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Endang, Sumantri Nawawi

University of Massachusetts Amherst

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CITIZENSHIP TRAINING FOR STEADY NATIONAL DEVELOPMENT: A CASE STUDY OF THE P-4 TRAINING PROGRAM FOR THE STUDENTS OF HIGHER EDUCATION IN WEST JAVA, INDONESIA

A Dissertation Presented

By

ENDANG SUMANTRI NAWAWI

Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION

May 1988

School of Education
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CITIZENSHIP TRAINING FOR STEADY NATIONAL DEVELOPMENT: A CASE STUDY OF THE P-4 TRAINING PROGRAM FOR THE STUDENTS OF HIGHER EDUCATION IN WEST JAVA, INDONESIA

A Dissertation Presented

By

ENDANG SUMANTRI NAWAWI

Approved as to style and content by:

David R. Evans, Chairperson

Edward J. Harris, Member

James A. Hafner, Member

George E. Uhr, Acting Dean
Dedicated to:
My motherland Indonesia
My beloved wife Enih for her patience and sacrifice
My children: Yeni, Adi, Trida, Cahya, and Galih
for their perseverance
with hope that their generation will create
a better national life and participate in
the founding of the world order
ACKNOWLEDGMENTS

Praise be to God the Almighty who always helps and guides me, especially in planning, writing, and finishing this dissertation and completing my study as well. Glory to God who is most forgiving to those people who turn to Him again and again and who are doing good deeds.

Next, I would like to identify and credit all those individuals who intentionally and unintentionally contributed to the completion of my study. First, I am very pleased to give my gratitude to the Government of Indonesia, Minister of Education and Culture, and the Rector of IKIP Bandung. Without their confidence and support, my study would have been impossible to accomplish.

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I realize that this dissertation, as a scientific manuscript, has some shortages and weaknesses and it would be left behind in the progress of science and technology and the development of humanistic education, without criticisms, suggestions, and useful inputs from the readers, those who are concerned with and interested in this field of study. Therefore, all criticisms, suggestions, and input from whomever reads this dissertation are greatly expected and appreciated.

Finally, and most humbly, I offer special gratitude to all members of my family and relatives who have sacrificed for me and have offered their moral support and prayer for my success. May Allah show them His mercifulness and graciousness and give me useful knowledge for the sake of educational and national development in Indonesia, family brightness, and my own success in life on the earth and in the hereafter.
ABSTRACT

CITIZENSHIP TRAINING FOR STEADY NATIONAL DEVELOPMENT: A CASE STUDY OF THE P-4 TRAINING PROGRAM FOR THE STUDENTS OF HIGHER EDUCATION IN WEST JAVA, INDONESIA

MAY 1988

ENDANG SUMANTRI NAWAWI
B.A., IKIP BANDUNG
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M.Ed., UNIVERSITY OF MASSACHUSETTS
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Directed by: Professor David R. Evans

As an independent and a developing country, Indonesia is already attempting to improve national welfare both materially and non-materially. During the first two decades of independence (1945-1965), the Indonesian government and the people had many problems to be solved. Then tasks to be accomplished concerned the socio-political and institutional frameworks. These frameworks as guidelines for nation building and character building were based on "Pancasila" (the Five Principles) as the national ideology and the state foundation as well as based on the 1945 Constitution.
The government has been attempting seriously since the third decade to impart national values and the spirit of 1945's independence to the people and the younger generations who do not have the direct experience of the national independence struggle. This effort is one of the older generation's (New Order Government's) honesty for the sake of steady national development.

One part of this effort is the P-4 Training Program, which teaches people the "Guideline to internalize and to practice Pancasila" in their daily life as individuals and as groups of citizens. The P-4 Training Program for students of higher education has been carried out since 1984. This study explores whether or not the P-4 training program influences students' cognitive and non-cognitive performance.

A case study research design employed to study trainees at three higher education institutions in West Java of Indonesia by using a "cluster sampling procedure": 30 respondents as subjects of an interview technique; 355 respondents as subjects of pre- and post-test techniques; and 125 respondents as subjects of a dialogic technique. The researcher spent three months collecting data from those respondents including consultation and observation.

To analyze the data and to determine the degree of relationship among the factors, direct difference t-tests and a one-way
ANOVA as well as descriptive statistics are employed. The main finding in this study is that the P-4 Training Program positively and significantly influences the students' cognitive performance. Likewise, qualitative analyses also revealed that students' non-cognitive performance (personal interests, ideas and commitments) showed that their understanding of citizenship was improved.

Some issues and problems may have to be considered in further research. These include students' attitude towards the essence of national development, their opinions regarding improvement of the P-4 training strategy, and their own values concerning national leadership. The urgent recommendations of this study are 1) improving training of trainers and 2) creating an effective "after-care or follow-up guide" for trainees after completion.
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CHAPTER I

INTRODUCTION

Background of the Study

As a newly independent nation, Indonesia had tasks to accomplish, and problems to solve in order to safeguard its integrity, its national unity, and its social and political stability, all vital foundations of national development. Some problems remain to be settled, especially the people's attitudes towards the various regions, local cultural differences, and local development inequity which has caused a wide gap between the rich and the poor, between urban and rural areas in terms of accessible facilities. Socially and economically, urban areas are favored. A study conducted by Sumitro Djojohadikusumo (Ketahanan Nasional, 27, 1980), illustrated the unequal distribution of national income.

As a developing country, Indonesia also shares the characteristics of all developing nations identified by Vaizey (1962). Such common characteristics are low per capita income, lack of employment opportunities, a heavy dependence on agriculture, backwardness of agricultural techniques, lack of foreign exchange, and the deprivations of rural communities. All of these will continue to put great strain on the Republic in the years to come if the people
and the government do not pay keen attention to the development of the spiritual and psychological sectors as well as the physical and material sectors.

As an independent and developing country, Indonesia believes that the common interest, which unites the people, and the common political boundary, which unites the country, must be secured and defended. Indonesia has not only diverse cultures, diverse land and island composition, and diverse levels of civilization of its people, but, as a nation, it has also a diverse society.

The basic belief for keeping national harmony and strengthening national integrity is that the people and the government should always be willing to make any sacrifice necessary to defend the well-being and safety of the country. Keeping national harmony is an important way to apply the national motto: "Unity in Diversity." This guiding principle provides a fundamental platform for social, political, economic, and cultural development which will be an important supporting factor to the progress of national development. National harmony means a nation of people who are "moral and cultural citizens, with discipline and responsibility, with good health, mental and physical, and with a democratic outlook" (Robert, 1965). Human development in Indonesia is a very important aspect which is integrated with other aspects of national development.

Indonesia's complicated diversity can be described as follows: Indonesia is a unitary republic with sovereignty vested in the people. Indonesia is an archipelago country; an archipelago of
13,677 islands, of which 6,044 are inhabited, situated across the Equator between the continents of Asia and Australia and between the Pacific and Indian Oceans; it stretches 3,300 miles from east to west and 1,300 miles from the north to the south; total land area: 735,865 square miles, or 1,263,381 square miles including territorial--interinsular waters (see maps 1, 2, and Table 1).

Politically, Indonesia is an independent country. The people proclaimed their independence on August 17th, 1945. The form of the government is a republic with a democratic system based on the 1945 Constitution and the "Pancasila" (Five Principles), the philosophical basis of the State. The Pancasila is composed of five inseparable and mutually qualifying principles:

1) A belief in God the Almighty;
2) A just and civilized humanity;
3) The unity of Indonesia;
4) A democracy guided by wisdom within the representative consultation; and
5) A social justice for all Indonesian people.

In addition to the above basic facts, Indonesia has 27 provinces; a population of 147,400,298 (1980 Census); more than 165 million people in December 1986 (estimated 2.3% population growth per year). The capitol city of the republic is Jakarta, with its population approaching 8 million (1987). "Red and white be color" is the national flag; "Indonesia Raya" is the national anthem; "Bahasa Indonesia" is the national language; and "Bhinneka Tunggal Ika" is the national motto.
## TABLE 1

### DEMOGRAPHICAL FACTS OF THE REPUBLIC OF INDONESIA

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<td>Islands</td>
<td>13,667</td>
<td>6,044 inhabited</td>
</tr>
<tr>
<td>Wide</td>
<td>5,193,250 km^2</td>
<td>2,027,087 km^2 is land territory and 3,166,163 km^2 is sea territory</td>
</tr>
<tr>
<td>Population</td>
<td>147,490,298</td>
<td>census held 1980; 165,153,500 people in December 1985</td>
</tr>
<tr>
<td>Population growth</td>
<td>2.3%</td>
<td>per year</td>
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<td>Population density</td>
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<td>according to the 1980 population census per km^2:</td>
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<td>690</td>
<td>Source: Central Bureau of Statistics</td>
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<td>Sumatra</td>
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<td>Kalimantan</td>
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<td>Sulawesi</td>
<td>55</td>
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<td>Other island</td>
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<td>Indonesia</td>
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Ethnically, Indonesia has a polyglot mixture of races and peoples belonging to over 300 different ethnic groups, speaking over 250 language dialects, and belonging to all the major religions of the world. As mentioned above, only 6,044 islands or 40% of all the islands in the Indonesian archipelago are inhabited. More than 165 million people are spread unevenly across the archipelago. There are islands with a density of more than 700 persons per square
kilometer, such as Java and Madura, and there are islands with only 4 persons per square kilometer, such as the island of Irian Jaya (West Papua) and some part of the island of Kalimantan (Borneo).

