rights to a person or a legal entity, the state still has the authority to make restrictions, for example regulations regarding the social functions of land and regulations regarding land acquisition in the context of implementing development.

The social function of land is regulated in Article 6 of the LoGA which essentially provides a mandate that a person may not solely use land for his personal interests and its use must not cause harm to the community. In connection with this social function, Notonegoro expresses his view that land rights have a social function which essentially bases itself on individuals, which have an individualistic basis and then attaches them to a social nature and if it is based on Pancasila, it is called a dual pattern, namely the interests of the community and individual interests must be balanced.

The state's right to control land can also be seen in the context of the implementation of development for the public interest which allows the use of lands that have been controlled and owned by individuals or legal entities to surrender their lands

in the context of development. This is known as land acquisition for development in the public interest. Apart from being seen in the context of the implementation of state authority over land, land acquisition cannot be separated from the existence of social functions attached to land.

The right to control the state in land acquisition for the public interest was initially reflected in the laws and regulations that were born in 1961, namely Law Number 20 of 1961 concerning Revocation of land rights. Tony Kartono stated that the revocation of land rights is the forcible taking of the property of a party by the state, which results in the nullification of the land rights, without the bearer committing a violation or neglecting to fulfill legal obligations. From the above formulation, it can be said that the revocation of land rights is an act of the state through its equipment by force against the lands and objects that are on the property of the population, to be handed over to the party requesting the revocation, while the person concerned (land owner) has never committed a violation of law or neglected a legal obligation imposed on him. Therefore, it does not include the definition of confiscation of land, because the person concerned is declared guilty in a criminal act, or land confiscation by the Court in relation to Civil lawsuits; and also does not include in this sense an act. voluntary surrender/release by the land owner to the state, which requests it with the payment of adequate compensation, even though it is intended for the public interest.

Voluntary release of land to the state with adequate compensation payments is known as the former term, namely land acquisition, which is then known as the latest term, namely land acquisition for development for the public interest.

From the description above it can be said that state control over land gives birth to state authority to regulate control, ownership, designation and use of land, including in this case granting land rights to a person or a legal entity while still providing restrictions on land rights in the form of functions. land socialization, which among others is carried out either through revocation of rights or land acquisition for development in the public interest. All state authorities must not violate human rights

guaranteed by the constitution. This is the underlying reason that land acquisition activities by the state through land acquisition must be by way of providing compensation to the land owner.

2. Termination of Legal Relations

Article 1 of the LoGA stipulates that the scope of the earth is the surface of the earth, and the body of the earth under it and under water. The surface of the earth as part of the earth is also called land. Urip Santoso stated that the land in question is not regulated in all aspects, but only regulates one of them, namely land in a juridical sense called land tenure rights. The notion of mastery can be used in a physical sense, as well as in a juridical sense. There is a mastery of the private aspect and the public aspect. Control in a juridical sense is control based on rights protected by law and generally gives authority to the right holder to physically control the land being reclaimed, for example, the land owner uses or takes advantage of the land being confiscated, not handed over to other parties.

Juridical control, in this case juridically the land is owned by the land owner even though it is physically carried out by the land tenant. So, even though it gives the authority to physically control land that has been acquired, in reality the physical control is controlled by another party. For example, a person who owns land does not use his own land but leases it to other parties. There is also a juridical control which does not give the authority to physically control the land in question. For example, creditors (banks) holding collateral rights over land have juridical control rights over land that are used as collateral (collateral) but physically the control remains with the holders of land rights. Juridical control with a public aspect, namely control over land as stated in Article 33 paragraph (3) of the 1945 Constitution and Article 2 of the LoGA.

The right of control over land contains a series of powers, obligations, and/or prohibitions for the holder of the right to do something about the land being entitled. Something that is allowed, obligated, or prohibited to be done, which is the content of the right of control is what becomes the criteria or benchmark

for distinguishing between land tenure rights regulated in land law. The regulation of land tenure rights in the Land Law is divided into two, namely:

a) Land tenure rights as a legal institution. This land tenure right has not been linked to the land and a certain person or legal entity as the holder of the right. The provisions in the control of land, are as follows:

1) Give a name to the right of control in question;

2) Determining the contents, namely regulating what is allowed, obligated, and prohibited to be done by the right holder and the period of his mastery;

3) Regulating matters concerning the subject, who may be the holder of the rights, and the conditions for its control;

4) Regulate matters regarding the land.

b) Land tenure rights as a concrete legal relationship. The right of control over this land has been linked to certain land as the object and certain people or legal entities as the subject or holder of the rights.

In relation to the legal relationship between right holders and their land rights, there are 8 (two) principles in Land Law, namely:

a) The principle of religiosity, which pays attention to elements that rely on religious law (Consideration of Opinion, Article 1 and Article 49 of the LoGA);

b) The principle of nationality, which puts the national interest first, by providing opportunities for foreign parties to control and use land for their business purposes, which is beneficial for the progress and prosperity of the nation and state (Article 9, Article 20 and Article 55 of the BAL);

c) The principle of democracy, by not making distinctions between gender, ethnicity, religion and region (Article 4 and Article 9 of the LoGA);

d) The principles of equity, limitation and justice in the control and use of land that are willing (Article 7, Article 11 and Article 17 of the LoGA);

e) The principle of togetherness and partnership in the control and use of land by empowering weak economic groups, especially farmers (Article 11 and Article 12 of the LoGA);

f) The principle of legal certainty and openness in the control and use of land as well as legal protection for the weak economic group, especially farmers (Article 11, Article 13 and Article 19 of the LoGA);

g) The principle of using and utilizing land as a strategic natural resource in a planned, optimal, efficient and sustainable manner, in the context of increasing prosperity and mutual prosperity, by preserving the capability and environment (Article 13 and Article 14 of the LoGA);

h) The principle of just and civilized humanity in solving land problems in accordance with the second principle of Pancasila.

The principles above become the basis for the control and ownership of land in Indonesia. Land is given to and owned by people with the rights provided by the LoGA to use and exploit. According to Wantjik Saleh, with the granting of land rights, a legal relationship has been established between the person or legal entity, in which legal actions can be taken by the person who has the right to the land to another party.

The use of land rights of other parties by parties who need land can be reached through the transfer of rights in the form of buying and selling, exchanging, inbreng, grants and transfer of rights through the release of land rights by the holder of the rights by providing compensation by the parties who need the land to the other party. land rights holders. The method of acquiring land can be done if there is an agreement between the parties who need the land and the holder of land rights.

Land acquisition activities by parties who need land against land rights of other parties are known as land acquisition. Based on its interests, land acquisition is divided into 2 (two) types, namely: First, land acquisition for the public interest. Parties that require land in land acquisition for the public interest are agencies, namely state institutions, ministries, non-ministerial government agencies, provincial governments, district/city

governments, state-owned enterprises. Second, land acquisition for the benefit of private companies. The party that requires land in land acquisition for the benefit of a private company is a Limited Liability Company (PT).

Land acquisition by the state, both central government agencies or regional governments as well as State/Regional-Owned Enterprises is carried out through land acquisition activities which essentially release the legal relationship between the parties entitled to the land and the land through the provision of compensation.

From the description above, it can be said that land acquisition is essentially a process to obtain land by severing the legal relationship between the land owner and the object of the land by providing compensation.

3. Decent and Fair Compensation

The issue of compensation is the most important thing in the land acquisition process. Compensation is the provision of compensation for losses suffered by the holder of land rights upon the transfer of these rights. Article 1 of Law Number 2 of 2012 states that compensation is a proper and fair compensation to the party entitled to the land acquisition process. In this definition there are two words that need to be observed, namely proper and fair. These two words are explicitly stated in the law so that these two conditions indicate the fulfillment of the conditions to be referred to as compensation in line with Law no. 2 of 2012 and Law NO. 11 of 2020 concerning Job Creation and Government Regulation no. 19 of 2021 concerning the Implementation of Land Procurement for Public Interest.

The regulation on the revocation of rights during the reign of the Dutch East Indies (onteigenings ordonantie/Staatsblad 1920-574) in hoofdstuk IV, uses the term schadeloostelling, which has almost the same meaning as schadevergoeding. Compensation is given for losses (schade), and costs incurred (processkosten) experienced by the land owner. The meaning of compensation according to the general Indonesian dictionary is money to recover people's losses. When viewed in depth, loss is a

relative understanding, which rests on a comparison between two conditions. Loss is the difference (which is detrimental) between the conditions that arise as a result of the violation of the norm does not occur. Therefore, it can be said that with compensation, the party entitled to the land can obtain compensation for the benefits that he should get if the land acquisition is not carried out. . This shows that the losses referred to in this case are not only in the form of physical losses in the form of land and buildings but also non-physical losses, including economic losses (Premium) in the form of loss of job loss, loss of business, including professional change, emotional losses (solatium) in the form of non-permanent losses. Tangibles are related to the expropriation of land used as a residence from the owner, transaction costs, transfers, vacancies, permits, taxes, waiting period fees and losses on residual land.

Conclusion

Land acquisition for development in the public interest in Indonesia is a process to acquire land by severing the legal relationship between the land owner and the land object by giving compensation so that the philosophy of land acquisition is a balance between the interests of the state and the interests of the land owner.

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Analysis of Decision Number 88/PID.SUS/2019/PN POL Regarding the Crime of "Participating in Deliberately Voting More than 1 Time in 1 TPS

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Introduction

Democracy which is an absolute right owned by the people and guaranteed in the constitution, which is later stated in Article 1 paragraph (2) of the Constitution of the Republic of Indonesia, "Sovereignty is in the hands of the people and implemented according to the Constitution". The principles of democracy are further embodied in direct, general, free and secret elections. Elections in formulating state institutions in the form of the Executive (President and Vice President) and Legislative Institutions in this case the House of Representatives (DPR), Regional Representatives Council (DPD) and Regional People's Representative Council (DPRD) are carried out democratically.

Democracy which is a basis or understanding that lays the foundations of togetherness and honesty and democracy makes everyone have their existence and becomes a meaningful thing for the community in maintaining the integrity of diversity in the absence of elements of discrimination of people's clusters between one another.

The framework of a democratic state, which is then manifested in an implementation of the General Election (Pemilu) is a very important momentum in forming a government and state administration based on all the interests of the people. Elections, which in addition to being a mechanism for the people to elect their representatives, can also be interpreted as a process of evaluating and re-establishing the social contract. The Indonesian government until now has implemented the nature of democracy as a state process that relies on the main role of the people as the highest holder of sovereignty which is then realized through the mechanism of democratic elections.

Given the importance of the position of the general election for a democratic country, it is natural that there is no element of fraud if it is said that cleanliness, honesty and justice in the implementation of general elections will reflect the quality of democracy in a country. Showing or realizing an honest and fair general election will also mean showing the progress of society in becoming the subject of general elections in the realization of democracy. Conceptually and empirically, democracy will grow and develop optimally when the support for the civilization of the

local community opens up space for the formation of a good democratic process.

Election which is a means of implementing people's sovereignty which is held directly, publicly, freely, confidentially, honestly and fairly within the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution of the Republic of Indonesia. An election that provides space for a "discussion" process between voters and candidates for representatives of the people, either individually or through political parties, on how the administration of the state and government should be carried out. Through the General Election (Pemilu), the people give their approval to who holds the power of government and how to run it.

Meanwhile, in Article 1 point 1 of Law Number 7 of 2017 concerning General Elections, hereinafter referred to as Law 7/2017, are:

> "a means of popular sovereignty to elect members of the People's Representative Council, members of the Regional Representatives Council, the President and Vice President, and to elect members of the Regional People's Representative Council, which is carried out directly, publicly, freely, confidentially, honestly and fairly within the Unitary State of the Republic of Indonesia. based on Pancasila and the 1945 Constitution of the Republic of Indonesia."

Elections are one of the political means of gaining power in which it is the process of selecting people to fill certain political positions. One of them is filling seats to become people's representatives in the legislative body which makes many political parties submit lists of candidates in order to fill these seats to become people's representatives in conveying people's aspirations, especially in the 2019 election, of course in the nomination there are stages and provisions. - the provisions that must be met which have been regulated in the election law number 7 of 2017.

However, in the implementation of this election, no one can guarantee that all human beings always act honestly and fairly in their aspects of life and are no exception in the context of the implementation of general elections. The law or various regulations have already outlined things that can and cannot be done, must be done and things that are not allowed to be done (forbidden), but in reality humans are often negligent or deliberately violate various provisions or regulations with the background which are included in the election violations.

One of the important mechanisms in the implementation of elections is the resolution of election violations. This mechanism is needed to correct any violations or mistakes and to impose sanctions on perpetrators of violations so that the election process is truly carried out democratically and the results reflect the will of the people. Elections are never separated from political games. So it is not surprising that in every election, election violations are never free from administrative violations, even criminal acts or what are commonly called election crimes.

Also in the context of upholding democracy, through Law 7/2017, the Government strengthens regulations relating to criminal sanctions for perpetrators of the 2019 general election. From the law it is also stated in Article 486 that there are 3 institutions that have obligations as a team for handling election crimes, namely Bawaslu, the National Police of the Republic of Indonesia, and the Attorney General's Office of the Republic of Indonesia, in this case the three institutions are commonly referred to as Gakkumdu.

In relation to the 1945 Constitution of the Republic of Indonesia, Article 22 paragraph (5) outlines that "general elections are held by a general election commission that is national, permanent and independent". In this case, the KPU is defined as the organizer of the election to ensure that direct, general, free, confidential, honest and fair General Elections can be realized if carried out by general election organizers who have integrity, professionalism and accountability. Meanwhile, the General Elections Supervisory Body (Bawaslu), on the basis of Law 7/2017 currently has great authority, apart from being an election

supervisor, it also oversees elections to realize elections with integrity, which is the existence of Bawaslu.

Elections are the most tangible manifestation of implementing democracy, whether the organizers (Government, KPU and Panwaslu) or the participants in the general election (the people and candidates) who always commit violations, therefore all election violations must be dealt with, and actions that intend to make elections general it becomes undemocratic, that is, dishonest and unjust. As an initial effort by the government to prevent undemocratic actions against the implementation of general elections.

Then what is meant by an election crime is that a general election crime is a violation or crime against the provisions of the general election. So the election criminal offense is a violation of the general election criminal provisions contained in Law 7/2017 and the types of election crimes are then contained in Chapter II concerning Election Criminal Provisions Article 488 to Article. Article 554. Actually, the regulations related to election crimes are already contained in articles 148 to 152 of the Criminal Code regarding crimes against carrying out state obligations and rights which have a classification of actions, namely hindering people from exercising their right to vote (Article 148 of the Criminal Code), bribery, deception, claiming to be someone else and thwarting a vote that has been done or committing a ruse. However, the provisions of criminal acts in the Criminal Code are still general in nature. As long as the act in organizing elections fulfills the elements in the formulation of a criminal act according to the Criminal Code, it can be subject to the Criminal Code.

When there is a violation of election crimes, there are still many people who are not aware that elections and democracy have deviated from what was then the main goal in democracy itself. This condition is also supported by the assumption that the general election has a high sensitivity value, something that is sensitive or taboo to be questioned, so that it is increasingly sinking about unlawful acts (onrechtmatigheid) in general elections.

With the regulation of criminal offenses in general elections, both in the Criminal Code and the General Election Law, including the KPU regulations, this shows us that lawmakers consider elections to be very important in the life of democracy and the state in Indonesia.

Then in relation to election crimes, the Supreme Court (MA) issued Regulation of the Supreme Court of the Republic of Indonesia Number 1 of 2018 concerning Procedures for Settlement of Crimes in Elections and General Elections, hereinafter referred to as Perma 1/2018.

