

INTERNATIONAL CONFERENCE

On

GOVERNANCE AND DEVELOPMENT

in Padang, West Sumatra
Desember 14 - 16, 2010

Joint Conference :

- ▣ Deakin University Australia
- ▣ Universitas Negeri Padang
- ▣ Universitas Andalas
- ▣ Institut Agama Islam Negeri Imam Bonjol Padang



PROCEEDING

**INTERNATIONAL CONFERENCE
on
GOVERNANCE AND DEVELOPMENT**

Sponsored by
Dispendasi

Deakin University, Australia

Universitas Negeri Padang

Universitas Andalas (UIN)

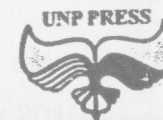
Institut Agama Islam Sumatera Utara

12.11.2010 - 13.11.2010

14.11.2010 - 15.11.2010

Government and Development

Kepemerintahan dan Pembangunan



UNP PRESS

2010

PROCEEDING

INTERNATIONAL CONFERENCE
on
GOVERNANCE AND DEVELOPMENT

Editors :

Drs. Bakhri, M.Sc
Prof. Dr. Yuniawardi, Drs., M.Si
Prof. Dr. Syafri Anwar, M.Pd
Drs. Alwen Bentri, M.Pd
Drs. M. Thaufiq Pinat, MDP

UNP Press
ISBN 978-602-8819-22-0

Joint Conference :

Deakin University Australia
Universitas Negeri Padang
Universitas Andalas
Institut Agama Islam Negeri Imam Bonjol Padang



DEAKIN
UNIVERSITY AUSTRALIA

MELBOURNE GEELONG WARRNAMBOOL

2010 International Conference
Konferensi Internasional 2010

Sponsored by
Disponsori oleh

Deakin University, Australia
Universitas Negeri Padang (UNP)
Universitas Andalas (Unand)
Institut Agama Islam Negeri (IAIN) Imam Bonjol

Governance and Development
Kepemerintahan dan Pembangunan

Abstracts
Abstrak

14 - 16 December 2010
14 - 16 Desember 2010

Puspa Djuwita

Universitas Negeri Bengkulu

Abstract

Family surrounding is one of important and influential factors for children because it provides experiences for them. It is very helpful for children's development and growth as well as their cognitive. The atmosphere and the situation of the family surrounding, which involve both love and togetherness, may force the family itself become an orientation medium for its whole members. One way of how it may influence one's self concept is through the image of the family.

A Family, which is considered as the main and the first institution for the children, has the strategic function in educating and developing such positive behavior. In a family, the educational function becomes the most prominent among other functions. It is because education in a family may give such enormous effects for building the behavior of the society members and citizen of a country.

Living values the first things received by the children through education and their socializing processes in their family. The family engrafts the habit, provides such good ways of how to behave, and develop emotion through personal and interpersonal relationship. Finally, the children may make the values in their family to become such personal values, which are performed by the behavior of their future life.

WELCOME

Welcome to this international conference on governance and development.

The conference will consider questions of what constitutes governance and development today, what forms they take and how they are changing. As global interconnectedness becomes more obvious, it has become increasingly important that we learn about experiences of different contexts of governance and development, and share our understandings of how to construct good governance and development.

The papers in the program offer insights into the issues that we face, in Indonesia and globally, in responding to shifting political, social and natural challenges of the twenty-first century.

Participants in the conference will see that we have organised the papers around the following themes:

- DEVELOPMENT
- POST DISASTER
- EDUCATION
- DEMOCRACY & GOOD GOVERNANCE
- CONFLICT & CONFLICT RESOLUTION
- REGIONAL AUTONOMY
- LOCAL ECONOMICS AND MICRO-FINANCE

This will provide the opportunity to stay with one or two streams throughout the Conference or move between streams.

We are delighted with the number of papers submitted and the number of participants attending the Conference.

We anticipate that the Conference will provide an informative and rewarding experience for all who attend.

Convenors

Professor Sue Kenny
Associate Professor Ismet Fanany
Deakin University

Professor Dr Azwar Ananda, M.A.
Nirhizrah Gistituati, M.Ed., Ed.D.
Universitas Negeri Padang

Dr Henny Herwina
Universitas Andalas

SELAMAT DATANG!

Selamat datang di Konferensi internasional tentang pemerintahan dan pembangunan ini.