From these facts emerges the question: "How can one govern such a huge country with such a composition of areas and population?" It is not easy, but it is not impossible, especially when Indonesians are willing to realize the idea of their motto: "Bhinneka Tunggal Ika", meaning "Unity in Diversity" -- a motto embodied in the state symbol, "Garuda Pancasila", meaning "The Eagle of Pancasila" (the Decree of the Government, No. 66, 1950).

After 20 years of establishing the "Pemerintah Orde Baru" (New Order Government) -- since 1966 officially, with the aim "to return to the genuine application of Pancasila as the philosophy of the state and the genuine application of the principles of the 1945 Constitution", Indonesians are trying to pass on the framework of the nation state based on state philosophy and constitution. Eventually, Pancasila was adopted, through consultation and consensus of the people, and it became "the sole basic philosophy" which binds together the people and the government, reaffirming this national demand for a socio-political life of the people and the state, and ensuring the continuity and consolidation of the further process of national development.

Within the progress of educational development for the younger generations, the government is already fulfilling the third of the Cabinet's Five Endeavors (Pancakrida Kabinet Pembangunan IV): To
increase the socializing of the Pancasila ideology within the context of developing the Pancasila democracy and guide to the full comprehension and practical application of the Pancasila in the interest of solidifying the unity and integrity of the nation. One of the recent government programs to fulfill this task is the P-4 training program for younger generations.

**Problem Statement**

Directly or indirectly, most independent nations already attempt to carry out citizenship education as the way to national political socialization and to support the needs of national development. It is assumed that citizenship education in developing countries will help to guide the people in maintaining the spirit of independence and respect for the government and national awareness on the one hand, and the preparation for a better future in social, political, and economic terms on the other.

At the present time, citizenship education or citizenship training in Indonesia is a program of political and ideological socialization. This program is not confined solely to formal school students. The P-4 Training Program is the manifestation of national will for more urgent citizenship training for the interest of further steps of national development and leadership regeneration. The primary goal of the P-4 Training Program is to cultivate human resources which will manage and control the progress of physical and material development. The program is supposed to enhance people's
behavior and personality by transmitting knowledge and encouraging the internalization of a national consciousness and patriotism.

In general, the P-4 Training Program disseminates the following message: "Maintain and practice the idea, value, and spirit of the 1945 independence based on Pancasila and the 1945 Constitution for the interest of national prosperity both physically and mentally" (paraphrased from the Decree of MPR, No. II/MPR/1983).

In short, together with the physical development of the nation, the P-4 Training Program is expected to create a balanced framework upon which to build the ideal type of Indonesian society: "A just and prosperous society both physically and mentally" (GBHN, 1983).

The P-4 Training Program for students of higher education is conducted to incorporate students' attitude, intellect, and skills performance as a continuation of students' reasoning, instructed and internalized by instruction in the formal curriculum. A special message of this training for students is to affect their personal attitude by enhancing their understanding of citizenship and national awareness. This message is deemed very important as an intention of socio-political "inheritance" from the older to the younger generations. This means that the P-4 Training Program for the students of higher education is essentially "Education for tomorrow's leadership" in the context of Indonesian national development.

Based on the general assumptions and expectations above, the benefits for the government from this program are in human
investment which will continue national development. For the students, the benefits are the useful knowledge and experience they gain in preparing themselves for future personal life and future national leadership.

In the P-4 Training Program, whenever a future perspective is introduced, "it is linked in some way to present concerns and problems" (Merriam, 1966). Since 1984, one problem in this training program is that there has been no research done to determine whether or not students' knowledge, understanding, and ideas have been affected as the result of the P-4 training.

The present evaluation has been based on the students' cognitive performance in a 2-credit academic course. It is important to have some data regarding the degree to which students' knowledge and understanding enter into the value of national independence and development. The purpose of this study is not to measure the students' strict adherence to the trainer role or specific rigid training content areas and schedule of training activities, but rather to explore the way in which the P-4 Training Program influences the students' knowledge and understanding about Pancasila and other related issues on the one hand, and whether or not it has affected students' ideas and commitment to prepare themselves to be participative citizens to continue national development on the other.
In the analysis and description, this study will attempt to explore how students' knowledge and understanding are connected with their personal awareness and their interest in supporting the goal of national development. The result of research findings will provide guidelines for future training efforts.

In summary, this study should provide some much needed feedback for the improvement of the P-4 Training Program. In particular, it will provide information which can improve the training strategy and trainers' competency and ability to conduct the training process and activities. This will be a contribution to the problem: "How to assist the younger generations to enhance their personal attitude, intellect, and skills performance related to their future life as well as to the steady national development."

**Purpose of the Study**

In order to facilitate the inclusion of maintaining the idea and spirit of national independence and national ideology in the future national development of Indonesia, this study will: First, develop a rationale for a more serious effort of the government of Indonesia in preparing cadres for continuing national struggle and national development, to express the hidden factors beyond any changes in students' intellect and skills performance. The review of the pertinent literature will give useful support to the explanation and analysis of this study. A rationale must, at the least, suggest an applicable theoretical system upon which to conduct such a study. Therefore, a psychological and philosophical exploration
of the theory supporting the concept of citizenship education would be in order.

Secondly, this study will explore students' ideas and interest as a basic means to disseminate knowledge and understanding about Pancasila as the state ideology and other related issues. This exploration would work to represent the improvement of students' knowledge and intellectual capacity on the cognitive side and their understanding and awareness on the non-cognitive side. Therefore, developmental research instruments applying the conceptual framework based on the research procedure have been designed. Moreover, the study design included collecting more complete information on changes occurring during the entire training period through pre-interview, pre-test and posttest, dialogue, observation, study literature, and documentation.

Specifically, this study attempted to investigate and answer the following questions:

1) What is the student's motivation to become actively involved in the P-4 training?

2) What changes occur in the students' cognitive performance as seen by comparing the test results before and after the training process?

3) What changes occur in the students' non-cognitive performance, as seen by comparing the test results before and after the training process?

4) What are the students' opinions, ideas, and recommendations about P-4 training strategy, problems and issues?
5) What influence do possible different indicators give among groups of students regarding their knowledge and understanding as a manifestation of the training experience?

6) What possible cognitive and non-cognitive values obtained by trained students show promise as being useful to support continuing national development?

**Significance of the Study**

The proposed study has significance in at least 3 important areas:

1) A rationale justifying the inclusion of the P-4 Training Program and its implementation as a model of political socialization of Indonesia based on educational theory will be developed. Moreover, a philosophical critique of an example of "special training program" will lay the groundwork for the development of humanistic (moral) and political (value) education.

2) This study will indicate trainees' competencies in cognitive and non-cognitive performance and intellectual capacity, their critique the current training strategy, and their proposed recommendations to improve future training programs.

3) Based on the research findings, revision of the training strategy and program implementation will be discussed and proposals made to avoid wasted effort of the government in order to reach training objectives for the benefit of national development.
The proposed study is intended to provide some new insights into this training program. The result of this study hopefully would be innovative and useful feedback for the interest of academic and educational development.

**Summary of Research Procedure**

**Approach**

Research was mainly conducted in the field, gathering data in a natural situation. Because the P-4 Training Program for the students of higher education was carried out in the same time period, utilizing the same procedure and strategy for the whole country, the research was conducted using a case study approach.

Stake (1978) states that most case studies are:

... descriptions that are complex, holistic--involving a myriad of not highly isolated variables, data that are likely to be gathered at least partly by personalistic observation; and a writing style that is informal, perhaps narrative and possibly with verbatim quotations. (p. 111)

Patton (1983) says that the case study might be dealing with individuals, programs, institutions or groups, in one or more of these categories. A case study approach to qualitative analysis, according to Patton, is a specific way of collecting, organizing, and analyzing data. The purpose is to gather comprehensive, systematic, and in-depth information about each case of interest.

Thus, this approach allowed the researcher to conduct the thorough investigation regarding the factors being questioned. The study was focused on a small number of new students of higher education institutions. An in-depth study was conducted on their
motivation and interest in attending and participating in the P-4 training program as well as on other factors that might affect the students' awareness and commitment to continue national development.

Procedure

Briefly, the research was conducted using the following steps: (1) ascertaining field site by considering training schedules from each higher education institution; (2) preparing chosen field sites; (3) training research assistants, translating and preliminary testing and revision of research instruments; (4) collecting data, classifying and analyzing data gathered. Complete details of research procedures are discussed in Chapter III.

Terminology

Some terms which will be used frequently in this study are explained as follows:

1. CITIZENSHIP. The term "citizenship, derived from the noun "citizen", means "A person owing loyalty to and entitled by birth or nationalization to the protection of a given state" (The American Heritage Dictionary -- "AHD", 1982, p. 267). As a noun, citizenship means "the status of citizen with its attendant duties, rights, and privileges" (AHD, ibid). Citizenship education is the "promotion of good citizenship that can be considered the major and all-pervading purpose of education" (Encyclopedia Americana -- "EA", 1981, p. 151). Another approach to deliver and transmit the idea of citizenship is citizenship training.
2. *Training*. Some widely accepted definitions of training in the present time are those proposed by McGehee (1979), Lynton and Pareek (1978), Laird (1978), Goad (1982), and Nadler (1984). In general, training seems a type of educational process. In specific purposes, this process is emphasized to the close relationship between the objectives of an organization and its training program. McGehee defines training as "the formal procedures which a company utilizes to facilitate learning so that the resultant behavior contributes to the attainment of the company's goals and objectives" (cited in Mayo-DuBois, 1987, p. 3).