Article 2 letter b of Perma 1/2018 stipulates that:

District courts and high courts have the authority to examine, try and decide on election crimes arising from reports of alleged election crimes which are forwarded by Bawaslu, Provincial Bawaslu, Regency/City Bawaslu and/or Sub-district Panwaslu to the Indonesian National Police no later than 1 x 24 hours (once twenty-four hours), since Bawaslu, Provincial Bawaslu, Regency/City Bawaslu and/or Sub-district Panwaslu have stated that the alleged act or action constitutes an election crime."

However, the District Court further examines, hears, and decides on cases of election crimes using the Criminal Procedure Code, unless otherwise stipulated in Law 7/2017.

The Polewali District Court adjudicates criminal cases with an ordinary examination procedure in the first instance then from the Polewali District Court in Decision No. 88/Pid.Sus/2019/PN Pol which hereinafter is one of the decisions in the realm of election crimes, in that decision on the basis of Article 516 of Law 7/2017 jo. Article 55 paragraph (1) of the Criminal Code. In the verdict, the defendants stated that defendant I Emy Marce P, defendant II Marlina Evi Yanti Alias Mama Kao, defendant III Indah Yani Alias Mama Marvin, defendant IV Kornelius Alias Papa Eka, defendant V Leonar, defendant VI Maraeni Alias Mama Wanti and defendant VII Pina Ruang Lolak who is subject to a criminal charge by the public prosecutor with imprisonment for 2 (two) months with a probationary period of 6 (six) months and a

fine of Rp. 3,000,000 (three million rupiah) subsidiary 1 (one) month in prison.

Whereas Article 516 of Law 7/2017 states:

"Every person who intentionally casts his/her vote more than once at one polling station ("TPS")/Overseas polling station ("TPSLN") or more, shall be sentenced to a maximum imprisonment of 18 (eighteen)) months and a maximum fine of Rp. 18 million"

A criminal act can be committed by more than one perpetrator together as regulated in the provisions of Article 55 paragraph (1) 1 of the Criminal Code which reads:

"Criminalized as perpetrators of criminal acts, those who commit, who order to do, and who participate in doing the deed"

In the decision, the Panel of Judges then stated that Defendant I, Defendant II, Defendant III, Defendant IV, Defendant V, Defendant VI and Defendant VII were legally proven and guilty of committing a crime of participating in intentionally voting more than 1 (one) time in the court. (one) TPS or more, and then sentenced to imprisonment for 2 (two) months each and a fine of Rp. 3,000,000 (three million rupiah) provided that if the fine is not paid, it is replaced with imprisonment for each of 1 (one) month, but it does not need to be carried out unless at a later date all defendants commit an act that can be punished with a criminal sentence before the end of the probationary period of 6 (six) months.

Methods

The data obtained in this study, primary data and secondary data are categorized according to the type of data. Then the data is analyzed using qualitative methods, namely analyzing data related to the problem under study, then selected based on a logical mind to avoid errors in the data analysis process. The results obtained are described descriptively, namely by describing, explaining, and describing according to the problems in this study.

Results and Discussion

Criminal Elements Participated Intentionally Voting More Than Once At One TPS

The implementation of quality general elections is required for related parties (organizers, communities, election participants, and others) to be able to apply the principles of Luber and Justice as stated in Article 22E Paragraph (1) of the 1945 Constitution of the Republic of Indonesia.

The Luber and Jurdil principles can be interpreted, Directly means that voters are required to cast their votes directly and cannot be represented. General, means that the general election can be followed by all citizens who already have the right to use their votes. Free, meaning that the voter is required to cast his vote without any coercion from any party, then Secret, meaning that the vote cast by the voter is confidential, only known by the voter himself.

Supporting the quality of the electoral process in Indonesia can be supported by the electoral law instrument, namely Law Number 7 of 2017 concerning General Elections (Election). In the electoral law, in its enforcement it has several different juridical paradigmatic instruments in its settlement. Among them are through election administration law, election results disputes, and election criminal law.

In terms of electoral criminal law related to the crime of Intentionally Participating in Voting More than 1 Time in 1 Tps, which ensnared the defendants: Emy Marce P, Marlina Evi Yanti Alias Mama' Kao, Indah Yani Alias Mama Marvin, Kornelius Alias Papa Eka, Leonar, Maraeni alias Mama Wanti, and Pina Ruang Lolak. Those registered in case number 88/Pis.Sus/2019/PN Pol, in the description of the decision explained the elements that ensnared the defendants, namely the elements contained in Article 516 of the Election Law in conjunction with Article 55 Paragraph (1) of the Criminal Code, among others as follows :

1. Everyone's Elements

Whereas based on the description of the legal facts, the Panel of Judges concluded that the 1st (one) element, namely "everyone", has been fulfilled by the actions of Defendant I Emy Marce P, Defendant II Marlina Evi Yanti Alias Mama Kao, Defendant III Indah Yani Alias Mama Marvin, Defendant IV Kornelius Alias Papa Eka, defendant V Leonar, defendant VI Maraeni Alias Mama Wanti and defendant VII Pina Ruang Lolak.

Whereas what is meant by the element "Everyone" is a person as a legal subject who is brought to trial as a defendant who is accused of being a criminal act who can be held criminally responsible on condition that the act committed fulfills all the elements of the criminal act charged.

That the people as legal subjects referred to in this case as the perpetrators of the crime are the Defendants whom the Public Prosecutor brings to trial as defendants who are accused of having committed criminal acts for which criminal accountability can be held.

That from the legal facts revealed at the trial, it is proven that the Defendants are physically and mentally healthy and are considered capable of carrying out any legal actions, so that if the actions they commit fulfill all the elements in this indictment article, then they can be held criminally responsible, thus the element of " Everyone" has been fulfilled.

2. The element intentionally at the time of voting claimed to be someone else and cast his vote more than 1 (one) time at 1 (one) TPS or more

Whereas in this case it can be interpreted as an element of "deliberately" none other than the results of the "intention" assessment as a "Subjective Element" of the defendants known as Opzet or Dolus, which means: Something done by the perpetrators must: "Known , desired, and aware of the consequences by the defendants themselves, strictly speaking, it must be proven that at the time of voting, at the time of voting, he admitted himself as another person and cast his vote more than once in 1 or more polling stations".

An act can be said to be intentional if the defendant intentionally or deliberately does not do, what is prohibited by law or whatever is ordered by law, it is sufficient for the violator to intentionally do or not do something according to the law. the law is punishable, there is no need to prove that the defendant knows that his act or the act of committing it can be punished, whether he confirms that his act is prohibited or violates the law.

That from the statements of the witnesses and the defendants, it is evident that the defendants at the ballot admitted to being other people. Thus, because all elements of Article 516 of the Law of the Republic of Indonesia Number 7 of 2017 concerning Elections have been fulfilled, the defendants must be declared to have been legally and convincingly proven to have committed the crime as charged in the indictment.

Based on the provisions of Article 1 number 25 of the Law of the Republic of Indonesia Number 7 of 2017 concerning General Elections, what is meant by General Elections, hereinafter referred to as Elections, is a means of people's sovereignty to elect members of the DPR, DPD members, President and Vice President and to elect members of DPRD which is carried out regularly. direct, public, free, confidential, honest and fair in the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution. Whereas based on the provisions of Article 1 number 25 of the Republic of Indonesia Law. Number 7 of 2017 concerning General Elections, what is meant by Polling Places, hereinafter abbreviated as TPS, is the place where voting takes place.

Based on legal facts in court, on Wednesday, April 17, 2019, from morning until noon, general elections were held simultaneously in the territory of the Unitary State of the Republic of Indonesia, including those held at TPS 1 Saluleang Village, Tabuhanan District, Mamasa Regency.

Defendant I Emi Marce P. as Chair of KPPS TPS 1, Defendant II Marlina Evi Yanti Alias Mama Kao as member of KPPS 3 TPS 1, Defendant III Indah Yani Alias Yani Alias Mama Marvin as member of KPPS 5 TPS 1, Defendant IV Kornelius Alias

Papa Eka as a member of KPPS 6 TPS 1, Defendant V Leonar as a member of KPPS 4 TPS 1, Defendant VI Maraeni Alias Mama Wanti as a member of KPPS 7 TPS 1 and Defendant VII Pina Ruang Lolak as a member of KPPS 2 TPS 1.

That witness Tendri Marta Alias Tendri as witness for the PDIP Party, witness Yustus Alias Papa Maikel as witness for the Golkar Party, witness Toding Alias Papa Reymon as witness for the Hanura Party, witness Sarce Alias Mama Maikel as witness for the Gerindra Party, witness Janjang Gunawan Alias Papa Radsan as witness for the Party Gerindra, witness Mariana Alias Mama Tita as witness for PKB Party, witness Febrianus Alias Papa Arjuna as witness for Hanura Party, witness Hendra as witness for Nasdem Party, witness Medialpianus Alias Medi as witness for PSI Party, witness Yulius Alias Papa Mirawati as witness for Perindo Party and Baati as witness DPD witness.

The number of DPT (Permanent Voters List) at TPS 1 is 141 (one hundred and forty one) people, who are present to exercise their right to vote/ cast their votes at TPS 1 as many as 123 (one hundred and twenty three) people while those who are not present to exercise their right to vote. / use their voices as many as 18 (eighteen) people.

Previously the number of C6 model forms (voting notification letters to voters) for TPS 1 was not distributed entirely to those who had the right to vote, while the number of C6 model forms that were not distributed was 18 (eighteen) sheets, the C6 model forms were not distributed because the voters was not at the residence/out of the area, then the C6 model form which was not distributed was returned and kept by Defendant I as the Head of KPPS TPS 1.

The names of the voters who did not receive/didn't distribute the C6 model form were as follows Oktaviani (DPT serial number 21), Stepen (DPT serial number 22), Indriani (DPT serial number 79), Zem Okber (DPT serial number 102) , Julio (DPT serial number 109), Selvi Natania (DPT serial number 99), Elvin (DPT serial number 139), Irfan (DPT serial number 105), Irfan (DPT serial number 57), Since (DPT serial number 140),

Amos Podo (DPT serial number 3), Marthen (DPT serial number 110), Lisna (DPT serial number 106), Dopita Sari (DPT serial number 118), Agus Tina (DPT serial number 132), Apek (DPT serial number 25) , Kartini (DPT serial number 122) and Erni (DPT serial number 121).

After the completion of voting at TPS 1 until the specified time limit there are still 18 (eighteen) ballots remaining in accordance with the DPT so that at that time KPPS TPS 1 agreed with the political party witnesses and the DPD witness to distribute and then vote for the letter. votes belong to voters who are not present so that voters who are present are 100% (one hundred percent) based on C7 (voter attendance list) DPT at TPS 1, namely 7 (seven) KPPS and 10 (ten) party witnesses and 1 (one) DPD witness.

Whereas those who exercised their right to vote using the C6 model form which were not distributed were 7 (seven) members of KPPS, namely Defendant I, Defendant II, Defendant III, Defendant IV, Defendant V, Defendant VI and Defendant VII, then 10 (ten) The political party witnesses are witness Tendri Marta Alias Tenri, witness Yustus Alias Papa Maikel, witness Toding Alias Papa Reymon, witness Sarce Alias Mama Maikel, witness Janjang Gunawan Alias Papa Radsan, witness Mariana Alias Mama Tita, witness Febrianus Alias Papa Arjuna, witness Hendra, witness Medialpianus Alias Medi and witness Yulius Alias Papa Mirawati and 1 (one) DPD witness, namely Baati.

Before exercising the voting rights of others, 7 (seven) members of KPPS, namely Defendant I, Defendant II, Defendant III, Defendant IV, Defendant V, Defendant VI and Defendant VII, then 10 (ten) political party witnesses, namely witness Tendri Marta Alias Tenri, witness Yustus Alias Papa Maikel, witness Toding Alias Papa Reymon, witness Sarce Alias Mama Maikel, witness Janjang Gunawan Alias Papa Radsan, witness Mariana Alias Mama Tita, witness Febrianus Alias Papa Arjuna, witness Hendra, witness Medialpianus Alias Medi, witness Yulius Alias Papa Mirawati and 1 (one) DPD witness, namely Baati, have each exercised their right to vote.

Based on the description of the legal facts, it can be seen clearly that defendant I Emi Marce P. as Chair of KPPS TPS 1, Defendant II Marlina Evi Yanti Alias Mama Kao as member of KPPS 3 TPS 1, Defendant III Indah Yani Alias Yani Alias Mama Marvin as member of KPPS 5 TPS 1, Defendant IV Kornelius Alias Papa Eka as a member of KPPS 6 TPS 1, Defendant V Leonar as a member of KPPS 4 TPS 1, Defendant VI Maraeni Alias Mama Wanti as a member of KPPS 7 TPS 1, Defendant VII Pina Ruang Lolak as a member of KPPS 2 TPS 1 , witness Tendri Marta Alias Tendri as witness for the PDIP Party, witness Yustus Alias Papa Maikel as witness for the Golkar Party, witness Toding Alias Papa Reymon as witness for the Hanura Party, witness Sarce Alias Mama Maikel as witness for the Gerindra Party, witness Janjang Gunawan Alias Papa Radsan as witness for the Party Gerindra, witness Mariana Alias Mama Tita as witness for PKB Party, witness Febrianus Alias Papa Arjuna as witness for Hanura Party, witness Hendra as witness for Nasdem Party, witness Medialpianus Alias Medi as a witness for the PSI Party, witness Yulius Alias Papa Mirawati as a witness for the Perindo Party and Baati as a witness for the DPD, apart from having used their right to vote/voting their own votes in the General Election, they have also exercised the voting rights of others, namely exercising their right to vote/voting other people as described above, the series of their actions were carried out intentionally.

Whereas based on the description of the legal facts above, the Panel of Judges concluded that the 2nd (two) element, namely intentionally at the time of voting, admitted himself as another person and cast his vote more than 1 (one) time at 1 (one) TPS or more, Defendant I Emy Marce P., Defendant II Marlina Evi Yanti Alias Mama Kao, Defendant III Indah Yani Alias Mama Marvin, Defendant IV Kornelius Alias Papa Eka, Defendant V Leonar, Defendant VI Maraeni Alias Mama Wanti and Defendant VII Pina Ruang Lolak , has been fulfilled.

3. The element of being punished, such as the perpetrator of an act that can be punished, whoever commits, orders to do or participates in doing the act

As explained above, it can be seen clearly and unequivocally that the series of actions were carried out by Defendant I Emy Marce P., Defendant II Marlina Evi Yanti Alias Mama Kao, Defendant III Indah Yani Alias Mama Marvin, Defendant IV Kornelius Alias Papa Eka, Defendant V Leonar, Defendant VI Maraeni Alias Mama Wanti, Defendant VII Pina Ruang Lolak, witness Tendri Marta Alias Tendri as witness for the PDIP Party, witness Yustus Alias Papa Maikel as witness for the Golkar Party, witness Toding Alias Papa Reymon as witness for the Hanura Party, witness Sarce Alias Mama Maikel as witness Gerindra Party, witness Janjang Gunawan Alias Papa Radsan as witness for Gerindra Party, witness Mariana Alias Mama Tita as witness for PKB Party, witness Febrianus Alias Papa Arjuna as witness for Hanura Party, witness Hendra as witness for Nasdem Party, witness Medialpianus Alias Medi as witness for PSI Party, witness Yulius Alias Papa Mirawati as witness for the Perindo Party and Baati as witness for DPD, apart from using the right to vote/use their own vote in the General Election has also used the voting rights of others, namely using the right to vote/voting other people as described above, the series of their actions were carried out intentionally.