Konferensi ini akan membicarakan seperti apa pemerintahan dan pembangunan kini, seperti apa bentuknya dan bagaimana bentuk itu berubah. Semakin jelas hubungan antara bagian-bagian dunia maka semakin penting kita memahami pengalaman dalam berbagai konteks pemerintahan dan pembangunan yang berbeda serta saling berbagi pengetahuan dan pengertian kita tentang bagaimana menciptakan pembangunan dan pemerintahan yang baik.

Makalah di dalam proceeding ini ditampilkan dalam bentuk abstrak yang menggambarkan pemahaman atas berbagai masalah yang kita hadapi sekarang, baik di Indonesia maupun di dunia, dalam menghadapi tantangan politik, sosial, serta alam yang senantiasa berubah dalam abad ke-21 ini.

Dapat dilihat bahwa makalah-makalah dalam brosur ini berkisar sekitar tema berikut:

- Pembangunan
- Pasca Bencana
- Pendidikan
- Demokrasi dan Pemerintahan yang Baik
- Konflik dan Resolusi Konflik
- Otonomi Daerah
- Ekonomi Lokal dan Micro-Finance

Ini akan memungkinkan peserta mengikuti satu atau dua topik saja selama konferensi ini atau mengikuti berbagai topik sesuai dengan minat dan keinginan.

Kami senang sekali melihat jumlah makalah yang masuk serta banyaknya peserta yang ikut konferensi ini.

Kami berharap konferensi ini akan menarik dan berguna bagi para peserta.

Pengurus
Professor Sue Kenny
Associate Professor Ismet Fanany
Deakin University

Professor Dr. Azwar Ananda, M.A.
Nurhizrah Gistituati, M.Ed., Ed.D.
Universitas Negeri Padang

Dr. Henny Herwina
Universitas Andalas

KATA PENGANTAR

Konferensi ini mengambil tema pemerintahan dan pembangunan saat ini. Semakin jelas hubungan antara bagian-bagian dunia maka semakin penting kita memahami pengalaman dalam berbagai konteks pemerintahan dan pembangunan yang berbeda serta saling berbagi pengetahuan dan pengertian tentang bagaimana menciptakan pembangunan dan pemerintahan yang baik.

Makalah di dalam proceeding ini disajikan dalam bentuk abstrak berdasarkan pemahaman atas berbagai masalah yang dihadapi sekarang, baik di Indonesia maupun di dunia, dalam menghadapi tantangan politik, sosial, serta lingkungan yang senantiasa berubah dalam abad ke-21 ini. Dapat dilihat bahwa makalah-makalah dimaksud berkisar sekitar tema berikut:

- ❖ Pembangunan
- ❖ Pasca Bencana
- ❖ Pendidikan
- ❖ Demokrasi dan Pemerintahan yang Baik
- ❖ Konflik dan Resolusi Konflik
- ❖ Otonomi Daerah, Ekonomi Lokal dan Micro-Finance

Dari tema-tema itu mungkin peserta mengikuti satu atau dua topik saja selama konferensi ini atau mengikuti berbagai topik sesuai dengan minat dan keinginan masing-masing.

Diharapkan proceeding ini dapat berguna bagi para peserta dan penulis naskah.

Steering Committee,

Professor Sue Kenny
Associate Professor Ismet Fanany
Deakin University

Professor Dr. Azwar Ananda, M.A.
Nurhizrah Gistituati, M.Ed., Ed.D.
Universitas Negeri Padang

Dr. Henny Herwina
Universitas Andalas

	medicinal pant - Drs. Tri Murdiyanto, M.Si dan Vera Maya Santi, M.Si Universitas Negeri Jakarta	
89	Peran ruang pusat sumber dalam manajemen pendidikan sekolah-sekolah inklusi - Martias Z Univ. Negeri Padang	175
90	The development of guidance and counseling competencies of special need education teachers - Mega Iswari Universitas Negeri Padang	176
91	Pendidikan budaya dan karakter bangsa dalam falsafah Adat basandi sarak, sarak basandi kitabullah di sekolah dasar - Muhammadi Universitas Negeri Padang	177
92	Kontribusi motivasi terhadap kinerja guru di SMP Negeri Kecamatan Koto Tangah Padang Sumatera Barat - Nellitawati and Aswardi Universitas Negeri Padang	178
93	The aplication of the high touch and high tech in the teaching learning process - Nuzuar STAIN Curup-Bengkulu	180
94	Living values education in family surrounding to develop children's possitive behavior - Puspa Djuwita Universitas Negeri Bengkulu	181
95	Pengembangan model pendidikan nilai dalam pembelajaran bahasa indonesia untuk meningkatkan kemampuan berpikir reflektif siswa SMP - Dian Eka Chandra Wardana, Puspa Djuwita, Ria Ariesta FKIP Universitas Bengkulu	182
96	Etos kerja perempuan di pasar tradisional Minangkabau - Setiawati Universitas Negeri Padang	183
97	Parents' and teachers' perception on the free	184