Training may also aim at a lasting improvement "on the job", as Lynton and Pareek describe; but in the kind of education they specify training (more of this distinction later) is in truth "not for knowing more but for behaving differently." Laird emphasizes that training is the acquisition of the technology which permits people to perform to a standard. He also says training may be defined as an experience, a discipline, or a regimen which causes people to acquire "new", predetermined behaviors, whenever people need them (the accent is on the word "new").

Goad states a general meaning of training as "a human development activity; it includes numerous functions and can be accomplished in a variety of ways" (p. 9). He also explains that training is "a close-loop process" -- the process starting from: 1) the analysis and determining of training requirements; 2) the design of the training approach; 3) the development of the training
materials; 4) the conducting of the training; and 5) the evaluation and updating of the training.

Nadler proposes a somewhat less inclusive definition of training. His opinion of training is specifying that activities of a broader scope lie within the realm of human resource development. He states, "training, those activities which are designed to improve human performance." From this statement, he defines training as "learning that is provided to improve performance on the present job" (cited in Mayo-DuBois, 1987, p. 3). These terms of training are considered to conform to the broader definition at the recent and the present times.

3. **P-4 or PPPP.** P-4 is an abbreviation of the Indonesian expression "Pedoman Penghayatan dan Pengamalan Pancasila." In English, it can be translated as "The Guideline to Internalize and Practice Pancasila." P-4 has the legal status of a guide; divergence from it is not legally suspect, but socially and morally might be so, but if such divergence leads to a disturbance of the peaceful society, one becomes legally suspect and may be tried. P-4 was constituted by the "Majlis Permusyawaratan Rakyat Republik Indonesia" (MRP-RI) -- "The People's Deliberation Assembly" in its decree No. II/MPR/1978.

4. **Pancasila.** Pancasila is the state foundation and the state ideology of Indonesia. Pancasila, pronounced "Pan-cha-see-la", is the philosophical basis of the 1945 Constitution. Pancasila consists of two words, "Panca" meaning "Five" and "Sila" meaning "Principle", so that the whole meaning is "The Five Principles."
These principles are stipulated in the fourth paragraph of the Preamble to the 1945 Constitution. The paragraph contains this sentence: "Our national independence is embodied in the constitution of Indonesian State, set up as a republic with sovereignty vested in the people by holding principle that 'we believe in God the Almighty; a just and civilized humanity; the unity of Indonesia; a democracy guided by wisdom within a representative consultation; so that there should result a social justice for all Indonesian people' . . ." (cited from the Preamble to the 1945 Constitution).

5. *Higher Education in Indonesia*. Higher education is a subsystem of the national education system, -- the tertiary or the highest level of formal schooling in Indonesia. Higher education's academic system adheres to the tripartism principle of higher education -- education, research, and community service. The students of this educational level are those who graduated from Senior High School (secondary education). The goal of higher education is to produce experts and well-trained manpower in the professions and sciences, and to encourage them to participate in community development.

6. *BP-7*. BP-7 is an abbreviation of the Indonesian expression "Badan Pembina Pendidikan Pelaksanaan Pedoman Penghayatan dan Pengamalan Pancasila"; it can be translated into English as "Board of Educational Committee for the Execution of the Guideline to Internalize and Practice Pancasila." This board is formed to
support the president of the republic as the policy maker responsible for carrying out P-4 training programs in every stratum of society. The board should support the president by planning, designing, and implementing the P-4 training program in national, provincial, and district municipality levels. Board of educational committee members serve on executive and management training staffs. There are three levels of BP-7: 1) "BP-7 Pusat" (BP-7 Central or National leve); 2) "BP-7 Tingkat Propinsi" (BP-7 Regional or Provincial level); and 3) "BP-7 Tingkat Kabupaten atau Kotamadya" (BP-7 District or Municipality level).

7. **GBHN.** GBHN is an abbreviation of the Indonesian expression "Garis Garis Besar Haluan Negara"; it can be translated into English as "The Guidelines of the State Policy", for following the pattern of national development. GBHN is a formal guide for the government and the people to manage the planning, organizing, staffing, coordinating, budgeting, and directing of national development in order for it follow the step-by-step needs of development, to improve and to continue firmly.

The steps of Indonesian National Development are called: "Rencana Pembangunan Lima Tahun (REPELITA)"; in English, it could be translated as "The Five Year National Development Plan." The ideal objective of Indonesian National Development, according to the GBHN, is to achieve a "just and prosperous society, both materially and mentally."
8. *National Development*. This term is built up by two words, "nation" and "develop." The word "nation" defines as:

A large number of people who see themselves as a community or group and who generally place loyalty to the group above any conflicting loyalties. They often share one or more of the following: language, culture, religion, political and other institutions, a history with which they identify, and a belief in a common destiny. They usually occupy contiguous territory in a geographical setting ("EA", 1981, p. 751).

In this situation, the people, as a large number or group composing a nation, customarily develop a sense of nationalism. If the nation achieves the status of a nation-state, it develops a political framework that protects its citizens and fosters the growth of the nation's institutions. In developing nationalism, the people may subordinate individual attitudes to add to the independence, prestige, prosperity, and power of the nation.

The word "develop" means "to progress from earlier to later or from simpler to more complex stages of evolution" ("AHD", 1982, p. 389). In the further explanation, "AHD" describes that the word "development" may also be defined in the context of a particular theory, -- in psychology, human resource, and economic, socio-cultural, and political nature of a nation. All of these will be seen as progressive equilibrium from a lesser to a higher state of equilibrium; "that are continually undergoing transformation." The composition "national development" can be defined as a "process of change upward of national interests in socio-cultural, socio-economic, and socio-political spheres."
Organization of the Dissertation

This dissertation is organized into six (6) chapters:

Chapter I, Introduction, discusses (1) background of the study; (2) statement of the problem; (3) purpose of the study; (4) significance of the study; (5) summary of research procedure; (6) terminology; and (7) organization of the dissertation.

Chapter II, Citizenship Training and National Development, addresses the following issues: (1) concept of citizenship education and national development in general; (2) citizenship education and national development in Indonesian context; (3) P-4 training program as a model of citizenship training for political socialization; and (4) P-4 training program for the students of higher education.

Chapter III, Research Procedures and Methodology, discusses the following steps: (1) introduction; (2) selecting field sites; (3) population and samples; (4) research design; and (5) data classification and analysis.

Chapter IV, Students' Cognitive and Non-cognitive Performance, Interest and Commitment, analyzes and discusses: (1) demographical background; (2) students' cognitive performance; (3) students' non-cognitive performance; and (4) interpretation of the analysis and summary.

Chapter V, Results and Implications, discusses the following issues: (1) Results of Training, which represents the descriptions
research findings obtained by interviews, pre- and post-tests, and dialogues; (2) Implications of the Study, which describes training resources, trainers, training methods and objectives, and follow-up of the study; (3) Recommendations, which are focused on TOT (Training of Trainers), Follow-up guide for students, and training methods and objectives resolution; and (4) Final Thoughts.
CHAPTER II

CITIZENSHIP EDUCATION AND NATIONAL DEVELOPMENT

This chapter is devoted to a discussion of the concept of citizenship education in general and citizenship training in Indonesian context with national development. The discussion is divided into four sections: the first, the concept of citizenship education and national development in general; the second, training as varied learning experiences; the third, citizenship training and national development in the Indonesian context; and the fourth, the P-4 training program as a model of political socialization to support national development in Indonesia.

The Notions of Citizenship Education and National Development

Citizenship Education

There is no single notion or definition about the meaning of citizenship education. Nor does this dissertation attempt to present perfect or suitable definitions that appear in the literature. Instead, some terms or commonly used notions of citizenship education are described below, to present a direction for further discussion in this study.

As mentioned above, the Encyclopedia Americana (1981) considers citizenship education: "the promotion of good citizenship
that can be considered the major all pervading purpose of education" (p. 151). Several terms have been used to mean "citizenship education" according to the aims of educational systems in every country, every period of time or fashion, and every step of national development, or according to the culture and need of a certain country in promoting educational programs. Frequently used terms from ancient Greece to the current time are: civics, political education, civic education, citizenship education, public affairs education, and teaching democracy. These terms also have different logical meanings, but share one aim. The meaning of political education in ancient Greece, for instance, "education was seen mostly as intrinsically political, designed to educate the citizens for intelligent and active participation in the 'civic community'," (Merriam, 1961, p. 16). After the American and French revolutions, national citizenship gained a modern significance. As the revolutionary ideology spread, citizenship education began to be viewed as: "an instrument for the promotion of popular government, individual liberties, and political equality" (Gross, 1967, p. 9).

In the present time, the terms "citizenship education" and "civic education" are commonly used and well known in most developing countries; one or the other or both can be used to specify the process of educational and curriculum development. There is also a tendency in contemporary citizenship education to combine the notions of citizenship education and civic education, which are defined as follows:
1. Citizenship education—emphasis on the curriculum and methods aimed at promoting approved social behavior, that is, at making good citizens.

2. Civic education—a kind of adult education dealing with public affairs and contemporary problems, and designed to fortify public opinion with social information essential to enlightenment (Good, 1973, p. 99).

The term "civics" has also been introduced in educational curriculum and used as a label for a subject in primary and secondary school levels in the United States in the 1950s and '60s, and in Indonesia since 1960. After 1960 the idea of "New Social Studies Concept" was born, and it is still being developed by the "Social Science Education Consortium" in the United States. Citizenship education (civics) is considered to be a part of the "New Social Studies."