Based on the description of the legal facts above, the Panel of Judges concluded that the 2nd (two) element, namely intentionally at the time of voting, claiming to be someone else and voting more than 1 (one) time at 1 (one) TPS or more, has been fulfilled. by the actions of Defendants I Emy Marce P., Defendant II Marlina Evi Yanti Alias Mama Kao, Defendant III Indah Yani Alias Mama Marvin, Defendant IV Kornelius Alias Papa Eka, Defendant V Leonar, Defendant VI Maraeni Alias Mama Wanti and Defendant VII Pina Ruang Lolak .

Furthermore, the third (three) element will be considered, namely being punished like the perpetrator of an act that can be punished by anyone who commits, orders to do or participates in doing the act. Whereas as described in the above considerations, it can be seen clearly and unequivocally that the series of actions were carried out by the defendants.

Based on the description of the legal facts above, the Panel of Judges concluded that the 3rd (three) element, namely being punished like the perpetrator of an act that can be punished, whoever commits, orders to do or participates in doing the act, has been fulfilled by the actions of the defendant I Emy Marce P. Defendant II Marlina Evi Yanti Alias Mama Kao, Defendant III Indah Yani Alias Mama Marvin, Defendant IV Kornelius Alias Papa Eka, Defendant V Leonar, Defendant VI Maraeni Alias Mama Wanti, Defendant VII Pina Ruang Lolak.

Conclusion

The Panel of Judges stated that the defendants had fulfilled the elements of Article 516 of Law Number 7 of 2017 concerning Elections in conjunction with Article 55 Paragraph (1) of the Criminal Code, namely the subjective element consisted of everyone and intentionally, then the objective element consisted of when the vote claiming to be someone else has fulfilled all the elements and circumstances that aggravating the defendant's actions have reduced the credibility of the national agenda in general election activities are considered to be very supportive of the imposition of heavier sentences by the Panel of Judges.

Legislation and the content of Special Regional Regulations in the Implementation of Regional Government in Papua Province

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Introduction

In accordance with the mandate of the 1945 Constitution of the Republic of Indonesia, regional governments are authorized to regulate and manage their regions according to the aspirations and interests of the people as long as they do not conflict with the national legal order and the public interest. In order to provide wider space for regions to regulate and manage the lives of their citizens, the central government in forming policies must pay attention to local wisdom and vice versa, regions when forming regional policies in the form of regional regulations or other policies should also pay attention to national interests. Thus, a balance will be created between synergistic national interests while still paying attention to conditions, peculiarities, and local wisdom in the administration of government as a whole.

In essence, in the concept of regional autonomy, the people are seen as a legal community unit to which they are given the authority to regulate and manage their own government affairs. The implementation of this authority is carried out by the regional head and DPRD with the assistance of the Regional Apparatus. Government affairs that are handed over to the Regions come from the government power that is in the hands of the President. The consequence of a unitary state is that the final responsibility for government rests with the President. In order for the implementation of Government Affairs that are handed over to the Regions to run in accordance with national policies, the President is obliged to carry out guidance and supervision of the implementation of Regional Government.

In carrying out government affairs which are under the authority of the region, the regional head and DPRD as the organizer of the regional government make a regional regulation as the legal basis for the region in carrying out regional autonomy in accordance with the conditions and aspirations of the community as well as the peculiarities of the region. This is contained in the provisions of Law no. 23/2014 article 236 paragraph (1), which states: "To carry out Regional Autonomy and Co-Administration, the Region shall form a Regional Regulation". A regional regulation formed by the DPRD with the joint approval of the regional head, only applies within the

jurisdictional limits of the region concerned. However, the Regional Regulations stipulated by the Regions may not conflict with the provisions of the legislation at a higher level in accordance with the hierarchy of laws and regulations. In addition, regional regulations as part of the system of laws and regulations may not conflict with the public interest as regulated in the rules for drafting regional regulations.

Regional regulations as a type of national legislation have a constitutional basis and a juridical basis with the regulation of the position of Regional Regulations in the 1945 Constitution Article 18 paragraph (6); Law No. 10 of 2004 concerning the Establishment of Legislation (Law No. 10/2010) which was later revoked and replaced by Law no. 12 of 2011 concerning the Establishment of Legislative Regulations (UU No.12/2011) and lastly amended by Law no. 15 of 2019 concerning Amendments to Law Number 12 of 2011 concerning the Establishment of Legislations (Law No. 15/2019); Law No.32 of 2004 concerning Regional Government (UU No.32/2004) as amended several times, most recently by Law Number 12 of 2008 concerning the Second Amendment to Law Number 32 of 2004 concerning Regional Government (UU No.12/2008), which was later revoked and declared invalid based on Law no. 23 of 2014 concerning Regional Government (Law No.23/2014) which has also undergone several recent changes with Law No.9/2015; and includes legislation on special autonomous regions and special regions as lex specialis of Law No.32/2004.

The process of making/forming laws needs to be guided by the principles or principles of the formation of good laws because, among other things, there are public demands aimed at the formation of laws against the resulting laws that are capable of being implemented; enforceable; in accordance with the principles of legal guarantees and equality of regulated target rights; and able absorb the aspirations of the people. According to Maria Farida Indrati S., the principles of the formation of laws and regulations are a guideline or a signpost in the formation of good laws and regulations.

As a country based on Pancasila and the 1945 Constitution of the Republic of Indonesia, all aspects of life in the social, national and state fields, including government, must always be based on law. To realize the rule of law, an orderly order is needed, including in the field of establishing laws and regulations. The orderly formation of laws and regulations must be initiated from the time of planning until their promulgation. To form good laws and regulations, various requirements are needed related to the system, principles, procedures for preparation and discussion, techniques for preparation and implementation.

Furthermore, in forming legislation, the establishment must first know about the types of legislation. The type of legislation refers to various kinds of laws and regulations and the hierarchy or order of the laws and regulations. It is important for legislators to know the types of laws and regulations because of the following:

1. Every establishment of legislation must have a clear legal basis;
2. Not all laws and regulations can be used as a legal basis, but only those of an equal or higher level;
3. There are principles: a. only applicable regulations may be used as a legal basis; b. Regulations to be revoked cannot be used as a legal basis.
4. Relates to differences in cargo material that must be regulated in each type of regulation.

The term "content material" was first used by A. Hamid S. Attamimi, who was introduced to the public in 1979 as published in the Law and Development Magazine No. 3 of 1979. According to A. Hamid S Attamimi the term "content material" as a substitute or translation of the Dutch term (word) "het onderwerp" in Thorbecke's expression "het eigenaardig onderwerp dder wet" which is translated as "typical cargo material from the Law - Invite". As for what is meant by "content material" according to A. Hamid S. Attamimi is: "the content or substance contained in the Act in particular and the legislation in general". Meanwhile, according to Bagir Manan, "load material" is: "content that is in accordance with certain forms of legislation".

The content of laws and regulations is closely related to the types of laws and regulations because the details of the types of laws and regulations distinguish the content of each type. To make it easier to determine the content of the legislation, a residual study can be used, in addition to an understanding of the content material itself. In statutory science, there is a tiered theory which states that the higher the level of regulation, the higher the abstraction. On the other hand, the lower the level of regulation, the more concrete it is. The hypothesis that can be described is that if the lowest regulation, the norm is still abstract, then the regulation most likely cannot be implemented or enforced directly because it still requires implementing regulations or implementation instructions.

Explicitly the provisions in the 1945 Constitution do not contain regulations regarding the material content of a law, the 1945 Constitution does not state why a problem must be regulated by law, while other problems do not need to be regulated by law, but it is sufficient to regulate it by regulations. another. The provisions of the content of the legislation in general are regulated in Law No. 12/2011, namely in article 6 which states that the material of the content of laws and regulations must reflect the principle of protection; humanity; nationality; kinship; archipelago; Unity in Diversity; justice; equal position in law and government; order and legal certainty; and/or balance, harmony, and harmony. In the explanation, it is described that:

a. The "principle of protection" is that each Content Material of the Laws and Regulations must function to provide protection to create public peace.

b. "humanitarian principles" means that each Content Material of Laws and Regulations must reflect the protection and respect for human rights as well as the dignity and worth of every citizen and resident of Indonesia proportionally.

c. The "principle of nationality" is that each Content Material of Legislation must reflect the nature and character of the pluralistic Indonesian nation while maintaining the principles of the Unitary State of the Republic of Indonesia.

d. "the principle of kinship" is that each Content Material of the Laws and Regulations must reflect deliberation to reach consensus in every decision-making.

e. The "archipelagic principle" means that each Content Material of Laws and Regulations always pays attention to the interests of the entire territory of Indonesia and Content Material of Laws and Regulations made in the regions is part of the national legal system based on Pancasila and the 1945 Constitution of the Republic of Indonesia.

f. The "principle of Bhinneka Tunggal Ika" is that the Content of the Laws and Regulations must pay attention to the diversity of the population, religion, ethnicity and class, special conditions of the region and culture in the life of society, nation and state.

g. The "principle of justice" is that each Content Material of the Laws and Regulations must reflect proportionally justice for every citizen.

h. The "principle of equality of position in law and government" is that each Content Material of the Laws and Regulations may not contain discriminatory matters based on background, among others, religion, ethnicity, race, class, gender, or social status.

i. The "principle of order and legal certainty" is that every Content Material of Legislation must be able to create order in society through guarantees of legal certainty.

j. "the principle of balance, harmony, and harmony" is that each Content Material of the Laws and Regulations must reflect the balance, harmony and harmony between the interests of individuals, society and the interests of the nation and state.

In particular, the content of the Regional Regulations has been regulated in Law No. 12/2011, Article 14 states:

> "Material for the content of Provincial Regulations and Regency/City Regional Regulations contains content material in the context of implementing regional autonomy and assistance tasks as well as accommodating special regional conditions and/or further elaboration of higher Legislations."

Methods

The type of research used in this research is normative legal research. This study used several approaches, namely the statutory approach, the legal concept approach (conceptual approach),

The sources of legal materials in this study consist of primary legal materials and secondary legal materials. Analysis of legal materials is carried out by constructing juridical by doing analogies and reversal of propositions, related to the formation of regional regulations formed by special regional governments. Further analysis of legal materials is carried out in a systematic way to find the link between a legal concept or legal proposition between equal and unequal laws and regulations.

Results and Discussion

The importance of the right content material in the formation of laws can be seen in the opinion of Matti Niemivui who says that laws are not always the right means to solve every problem that arises in society:

"Although the basic idea of building a society by law is still appropriate for a modern democratic constitutional state (Rechtsstaat), aw, and indeed regulation through law in general, may not always be the most opposite meant of solving various problems in society. Environmental issues, traffic problems, gender issues, alcohol and drug abuse or AIDS serve as examples. Therefore other methods to reach set goals and result must always be considered. Even though regulation represents one way of directing social development, it is, nevertheless, useful and often necessary for reacing the goals of social policy. In all organized societies, certain basic structures and rules are needed. The state strives to influence society and in turn the behavior of individuals through other direct and indirect means". (although the basic idea of building a society with masun law is appropriate for a modern constitutional democracy (Rechsstaat), law, and indeed law through regulations in general, may not always be the right means

of solving various problems in society. Environmental problems, traffic problems, issues of gender, alcohol and drug abuse or AIDS are examples. Therefore other methods of achieving goals and outcomes should always be considered. Although regulation is one way to direct social development, however, it is useful and often used to achieve social policy goals. all societies are organized with certain basic structures and necessary rules.The state seeks to influence society and in turn individual behavior through other direct and indirect means.

Provisions regarding the formation of Regional Regulations are also regulated in Law 23/2014 which in article 250 states that Regional Regulations are prohibited from contradicting the provisions of higher laws and regulations, public interest, and/or decency. The public interest in question includes:

a. disruption of harmony between members of the community;
b. disruption of access to public services;
c. disruption of public peace and order;
d. disruption of economic activities to improve people's welfare; and/or
e. discrimination against ethnicity, religion and belief, race, inter-group, and gender.

Based on the provisions of Article 239 of Law no. 23/2014, the planning for the preparation of a regional regulation is carried out in a program for the formation of a regional regulation prepared by the DPRD and regional heads for a period of 1 (one) year based on the priority scale for the formation of the draft regional regulation. The program for the formation of a Regional Regulation is determined by a DPRD decision which is carried out annually before the stipulation of the draft Regional Regulation on the Regional Budget. In certain circumstances, the DPRD or regional head may submit a draft Perda outside the program for the formation of a Perda for the following reasons:

a. deal with extraordinary circumstances, conflict situations, or natural disasters;
b. follow up on cooperation with other parties;

c. overcome certain other circumstances that ensure the urgency of a draft Perda that can be jointly approved by the DPRD apparatus which specifically handles the field of forming Regional Regulations and the unit that handles the legal field within the Regional Government;

d. as a result of the cancellation by the Minister for Provincial Regulations and by the governor as the representative of the Central Government for Regency/City Regional Regulations; and

e. orders from the provisions of higher laws and regulations after the program for the formation of the Regional Regulation is stipulated.

The draft regional regulation that has been jointly approved by the DPRD and the regional head is submitted by the leadership of the DPRD to the regional head to be stipulated as a regional regulation. Submission is made within a maximum period of 3 (three) days from the date of mutual agreement. The Governor is obliged to submit the draft Provincial Perda to the Minister no later than 3 (three) Days as of receiving the draft Provincial Perda from the leadership of the Provincial DPRD to obtain a Perda register number. The regent/mayor is obligated to submit the draft Regency/City Perda to the governor as the representative of the Central Government no later than 3 (three) days as of receiving the draft district/city regulation from the leadership of the district/city DPRD to obtain the Perda register number. The Minister shall provide the register number for the draft Provincial Perda and the governor as the representative of the Central Government shall provide the register number for the draft Regency/City Perda no later than 7 (seven) Days since the draft Perda is received. The draft regional regulation that has received a registration number is determined by the regional head by affixing a signature no later than 30 (thirty) days after the draft regional regulation is jointly approved by the DPRD and the regional head. Regional regulations which in their formation are contrary to the provisions of higher laws and regulations, public interest, and/or morality will be canceled in accordance with the provisions of laws and regulations.

Regions carry out Regional Autonomy originating from the authority of the President who holds government power. Considering that the final responsibility for administering the government rests with the President, the logical consequence is that the authority to annul local regulations is in the hands of the President. But of course it will not be so efficient if the President immediately cancels the Perda. The President delegates the authority to cancel the Provincial Perda to the Minister as an assistant to the President who is responsible for Regional Autonomy. As for the cancellation of the Regency/City Perda, the President delegates his authority to the governor as the representative of the Central Government in the Region. To avoid arbitrariness in the annulment of a regional regulation, the provincial government may file an objection to the annulment of a provincial regulation made by the minister to the president. Meanwhile, the Regency/Municipal Government may file an objection to the cancellation of the Regency/City Perda by the governor as the representative of the Central Government to the Minister. In terms of the implementation of Regional Government, the decisions taken by the President and the Minister are final. In order to create an orderly administration of regional regulations reporting, each regional regulation to be promulgated must first obtain a registration number. Provincial regulations must obtain a register number from the Ministry, while Regency/City regulations must obtain a register number from the governor as a representative of the Central Government. With the provision of the register number, information on all regional regulations formed by the regions will be gathered as well as information on regional regulations at the national level.

a. Legislation of Regional Regulations According to Presidential Regulation Number 87 of 2014 concerning Implementing Regulations of Law Number 12 of 2011 concerning the Establishment of Legislation

Presidential Regulation Number 87 of 2014 concerning Implementing Regulations of Law Number 12 of 2011 concerning the Establishment of Legislation (hereinafter referred to as Perpres 87/2014) as the name implies is an implementing regulation rather

than Law 12/2011. Regarding the content material, this presidential regulation contains everything related to the procedures for the formation of legislation in general, including;

a. Planning for the Formation of Legislation (CHAPTER II);

In this chapter, regional legal products are regulated in Part Five concerning Planning for the Preparation of Provincial Regulations and Regency/City Regional Regulations. Article 33 states that the planning for draft regional regulations includes: (a) activities for the preparation of Prolegda, (b) planning for the preparation of an open cumulative Draft Regional Regulation, and (c) planning for the preparation of Draft Regional Regulations outside the Prolegda.

b. Procedures for Drafting Legislations (CHAPTER III);

The drafting of regional legal products is carried out in accordance with the Prolegda. Basically there are two methods, namely the preparation of regional regulations originating from the executive/regional head (Governor or Regent/Mayor) through the initiator. And the preparation of regional regulations originating from the legislative element (Provincial/Regency DPRD) which can be submitted by members of the Provincial DPRD, commissions, joint commissions, or Balegda based on the Provincial Prolegda. This is contained in the Sixth Part concerning Procedures for the Preparation of Provincial Regulations and Regency/City Regional Regulations.

c. Discussion of Draft Laws and Regional Regulations (CHAPTER IV);

This includes two stages; preparatory stage of discussion and discussion stage. At the preparatory stage, if the draft regional regulation is proposed by the regional head, the draft is submitted with a cover letter from the regional head to the leadership of the DPRD for joint discussion. And vice versa.