	education for elementary students at The District of Bukittinggi - Wakhinuddin S Universitas Negeri Padang	
98	Pendidikan anak usia dini berbasis budaya daerah (Minang) berorientasi pada pembentukan karakter - Dadan Suryana Universitas Negeri Padang	185
99	Mobilitas sirkuler di Sumatera Barat dan pembangunan daerah asal - Afdhal Universitas Negeri Padang	187
100	Improving the principal performance in the era of educational autonomy - Dr. Ahmad Sabandi, M.Pd Universitas Negeri Padang	188
101	Contribution of organizational climate and comittment to teachers performance at primary schools in Koto Tangah Padang. - Dra. Anisah, M.Pd. Universitas Negeri Padang	190
102	Contribution of emotional intelligence toward the work motivation of Senior High School Public teachers of Payakumbuh - Hanif Alkadri, M.Pd. Universitas Negeri Padang	191
103	The Iffluence of Work Motivation To Teacher's Work Discipline at Senior High School Padang Panjang: Analysis Comparatif of Senior Teachers and Junior Teachers - Lusi Susanti, S.Pd, M.Pd Universitas Negeri Padang	193
104	Pelaksanaan tugas guru Sekolah Menengah Pertama Negeri Kota Padang Panjang. - Sulastri, M.Pd. Universitas Negeri Padang	195
105	Penerapan metode penyetaraan horizontal dalam sistem ujian nasional untuk pemetaan dan mengantisipasi keragaman mutu pendidikan - Dr. Fahmi Rizal, M.Pd., M.T. Universitas Negeri Padang	197

**LIVING VALUES EDUCATION IN FAMILY SURROUNDING
TO DEVELOP CHILDREN'S POSSITIVE BEHAVIOR**
(By *Puspa Djuwita, FKIP Universitas Bengkulu*)

ABSTRACT

Family surrounding is one of important and influential factors for children because it provides experiences for them. It is very helpful for children's development and growth as well as their cognitive. The atmosphere and the situation of the family surrounding, which involve both love and togetherness, may force the family itself become an orientation medium for its whole members. One way of how it may influence one's self concept is through the image of the family.

A Family, which is considered as the main and the first institution for the children, has the strategic function in educating and developing such positive behavior. In a family, the educational function becomes the most prominent among other functions. It is because education in a family may give such enormous effects for building the behavior of the society members and citizen of a country.

Living values the first things received by the children through education and their socializing processes in their family. The family engrafts the habit, provides such good ways of how to behave, and develop emotion through personal and interpersonal relationship. Finally, the children may make the values in their family to become such personal values, which are performed by the behavior of their future life.

Key words: education, family, living values, children

A. INTRODUCTION

Recently, social life is full of contradiction in values order. It is pushed by the advancement of *IPTEKS*, which creates the new orders and norms that sometimes may be contrast to the values of Indonesian culture. They easily enter to family surrounding. This condition brings up the changes toward the values order globally and it may cause brittle in the present norms (Osler, 1994:12). The impact of this condition is the norms conflict between pragmatically and ideologically values (Buchori, 2001:82). The life like this forces parents to struggle in engrafting the values and in developing children's positive behavior as well.

The family life, which goes on a subculture of society, can not avoid from the contradiction and displacement condition. This condition is caused by the bad effects given by its sub cultural group to the family (Soelaeman, 1994:22). In doing so, the

family is the implementer key in guiding the living values education for the children. Practically, living values education in a family is such a kind of the guidance for behavior, attitude, and personality that are depended on the moral culture believed by a family. In this respect, the quality of the parents' role is very important.

The effort putting the values through education needs the willingness and seriousness of the parents. It may succeed if only there is such an emotional climate created, so that it is possible to personalize the values. If the climate is convenient enough for the family members, there will be love and mutual understanding among them. It then creates the feeling of empathy, appreciation and trust between parents and children. After all, it eases both parents and children to take and to give such an instruction and education of how to behave positively.