According to this concept, there are three different approaches to defining social studies; of these three approaches, one is a citizenship education approach. Parker and Jarolimek (1982) describe the three approaches as "three social studies traditions." The first tradition is the "social studies as citizenship transmission",--the oldest and most frequently employed in teaching tradition. The essence of this position is the desire to transmit to the young a conception both of an ideal society and of ideal citizenship.
The second tradition is "social studies through citizenship-as-social science." This position was typified by the historians and the scholarly committees of the American Historical Association before 1900; later, it was most prominent during the new social studies of the 1960s. The goal of those who accept the social science model is to teach the ways and devices of social scientists, the actual techniques by which scholars gain new knowledge.

The third tradition is "social studies through reflective inquiry." This model is derived from the work of psychologist and philosopher William James; specifically, his idea that pragmatism is a new name for an old way of thinking. Thus, this school of thought claims that "reflective inquiry" is a new name for an ancient way of knowing and teaching. The contents consist of a selection of those social problems identified by students as their problems (paraphrased from pp. 59-66).

In further description, Parker and Jarolimek (1982) explain "the areas of agreement" are mostly emphasized through the objectives of social studies in the school curriculum. From this agreement emerges an appropriate definition of social studies. It is considered, if these objectives are reached, that the "overarching" goal of citizenship has been accomplished. The objectives are:

1. Knowledge about what is called in the liberal arts tradition "the human condition", including knowledge about the past, present, and future.
2. Skills necessary to process information.
3. Development of values and beliefs.
4. Some way of applying what has been learned in active social participation (pp. 66-67).

Parker and Jarolimek (1982) then state a continuous notion of definition, goal, and objectives of the field of social studies in this particular time, derived from the meaning of the social studies based on the "areas of agreement":

Definition: The social studies is an integration of experience and knowledge concerning human relations for the purpose of citizenship education.

The goal: Citizenship Education

Objectives required to achieve effective citizenship:
1. Knowledge
2. Skills necessary to process information
3. Values and beliefs
4. Social participation

(pp. 67-69)

In conclusion to this explanation, they give some directions to help the reader understand the social studies concept and citizenship education. The three traditions of social studies represent distinct competing philosophical systems, each attempting to establish itself as the principal approach to the social studies. Many advocates of each of the traditions behave as if these were self-contained systems with comprehensive views of the world and an exclusive and particularistic attitude toward teaching. That is, each tradition has a unique perspective and goals; each defines the goal of social studies in a particular fashion; and each considers its perspective to be the most important and valid one. It follows
that to each, all other positions are perceived as confused, inappropriate, or indefensible.

To summarize, while there are areas of agreement at a very general level, philosophical conflicts are inherent in the general meaning that social studies programs aim at as "the development of a particular kind of citizen." Citizenship education attempts to guide a student to become an effective citizen, "as one who is informed, who has certain skills and abilities, who is committed to particular attitudes and values, and who participates in socio-political activities" (p. 6).

Indeed, contemporary citizenship education cannot be separated from the social studies programs for teaching and transmitting socio-political issues of particular countries. As a social studies subject, citizenship education should begin with the assumption that its major aim is not just to fit the students into their present, microcosmic society, but rather to fit them into society at large as well as to the nation as a whole.

Agnes Heller (1967) gives an example of this approach:

... its primary purpose must be to stimulate their passions, imaginations, and intellects so that they will be moved to challenge the social, political, and economic forces that weigh too heavily upon their lives. In other words, students should be educated to display civic-courage, for example, the willingness to act as if they were living in a democratic society (p. 85).

Through this approach, students will be able to solve, or to decide to make alternative solutions to, every problem which emerges in their daily live logically by using diagnostic questions as a
characteristic of inquiry skills on the one hand, and to find out
and analyze the nature of crucial problems for future endeavors on
the other.

Most newly independent nations (developing countries) are
already attempting to carry out citizenship education so as to
support the need for national development. It is assumed that
citizenship education is an appropriate effort to guide the people
in maintaining the spirit of independence, respect for the
government and national awareness on the one hand, and preparing
their better future life in social, political, and economic standing
on the other. These expectations could be achieved systematically
by nurturing the people continually in their daily life -- in the
family, school, and society.

All independent nations are responsible in one way or another
for developing every aspect of national life dealing with social
welfare, national unity, and international relations. This task
serves as a "political framework" for all governments, even though
they may have different styles in using this framework for national
development. Politicians and educators in developing countries are
mostly working together to follow a basic framework of national
development and to enhance nation and character building -- social
and political. The two short quotations below can be used as basic
theoretical frameworks in educational manner as a starting point to
outline the role of citizenship education in national development:

1. As the state, so is the school, and what you want in the state,
you must put into the school (Coleman, 1966, p. 6).
2. As Aristotle and Plato agreed, the way to a "good" state is through "good" citizens. Aristotle also acknowledged in the Politics that particularly speaking, "every state is an association of persons, a state must be a plurality which should be united into a community by education (Howie, 1969, pp. 22-23).

If we develop these basic theoretical frameworks of social and political education to be an appropriate design of citizenship education, the first thing we realize is the harmony between educational practice in the family, society, and school, as well as the synchronization of the essential needs of the nations. In reality, the concepts, methods, and approaches of teaching citizenship education have important applicability to bringing the younger citizens into the process of improving individual capacity -- intelligent, skillful, and having national consciousness.

According to the progress of national development, citizenship or civic education in developing countries has been nurtured to be as relevant as possible to the needs of national development -- especially human resource development. Some countries make their national ideology the foundation of their national education, so that educators, teachers, and curriculum developers are entrusted to hold and to enrich all subjects of instruction in the curriculum with the spirit of national ideology directly or indirectly.

Dawson and Prewitt (1969) agree:

... (an) educational program provides introduction in appropriate political values ... a person's level of education effects his way of understanding the world of politics. The highly educated generally perceive the political world and their position in it differently from those with little or no education (p. 145).
There is also an expression regarding the political etymology parallel to the political socialization for national political awareness. Key (1963) makes this point when he says: "all national educational systems indoctrinate the oncoming generation with the basic outlooks and values of political order" (cited in Zeigler and Peak, 1971, p. 212). Indeed, these efforts of political socialization as a national educational system are not simply and solely to indoctrinate the oncoming generation with the basic outlooks and values of the political order, but in one way or another to develop every aspect of national life.

Even in the long run, a political approach to citizenship education should consider the general and appropriate living styles of citizens. Merriam (1966) says, specifically, that it should address:

The religious aspirations, values, practice; the economic standards and values; the cultural attachments and devotion; the groupistic cohesion and values; all these are a part of the background conditioning political life and the setting to which the whole process of political education must be closely adapted, if it is to achieve its highest possible success (p. 327).

This quotation seems basic to the approach of political and ideological socialization which has been mostly used in developing countries. In other words, citizenship education should promote a strong interest in the process of both intellectual and moral development. It is concerned with developing autonomy of the individual most germane to the group's social and national interest as citizens.
In addition, citizenship education should not only guide young citizens as well-trained cadres of creative and participative citizens but also serve as "a critical mass of ideas to spur and guide the development of locally relevant strategies for improving the quality of daily life" (Merriam, 1966, p. 328). These mean that educators, adult persons, or trainers should be able to transmit beliefs and values which somehow are situated beyond the social realities but are a by-product of social life. The students' cognitive and non-cognitive performance in social and political issues are developed by the influence of the real and hidden curricula. These include the roles of teachers, trainers, adult persons, and leaders, who should be able to transmit all aspects of the issues directed towards cognitive and non-cognitive performance of the young citizens.

Through the contemporary program of citizenship education in some particular developing countries (in Asia and Africa), curriculum developers have applied the experiential method to make the hidden curriculum explicit and to create an environment context emphasized to be analogous with "moral education."

This approach is influenced by Kohlberg (1984), who offers the idea of the "Just Community." By this, he suggests that schools or educational environments should have a shared governance of a "participatory social democratic flavor" where the social arrangements reflect a just society. That is, they should reflect a living arrangement which is consonant with "higher level" moral reasoning,
capped by overriding concern for the principles of welfare, equality, and justice.

Kohlberg's theory, is "moral stages theory" -- one dimension of value formation or the concept of socio-moral perspective in relationship to the development of moral value. Kohlberg postulates three major levels of social perspective and their attendant stages of moral development which could be based on human development and maturation parallel with physical growth and age.

Kohlberg's three major levels of social perspective are: (1) "Preconventional" -- concrete individual perspective, described by the first and second moral stages, -- heteronomous morality; and individualism, instrumental purpose, and exchange; (2) "Conventional" -- member of society perspective, described by the third and fourth moral stages, -- mutual interpersonal expectations, relationships, and interpersonal conformity; and social system and conscience; (3) "Postconventional or Principled" -- prior-to-society perspective, described by the fifth and sixth stages, -- social contract or utility and individual rights; and universal ethical principles (paraphrased from Kohlberg, 1984, pp. 172-177).

Through educational efforts (citizenship education and political socialization) which are systematically established and developed by a country, a nation pays important attention to human resource development as a fundamental aspect of national development. Human resource development will play a balancing function upon the physical and mental development to improve the outcomes of
national development programs. In examining the meaning of human resource development, Gollin (1969) indicates that:

Human resource development is the process of increasing the knowledge, the skills, and the capacities of all the people in a society. In economic terms, it could be described as the accumulation of human capital and the effective investment in the development of economy. [Politically, it] prepares people for adult participation in political processes. Socio-culturally, it helps people to lead fuller and richer lives, less bound by tradition. In short, the process of human development unlocks the door to modernization (p. 11).