For the discussion stage, it consists of Level I Discussion and Level II Discussion. The Level I Discussion includes an explanation from the party proposing the draft, responses from other parties on the draft, and ends with an answer to the

response. While the level II discussion includes decision making at the plenary meeting and the final opinion of the Regional Head.

d. Procedure for Ratification or Determination of Draft Legislation (CHAPTER V);

The draft Regional Regulation that has been jointly approved by the DPRD and the Regional Head is submitted by the leadership of the DPRD to the regional head to be stipulated as a regional regulation. The submission of this draft is carried out within a maximum period of 7 (seven) days from the date of mutual agreement.

e. Legislation and Legislation (CHAPTER VI);

The promulgation stage is basically the placement of a draft law in the State/Regional Gazette. Supplement to the State/regional Gazette, State/Regional Gazette, and/or Supplement to the State Gazette.

For Provincial or Regency/Municipal Perda placed in the Regional Gazette, the explanation part is placed in the Supplement to the Regional Gazette.

f. Translation (CHAPTER VII); and

Due to an urgency, it is possible to transfer the language of a statutory regulation from Indonesian to English. The translation of these laws and regulations is entirely the authority of the minister.

g. Dissemination (VIII);

Dissemination is carried out by the DPRD and the Regional Government together since the preparation of the Prolegda, the preparation of the Draft Regional Regulation, the discussion of the Draft Regional Regulation, to the promulgation of the Regional Regulation. This is done through electronic media, print media, and/or face-to-face forums or direct dialogue with the aim of providing information and/or obtaining input from the public and stakeholders.

b. Legislation of Regional Regulations According to the Regulation of the Minister of Home Affairs Number 80 of 2015 concerning the Establishment of Regional Legal

Products as amended by Regulation of the Minister of Home Affairs Number 120 of 2018

In the consideration section, it is explained that the Regulation of the Minister of Home Affairs Number 85 of 2015 concerning the Establishment of Regional Legal Products as amended by the Minister of Home Affairs Regulation Number 120 of 2018 (hereinafter referred to as Permandagri Formation of Regional Legal Products) was made to implement the provisions of Article 243 paragraph (3) Law Number 23 of 2014 concerning Regional Government which regulates the procedure for granting regional regulation register numbers which are part of the formation of regional legal products and the dynamics of the development of laws and regulations regarding regional legal products. This Permendagri also mentions Perpres 87/2014 in the remembering section.

Article 2 of the Permendagri Formation of Regional Legal Products states that there are two forms of regional legal products:

1. Regulation;
   a. Regional Regulations (Provincial and Regency/City);
   b. Regional Head Regulations (Governor and Regent/Mayor);
   c. Joint Regulation of Regional Heads (several Governors and several Regents/Mayors); and
   d. DPRD Regulation (Province and Regency City)
2. Determination.
   a. Regional head decisions;
   b. DPRD decision;
   c. Decision of DPRD Leadership; and
   d. Decision of the Honorary Board of the DPRD.

The preparation of Regional Regulations according to the Permendagri Formation of Regional Legal Products is carried out through the following stages:

1. Planning.

   This section also consists of several sections:

   a. Preparation of Propemperda;

b. Planning for the preparation of a cumulative open draft regional regulation; and

c. Planning for drafting regional regulations outside the Propemperda.

2. Preparation of Regional Regulations.

The preparation of the draft Perda can come from the DPRD or the Regional Head based on the Propemperda. For the preparation of draft Regional Regulations within the Provincial or Regency/Municipal Governments, the relevant Governor or Regent/Mayor instructs the initiating regional apparatus to draw up a draft regional regulation based on the Propemperda. Meanwhile, draft regional regulations originating from the provincial DPRD can be submitted by members of the provincial DPRD, commissions, joint commissions, or Bapemperda based on the Propemperda.

3. Discussion of the Draft Regional Regulation

The discussion of the draft regional regulation originating from the governor is submitted with a letter of introduction from the governor to the leadership of the Provincial DPRD. Vice versa, the discussion of the draft regional regulation originating from the Provincial DPRD is submitted with a cover letter from the leadership of the Provincial DPRD to the Governor for further discussion together. The procedure also applies mutatis mutandis to district/city regulations.

Similar to that stipulated in Perpres 87/2014, the Permendagri Formation of Regional Legal Products also stipulates two levels of perda discussion. The Level I Discussion includes an explanation from the party proposing the draft, responses from other parties on the draft, and ends with an answer to the response. While the level II discussion includes decision making at the plenary meeting and the final opinion of the Regional Head.

4. Development of Draft Regional Regulations

For the draft provincial regulations, the guidance is carried out by the Minister of Home Affairs through the Director General

of Regional Autonomy. As for the draft district/city regulations, the guidance is carried out by the governor.

5. Evaluation of Draft Perda

The Minister of Home Affairs evaluates the draft provincial regulations and the Governor evaluates the draft district/city regulations in accordance with:

1. laws in the field of regional government; and

    a. RPJPD;

    b. RPJMD;

    c. APBD, APBD amendments, accountability for APBD implementation;

    d. local tax;

2. other laws and regulations.

    a. industrial development plan; and

    b. establishment, deletion, merging, and/or change of Village status to kelurahan or kelurahan to Village.

6. Granting of Registration Number

For draft regulations whose evaluation results are declared to be in accordance with the provisions of higher legislation and/or the public interest, it is followed by the issuance of a registration number. As for the draft regional regulation whose evaluation results are declared not in accordance with the provisions of higher legislation and/or the public interest, the relevant regional head shall make improvements no later than seven days after the evaluation results are received.

7. Assignment, Numbering, Invitation, and Authentication

The draft regional regulation that has been given a noreg is submitted by the Minister of Home Affairs to the governor and for a district/city regional regulation the governor submits to the regent/mayor. For numbering, it is carried out by the head of the regional apparatus in charge of provincial law or the head of the regency/municipal legal section. Regional regulations that have been signed and numbered are then authenticated. The

regulations that have been established are then promulgated in the regional gazettes.

8.   Monitoring and Reporting

The Director General of Regional Autonomy, the Director General of Regional Financial Development, the Director General of Regional Development Development on behalf of the Minister of Home Affairs shall monitor the follow-up to the evaluation results and cancellation of provincial regulations and governor regulations. The governor monitors the follow-up to the results of the evaluation and cancellation of district/city regulations and regents/mayors regulations.

a. Legislation of Regional Regulations according to the Rules of Procedure of the Papuan House of Representatives

This is different from the previous Regional Government Law (UU 32/2004) which delegated directly in Article 28 paragraph (2) of the UUP3 in conjunction with Article 141 paragraph (2) that the provisions regarding the procedure for preparing a Raperda originating from the DPRD are further regulated in the Standing Order. DPRD, in Law Number 23 of 2014 concerning Regional Government as amended several times and lastly amended by Law Number 9 of 2015 (hereinafter referred to as the Regional Government Law) there is no single article that delegates the regulation on Ranperda to the DPRD Regulations. . However, Article 403 of the Regional Government Law only mentions that all provisions regarding regional legislation programs and regional legislative bodies that existed before this Law came into effect must be read and interpreted as programs for the formation of Regional Regulations and the formation of Regional Regulations, as long as they do not conflict with this Law. .

Regarding the DPRP Rules of Procedure, which regulates Regional Regulation legislation, is DPRP Regulation Number 1 of 2014 which has been amended by DPRP Regulation Number 56 of 2017 concerning Amendments to DPRP Regulation Number 01 of 2014 concerning DPRP Rules.

The process of forming and planning a statutory regulation, especially related to the Perdasus/Perdasi Formation Process is very important and must be considered in every Perdasus/Perdasi formation. Therefore, according to VCRAC Crabbe, the important part of legislation is not only the regulatory aspect but the law-making process. itself).

Thus, the Formation of Provincial Regulations and Special Regional Regulations is the process of making regional regulations which basically starts from the planning, preparation, technical preparation, formulation, discussion, stipulation/ratification and dissemination of Perdasus/Perdasi processes. In accordance with the provisions of Article 29 of Law 21/2001 paragraph (4), the procedures for making Regional Regulations as referred to in paragraphs (1) and (2) are regulated in accordance with statutory regulations.

Based on these provisions, the process/stages of forming the Perdasus are carried out in accordance with Law 12/2011 concerning the Establishment of laws and regulations as amended by Law no. 15/2019 concerning Amendments to Law No. 12/2011 and follow the mechanism/stages of Formation of Regional Regulations in accordance with Law 23/2014 concerning Regional Government starting from the Planning Stage, Drafting Stage, Discussion Stage, Stipulation/Enactment Stage, Promulgation and Dissemination Stage.

Whereas, in the planning for the preparation of the Perdasus/Perdasi, it must and must be carried out in a Regional Legislation Program and also in the Preparation of Academic Papers. Furthermore, harmonization, unification and consolidation of the draft Perdasus concept was carried out from the Provincial Government (Governor) in this case the Proposing Agency/Design Initiator and coordinated with the Provincial Legal Bureau. Meanwhile, the Draft Perdasus originating from the DPRP is coordinated by the DPRP apparatus which specifically handles the Legislation Sector (Baleg). In relation to the planning for the preparation of the Perdasus, the problems are:

First: what is the formation

The Perdasus in the framework of implementing the special powers originating from Papua's special autonomy has been established in accordance with the principles of establishing good laws and regulations and taking into account the appropriate content in accordance with the types and hierarchies of the legislation and does not conflict with the laws and regulations. another higher invitation. Regarding this problem, there are several Perdasus madeturns out to be contrary to the hierarchy of higher laws and regulations, even some Perdasus are not mandated by the Special Autonomy Law

Second, whether the preparation of the formation of Perdasus and Provincial Regulations (Perdasi) in Papua Province has been carried out in a planned manner in the Regional Legislation Program (Prolegda) as confirmed in Law Number 12 of 2011 concerning the Establishment of Legislation, which mandates the importance of the Program Regional Legislation in the preparation of the formation of Regional Regulations. This is because Prolegda is a planning instrument for the formation of Provincial Regulations or Regency/City Regional Regulations which are prepared in a planned, integrated and systematic manner. In relation to the Prolegda in the formation of the Perdasus, as far as I know it has never been implemented, neither by the Provincial Government nor by the DPRP;

Third, does every Perdasus draft start with the preparation of an academic paper? Regarding these problems, in several studies that I did specifically on the Preparation of Academic Papers related to the preparation of the Draft Perdasus, it showed that in some of the Drafting of the Perdasus it did not start with the Preparation of the Academic Manuscript. This causes many of the perdasus made in the context of the implementation of special autonomy cannot be implemented properly to improve community welfare and development progress in Papua, but the perdasus made in the end is only used as a budget planning instrument.

Fourth, specifically regarding the dissemination of the draft Perdasus, it is almost certainly never done either by the Provincial Government or by the DPRP to the public or NGO institutions or universities to provide input on the material content of the Draft Perdasus. This has caused many Draft Perdasus, even the Perdasus which was made useless, even only consumed the regional budget, but then did not benefit the Papuan people as expected.

In addition to referring to the hierarchy of laws and regulations, local regulations must be based on Pancasila which is the source of all sources of state law, as it is also regulated in Law No. 12/2011, namely article 2: "Pancasila is the source of all sources of state law". In his explanation, it is explained that the placement of Pancasila as the source of all sources of state law is in accordance with the Preamble to the 1945 Constitution of the Republic of Indonesia in the fourth paragraph, namely Belief in One Supreme God, just and civilized humanity, Indonesian unity, democracy led by wisdom. in deliberation/representation, and social justice for all Indonesian people. Placing Pancasila as the basis and ideology of the state as well as the philosophical basis of the state so that any material contained in the laws and regulations must not conflict with the values contained in Pancasila.

According to the Hong Kong Department of Justice, the formation of a law must pay attention to fulfilling certain requirements, namely:

1. Legislation is necessary in the public interest and that other options such as voluntary agreements or non-statutory codes of practice cannot achieve the objective. can achieve the goal);
2. All major implications of the proposal, i.e. in policy, implementation, human rights, binding effect on the "state" or particular organs of it, treaty obligations, Basic Law, resources and public relations terms, have been considered , implementation, human rights, binding effects on the "State" or that particular organ, agreements giving rise to obligations, basic laws, resources and public relations have been considered);

3. The proposal is not inconsistent with the Basic Law
4. The views of other effected have been considered.

hierarchically to determine the degree of each with the consequence that if there are two conflicting regulations, the one with the higher degree is declared valid. Furthermore, if a regulation is deemed to be contrary to a higher regulation, to ensure its validity, it can be done through testing by the judiciary or it can be called a judicial review.

There may be differences between perdasus and national law if its formation does not follow the provisions of Law No. 12 of 211, as has been amended by Law No. 15 of 2019. Due to legal politics played by Papuan actors, which are very thick with political interests.

That based on the above argument, there could potentially be a difference between a perdasus and national law because it is not uncommon for a perdasus to be made based on the political interests of certain groups in Papua, while juridically every statutory regulation has a hierarchy, where the regulations below may not conflict with the laws and regulations higher or above. For example, regional regulations (Perda) that must not conflict with PP (Government Regulations) or Presidential Regulations, as well as laws. This is in accordance with the principle of a unitary state, so that any form of specificity is not an exception to the general rule. But only as an authority that is given only to a region because of the reason that the special original character is only owned by that region. In essence, there is always a value that is the highest reference for all types of legislation. All interests regulated in the perdasus must be within the scope of the Unitary State of the Republic of Indonesia, and their formation must be adjusted to the prevailing laws and regulations.

Whereas referring to the argument above, it can be seen that there is no single regional regulation that can exist if the values in the regional regulation conflict with national law. This is in line with the opinion of M.C. Burkens, who argues that decentralization is not intended as a process of completely detaching oneself from the higher government, but

decentralization is more related to the issue of the distribution/delegation of authority from higher institutions to lower institutions and those under them. As a unitary state, decentralization is a form of tolerance from the Central Government to regional government administrators in terms of granting authority to carry out affairs that can become government affairs for regional government administrators. The delegation of authority in a unitary state does not mean that the recipient of the authority can act without supervision from the central government administrator.