B. DISSCUSSION

1. The Roles of Education in a Family

To educate and to take care of the children are such important activities and high prestige. It is important because in the present era, which easily gives such displacement cultural values and development of IPTEKS, it may give bad influences toward children's behavior development. It can not be denied that such individuals born in a family are the individuals whose personalities must be developed through education so that they may be a positively behavior humans whenever they are on duty in society someday. It is because the education in a family may give an enormous effect in building behavior of a citizen (Rifai: 2002).

The education in a family is a part of an informal education that engrafts the belief of religion, cultural values, moral values and skills. This statement explains that a family is an educational institution for the guidance of belief, cultural values, moral values, knowledge and skills (Law of National Education System No. 2, 1989). The education in this surrounding is very important for the members since it is considered as an effort to develop the growth of moral (spiritualism), character and intellectualism (thoughts).

The family is the first one that carries out the duty as well as guides the growth and the development of a moral. The development process of a moral is done through personal and interpersonal relationship. From this relation, there may be the activities of

guiding the children to become good personal ones. Education in a family is aimed at the children's personal guidance, so that they may be able to go through their lives as adults, either as an individual among family members or among society members. As an adult, it is expected to do the following aspects:

- a. Personal aspect, is the ability to live independently, to gain such self realization in social life,
- b. Social aspect, is the ability to participate and guide the society,
- c. Moral aspect is the ability to make social decision and to direct the life morally with such responsibilities (Soelaeman, 1994).

Before the children are able to be independent and able to manage themselves, they, as weak creatures, need education, care, and guidance which take much time and may be complex. The Prophet of Mohammad also emphasized the big responsibility of a family toward children's education. It was then told by H.R Bukhari and Muslim, "every child born is pure, yet the parents make them to be Jewish, Christian, and Persian belief. (Mubarak, 2001:19). The utterance of the prophet considers that every child born is pure. In the next processes, there will be such intervention from the parents as the educators. This utterance also reminds us about the necessity of the parents in educating their family members in such correct and appropriate ways. In order to make the children be kind, it is necessary for parents to engraft children's self realization that is as a human being, they should realize their own values and their roles in their life.

In a family, children get the influences, the habits, and the experiences that may create their personality. The family must also teach them anything, from the way to speak, table manner, the way how to study and how to master and develop the knowledge and skills they have.

2. Living Values Education in a Family

The purposes of this living values education in a family are to help the children to explore the existing values around them logically, to increase quality of their understanding and feeling toward the right and the wrong values. Mulyana (2004) states that living values education is considered as the efforts of guiding the children in order to make them realize about the right things, kindness and art, through the process of the

appropriate consideration and of the consistent custom. The effect expected from this living values education is to make the children have the ability to think and do the things responsibly, the ability to do justice and to be wise in having relationship as well as interacting to other people, either personal interaction or interpersonal interaction in social life. According to *Living values education* (2004), living values education itself is aimed at:

- a. Helping every individual to think and to reflect the existed values around, to express the practical implication of the differences among the values as he/she is having relationship with himself/ herself, other people, society, and the global world.
- b. Giving inspiration to choose the personal, social, moral and spiritual values, to understand the practical method in developing and digging up the values.

Living values education in a family, both directly and indirectly, is the conscious efforts to help the children in order to make them to be morally good ones. From this effort, it is expected that the children may realize that there such things happened between the nations in reaching the viability and the needs compromise. Therefore, through the living education values, the children are prepared to be able to face the recent society demand.

3. The Purpose and The Base of Living Values Education in a Family

The purpose of this living values education in a family has any relationship with the purpose of life of the family itself. The purpose of life underlying the implementation of living values education in a family will reflect the values system believed by the family. According to Soelaeman (1994), there are five bases in reaching the educational purposes. They are (a) anthropology, (b) socio culture, (c) religion, (d) psychology and (e) norms. The five bases color the family's life, from the beginning the family built until the activities happened.