According to Gollin's viewpoint of human resource development, it is so important that it is assumed as a basic foundation in the modernization process, because human resources are dynamic and flexible; they mean the resources of power, the resources of influence, the resources of potential skills, and the resources of capable leadership.

**National Development**

In assessing the characteristics of development in general, social scientists concentrate on measuring the amount and direction of change. For example, economic change is measured in terms of the rate of change in the national product per capita. Carnoy (1974) suggests that such measurements rest on four assumptions. Two of his four assumptions which are relevant to this discussion are:

1. . . . development means moving toward a set of predetermined general goals which correspond to a certain level of man's and society's progress whose model is drawn from more developed societies in the present world. This model is called by such names as modern society, industrial society, mass society . . .
2. To this is added the necessity of coordinating certain social and political forces that would sustain a development policy. Thus, it is necessary to have an ideological base that organizes the national will of the various countries to undertake the "work of development" (pp. 52-53).

The fact that these are not real measurements suggests we should use caution when using them. Nevertheless, the assumptions can form the basis from which to set the direction for movement toward a modern society and social integrity.

This basis can serve as a starting point from which to distinguish certain economic, political, and psychological processes to mobilize national resources, and to coordinate certain social and political forces that would sustain a development policy. Although Carnoy does not attempt to determine the relative strength of these steps, he is able to cite several suggestions for identifying the requirement of national development.

From these steps of the assumed requirements for development, a composite picture of the characteristics of national development emerges. What emerges is something very much like the so-called "step toward change" -- a hierarchical sequence of development which is a major characteristic of developmental process as Gibs (1977) states: "The increased interest in human development promises to push the work another step" (cited in Wheathersby and Tarule, 1980, p. 23). In this statement, one ray of hope is that a major factor which "education for citizens" might directly affect, i.e., the level of sophistication of cognitions and beliefs, is correlated with the degree of human involvement in the development process.
National development is usually proclaimed when a nation becomes independent. The independent nation-state is expected by the people to be representative of the "new life situation"; to protect national identity; to preserve national culture, value, and ideology; and to create national welfare, harmony and justice. The people and the government of each independent country are bound together by their national constitution to fulfill their respective rights and duties for the interest of national development.

The people of independent nations are expected to support the national ideologies and constitutions as stipulated in their political framework, and, in return, the government should protect people and foster the growth of the nation's institutions. In developing nationalism, the people should subordinate the individual to the national attitude in order to add to the country's independence, prestige, and prosperity, both physically and mentally.

Regardless of what development theory one chooses, one thing is clear: the highest priority in the development of independent nations is the promotion of a strong economic sector. Government should strive for fairly high economic growth rates for all people in all regions of their countries. The success of economic endeavors of a nation-state is essential if the citizens are to respect the government.

Concerning economic growth, Chilcote (1984) says, "it implies a linear path toward modernization common to all technology, national and international economics." Another explanation for the
success of growth and modernization has been offered by Eisenstadt, who focused on political modernization, resulting in a "change-absorbing political system, with a degree of accountability of the rulers to be ruled as formally expressed in election" (cited in Etzioni-Halevy, 1981, p. 48). However, Parsons and others in the structural functional school have long insisted on a "multi-causal analysis" of social change and modernization; their point of view can be described as follows: "Norms and values were assigned special importance and it was claimed that they could make all the difference between success and failure in economic development" (cited in Etzioni-Halevy, 1981, p. 46). Chilcote (1984) describes what he calls "Diffusionist Theories" of development. He categorizes at least three types: "those in which democracy is associated with the evolution and advancement of capitalism, those which postulate that nationalism provides the ideological impetus, and those in which economic growth is inspired motivation for development."

But progress in economic development without concurrent progress from non-economic development -- mental and spiritual development, will lead to the condition of "missing" human values; the consequence of high technology progression "high touch" should be needed (Naisbit, 1984). The context "social change" means societies always change. The social environment in which we now live is different from our parents' time and will be different from our children's. As Alvin Toffler (1974) reminds us:
In three short decades between now and the twenty-first century, millions of ordinary, psychologically normal people will face an abrupt collision with the future. Citizens of the world's richest and most technologically advanced nations, many of them will find it increasingly painful to keep up with the incessant demand for change that characterizes our times. (p. 9).

The process of change can take its initiative from within a society, or it can be stimulated by external forces (Firth, 1961, p. 86). Such change may be caused by several factors, but technology is the major force for change (Toffler, 1974, p. 25). Technology, by definition, is an "applied science", or, specifically, "a technical method of achieving purpose..." (AHD, 1982, p. 1248). Technology, generally speaking, includes techniques as well as machines in many forms, e.g., electronic tools, production methods, transportation vehicles, and others. Those materials are produced by human intellect as part of the "body of knowledge available to a civilization that is of use in fashioning implements, practicing manual arts and skills, and extracting or collecting materials" (AHD, 1983, p. 1248); that is why, in the progress of using technology either in developed or developing and undeveloped countries, the control of human value is always needed. Education can create a balance in development, both materially and mentally.

If promotion of the economic or technological sector is still the highest priority in national development, the second highest is the advancement of education. National programs in education should aim at mobilizing desirable social change and increasing economic
productivity to improve the standard of living for the people and the nation. They should also provide opportunities for youth to acquire the knowledge and skills that would enable them to serve the country and the nation, thus contributing fully to national progress.

Specifically, education should maintain and serve physical, intellectual, and moral growth. Inlow (1970) states:

Education should help learners develop marketable skills, maintain good health, understand the rights and duties of citizenship, understand the significance and obligation of family living, know how to use leisure time wisely, develop and live by a sound value system, and grow in the powers of rational thinking (p. 44).

We can think about the belief in the beneficial use of the educational system, particularly as it relates to accelerating economic development. Economic and educational growth are the indicators of the starting point for modernization.

However, it is also generally agreed that education acts as an agent of change in the political system; Zeigler and Peak (1971) state that "the educational system can be viewed as the master determinant of all aspects of change and development" (p. 213).

Evans (1971) also states the role of education for development as follows:

Initially, education was seen as important because it transmitted specific skills and knowledge about the political system to future citizens. Thus, attempts were made to relate measure (sic) of the amount of education to development of different types political structures (p. 5).
Some have agreed that there is a reciprocal relationship between investments in education and economic growth. For this reason, Gollin (1969) observes that "economists and educators alike evidenced the belief that capital was cure-all to the problem of development" (p. 5).

In addition to those confirmations concerning the reciprocal relationship between education and economic growth, Fagerlind and Saha (1983) state:

Education contributes to economic growth by imparting skills and knowledge which promote it and make it possible; on the other hand, economic growth potentially contributes further to educational expansion of capital and savings for reinvestment into the system, and the improvement of human resources (p. 89).

Then, they cite Almond and Verba's opinion that "the educated individual is, in a sense, available for political participation" (p. 120). This means schools can offer students the opportunity to participate as adults in society by letting them participate in government. Schools can also provide graduate students with the opportunity to share power and responsibility for governance as in a society which is small and personal like the family, but which is also democratic and governed by complex rules; the very same society in which the students are to be citizens.

In the whole process of human resource development, education means the transmission of value and the generation of knowledge. Theoretically, transmitting value and generating knowledge through formal education are mostly from adult or older persons to younger persons or youth. It is generally agreed that it is important to
guide and influence people or learners' learning during the early years through early adulthood in order to achieve efficient common individual, social, and national understandings to support national development.

In the principle of "life-long education", the family seems to be the first group to affect the physical, mental, and emotional development of children. Their development depends on their socio-economic circumstances, their parents' level of education, and their parents' socio-economic and political status. The second milieu is the school, which tends to the intellectual and moral development more systematically. Finally, the society is the third milieu to influence their autonomy in the process of mutual interpersonal expectations, relationships, and interpersonal conformity in the preparation for adapting "universal ethical principles" (Kohlberg, 1984).

These educational milieux should treat all persons carefully according to their physical, intellectual, and mental readiness in the state of progress, maturity, and balance. The family and the school should always share responsibilities by "nature" and "formal" duties in conducting young people from early childhood to adolescence, nurturing in them the development of "heteronomous morality" to "social system and conscience."

Formal education is a very important activity in guiding the development of the personality of childhood and youth, and is a specific part of overall national development aspects. This effort
must therefore include special attention to the new generation. Some educators and philosophers agree that guiding human beings toward the development of healthy personalities and toward creativity, as well as moral responsibility for their future lives as members of society, is of the "utmost educational importance."

Hamilton and Huntington (1969) explain:

... that schooling from boyhood in goodness which inspires the recipient with passionate and ardent desire (sic) to become a perfect citizen, knowing both how to wield and to submit to righteous rule (p. 1243).

The importance of paying attention to education for children and youth in relation to national development is twofold: 1) it is considered that development, as a process of change, calls for new skills and attitudes in the non-adult generation; and 2) the continuing national development process needs human resources; those who are ready to go to meet the challenge of national development without stagnating before or deviating from national objectives. In this context, children and young people have values in and of themselves.

In both courses, emphasis is laid on the importance of a dynamic approach in teaching young people to uphold national ideas and the objectives of national development, and to steadily strive to fulfill them. This action is a duty and responsibility of the people (and the government) who created the nation and pioneered in its development. Durkheim (1925) states in this matter that, "... even in simple society without schools, the elders would assemble the young after they had reached a given age, to initiate them
collectively into the intellectual and the moral patrimony of the group (nation)" (pp. 230-232).