In connection with decentralization which led to the authority to make regional regulations by local governments, the content of the regional regulations contains all the material for the implementation of autonomy and co-administration tasks, accommodates special conditions of the region and further elaboration of higher laws and regulations. Local regulations are regulations that are closest to aggregating community values in the regions. This opportunity is open because Perda can contain values identified as special conditions of the region. For this reason, there are many regional regulations whose contents regulate local government with a local character.

Thus, the aspect of public interest, which must be the main concern in the formation of a regional regulation (its content) is the public interest of the local community. So that the aspirations of the people in the area are accommodated and can answer the aspirations and needs of the community. Another case is the material content of the product of absolute laws and regulations that are higher than the regional regulations in which their application is nationally.

Conclusion

The solution to answer the problem as described in conclusion number 2 above is to harmonize the laws and regulations. This harmonization can be done in 3 (three) ways. First, the revision of Law 21/2001 by adding provisions to explain in detail that related to the regulation of sectoral matters, Perdasus can override organic regulations from Law 23/2014.

Second, to revise organic regulations from Law 32/2014 by adding certain articles that exclude Papua from the provisions contained in the a quo regulations. Or thirdly, by establishing organic rules from Law 21/2001, so that Perdasus can then be derived from the a quo regulations and are no longer considered to be in conflict with the implementing regulations of Law 32/2004.

In the end, the author sees that in terms of essence and purpose, the granting of special autonomy to Papua through Law 21/2001 is very good from a political and legal perspective. The problem arises when the special autonomy is about to be implemented through the Perdasus. The difference in interpretation of norms and the absence of a liaison regulation between Law 21/2001 and Perdasus caused the Draft Perdasus that had been agreed in the regions to be annulled by the central government because it was considered contrary to the implementing regulations of Law 23/2014.

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Ethical training in business higher education studies: Where does Corporate Social Responsibility go?

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Introduction

Business ethics is a very relevant topic in the training of future entrepreneurs and business leaders. It has been a constant concern in business schools for decades.

In order to develop an ethical approach, we will take the current framework as a reference. On the one hand, we must take into account an institutional interest and the proposals made by the United Nations (UN). Secondly, we have to consider the evolution of the concept of corporate social responsibility (CSR) in recent decades. And thirdly, the most appropriate theoretical framework on which to rely for its development. Finally, what are the factors that may be determinants of ethical behaviour in the future?

The institutional interest in ethical training

Ethical decisions require comprehensive ethical knowledge that includes both concepts and the development of skills and capacities. The most appropriate framework for the development of business ethics education may be the one proposed in the UN's six Principles for Responsible Management Education (PRME).

Figure 1. The Principles for Responsible Management Education of UN (PRME)

This framework allows considering not only the decision-making that influences the relationship between business and society, but also the role they play as citizens, customers, suppliers, workers and/or managers (Muijen, 2004). We have to take into account that students of business degrees will develop different roles in society and in all of them they have to function with ethical approaches. These PRME provide a guide and a framework for establishing the objectives of ethical teaching at university level, and the need to develop a range of skills through the implementation of specific activities to achieve these objectives. The proposal is to work for an inclusive and sustainable global economy in line with the United Nations Global Compact proposal, which is widely supported and followed by companies around the world. It is about thinking in the long term, underpinned by the creation of value that would involve taking into account three distinct aspects: social, environmental and sustainable economic value. These aspects must be taken into account in teaching approaches in order to develop students' ethical skills and capacities.

The topic is of great interest insofar as there is a great commitment at both institutional and business level to the objectives of the 2030 Agenda, which imply a reduction of environmental impact to ensure sustainable development. In addition to this, changes have been introduced at the legal level, where sustainability-related aspects have gone from being voluntary to being mandatory in a large part of developed countries, with a demanding agenda aimed at reducing emissions and environmental impact. This is coupled with increased social pressure and a growing awareness of the need to take measures to curb impacts while developing a culture of solidarity. This situation is reinforced by the imminent economic crisis, derived from a pandemic situation experienced for two years at world level, aggravated by instability, both in energy supplies and raw materials, caused by the current situation of armed conflicts in several strategic points of world supply. This will undoubtedly lead to a reduction in company profits and possibly to pressure

from shareholders to make their investments profitable. In this context, future entrepreneurs have to be proactive in trying to balance competing interests.

In relation to regulatory changes, the obligation to disclose non-financial information can improve efficiency in the use of resources and in the implementation of strategies that make it possible to balance the conflicting interests of different stakeholders by jointly analysing financial and non-financial indicators. Business students should also be aware of the possibilities that reporting integrating financial and non-financial information offers.

The disclosure of non-financial information has grown exponentially in recent years, being presented alongside financial information. The joint consideration of financial and non-financial elements makes it possible to consider the synergies and interrelationships between the various dimensions that make up the entity's activity. The grouping of both financial and non-financial information has the potential to broaden the scope of accounting information systems, promote changes in reporting and information processes, provide a broader perspective on value creation and serve as a basis for institutional standardisation.

Evolution of CSR concept and the current situation

The concept of CSR and its role in business management has evolved from its definition in the 1930s to the present day as shown in Figure 2.
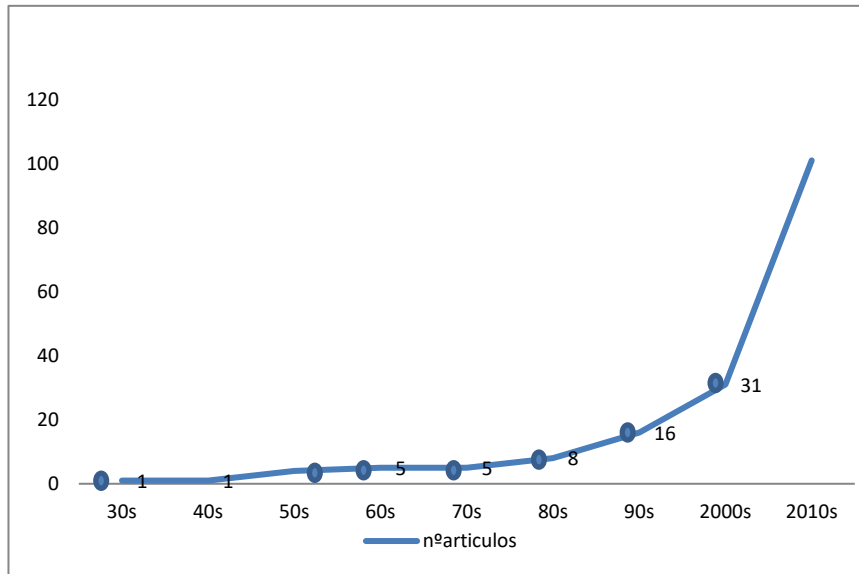
Figure 2. Evolution of CSR concept

In the early days of CSR, there were two clearly differentiated lines where, on the one hand, it was considered, from a reductionist point of view, that the social responsibility of companies was reduced to complying with the law (Frederick, 2016) or that the only responsibility of companies was to maximise shareholders' profits (Friedman, 1970). On the other hand, since the 1950s, another trend began to develop, according to which the entity has a series of responsibilities towards the stakeholders with which it interacts and which must be managed to balance the possible conflicts of interest between them (Freeman, 1984). For decades, the disclosure of social and environmental information was voluntary, but in the 2000s, as a result of a series of financial scandals, the need for companies to have a mandatory framework to ensure that good practices are carried out began to become apparent (Carroll, 1999). In this sense, issues related to corporate governance began to be regulated, culminating in environmental and social practices related to workers and the community.

From a management point of view, the vision of CSR has also evolved. From being considered exclusively as a marketing tool aimed at improving the company's image or corporate

reputation (Carroll and Shabana, 2010) to being a strategic element, essential for the long-term sustainability of companies (Dey et al. 2018; Rodríguez et al., 2020). Other intermediate points have considered CSR as an element to achieve competitive advantages through the reduction of business risk, energy and resource costs, those associated with compliance with environmental legislation or business operations (Lister 2018). Another objective of CSR management is to create win-win scenarios. The underlying idea is that meeting the demands of stakeholders benefits them, as well as society at large, and makes it possible to achieve business objectives of financial performance (Miras-Rodríguez et al. 2014).

From the point of view of teaching business ethics and managing it through CSR, the most appropriate approach is to consider it as a strategy that is integrated alongside others in the core business. In this sense, what is proposed is a holistic view of CSR that has to be taken into account together with the other business strategies (financial, commercial, etc.). In this sense, the CSR strategy will depend on the board and not on the commercial department, where it would be focused mainly as a marketing tool, or on the personnel department, where it would not be possible to meet the demands of all the stakeholders affected by the business activity.

Theoretical framework of the training of ethic in business

Business ethics justifies CSR actions from two main points of view (Zerbini 2017). The first suggests that CSR strategy is considered from a strategic point of view and is the element used to manage relationships between the firm and stakeholders, where the firm generates economic value by promoting stakeholder welfare (Kramer and Porter 2002). In the second view, CSR is a consequence of market failures. CSR seeks to compensate for the negligent or harmful actions of its performance (Zerbini 2017). From a teaching point of view, we are interested in the first approach, i.e. theories that promote CSR from a strategic point of view.

Firstly, within the group of CSR explanatory theories integrated into business strategy, we find Stakeholder Theory, Resource and Capability Theory, Signalling Theory and Social Identity Theory. In relation to teaching, we will focus on the Stakeholder Theory and the Social Identity Theory, which seem to be the most appropriate for setting the context for action and for developing CSR-related capabilities.

Stakeholder theory suggests that managers must manage business objectives while also addressing the demands and requirements of key stakeholders, such as consumers, suppliers, the local community, regulators, the environment and the general public (Madsen and Rodgers 2015; Yasser et al. 2017). Stakeholder theory aims to consider how to balance the sometimes conflicting interests of different stakeholders (Wood 1991). From this perspective, the firm must consider not only the interests of shareholders, but those of all those who may have a legitimate interest in the entity (Freeman 1984; Wood 1991).

Social Identity Theory refers to the identification that occurs between people and entities that have similar values and lead them to behave in accordance with the expectations of those groups (Gao and Yang 2016; Schaefer et al. 2019). CSR favours attachment to the organisation if the values they espouse are similar (Gao and Yang 2016). This theory explains that individuals may be more likely to identify with companies that engage in CSR practices (Gao and Yang 2016; Schaefer et al. 2019) and conflict situations tend to decrease. In this sense, students need to be clear about the mission and vision of the business in order to be able to develop the principles and values underpinning them so that they can be identified by key stakeholders, with employees being a particularly relevant stakeholder group in relation to social identification with the company.

Other theories must also be taken into account in the conception of the role played by CSR in business activity. Thus, the Resource and Capability Theory focuses on gaining competitive advantages and in this sense CSR can be seen as an instrument that allows you to manage resources more efficiently, which enables you to obtain a higher profitability than your

competitors (Sun et al. 2019). In this sense, students have to manage their ethical decisions through the prism of the advantages they can bring about. Additionally, Signalling Theory refers to the signals that entities send to their users, usually in the form of information that reduces the information asymmetry between external and internal users (Connelly et al. 2011). From a teaching point of view, this theory would be integrated into aspects related to information disclosure, reliability and the trust it generates.

From the perspective of CSR theories aimed at correcting the market failures caused by companies, we will refer to the Agency Theory and the Legitimation Theory. The Agency Theory assumes that the interests of principals (shareholders) and agents (managers) are conflicting and opposing (Amran et al. 2007; Wang and Coffey 1992) and where managers' CSR information is directed to deceive in order to achieve their own objectives (Aßländer et al. 2016). Legitimacy Theory views CSR as compliance with what society expects from organisations. In return for this compliance, the company obtains the licence to operate and the necessary resources to carry out its activity (Chelli et al. 2014). Organisations ensure that society in general and stakeholders in particular see their actions as legitimate (Schuman 1995). CSR practices can be used to legitimise company performance, to mitigate the adverse effects of negligent business practices or financial scandals.

The approach to teaching business ethics

To achieve the objectives of developing ethical skills and considering them in business strategy it is necessary to help students understand the effects that their decisions may have from an ethical point of view, the social and environmental risks they may cause. This would be one part, but additionally, students need to develop an orientation towards CSR that is not only reactive, to deal with fraudulent actions, but proactive, through actions aimed at improving the environment or promoting constructive social initiatives. The aim is to stimulate

reflection and the adoption of a critical attitude that can be used in the future in new ethical situations (Kurucz et al., 2014).

Learning strategies have to be active (case discussions, experimental methods such as role-plays, readings, lectures, self-reflection or experiences of business leaders) (Loeb, 2015; O'Leary & Stewart, 2013) and the positive approach that makes the results of education more lasting (Els, 2009). Ethical teaching should positively affect the social outlook of students and counteract the economistic view of most subjects studied at university.

It is also necessary to take into account the personal characteristics of students in order for teaching to be effective, to develop empathy and to rely on the values learned in the family, among others (Cagle &
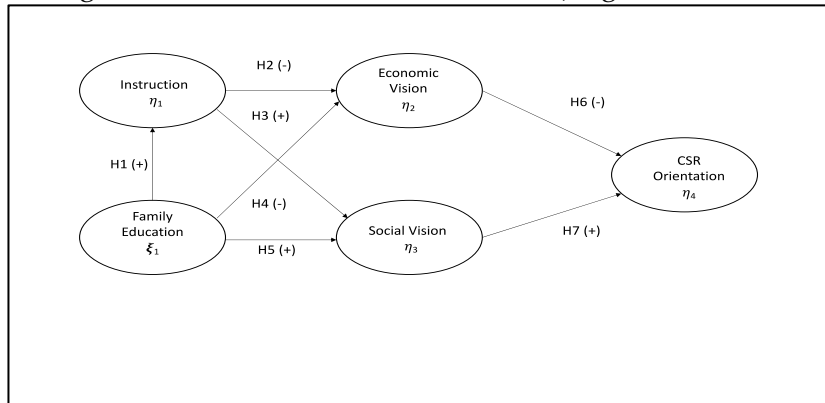
Baucus, 2006).

Figure 3. Model proposed to develop CSR orientation (ethical orientation)

Note: ξ_i: exogenous latent variables; ηi: endogenous variables

The importance of ethical training in students is a skill required by employers. Moreover, there is a clear trend in society's demands in this regard. At the same time, there is a great demand in relation to obtaining economic benefits. In many cases, the economistic vision takes precedence, but it is necessary to seek

new frameworks in which short-term interests do not conflict with the long-term vision, which ensures sustainability. In this sense, laws regulating negligent behaviour are an important step forward, but it is necessary to go further and create new scenarios in which there is proactive action by the agents involved in business activities. This progress requires that the training received by the entrepreneurs and citizens of the future is based on ethical values that should form part of the contents taught in universities.

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An Analysis of Frontliner Staff Ability in English Communicative Competence (A Case Study at Sultan Hasanuddin International Airport-Makassar)

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Introduction

ABSTRAK

Today, many foreign terms are used on a daily basis in the world of aviation to ensure the smooth operation of an airport, such as at Sultan Hasanuddin International Airport Makassar, which is managed by PT. Angkasa Pura. Frontliners as the staff there are expected to be professional and competent in providing services to airport service users and passengers. Since English as a universal language that is frequently used in information and communication media, it is one of the most important competencies for frontliners. This research aimed to find out how the frontliners' ability to communicate in English and to know the factors that influenced the ability of frontliners in communication by using English. This research uses descriptive quantitative and qualitative methods (mix method) that aim to describe the state of an object systematically, factually, and accurately based on data and facts that already exist. Following the research and discussions, the researchers concluded that: 1. The majority of Hasanuddin International Airport's frontliners have "average" English ability, 40% have "poor" English ability, and the remaining 5% have "unsatisfactory" English ability. The majority of them received an English score of less than 90 out of a possible 100 points. 2. The most important skills required by frontliners in their duties are vocabulary mastery in aviation terms, conversation, and reading, with educational background, ethnicity (local language), work experience, and majors being the most influential factors for those three skills.