The anthropological base underlies the existence of human being in society. The activities of educating itself tend to be such efforts in order to humanize the human being. It is because all the things done in education are all for the humanism purpose. The socio-cultural base underlies all the things that should be given in the educational activities, so that the children may adapt in such developed situations and conditions of the society

they live in. Religious base underlies all the things done by parents as human beings who realize the existence of God. This aspect becomes the base of such actions done by parents of which purpose is to make the children become such religious ones. The psychological base underlies the action in guiding and educating the children by paying attention toward the children's naturalness, personality and development. The normative base underlies the teaching and educating actions which are directed to living values and norms in society. In implementing the education, those five bases are considered as a values system. In this respect, they reflect the contents of the education conducted by a family. The contents (materials) of family education include the following:

- a. The culture where the family live in,
- b. The socio-psychological relationship in family and society related to the education of ethics, language, etc.
- c. The morally life based on the demand of the existed norm in society.
- d. The religious life in preparing oneself to become a good mankind.
- e. Psychological life in building good personality which is performed through having the strong character in facing the life (Rifai, 2002:67).

The contents or materials of education will be very fully influenced by the bases of education implemented in a family.

4. Emotional Climate in a Family

The family surrounding is one important factor because it provides experiences to the children. The situation and the atmosphere involving love and togetherness may make the family become an orientation for the members. One way the family can influence one's self concept is through the family itself.

It is said that the situation and the atmosphere of a place where somebody raise and live in may create one's pattern of behavior, habits, rules, values system, point of view and life standard. Therefore, the parents should create such a climate where the children may have the willingness to receive what the parents have taught for them. This values education really needs the quality of the relationship between parents, children and other family members. It is demanded that the parents need the ability to develop a good communication between them and the members of the family. This aspect is very

essential and useful for the future. The delightful atmosphere will ease the children to accept the instruction from their educators.

5. The Sources and Media Receiving The Values

The educational activities need supporting facilities such as the sources and the media. The sources and media provided in a family may be physically and non-physically. The figure of parents, siblings and citizen are the sources and the physical media. Meanwhile, the sources and non physical media are all the action, attitude, behavior, utterance, electronic media (Radio, Tape recorder, TV, VCD), press media, and the emotional climate condition of the family.

6. The method of Living Values Education in a family

The good leading, compliment, prohibition, punishment, rehearsal, customization, advice, dialogue, persuasion and encouragement are the education method in family. The good leading is the most effective educating way in preparing and building the children morally and socially (Ulwan, 1992:2). Rehearsing and customizing the children to the good behavior and values are such important factors in order to correct and change the inappropriate attitude and behavior. The prohibition, punishment, advice and compliment may give the caution of what might be done by the children or vice versa. Mubarak (2001:85) states that in order to build the values, it is necessary to inform such knowledge to the children about values, good neighborhood, how to build such adorable personality, and how to accustom them to the appropriate behavior.

The educational method supported by utilizing the daily experiences can help children to be able to identify and understand the values through their feeling.

C. CLOSING

1. Family is the first environment in implementing the living values education so that the children may act positively in society.
2. The feeling of the trust that comes from children toward their parents may make them sure of the education given. By doing so, they will be very pleasant to obey everything that the parents teach for them. Moreover, the feeling of trust from the

parents that the children will follow what they have taught makes the implementation of education itself runs well. This condition will create such a warm and pleasant environment for the family.

3. The comfort of emotional climate is such an important factor for values personalized and the development of individual's personality in a family.
4. The warm and pleasant surrounding influences one's personality because the individual may have some experiences from their surrounding, and it really works for the development and growth of living values in children.

Glossary

Living Values Education.2004.Purpose And Aims. [http://www. Living Values Education. Net/purpose and Aims-Values Education for Children and Young Adult](http://www.LivingValuesEducation.Net/purposeandAims-ValuesEducationforChildrenandYoungAdult).

Mubarok, A.200.Psykologi Qur'ani.Jakarta: Pustaka Firdaus

Mulyana, Rt.2004. Mengartikulasikan Pendidikan Nilai. Bandung: Alfabeta.

Osler, A. 1994. Development Education: Global Perspectives In The Curricullum.
London: Cassel

Rifai, M.S.S 2002. Wawasan Tentang Makna Dan Kehidupannya Memperkuat
Kepentingan Pendidikan Dalam Keluarga. Makalah. Tidak diterbitkan.

Soelaeman, M.I.1994. Landasan Pendidikan Dalam Keluarga. Bandung: IKIP Bandung

Ulwan, A.N.1992.Kaidah-Kaidah Dasar Pendidikan Anak Menurut Islam. Bandung:
Remaja Rosdakarya