A composite educational program and approach to guide the character and intellectual development of the youth should be planned as part of the development plan of the nation in order to have a steady and continuous development in the years to come. The younger generations are the chief potential human resources for national development. As mentioned above, that development, as a process of change, calls for new skills and attitudes in the younger generations. So that every step and event of the national development process would need "constantly creating new social functions, new types of work, and new technical demands which effect the individual human being's adjustment to his environment and society" (United Nations Children's Fund, 1965, p. 7).

It is not just a pretext or very important program that the government should pay keen attention to the education of the younger generations at a time when they are in a turbulent period of their lives. Whitehead (1967) reminds us concerning youth's situation:

Youth is imaginative and if the imagination be strengthened by discipline, this energy of imagination can in great measure be preserved through life. The tragedy of the world is that those who are imaginative have but slight experience, and those who are experienced have feeble imaginations. Fools act on imagination without knowledge; pedants act on knowledge without imagination (pp. 139-140).

If every government perceives and follows this statement and tries to realize a youth development program, it will be a manifestation of a "political honesty" of the older generation or the government.
The actual realization of this endeavor will determine the capacity of the government to generate images of their future national development.

The government might hope that the need for citizenship education will be spontaneously perceived by younger generations. For example, the youths' motivation to participate in public affairs and community development often arise from a sense that things could be better -- an intuitive sense of positive future development which might be clarified, defined, and implemented.

**Training as Varied Learning Experiences**

Human resource development programs can be categorized as (1) actual learning as suggested by Miller and Verduin (1979) and (2) other program activities which build and maintain a climate conducive to learning and working (Miller and Verduin, 1979; Knowles, 1981). There are three kinds of learning experiences in developing human resources: training, education, and development. This section is devoted to discussing briefly two of the three kinds of learning experiences -- training and education.

**Training and Performance**

Mayo and DuBois (1987) cite Max Forster's (1979) viewpoint concerning "training" as varied learning experiences. Forster expresses his view that training should create conditions and stimuli to accomplish four things: "1) to evoke responses in others; 2) to develop knowledge, skills, and attitudes; 3) to produce
changes in behavior; and 4) to attain specific objectives" (p. 3).

In the further explanation, Forster notes that different training modes are required for different desired changes in trainees' behavior: "active participation is suited to attitude development; practice is appropriate for skill training; and formal presentation results in knowledge building" (p. 4).

Some notions of the term of training have been mentioned in Chapter I (Terminology section). To have general information about training as varied learning experiences, it is important to discuss briefly the role of training as a learning process to enhance good experiences. Laird (1985) states that "training is a 'remedy' for people who do not know how -- not for people who do know but for one reason or another are no longer doing it" (p. 10).

The reason for providing training is usually based on the need for overcoming deficiencies in attitude performance, the introduction of a new product or process or changes in policies. Training focuses on experiences related to job, skills, or capabilities that can be applied immediately (Nadler, 1980). Laird (1985) states:

Training is concerned with the meeting between two inputs to organizational effectiveness: people and technology. Since organizations can rarely secure people who are, at the time of employment, total masters of their unique requirements, organizations need a subsystem called "training" to help them master the technology of their tasks. Training changes uninformed employees to informed employees; training changes unskilled or semi-skilled workers into employees who can do their assigned tasks in the way the organization wants them done . . . into persons who do things "the right way" (p. 7).
In the present time, the importance of training for organizational and human resource development has gotten more recognition from society. Craig (1976) states in this respect, "... organization management, in both public and private sectors has come to have greater and greater expectations for the training and development function" (p. xiii). However, it should be understood that training is not the only effort to solve human performance problems.

In short, training process can help participants to create their own development of knowledge and skills. In the training process, participants are helped to internalize and develop their learning experiences that enable them to cope with the future.

Citizenship training as a human resource development process related to national development means preparing a "technostructure -- a network of skilled professionals who control technostructure (a dynamic process) or a large-scale corporate system" (AHD, 1982, p. 1248) for future development. The future national development requires change agents who catalyze change, encourage participation in the development process, and transfer "new" knowledge, skills, and attitudes.

Some agree and emphasize that to educate people morally rather than instructing or indoctrinating them is to endeavor to promote in them the ability to think for themselves on moral issues and to integrate their attitude, intellect and skills performance. In the correlation between training effort and increasing human
performance, Mayo and DuBois (1987) cite Robert Mager's and Peter Pipe's (1970) description of the difference between training problems and performance problems in a particularly clear way. They explain that if a person is not performing a task satisfactorily, but could perform it "if his life depended on it", the situation involves a performance problem rather than a training problem. In short, Mayo and DuBois state: "Training is widely used and can be extremely valuable, but it is not the solution to all problems in which individuals are not performing at the desired level of proficiency" (p. 6).

In addition to the above explanation, they distinguish between training problems and performance problems. They say: "If an individual can perform a desired task at a satisfactory level, but is not doing so, this condition is indicative of a performance problem" (p. 6). As mentioned above, the training is also a "remedy" for people who do not know how to do any particular thing and for people who do know but for one reason or another are no longer doing it. Thus, in some degree, training can help to solve performance problems.

To support the explanation and analyses of this study, it is important to appear with an applicable theoretical framework which is considered to apply the nature of the training principle. Therefore, a philosophical and behavioral exploration of the theory supporting the application of the training principle in this study is employed and presented.
A theoretical framework that is considered especially useful in the context of training in this study is Skinner's (1971) "operant behaviorism", which was subsequently extended and supplemented by Albert Bandura's (1977) "social-learning theory." People's or trainees' performance and behavior as a result of training experiences are emphasized in both Skinner's and Bandura's theories.

Skinner (1971) has applied his theory to social, economic, and political problems in general. One of his books, *Beyond Freedom and Dignity* (1971), is a more applicable one for this discussion. Mayo and DuBois (1987) describe the basic thrust of Skinner's theory that behavior is controlled by its consequences and that we now have sufficient understanding of human behavior to "engineer an environment that would reward or reinforce socially acceptable behavior" (p. 12). Skinner calls for the application of this "technology of behavior" in a systematic program to alter the very nature of human beings. However, in the realm of training, there can be little doubt concerning the "effectiveness of appropriate application of Skinner's theory" (p. 12).

In a similar way, Skinner's theory has been applied in college teaching under the title of "Personalized System of Instruction", or PSI, by Keller (1969) and others. This application of Skinner's theory has been appraised by Ryan (1974). Ryan shows that the "unusual" increase in learning that accompanies proper implementation of PSI in college courses results primarily from two aspects of the system: "(1) a clear description of what is to be
learned and (2) effective management of rewards for learning each of the specified requirements" (cited in Mayo and DuBois, 1987, p. 12).

In further explanation, Mayo and DuBois mention LeFrancois's (1972) contention, in his book on the psychology of teaching, that the elements of Skinner's theory are especially pertinent in training managers. His extensive research indicates that most learning takes place when the individual does something that results in receiving a "reward, or reinforcement, for what has been done."

Skinner calls the action taken by the individual an "operant", which is to say that it is an "operation" of some sort performed by the person. The focal point of Skinner's theory is called "operant condition, because a link is presumed to be formed between the action, or 'operant, and its reinforcer or 'reward'" (p. 12). The relevance of this theory to the training components, especially the role of trainer or facilitator, is that a major part of the training is to reinforce desired performance (or operants) on the part of the trainee.

Skinner's theory and research lead him to favor positive reinforcement rather than punishment in encouraging the shaping of behavior. It is emphasized that "reinforcers need not be material rewards; the feeling of satisfaction resulting from solving a problem, favorable recognition from other trainees or aesthetic value are all reinforcers that effectively modify behavior." He holds that reinforcement of a desired response on the part of the trainee must be immediate in order to be fully effective.
As mentioned above, Skinner's theory was subsequently extended and supplemented by Bandura's "social learning theory." Bandura (1977) asserts that most behavior is not controlled by immediate, external reinforcement. He acknowledges and gives the individual credit for being able to anticipate the probable consequences of actions; and this anticipation has a direct effect on the person's or trainee's behavior.

Bandura is interested in human performance in the social setting; his formulations have been described in his book, *Social Learning Theory* (1977). He emphasizes the importance of "self-regulated behavior", which may occur not only as a result of evaluating one's own actions. In some degree, he agrees with the Skinner theory "that individuals often set certain standards of performance for themselves and administer rewards or reinforcement (feelings of accomplishment, for instance), depending on how well the standards are met."

Bandura concludes most of the rewards or reinforcements are under the control of the individual. According to his current investigation with his colleagues, performance may also be affected by what is termed "vicarious reinforcement." Mayo and DuBois explain this process: "In this circumstance, the individual typically observes someone else in the act of receiving reward or punishment for a particular type of behavior" (p. 14). The effect of this process on the observer is similar to the effect on the person who directly receives the reinforcement.
Skinner's and Bandura's theories are considered to have a similar approach to the training programs ideas and expectations explored by this study. The major investigated points of this study are the ability of a training program to improve trainees' cognitive and non-cognitive performance; the internal and external influence, as well as the trainees' interest, ideas, and commitment. The long-term expectation is also that preparing their good behavior as citizens is a part of the non-cognitive analysis.