Keywords: English competence, frontliners, influencing factors.

Today, in the world of aviation, there are many foreign terms that are used on a daily basis and are used to ensure the smooth operation of an airport, such as Sultan Hasanuddin International Airport Makassar, which is managed by PT. Angkasa Pura. Frontliners are asked to be professional so that they must be competent in providing services to service users and passengers at the airport.

According to the number of service users, Sultan Hasanuddin International Airport Makassar (SHIAM) is classified as a Type A airport, with more than 1,000 passengers per day. Passengers from various regions, ethnicities, and even

foreign countries represent diversity that demonstrates differences, including language differences. The ability to master a foreign language is critical. Competency refers to a person's capabilities, and proficiency, which may be physical, intellectual, economic, or legitimate, to conduct well in attempt to reach necessity, requirements, standards, and orders to respond to the challenge in order to achieve personal, professional, and organizational goals by satisfying tasks and obligations.

Competency and proficiency are terms that are regularly and simultaneously used to describe a person's language skills, particularly their ability to work effectively and productively in the school environment, where competency and language ability are widely recognized. (Ahmed, 2018). Communication begins with language, so mastery of multiple languages, including English, is prioritized for frontline personnel.

There are 4 important ability in English such as:

1. Speaking Ability. Speaking ability is learned in the form of pronunciation of English-speaking words, and speaking with English speaking ability means we can speak English. (Bashir, Marriam, Muhammad Azeem, 2016)

2. Reading Ability. In reading ability, we also learn how to read English words and expand our English vocabulary (vocabulary). There is a technique in reading skills called speed reading or scanning, which means that we read English quickly and take points from each reading. Reading skills allow us to learn about the main ideas, the topic of an English language reading, and the supporting sentences of the writing. (Bojovic, 2010).

3. Listening Ability. Listening ability is an English language ability to hear someone speaking and then make us pronounce the word; generally, if we come from a Southeast Asian country, the English language is easier to listen to because the accent or way of speaking is the same as our language in pronunciation. (Thi Hue, 2019)

4. Writing Ability. Writing ability to write is a fairly complex ability because when writing English, we must know the grammar and word arrangement. If they use incorrect grammar, the meaning contained will be different. Tenses are a type of

writing skill that involves the arrangement of words according to the time of occurrence, such as (present tense, present continuous tense, past tense, past continuous tense, present past tense) (Durga & Rao, 2018)

Learning new words is not the only important part of learning English. But most of the problems that come up when learning English in areas like speaking, reading, listening, and writing are because the learner doesn't know enough about vocabulary and doesn't know how to use vocabulary in speaking, reading, listening, and writing. Learning new words requires "deep experience" or active use of the new words. This can be done by teaching students words that they like or need. So, we need a way to teach and learn that helps students interact with the words or ideas they are studying in a way that is both intensive (immersed) and interactive.(Al-Eiadeh et al., 2016)

There are more than a hundred different in the English language. For example, Merriam Webster's Collegiate Dictionary from 2003 has 165,000 words. Since there are so many words, it's clear that you don't have to know all of them to speak English. (Viera, 2017) said that a person must know at least 3,000 words to understand what they are reading. On the other hand, a person needs to know about 4,539 words to understand what they hear (Sa'D & Rajabi, 2018).   About 1,200 vocabulary words are needed for someone to be able to carry on a conversation. To be able to write an essay, people need to have between 2,000 and 3,000 words in their vocabulary plus a number of science-related words from the material they have read or written about. About 1,226 English words are usually known by first-semester university students in Indonesian universities (Nurweni et al., 2014). This description shows that the students can talk to each other a little bit, but they can't use English when they read, listen, or write.

A person is said to understand a vocabulary when he or she:
1. Knows how to read and speak the vocabulary.
2. Understand what the word means and how it can be used in other contexts.
3. Understand how to put the words together in a sentence.

4. Knowing how different words work in formal and informal sentences is.

When learning vocabulary, there are different kinds of words and different ways to teach and learn them. The best way to teach vocabulary is through sentences, not through single words. The problem is that sometimes people are not able to analyze all of the sentences in a reading in one way.

Because English is a universal language that is frequently used in information and communication media, it is one of the most important competencies for frontliners (Salsabilla, 2021). As a result, the authors are curious about the English communicative competence of SHIAM Airport frontliners, as there are difficulties when they must communicate in English with international passengers. This research aimed to find out how the frontliners' ability to communicate in English and to know the factors that influenced the ability of frontliners in communication by using English.

Methods

Based on the goals of the research, this research uses descriptive quantitative and qualitative methods (mix method) (Muthmainnah, et al., 2022) that aim to describe the state of an object systematically, factually, and accurately based on data and facts that already exist or collect data and information about the state of a phenomenon that happens and process it so that it becomes clear, accurate, and systematic. The research was carried out at Sultan Hasanuddin International Airport. Data collection techniques are divided into 2, namely:1. Giving Test. Tests were given to 20 respondents; vocabulary test in 2 parts, Conversation test in 6 parts, and reading test in 7 parts. 2. Questionnaire. Questionnaire was given to 20 respondents. The Questionnaire consists of 10 questions. The researchers then used documentation, which entailed gathering information through recordings or photographs. Methodologically, a description of the field's data related to frontliners' English language proficiency is carried out, and then a data analysis process is carried out to provide an overview of the issues discussed and described

through narration in this type of research. All of Sultan Hasanuddin Airport's frontline employees, a staff of up to 30, are the subjects of this research. As this research's sample represents 67% of the total population, there may be as many as twenty frontliners.

Result And Discussion

Descriptive Analysis on Frontliners' Vocabulary Test

The results of the first part of the vocabulary test are shown in the Table 1 below. Part I of the vocabulary test includes 25 lists of aviation-related vocabularies. Each word's definition must be provided by the respondents.

Table 1

Classification of Frontliners' Score in Vocabulary Test Part I

Vocabulary Part I				
No	Score	Classification	frequency	%
1	95–100	Very good	0	0%
2	90 - 94	Good	2	10 %
3	80 - 89	Average	8	40%
4	< 79	Poor	4	20%
5	< 74	Unsatisfactory	6	30%
	Total		20	100%

Source: Primary data

Table 1 shows clearly that the frontliners's ability in mastering vocabulary is categorized as "unsatisfactory" as 30%, 20% categorized as "poor", 40% categorized as "average" and only 10% categorizes as " good".

In categorizing the respondents' score in vocabulary mastery, the researchers used the grading system as follows:

Table 2

Grading system

Range	Grade Letter	Grade Point	Description
95–100	A	4.0	Excellent/very good
90 - 94	B	3.0–3.99	Good
80 - 89	C	2.0–2.99	Average

< 79	D	1.0–1.99	Poor/passed conditionally
< 74	E	0–0.99	Unsatisfactory

Source: Academic grading in Indonesia https://en.wikipedia.org/wiki/Grading_systems_by_country

Table 3 below shows the frontliner's vocabulary test part 2 score classification. In order to get accurate data on the ability of the frontliners to understand aviation terms, it is necessary to administer a vocabulary test twice.

Table 3

Classification of Frontliners' Score in Vocabulary Test Part 2

Vocabulary Part 2				
No	**Score**	**Classification**	**frequency**	**%**
1	95–100	Very good	**0**	**0%**
2	90 - 94	Good	**1**	**5 %**
3	80 - 89	Average	**9**	**45%**
4	< 79	Poor	**6**	**30%**
5	< 74	Unsatisfactory	**4**	**20%**
	Total		**20**	**100%**

*Source: Primary data

The average vocabulary ability of frontline employees can be determined from Table 3 which reveals that only one respondent possesses "good" vocabulary mastery (5 percent). Nine respondents, or 45 percent, have rated the service as "average." Six respondents, or 30 percent, have rated the service as "poor" and the rest four respondents, or 20 percent, have rated the service as "unsatisfactory."

It demonstrates that the ability of frontline employees to master aviation terms at Sultan Hasanuddin International Airport is inadequate, with scores below 90. Table 4 below also shows the average of vocabulary test part 1 & 2.

Table 4

The Average of Vocabulary Test Part 1 & 2

Vocabulary Test Part 1 & 2				
No	**Score**	**Classification**	**frequency**	**%**
1	95–100	Very good	**0**	**0%**

2	90 - 94	Good	1,5	7,5 %
3	80 - 89	Average	8,5	42,5%
4	< 79	Poor	5	25%
5	< 74	Unsatisfactory	5	25%
	Total		20	100%

Source: Primary data

Generally, from the vocabulary aspect, the average of frontliners's ability can be seen from the table 4 that shows the number of respondents whose vocabulary mastey can be categorized as "good" is 7,5%. The highest number is 42,5 % respondents categorized as "Average". It presents that the ability of frontliners in mastering the aviation terms at Sultan Hasanuddin international airport is average who can gained the scores under 90.

Descriptive Analysis on Frontliners' Conversation Test

This research also assesses frontline personnel's ability to master the vocabulary. It is important to measure how much time frontline employees have spent conversing with passengers in English, as they have spent the majority of their time doing so. The English conversation skills of 55% of respondents (11 out of 20 frontline employees) are categorized as "average," while 40% of them are "poor," and 5% (1 respondent) have unsatisfactory English conversation skills. This score was obtained after conducting six (six) types of conversations that twenty respondents had to be present.

Descriptive Analysis on Frontliners' Reading Test

The last test used to evaluate the communication skills of frontline employees was a reading test. In this test, all frontline personnel have the opportunity to practice their reading skills using seven announcement texts. These tests are typically utilized by flight attendants when making daily announcements to passengers. The reading test yielded the following results: 60 percent of respondents (12 out of 20 frontliners) have a "average" reading ability in English, while 35 percent of them (7 respondents) have an "poor" reading ability, and the remaining 5 percent (1 respondent) have an "unsatisfactory" reading ability in English. This score was obtained after 20 respondents presented seven different types of reading.

Descriptive Analysis of Frontliners' Score in Vocabulary, Conversation, and Reading.

The general ability of 20 frontliners in English communicative competence can be seen from 3 aspects; vocabulary mastery, conversation ability, and reading ability. They could not be judged just on the basis of their ability to communicate in English because they were the first responders at an international airport. There are three critical skills that must be learned by the frontliners: mastery of aviation languages, fluency in English communication, and reading ability. Overall data gained in this research demonstrates that 55% of respondents had "average" English skills, 40% had "poor" competence, and the remaining 5% had "unsatisfactory" English competence.

Factors That Influence The Communication Skills Of Frontliners

Based on the results of the research it was also found that the frontliners' English competence was influenced by several factors, including: educational factors, local language factors, work experience factors, and major factors.

Educational factors in this research include the educational background of the last 20 frontliners, who form the sample in this research. Of the 20 frontliners, 9 are high school graduates, 7 are D3 graduates, and 4 are SI graduates. By looking at the number of frontliners and comparing them with their respective educational backgrounds, it can be seen that the formal education obtained by frontliners greatly affects their English competence. This is due to the Indonesian curriculum, where English is taught up to the university level. The higher the educational background of the frontliner, the longer the opportunity and time to learn English. (Sahito & Vaisanen, 2017) also found that the habit of students at the university level is to get assignments from professors to make papers from the results of reading several reference articles or reference books. This provides a positive habit for students to read and interact with books published abroad that use English so that it will greatly affect their English competence in their daily lives, including in the world of work.

The local language factor also plays an important role in determining frontliner English competence. From the 20 sample frontliners, there are 4 types of regional languages which are their background, namely Bugis, Mandar, Makassarese, and Toraja languages. The influence of this regional language cannot be ruled out because the influence of regional dialects is very clear when 20 frontliners practice their English in the communication test and reading test. This is supported by opinion (Soma, 2018) who stated that Colleges who also are studying a foreign language comes from the same family of languages as their primary language have a significantly easier job than those who are not. A Dutch child, for example, will learn English faster than a Japanese child.

Work experience also affects the English skills of frontliners. The more experience of working frontliners at the airport, the better their English competence will be. This is because they are used to using, speaking, and listening to aviation terms in English. Based on the research results, the work experience of the frontliners is divided into 5 categories, namely the periods of 1 year, 2 years, 3 years, 4 years, and 5 years. Data obtained shows that the number of frontliners who have had work experience for 5 years is only 1. Two people have 4 years of service, two people have 3 years of service, 5 people have 2 years of service, and 10 frontliners with 1 year of service. Thus, it can be seen that the lack of English competence of the frontliners is caused by their very short work experience, which is only 1 year. This result is also supported by (Sahito & Vaisanen, 2017), who stated in his paper that the longer a person interacts with specific terms in English related to their work, the better that person's mastery of foreign terms, in this case, in English terms related to their work.

The last factor that also affects the competence of frontliners in communicating using English is the major factor. Of the 20 frontliners, it turns out that only 3 are language graduates at the high school education level, 3 are science graduates, and the other 14 are social studies graduates. Thus, it can be seen that the habits of frontliners in using English at the high school level also greatly affect their English performance when working as frontliners. Of course, it is known that those who study in language classes will

have more time to adapt to English, learn and use it compared to those who have a background in studying science and social studies at the senior high school level. Major in his research also found that the majors of students before continuing their education at the university level greatly affect their initial English language skills. This is because the quality of English teaching among districts / cities is also diverse. As a result, their initial knowledge of English is quite diverse. The results showed a significant correlation between the overall academic background of students with their academic scores.

The description of the Data Collected Through Questionnaires

The frontliners' English proficiency was assessed using a ten-item questionnaire. Twenty frontliners or respondents successfully completed the questionnaire. To analyze the data, the author used percentage formulation. From the data shown about the importance of English for the fronliners, it concluded that most of the frontliners' response was strongly agree with the statement that English was really important for them. There are 15 respondents or about 75% respondents confirmed that English was really important, and the rest 5 respondents or about 25 % confirmed that english was important.

In response to question number two, "Have you ever studied English?", all of the respondents, or 100 percent of them, have previously studied English. It means that they are not learning English for the first time. They knew English already before working as frontliners at Sultan Hasanuddin International Airport.

Based on the responses to question number three, "When was the last time you studied English?", the data revealed that 15% of respondents said the last time they studied English was more than three years ago, 30% said it was two to three years ago, and 55%, or about 11 respondents, said it was one to two years ago.

The fact that the majority of respondents said they studied English one-to-two years ago indicates that they still have a fresh memory about English and can use their basic knowledge of English in their job as frontliners.

Question 4 inquired about "your ability to use English?" The results showed that only 3 respondents (15%) rated their English ability as "fair," while 85 percent, or 17 of 20 respondents, rated their English ability as "poor.

In question 5, how often do you use your English at work? The responses to this question indicated that 100 percent of the respondents completely agreed that English is the language that they use extensively at work. According to questionnaires 1–5, 20 frontliners at Sultan Hasanuddin International Airport have a basic understanding of English. They rated their English ability as "poor." Their job, on the other hand, required their ability in English because their job involved providing excellent service to passengers through the use of English.

Question number six clarified how long the 20 respondents had worked at Sultan Hasanuddin International Airport. Only one of the twenty frontliners is a senior who has been there for five years; two have been there for four years, and two have been there for three years. The remainder, or approximately 25%, have been there for two years. According to the data, the majority of them are new officers who have only been with the department for about a year. It means they are still new in that location, with new experiences, new responsibilities, and new knowledge of aviation terms.