For example, this study is to explore whether or not the influence of the training program has positive impact on the improvement of trainees' cognitive and non-cognitive performance. But the desired performance is not solely expected from immediate training experiences of the trainees. It is also expected from the nature of their personal ideas and internal commitment as well as their previous knowledge related to the training content and issues.

Training and Education

In order to facilitate further discussion and guide the idea of this study to bring together the notions of training and education, it is important to mention briefly the meaning of "education." Although training and education have much in common, there are important differences between them. Mayo and DuBois (1987) state

Education seeks broader, more generalizable capabilities, while the goals of training are more specific and task oriented. Education does not necessarily seek a practical or applied end; acquisition of knowledge for its own sake is a legitimate goal of education but not of training (p. 5).
In addition, Laird (1978) and Mayo and DuBois (1987) state that a person's abilities gained in educational courses often permit the person who has also completed a training program "to adapt to new or unexpected conditions that arise on the job." The generalizable knowledge acquired in an educational setting often permits the person to solve problems for which a training program would not be adequate preparation. Although a meaningful distinction can be made between education and training schemes, they can be philosophically and psychologically the same, yet practically very different. "Training is applied in purpose and specific in nature" (Mayo and DuBois, 1987, p. 5).

Let us review, then, what the principle and aims of education are. John Dewey (1930) stated that education prepares individuals for self control in a democratic society. Chandler (1961) stated that education is a vital guide to developing intellectual and creative capacities in individuals and this process is destined to make them more capable citizens. Whitehead (1967) stated that education prepares individuals for useful places in society, including their role in the political realm.

Whitehead argues that education takes on a role of guidance, guiding people to utilize their knowledge in the "fullest way." His argument underlines the importance of education as guidance for human achievement in intellect and skills, both individually and socially. In other words, education should not only guide society for its physical and intellectual development, it should also enhance the development of the individual personality.
Education for Whitehead (1967) philosophically reflects the study of education for human resource development; he sees its role as encouraging learners to direct their own talents into the most beneficial use, i.e., to develop both intellectual and mental abilities. He also presents, in his *Philosophy of Education* (1967), the belief that learners have innate characteristics, not necessarily of being good, although he has a deeply religious belief in the presence of God in man, but in their ability to reason, to understand their reason for existing.

Howie (1968) summarizes from Aristotle's philosophy that Education has led man in that self-development; man uses his power of reason to assist nature progressively to perfect himself in the "form" of a man, to know what his purpose in life is and how to manifest that purpose in action (p. 31).

In addition, he emphasizes the Aristotelian viewpoint that education is "learning to do, not just to think or to be." This viewpoint was subsequently extended from time to time and modified system by system of educational programs everywhere in the world.

The development of vocational school and technical school indicates that there is some sliding between the categories, particularly as the institutional forms which make such educational and training provision (schools, colleges, training schemes) do not simply provide just one of these types of education, as general, technical, and modern schools did in the past. In the present time especially, within most schools and colleges, there is academic, technological, and technical and social provision.

Simultaneously, however, the "tripartism"--education, research, and community service, in higher education institutions
(or colleges) is also overlapping and mixing education and training. Based on these facts, it is important to determine the forms of provision and methods of standardized education and training schemes including time, content, methods, delivery systems, and evaluation; training schemes as the equivalent of academic programs.

**Citizenship Education and National Development in Indonesian Context**

**Citizenship Education Process and Progress**

Since 1945, Indonesia spent about fifteen years defending and maintaining national independence, upholding the national constitution, and organizing social order. Fortunately, shortly after Indonesians proclaimed their independence on August 17, 1945, they set down the principles of national independence, the foundation of the national state, and the course of national goals. All of those were integrated as a national political framework to establish and develop national state and national welfare. This political framework, declared officially and legally in the Preamble to the 1945 Constitution, follows:

Since independence is the right of every nation, any subjugation in this world is contrary to humanity and justice and must therefore be abolished.

Our struggle for an independent Indonesia has come to a successful stage and the Indonesian people are on the very threshold of an Indonesian state independent, united, sovereign, just, and prosperous.

With God's blessing and moved by the high ideal of a free national life, the Indonesian people hereby declare their independence.

The establishment of a national Indonesian Government is for nurturing the Indonesian people and their territories; for promoting public welfare; for uplifting the standard of
living; and for participation in the founding of world order, based on independence, eternal peace, and social justice. Our national independence is embodied in the constitution of the Indonesian State, set up as a republic with sovereignty vested in the people by holding principle that we believe in God the Almighty; just and civilized humanity; the unity of Indonesia; democracy guided by wisdom within a representative consultation so that there should result social justice for all Indonesian people (The 1945 Constitution, Indonesia).

This preamble to the Constitution has been a formal guide in nurturing national attitude towards a sense of pride and responsibility of the citizens in their country. This guide of national attitude was only considered as a historical document between 1945 and 1949. In this period, the people and the "new republic's" government were at war (called a "physical revolution"), fighting the Dutch to defend national independence. This was a manifestation of one of the national attitudes of the Indonesian people, to reject every type of external interference in the internal interests of Indonesia.

If citizen involvement in the war for independence was accounted as a "civic courage" training for citizens, it was obviously successful. In this period, there were no well-organized educational institutions conducted by the new republic's government. But patriotism, willingness to sacrifice, readiness to take part in benevolence, and earning a sense of responsibility and a sense of belonging were internalized by many during the war for independence. By nature, "citizenship training" and "community-civic education" were going on continuously during this period.

In contemporary Indonesian citizenship education, while teaching the history of the national struggle and teaching social
studies as well, one should use appropriate methods and media accurately to reflect the revolutionary and independent spirit so prevalent during the struggle for independence, 1945-1949. The most influential medium in teaching those subjects to the younger students in primary schools at the present time are the heroic songs created during the war. Also effective are such teaching methods as socio-drama, role-playing, study-tour, and story telling.

Even though neither well-organized schooling nor citizenship education as subjects of instruction were programmed in the school curriculum in the war period, it should be noted that, in 1947, the government of Indonesia stipulated a standardized Indonesian language (Bahasa Indonesia), which was much different from the standardized Malay language used in Dutch colonial times. The use of Bahasa Indonesia in all school levels since 1947 had a politically unifying effect and made communication in daily life easier. The basis for political socialization was deepened and a common tongue helped build a national identity.

The second period (1949-1959) of Indonesia's national life was characterized by the changing constitution as a consequence of the Dutch agreement to recognize the sovereignty of the Indonesian government under the Federal Constitution (1949 Constitution). This was also a time of world recognition of Indonesia's sovereignty. However, the Indonesian people and the government became aware of this situation as a deviation of the ideas of the 1945 independence
proclamation. Then, they continued to struggle for keeping national integrity and identity through a set of diplomatic agreements with the Dutch.

On August 15, 1950, the Indonesian people changed the Federal Republic of Indonesia to the Unitary State of the Republic of Indonesia under the 1950 Provisional Constitution (the second constitution after the 1945 Constitution was deemed not valid). The 1950 Provisional Constitution was supposedly valid until the permanent constitution was officially in force. The 1950 Provisional Constitution was also not a satisfactory solution to uphold social order and to maintain national unity based on the ideas of the 1945 independence proclamation. In reality, it created and demonstrated a "liberal life style," especially in socio-political sectors of national life and development.

There were two main unpleasant situations which demonstrated the liberal democratic life style in Indonesia in the 1950s; first, the situations led to frequent changes of government; and second, the situations made the Legislature the primary arena to resolve a political conflict between group interests. These crises brought the Republic to a state close to national emergency.

This experience is considered a good example, to be elaborated and to demonstrate in teaching national history and citizenship education today that the Indonesian people and government do not need either liberal or communal principles and life styles in socio-political life. As a diverse society, Indonesia builds national
integrity and social unity based on a "mutual cooperation or mutual help" (gotong-royong) in the state of logical and rational "distributive and commutative justice."

So far, there were no significant educational and other developmental programs provided in this period. Internal affairs in this period pushed the President to use his extraordinary powers as the President and as Supreme Commander of the Armed Forces. In an attempt to save the state, on July 5, 1959, the President issued a decree. The essential purpose of the decree was to reinstate the 1945 Constitution. It meant that the 1945 Constitution be in force again for the whole of the Indonesian people and the entire native land of Indonesia as from the date of the decree and that the 1950 Provisional Constitution was no longer in force.

This president's action was followed by a "Political Manifesto" on August 17, 1959, which was later sanctioned by the Provisional People's Deliberation Assembly (MPRS) by decree No. I/MPRS/1960 as the Guidelines of State Policy. Under this decree, all aspects of Indonesia's socio-economic and political life were understood to be guided by the leader. During this period (1959-1965), in what has been called the period of "Guided democracy", Indonesia went through the "over control" from the national leader.

This situation has been described by Beeby (1979): "... the president assumed greater powers over political, social and economic affairs, but at the same time the economy declined and both growth and the quality of education deteriorated markedly" (cited in
Pagerlind and Saha, 1983, p. 202). The socio-economic and political development in this period, commonly labeled an "Ivory Tower" policy, means the "political prestige" was considered more important than public welfare.

Officially, citizenship education (civics) began to be integrated in national education curriculum for all educational levels in 1960, based on the No. II/MPRS/1960. But the problem was how to ascertain a civics contents which could be accepted by common interest. A serious error made by some political leaders and curriculum developers directly or indirectly was misinterpreting the meaning of Pancasila as a central issue of citizenship education.