Question number seven revealed information about when English is used. There was some information obtained in relation to this question. Hasanuddin airport is an international airport, and all of the respondents are frontliners from Garuda Indonesia airlines, which are managed by SKY TEAM, the largest airline team in the world. Almost all departure and arrival agents who deal with foreign passengers will be assigned to the Garuda Indonesia Frontliners desk. Many things and cases must be handled by respondents, such as the check-in process, checking passports and visas of passengers, both domestics departing for abroad and international passengers arriving. Furthermore, the frontliners are in charge of confirming the itinerary trip, checking over baggage, passing through immigration, booking tickets, and other cases related to the journey. All of these situations

necessitate the use of English. The ability to read and write in English is also required of frontliners. It was related to their duty of making announcements for passengers from the information desk. The information includes a 5-prayer time and a call on board to show passengers which gate number they should use based on their flight number. The frontliners are also responsible for making announcements about the flight schedule, taking service, and pregnant women reporting to the departure gate before leaving the waiting room to board the aircraft.

Question number eight revealed the challenges that the frontliners faced while carrying out their duties. The first issue is a lack of vocabulary or aviation terms because the majority of them are newcomers. They gave several reasons, the most important of which was that they did not use terms that were unfamiliar to them. Some aviation terms are similar to general terms used in society, but the meanings of those terms are very different. The second issue is their ability to pronounce sentences, particularly when reading announcements at the information desk. It was impossible to deny that the ethnic language factor played a significant role in this case. Because of their local dialect, the way they read the announcement in English sounded strange. The third issue is that English used by non-native English speakers sounds strange to them as well. As a result, they have difficulty conversing with non-native English passengers. When a conversation takes place, misunderstandings can occur.

Question 9 determined whether or not English is important for their future career. According to the survey results, providing excellent service is the key to a brighter future career for frontliners. The ability to communicate with passengers in excellent English is the most important requirement for freightliners in providing excellent service. "Excellent English for outstanding service."

The questionnaire's final question clarified which aspects of English were important to you. All of the respondents strongly agreed that English has performed and will remain an important role in their future careers. Their current positions are as outsourcing staff. In the future, they hope to be promoted to

permanent aviation staff, supervisor, manager on duty, and operational manager.

Conclusions

Following the research and discussions, the researchers concluded that:

1. The majority of Hasanuddin International Airport's frontliners have "average" English ability, 40% have "poor" English ability, and the remaining 5% have "unsatisfactory" English ability. The majority of them received an English score of less than 90 out of a possible 100 points.

2. The most important skills required by frontliners in their duties are vocabulary mastery in aviation terms, conversation, and reading, with educational background, ethnicity (local language), work experience, and majors being the most influential factors for those three skills.

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Goal 6: Clean water and sanitation

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Water and hygiene. Where are we at?

Guaranteeing clean drinking water and efficient sanitation for all is Goal 6 indicated by the 2030 Agenda . This objective has a central role in the sustainable development program: fresh water resources are in fact essential for health, food security and energy production; if well managed, they can therefore contribute

to the fight against poverty: this is why Goal 6 is closely related to all the other sustainable development goals.

Drinking for (almost) everyone

Access to **safe sources of water** for the world population and use for sanitary and hygienic purposes is constantly growing: between 2000 and 2017, the world population using safe drinking water increased (the percentage from 61% reached **71%**). This encouraging phenomenon was recorded, in particular, in Central and South Asia, Latin America and the Caribbean. According to other comforting statistics from 2017, today 3 out of 5 people in the world have a washing system for personal hygiene at their disposal.

Despite these significant results, a critical reading of the available data indicates that even today **785 million people** cannot use basic services for drinking water and that about **3 billion** do not have the possibility to wash themselves at home: signs of persistence. situations of severe injustice and inequality.

Another significant fact is the so-called " **water stress** ", that is the phenomenon whereby the demand for water is higher than its natural availability. According to this parameter, all continents suffer from "water stress": the global use of water in recent decades has increased more than double the population growth rate and this phenomenon is destined to grow further, also driven by the increase in urbanization and climate change. One of the most worrying consequences is that today around **2 billion people** live in situations of severe water scarcity.

Collaborate and coordinate to get out of the crisis

UN - **Water** , the UN body that deals with fresh water and sanitation, emphasizes that Goal 6 is one of the most critical sustainability   objectives. In its 2018 Water and Sanitation Summary , reference is made to the need for **general coordination** for the correct management of fresh water. This applies not only to environmental policies at a global level, but also in the more local dimensions: for example, in the case of rivers that cross borders, the upstream withdrawal

must not damage the populations living further downstream; the right to water must be a priority for everyone.

Addressing this objective involves a **complex approach** to the issue: efficient governance of water resources implies not only political choices, but also financial, training and research actions (data acquisition and monitoring). If we take, for example, the specific target of access to sources of safe drinking water, we need: funding for water treatment technologies; qualified personnel to design, coordinate and maintain the structures; a data monitoring activity; a clear and transparent role of responsible institutions.

Furthermore, the situation could worsen due to **climate change**: it is likely that in 2050 one in four people will be subject to a shortage of drinking water, even if only at certain times of the year.

Protect water to save the planet

Goal 6 has a **profound and transversal impact** on many aspects of life on Earth. The consumption of water in the world is **excessive**: more water is used than is regenerated in nature. While this usually happens in countries with high economic performance, in depressed areas the sources of drinking water are more difficult to reach and are more easily subject to pollution and **contamination**. This generates the spread of **diseases**, even lethal, which would be preventable with the availability of clean resources and compliance with elementary hygiene rules (still today 9% of the population releases excrement in the open, a common practice still today in rural areas of Central and South Asia, 'East and Southeast Asia and Sub-Saharan Africa).

The greatest dangers concern the populations of Africa and part of the countries of Central and South Asia, where both the availability of drinking water and access to sanitation are lacking.

The goals

Goal 6 has been divided into 8 targets, summarized here:

6.1 Achieve universal and equal access to safe, safe and affordable drinking water for all

6.2 Provide access to sanitation for all, with particular attention to women, girls and those in vulnerable situations

6.3 Improve water quality by reducing pollution, eliminating uncontrolled discharges, halving the percentage of untreated wastewater and increasing recycling and safe reuse globally

6.4 Increase water efficiency in all sectors and ensure fresh water abstraction and supply to address water scarcity, drastically reduce people suffering from water scarcity

6.5 Implement integrated management of water resources at all levels, including through cross-border cooperation

6.6 Protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

6.a Expand international cooperation in particular regarding water collection systems, desalination, water efficiency, waste water treatment, technologies for recycling and reuse

6.b Support and strengthen the participation of local communities in improving water and sanitation management

Agenda 2030, goal 6, water, hygiene, cycle

The 8 sub-objectives cover all phases of the water cycle, as illustrated by the infographic taken from the UN-Water website.

Deserted lands

Like other natural resources, water is renewable but often limited and subject to threats and degradation. The objective of the 2030 Agenda relating to sources of drinking water is closely connected with the phenomena of **drought** and **desertification**. According to <u>the UN Convention to Combat Desertification</u> , "by 2025, 1.8 billion people will experience absolute water scarcity and two thirds of the world population will live in conditions of water stress". The trend is definitely worrying, considering also that it is estimated that in the last 100 years it is estimated that between 50 and 70% of the world's natural wetlands have been lost.

To limit the reduction and scarcity of water, practices with the aim of improving the efficiency and quality of water resources, as well as the restoration of ecosystems related to fresh water, are therefore urgent . This is also the basic

prerequisite for gaining access to adequate and equitable sanitation for all.

Among the most efficient strategies, there are those focused on improving soil productivity and sustainable management of land resources and water. The **UN** has developed the **Drought Toolbox** project , a way to give support to populations affected by drought, including in terms of training and prevention to strengthen the resilience of people and ecosystems. The program is divided into three phases: resource monitoring, risk assessment, proposals to mitigate risk factors.

In Italy?

Promoted, but wasteful

According to the ASviS 2019 Report on Goal 6, Italy, despite having already partially achieved the objectives set by the Agenda, presents some **critical issues** in the management of water resources.

Our country, in fact, holds the record among the countries of the European Union for the **highest withdrawal of water** for potable use per capita: in 2015, 4.9 billion cubic meters of water were supplied to users, corresponding to 220 liters per inhabitant per day. To this figure is added another negative trend, namely the progressive **deterioration in the efficiency of the** drinking water distribution network.

The indicator developed by ASviS for Goal 6 shows, between 2015 and 2017, a sharp **deterioration**, due to the increase in irregularity in the supply of water and the decrease in the efficiency of the water distribution networks drinking.

Drawing inspiration from the **comic book** proposal of **Unicef** , with classmates he prepares a series of drawings that visualize the key elements of Goal 6 and set up an information poster to be displayed in the school.

Saving water is one of the central themes for the protection of water assets: in the classroom, draw up a **handbook** of the most useful behaviors to reduce consumption. Then hang it in the hall of the school.

Compare DeA Wing's thematic maps relating to the availability of drinking water in 2004 and 2020 . Identify the main changes, preparing a comment caption that highlights the improvements and any deterioration.

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  Access to drinking water in 2004. Source: DeA Wing

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  Access to drinking water in 2020. Source: DeA Wing

The SDG6 site (of UN-Water) offers numerous data and statistics relating to objective 6 of the 2030 Agenda. In particular, it is possible to select **individual states** to obtain an overview of the situation of water resources. Choose one of the proposed themes (for example **drinking water**) and compare the data of Italy with that of another state (for example, Mongolia): make your considerations and deepen the theme "water" by selecting and comparing other topics . With the data collected, prepare a short multimedia presentation (with texts, photographs and graphics) to illustrate your conclusions.

What can we do?

- **Keep us informed**: follow local and international news on the available media (TV, web, magazines and newspapers).

- **Actively participate** in the defense of the planet's water heritage, supporting associations committed to protecting the environment.
- **Be the spokesperson** for the 4 billion people who do not have access to basic sanitation, through information campaigns (off and online) at school and in all the environments we frequent.
- **Use water** consciously, making small daily gestures: for example, turning off a tap when brushing your teeth, preferring a shower to the bathroom and taking short showers.
- **Inventing and organizing** awareness-raising initiatives in your neighborhood on the protection of the local water heritage and on the polluting presence of plastic in rivers and oceans around the world. For example, involving the city schools to find out how the water resource is managed by the municipal administration (the aqueduct, the distribution network, the controls…).

Reflection of Teachers and Students on the Effectiveness of Virtual Learning Systems

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ABSTRACT

The purpose of this study is to investigate how teachers and students in one of high school in Indonesia feel about the usefulness of online learning methodologies on students' English learning achievement. The researcher applies a descriptive mixed methods (quantitative-qualitative) explanatory research design. To achieve the research objectives, the data collected were in the form of Likert questionnaire and interviews. The teachers and students in this study were from the third year of high school in South Sulawesi, Indonesia. The questionnaire sample consisted of two teachers and sixty students, while the interview sample consisted of two teachers and eight students and was gathered using a simple random sampling procedure. Teachers' and students' perceptions of the effectiveness of online learning strategies on students' English learning accomplishment were poor, with an average score of 57 percent for teachers' perspective and 75,5 percent for students' opinion. The survey results as supporting data revealed that teacher and student perceptions on the usefulness of online learning practices on students' English learning achievement at one of high school in South Sulawesi, Indonesia were unfavorable.

Key words: *Reflection, effectiveness, online learning strategies, learning achievement.*

Introduction

The Corona virus, known as Covid-19, has entered Indonesia, prompting the Indonesian government to implement a variety of policies to prevent the spread of the virus, including travel restrictions, prohibitions on large-group activities, and the requirement that everyone in the community wear masks, as well as the ability to work from home. That means that all activities, including teaching and learning, are carried out from home. This necessitates the use of technology by both teachers and students to continue the teaching and learning process, even if it is done online. Online learning is a distance learning system carried out through internet access this is According to Dabbagh and Ritland (2005: 15) online learning is a learning system using pedagogical tools (educational props) via the internet and network-based

technology to facilitate the formation of an open and distributed learning and knowledge process through meaningful actions and interactions.

The success of using online learning strategies is inseparable from how teachers and students respond to online learning from face to face to online classes and of course this is a challenge for teachers and students based on student conditions because not all students have good network access in their area of residence and also a challenge for teachers how they manage online classrooms effectively to make students interested and understand the material presented by the teacher and the success of online learning is not only seen from how teachers and students take place during the learning process but also from what students can get from learning outcomes or student achievement from using online learning strategies.

Concerning the importance of teacher and students' reflection of the effectiveness online learning strategies is incredibly important to be investigated because teacher and students' point of view can help in the development of education system whether it is still online or taking new policies depending on the results of this study. The factors that can influenced teachers' and students' perception whether is positive and negative there are functional / personal, structural and cultural factors. First, functional / personal factors, factors that affect individual perceptions in terms of needs, past experiences, motivation, expectations, attention, emotions, and situations in which the individual is present. Second, structural factors consists of stimulus intensity, stimulus quantity, and stimulus contradiction regarding an event. The cultural factor in which a person lives is also very influential on students' views about something new that is not in accordance with their environment or students have not experienced. After the sensing phase, perception is the interpretation of an experience. According to Irwanto (2002), perception can be classified into two categories: positive perception and negative perception, depending on how the individual interacts with the items that are viewed.

There are some previous studies related to this study. One of that study is conducted by Febrianto, et al. (2020) found in their research that the implementation of online learning strategies during COVID-19 in several region like in the rural area especially in Madura that has a limited internet access makes students difficult to learn and the problem is not only in technical online learning like the limited internet access but also in the socio-cultural condition of the Indonesian people who have not been able to quickly follow this new system takes time and consistent practice.

Based on need to know how the development of education during pandemic covid-19 with the obstacles of online learning for several region that has limited internet access and the advantages of online learning for the students until the students' learning achievement of using online learning strategies. The researchers are interested to do further research and want to know and find out teachers and students' perceptions of the usefulness of online learning methodologies on students' English learning achievement".

Method
Research Design

The descriptive mixed approach (quantitative-qualitative) research design was used in this study. Two English teachers and third-year students from a high school in South Sulawesi were the subjects of this study. Simple random sampling was utilized in this investigation. The information was gathered using a questionnaire and an interview. Two English teachers and eight pupils were interviewed during the interview. The researcher employed two research equipment in this investigation. They came in the form of a survey and an interview. The questionnaire has 30 items, with 60 students and two English teachers serving as respondents, and the teacher and student replies were rated on a Likert scale.

Data Analysis

The numerous data received from the questionnaire will be examined by calculating the most common answers given by teachers and students regarding the efficiency of online learning tactics on students' English achievement. The questionnaire employed a five-point Likert scale, which was as follows:

Table 2.1 Likert Scale

Series of statement	Score	
	Positive	Negative
1. Strongly agree	5	1
2. Agree	4	2
3. undecided/no answer	3	3
4. Disagree	2	4
5. Strongly disagree	1	5

(Gay, 2006:130)

The questionnaires consist of 30 items and have positive and negative statements. If the respondents chose all statement with strongly agree (SA) he/she got 150 and if all the respondent chose all the statements with strongly disagree (SD) he/she got 30. So, 150-30=120. Since the questionnaire uses 5 scales. So, the interval will be 120:5=24. The classification of the perception will be:

Table 2.2 Reflection classification

126-150	Strongly Positive
101-125	Positive
76-100	Moderate
51-75	Negative
30-50	Strongly Negative

(Lestari, 2017)

Findings

The findings of the study showed the result of the questionnaire and supported data by the interview to answer the research questions in the first chapter. The research question is "How do the Teachers' and Students' Reflect the Effectiveness of Online Learning Strategies" The researcher collected data through

questionnaire and interview. There are two English teachers and sixty students of the third year of SMA Negeri 3 Selayar (one state high school in South Sulawesi taken as respondents in this research. Based on the data analysis from the questionnaire, it was found that teachers and students' perception of the effectiveness of online learning strategies on students' English learning achievement in SMA Negeri 3 Selayar is negative. It can be seen from the result of mean score in the questionnaire that was calculated as below:

Table 3.1 teachers' perception

NO	SAMPLE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	SCORE	CLASSIFICATION
1	SUGIANTI	1	1	3	1	4	2	1	1	1	1	1	1	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40	STRONGLY NEGATIVE
2	ROSMIYATI HAFI	3	2	4	2	4	2	2	2	2	2	2	2	3	2	4	2	3	4	2	2	2	2	2	2	2	2	3	2	3	3	74	NEGATIVE
																													SUMMARY		114	
																													MEAN		57	

$$\chi = \frac{\Sigma\chi}{N}$$

$$\chi = \frac{114}{2}$$

$$\chi =$$

Range of Scale	Frequency	Percentage	Students' Reflection
126-150	-	-	Strongly Positive
101-125	4	6,7%	Positive
76-100	25	41,7%	Moderate
51-75	27	45%	Negative
30-50	4	6,7%	Strongly Negative
Total	60	100%	

Table 3.2 Students' Reflection Classification

In one of the high schools in South Sulawesi (SMAN 3 Selayar), the instructor and students had differing perspectives about the efficiency of online learning methodologies, as shown in the table above. The majority of teachers and pupils had unfavorable attitudes, with some having extremely negative, moderate, and positive attitudes. Irwanto (2002) supports this by stating that there are two forms of perception: positive and negative perception. Favorable perception gives a positive picture of all information (known and unknown). If a person has a good perception, he or she will accept and support the perceived thing. Negative perception is a sort of perception (known or unknown) that is regarded negatively or is inappropriate for perceiving the item being experienced. When someone has a bad impression, he or she will reject and resist any perceived effort. Data collected from the teacher and students' response showed that most of the teacher and students had negative perception about the effectiveness of online learning strategies on students' English learning achievement in SMAN 3 Selayar. It showed that the mean

score of the teachers' perception is 57% and students' perception is 75,5% which is categorized into negative.

There are several explanations that expressed positive, moderate and negative view. But most of teacher and students gave negative respond. It can be concluded as follow: There are 2 English teacher in SMA Negeri 3 Selayar and all the teacher had negative perception of the effectiveness of online learning strategies on students' English learning achievement. But beside that there is also positive impact of online learning for the teacher even though all teachers have negative perception about online learning because online learning can improves teachers' IT competence. It was supported by the result of interview as follows:

Negative reflection

There are 2 (100%) English Teacher have negative perception of the effectiveness of online learning strategies on students' English learning achievement, but there is one positive comment on the interview related with the positive impact of online learning.

Extarct 1

(Teacher 1, 08/09/2021/No.1-5)

…No because students understanding decreases and learning motivation still need increase.

…Common problem that facing in the online learning is the network problem and student discipline is declining

…The positive impact is more practical because you don't need to leave the house to teach the student.

…Students' English learning achivenement is decreasing.

…Give more explanation maximally…

Discussion

The findings of this research showed that teacher and students had negative perception of the effectiveness of online learning strategies on students' English learning achievement in SMA Negeri 3 Selayar. It was proven by the result of mean score of teachers' and students' questionnaire which the teachers' mean score was 57% and students' mean score was 75.5%. It could be not separated from disadvantages or negative impact of online learning itself. And it also related with the data findings of the interview process as supporting data, some comments from the students said that online learning was not effective because the network problem and the lack of supportive learning tools such as the lack of gadget, computers and the cost of internet quota is expensive thus made some students lazy or not participate in online learning process and it can impact to their English learning achievement. And it was supported by teacher comment on the interview process that students' English learning achievement was decreasing or low because students understanding decreases and learning motivation still need increase especially in online learning. And it also related with the students comment that they found difficult to understand material that has been explained by the teacher in online learning process and to keep achieving during online learning they should keep learning and try to repeating the tasks given by the teacher and training themselves to looking material that is not clear. And to make students keep learning even though there was no internet access in their home teacher take a policy with visit the students and give the material at their students' home and give more explanation maximally.

On the other hand, online learning can improve teacher and students IT competence. It based on the result of teacher and students interview process. They gave comment that with the online learning they can improve IT competence and know a lot of applications that can be used to learn English. It means that online learning has positive and negative impacts for teachers and students during online learning process, but because of the teacher and most of students live in the remote area that make them difficult to keep follow the government policy to keep learning from home and the lack of supportive learning tools such

as gadget, computers and internet access that is less supportive which is one of the problems in online learning so teacher and students gave negative perception of the effectiveness of online learning strategies on students' English learning achievement in SMA Negeri 3 Selayar.

Related to the previous research findings conducted by Puspaningtiyas and Dewi (2020) that students' perception of online learning is negative. And research findings conducted by Febrianto, et al. (2020) found in their research that the implementation of online learning strategies during COVID-19 in several region like in the rural area especially in Madura that has a limited internet access makes students difficult to learn and the problem is not only in technical online learning like the limited internet access but also in the socio-cultural condition of the Indonesian people who have not been able to quickly follow this new system takes time and consistent practice.

It was related to the theory According to Hastomo (2019), elearning is unproductive since students require a variety of supporting facilities, such as data packages during learning and frequent network problems. And other people with insufficient guidance and expertise, such as technology and internet access, believe and believe that online learning is difficult (Nasution, et al. 2020).

Based on the considerations of the discussion, the researcher concludes that there are several factors that make teacher and students' perception of the effectiveness of online learning strategies on students' English learning achievement in SMA Negeri 3 Selayar gave a negative response. First, the network problem. Networking is one of the common problems faced by teachers and students in online learning because some teachers and students live at the remote areas that do not have an internet access. Second the lack of supportive learning tools such as the lack of gadget, computers and the high price of internet quota makes it difficult for some students to participate in online learning. Third, students understanding decreases because students felt difficult to catch the material that has been presented by the teacher. Fourth, students discipline is declining and

learning motivation still need increase in follow online learning process. These things make students' English learning achievement decline during online learning process. Therefore, we can underlined that teachers and students prefer offline classes than online classes because it can be seen from the obstacle they found during online learning process. But, on the other hand, teachers and students also need to improve their abilities in terms of utilizing technology, especially in learning in the digital era (industry 4.0) today because even though the corona virus will be over but who knows the process of online learning will be over or still continue in the future. So the result of this research can be addressed as reference material for consideration by the government to take decision in making educational system.

The government must provide policies that can benefit the two education systems both online and offline this will help teachers and students in using technology to be more creative and innovative in design learning based on technology and providing facilities and infrastructure that can support teachers and students in remote areas who have a limited internet connection and students are constrained due to the lack of supporting devices in online learning such as gadgets. And the use of the Kipin School application as one of the alternative that can help teachers and students in the online learning process because this application provides various materials contains thousands of K13 school textbooks and school video lessons, tryout exercises, and literacy comics. Students can download thousands of data and can use it even when they are offline. So it can help teacher and students who live in the remote area can be able to participate during online learning process and they can learn everywhere and anywhere they are and be able to adapt to technological developments.

Conclusion

The impact of online learning strategies on students' English learning performance in SMA Negeri 3 Selayar is viewed negatively by both teachers and students. It was demonstrated by the percentages of 57 for teachers' perceptions and 75,5 for students'

perceptions. It was supported by the percentage of the questionnaire that showed 1 (50%) teacher classified as negative, 1 (50%) teacher classified as strongly negative, and 4 (6.7%) students classified as positive, 25 (41,7%) students classified as moderate, 27 (45%) students classified as negative, 4 (6.7%) students classified as strongly negative, and no student classified strongly positive. It may be concluded that teachers and students in SMA Negeri 3 Selayar had a negative opinion of the usefulness of online learning methodologies on students' English learning achievement. And it was related with the result of interview process as supporting data in this research show that teachers' and students' explanation on interview about the effectiveness of online learning strategies on students' English in SMAN 3 Selayar is not good and gave negative respond because some of factors like the network problem, student motivation and students' discipline in learning English during online learning process is declining. Thus make students' English learning achievement is decreasing and need to be improved and they more prefer offline class than online class.

Suggestion

Teachers and students should be able to take the positive impact of online learning strategies with make some creativity using IT in teaching and learning process such as using several applications that are easily accessed by teachers and students such as google meet, google classroom and other applications that are in accordance with the state of the student's residence by utilizing the features in it as one of the development of knowledge in the IT field. It is suggested for the next researcher who is interested in conducting research about some application that can be used in online learning process that has not been found in this research. The next researcher could find the effect and some features of that application to students' English learning achievement during online learning process.

Limitation

This study has a limitation namely: the researchers did not investigate the students' achievement in online learning process by using experimental research design so it did not give the insight about the students' achievement which actually has a role in developing the syllabus and ELT materials. The researchers did not explore the effect of online learning to the students' achievement, as the consequences the next study is recommended to investigate the effect of online learning toward the students' achievement.

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SYNOPSIS

After deep discussion, this book chapter was written by admitted in the field of education, environmental issue, health, Language ability, Entrepreneurship, English language communication, Politic, and law.

Unlike many book chapters, this book focuses on discussing the current issue in the world. The goal of this book is to encourage research in the field of education, environmental issue, health, Language ability, Entrepreneurship, English language communication, politics, and law. Various concepts discussed in this book chapter have been carefully selected and discussed in the fifteen chapters of the book, as follows.

Chapter 1 is an overview of the effectiveness of Face-To-Face Learning. **As** an instructional method where course content and learning material are taught in person to a group of students. This allows for live interaction between a learner and an instructor.

Chapter 2 Quantitative Research focuses on thoughts, concepts, or experiences. Educators use qualitative research in a study's exploratory stages to uncover patterns or new angles. The data collected often comes in narrative form.

Chapter 3 discusses clean water and sanitation; unsafe water is one of the world's largest health and environmental problems. This is causing unnecessary disease and death.

Although. Affordable equipment and education in hygiene practices can stop this senseless suffering and loss of life.

Chapter 4 provides the Analysis of frontline staff ability in English communicative competence. Because English is a universal language that is frequently used in information and communication media, it is one of the most important competencies for front liners. frontline English competence was influenced by several factors, including educational factors, local language factors, work experience factors, and major factors.

Chapter 5 about Ethical training in business higher education studies: Where does Corporate Social Responsibility go?. Business ethics is a very relevant topic in training future entrepreneurs and business leaders. Ethical decisions require comprehensive ethical knowledge that includes concepts and skills and capacities development. The importance of ethical training in students is a skill required by employers.

Chapter 6 as an overview of Legislation and the content of Special Regional Regulations in the Implementation of Regional Government in Papua Province. The process of forming and planning a statutory regulation, especially related to the Perdasus/Perdasi Formation Process, is very important and must be considered in every Perdasus/Perdasi formation. Therefore, according to VCRAC Crabbe, the important part of legislation is not only the regulatory aspect but the law-making process.

Chapter 7 is the general idea of the COVID-19 Big Data Challenge: Lessons from the Australian Predictive Analytics Struggles - Moving Towards the BCZ Approach it is hard to imagine any pre-COVID Predictive Analytics programs that could be sustained without major adjustments. Predictive analytics is still highly essential, as it is the backbone of moving forward.

Chapter 8 is the analysis of decision Number 88/PID.SUS/2019/PN POL regarding the crime of participating in deliberately voting more than 1 Time in 1 TPS. General Election (Pemilu) is a very important momentum in forming a government and state administration based on all the interests of the people. 88/Pid.Sus/2019/PN Pol, which hereinafter is one of the decisions in the realm of election crimes, in that decision on the basis of Article 516 of Law 7/2017 jo. Article 55, paragraph (1) of the Criminal Code.

Chapter 9 relates to aspects of reflective justice in land acquisition for development in the public interest. The relationship between state law and land as an object for public use (res publicae) For this purpose, land rights can be revoked by providing appropriate compensation and in a manner regulated by law. Article 3 of Law no. 2 of 2012 confirms that land acquisition for the public interest aims to provide land for the implementation of development to improve the welfare and

prosperity of the nation, state, and society while still guaranteeing the legal interests of the entitled parties.

Chapter 10 studies framing barriers to women's social entrepreneurship in Pakistan: from feminist and institutional sanpoint. Business and entrepreneurship are areas of society where men are dominant while women are almost absent. There are many barriers to women's social entrepreneurship ventures in Pakistan that are multifaceted. Feminist and institutional theories provide suitable explanations, including micro and macro-level barriers. Socialist feminism explains that structural factors whereby macro-level aspects such as the family (the expressive roles or gender roles) and religious misperceptions are notable.

Chapter 11 rolls out the juridical review of criminal applications against children driving motorized vehicles due to negligence causing the death of a person case study at Porlestabes Makassar. Before allowing their children to drive their vehicles, parents must consider all the risks faced in the future. The phenomenon that is currently developing is that children are accustomed to driving motorized vehicles, even though they do not yet have a driving license (SIM), and do not understand the signs and driving ethics that are good and correct so many do not comply with traffic regulations until an accident occurs.

Chapter 12 is a study about the assessment of Integrated English Materials Used at Hasanuddin University. Integrated English has garnered more attention within the teaching of

English as a Foreign Language students to learn Integrated English in a variety of learning styles, including pair, individual, and group work. The materials' four language skills integrated students' skill work Students' evaluations of their encouragement to use existing materials suggest that using existing materials boosted their communicative competence. English is learned by students in order to communicate and expand their knowledge of literature, and the activities depicted in the materials cover this topic. This clarifies that most students believe they have materials that meet their expectations.

Chapter 13 is a juridical overview of the settlement of the crime of persecution from the perspective of customary law in Mamasa district. In the transitional regulation, two things are still valid after Indonesia's independence, namely state bodies and existing regulations regarding the settlement of criminal acts of persecution from the perspective of customary law that the Customary Institution facilitates victims and perpetrators by holding mediation or customary deliberations and presenting traditional leaders, the government and witnesses to resolve the cases of the persecution.

Chapter 14 is an overview of the reliability of electrical power installation in the Intensive Care Unit (ICU) RS. DR. Tardjuddin Chalid Makassar. Electrical ICU RS. Dr. Tadjuddin Chalid Makassar is controlled and served through a panel room in front of the ICU room. In maintaining the continuity of

electricity supply in all service installations in the hospital. Dr. TadjuddinChalid Makassar in general and in the ICU in particular, if there is a blackout or disconnection of electricity from PLN, then two generator units are enabled that are able to provide overall electricity supply in the hospital. Dr. TadjuddinChalid Makassar.

Chapter 15 as a study of the role of community leaders in the family planning village (KB) Program in Bulukumba. Kampung KB has an important role in realizing the strategic goals of the BKKBN in 2020-2024, so the implementation of Kampung KB must be optimized even though it is no longer a priority program. Community leaders in rural areas are considered very influential and important in all aspects of community life. A community figure is someone authoritative and characterized by his environment. Usually the characterizations are due to the influence of age, position, , abilities and expertise so that all his actions and words will be heard and followed by those around him.

Chapter 16 as the last topic in this book explore about the Reflections of Teachers and Students on the Effectiveness of Virtual Learning Systems. At the time when Corona virus entered Indonesia, teachers and students continue the teaching and learning process by online learning, the learning system using pedagogical tools (educational props) via the internet and network-based technology to facilitate the formation of an open

and distributed learning and knowledge process through meaningful actions and interactions. The success of using online learning strategies is inseparable from how teachers and students respond to online learning. Teachers' and students' explanation on interview about the effectiveness of online learning strategies is not good and gave negative respond.