One example of a "legal" misinterpretation about the meaning of Pancasila as a central issue of the civic education's contents stated in Asiaweek (1986) follows: "Pancasila as a forum to unify ideologies under 'NASAKOM'--nationalism, religion, and communist ideology. . ." (p. 45). This circumstance was considered by (most) Indonesian people to be a deviation from the nature and essential meaning of Pancasila as the national ideology and the foundation of the state.

This misinterpretation about the meaning of Pancasila, which was seen as being done intentionally by an internal political power (communism), brought vagueness to all aspects of national life, misunderstanding in teaching and learning civics, and created social conflict. At the height of this uncertain time for the people, the evidence of the people's suspicion came through -- the Indonesian
Communist Party (PKI) created a political movement called "The September 30 - PKI Movement of 1965" and attempted to stage a coup and to establish a communist state.

After the unsuccessful September 30 PKI-Movement was destroyed by the people, the government and other political powers established the "New Order" (Orde Baru), which would require new life style, mental attitude, ideas, and commitment. The presence of the "New Order", as mentioned in Chapter I, was aimed at "returning to the genuine application of Pancasila as the philosophy of the state and returning to the 1945 Constitution."

Based on the New Order's aim, early in 1967 the government brought together funds and forces to encourage the people and the governmental apparatus toward national development programs. This period (1966 to the present time) is called the New Order period or the "National Development" period. In educational programs, the government reorganized the national educational program and redefined its objectives.

In 1968, in the attempt to return to the genuine meaning and application of Pancasila and the 1945 Constitution, the government decided the "Civic education" based on Pancasila and the 1945 Constitution as central issues in all educational levels should become the necessary subject of instruction and a subject of local and national examination. Following the progress of national development, the term "civic education" or "citizenship education" (Pendidikan Kewargaan Negara) as a subject of instruction was
changed to become "Pancasila Morality Education" (Pendidikan Moral Pancasila or PMP).

In 1978, MPR issued its decree No. II/MPR/1978 about "P-4." Since this decree was enforced for the whole national life, educators and curriculum developers reorganized both content and design of PMP and IPS (social studies) in order to meet the objectives of P-4. The government was concerned that the PMP's curriculum should be standardized as well as its teaching and learning resources (books) should be designed and supplied under the government's direction.

This policy was intended to avoid different interpretations, and to encourage systematic language usage and writing style in elaborating the content and issues of the PMP. However, the government unlocked the door for criticism and suggestions from educators, psychologists, religious leaders, and common people, those who have positive opinions for better teaching and socializing citizenship education (PMP).

To maintain and develop educational development in general and citizenship education in particular, in accordance with the progress of national development, the "People's Deliberation Assembly" (MPR) reconfirmed the objective of national education through its decree No. II/MPR/1983 about GBHN. The objective of national education is as follows:
National education based on Pancasila aims to provide increasing opportunities for everyone to pursue a better life, spiritually as well as materially, through devotion to God the Almighty, the improvement of intellectual capabilities and skills, the enhancement of good behavior and personality, and the strengthening of national consciousness and patriotism (GBHN, 1983).

In 1984, the government made some revisions on the school's curricula as well as perfecting teaching and learning methods and resources of PMP and National Struggle History.

In addition to these efforts, at the same time the government created and conducted "P-4 Training Programs" for junior and senior high school students besides "PMP" as a formal subject of instruction. For students of higher education, the P-4 Training Program was added as a substitute for the "Pancasila subject of instruction." This study is specifically focused on the P-4 Training Programs for students of higher education.

National Development Step and Progress

As mentioned above, the New Order Government is the government of Indonesia which realizes the importance of returning to the genuine application of Pancasila and the 1945 Constitution to ensure the achievement of the independence ideas and creating a just and prosperous Indonesian society, both materially and mentally. The New Order Government moved quickly to retain funds and forces as well as national resources in the interest of national development. The national development has been considered an urgent program of the New Order Government; therefore, the New order is also labelled a "Developmental Order."
Since 1967, the New Order Government has employed a new open door policy and welcomed private foreign direct investments to play a major role in the development of the Indonesian economy. The private direct foreign investments have been directed towards particular sectors to supply and support the basic needs of national development as a whole. The number of the private foreign direct investment sectors which have been operated in Indonesia can be seen in Table 2.

The Provisional People's Deliberation Assembly (MPRS) in New Order time issued the Decree No. II/MPRS/1968 about the Guidelines of the State Policy (GBHN), which described the general pattern and objective of long-term national development and the direction and aim of short-term national development programs -- Five-Year Development Plans (REPELITA). According to this decree, the essence of Indonesian National Development is "the development of the Indonesian human beings in all aspects of life and the development of the entire Indonesian society and the basis for the execution of national development therefore is Pancasila and the 1945 Constitution" (GBHN, 1983).

The General Pattern of Long-term Development, covering a period of 25 to 30 years, has been drawn up in an effort to give direction to the advancement of the nation in general towards the achievement of the national goals. Since 1969, the government has accomplished three periods of the Five-Year Development Plans
Table 2. Foreign Investment Approvals by Sector, 1967-1984

<table>
<thead>
<tr>
<th>Sector</th>
<th>Projects</th>
<th>Investment Commitment (millions of dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>53</td>
<td>266.4</td>
</tr>
<tr>
<td>Forestry</td>
<td>57</td>
<td>499.0</td>
</tr>
<tr>
<td>Fisheries</td>
<td>28</td>
<td>183.9</td>
</tr>
<tr>
<td>Mining</td>
<td>12</td>
<td>1,497.3</td>
</tr>
<tr>
<td>Food</td>
<td>49</td>
<td>455.9</td>
</tr>
<tr>
<td>Textiles</td>
<td>63</td>
<td>1,250.0</td>
</tr>
<tr>
<td>Wood</td>
<td>20</td>
<td>258.5</td>
</tr>
<tr>
<td>Paper</td>
<td>18</td>
<td>859.2</td>
</tr>
<tr>
<td>Chemicals</td>
<td>139</td>
<td>2,216.0</td>
</tr>
<tr>
<td>Non-ferrous minerals</td>
<td>26</td>
<td>753.2</td>
</tr>
<tr>
<td>Basic metals</td>
<td>20</td>
<td>3,400.9</td>
</tr>
<tr>
<td>Metal products</td>
<td>168</td>
<td>2,264.9</td>
</tr>
<tr>
<td>Other industries</td>
<td>16</td>
<td>38.0</td>
</tr>
<tr>
<td>Construction</td>
<td>75</td>
<td>193.2</td>
</tr>
<tr>
<td>Hotels</td>
<td>12</td>
<td>381.9</td>
</tr>
<tr>
<td>Real estate</td>
<td>6</td>
<td>61.0</td>
</tr>
<tr>
<td>Transportation</td>
<td>17</td>
<td>122.0</td>
</tr>
<tr>
<td>Trade services</td>
<td>34</td>
<td>469.2</td>
</tr>
<tr>
<td>Other services</td>
<td>20</td>
<td>102.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>833</strong></td>
<td><strong>15,273.4</strong></td>
</tr>
</tbody>
</table>

Source: Investment Co-ordinating Board

(Cited in Ministry of Information, 1986, p. 162.)
(REPELITA); the Fiscal Year 1988/1989 is the last year of the Fourth Five-Year Development Plan. Below, the description of the four "REPELITAs", paraphrased from the Department of Information (1986, pp. 151-219), are as follows:

The REPELITA I, conducted by the government based on the Decree of MPRS No. II/MPRS/1968, covered the period from Fiscal Year 1969/1970 through Fiscal Year 1973/1974. It emphasized the rehabilitation of the economy, stressing increased agricultural production, improved irrigation, and improved transportation systems. Production of rice, central to the economy and welfare of the people, was targeted to increase by 47 percent during the first plan period. In other words, the government attempted to achieve the objectives of the REPELITA I primarily to increase public sector investments. Most production targets for the first plan were achieved, except for rice production, which rose by about 25 percent instead of the anticipated 47 percent. It is important to note here that every REPELITA has, as one of the government programs, the carrying out of a General Election to vote in the members of the MPR and the members of the DPR (the People's Representative Council at the National level) as well, and to vote in the members of DPRD (the People's Representative Council) both Provincial level and District or Municipality level.

The REPELITA II, conducted by the government based on the Decree of MPR No. II/MPR/1973, covered Fiscal Year 1974/1975 through Fiscal Year 1978/1979. It focused on increasing the standard of
living of the Indonesian people. The specific objectives of the second plan were to provide better food, clothing, and housing, to improve and expand infrastructure, to expand and distribute equitably social welfare benefits and to provide greater employment opportunities.

Budgeted development expenditures for social purposes such as education, health, and family planning, accounted for larger shares under the second plan than under the first plan, as did development expenditures for industrial and mining projects. Expenditures for agriculture and rural development continued to be emphasized. The overall objectives of REPELITA II were largely achieved, although the average annual rates of growth of real GDP and real per capita GDP, at 6.8% and 4.7% respectively, were slightly lower than the targeted rates of 7.5% and 5.2%.

Government development expenditures during the second plan period were considerably higher than had originally been planned, partly as a result of the greater availability of foreign-exchange resources and Government revenues arising from increased prices obtained for crude oil exports.

The REPELITA III, conducted by the government based on the Decree of MPR No. IV/MPR/1978, covered Fiscal Year 1979/1980 through Fiscal Year 1983/1984. The objectives of the REPELITA III were directed toward what we called "Sapta Krida Kabinet Pembangunan III", which means "The Seven Duties" to be accomplished by the government (the Third Development's Cabinet), such as: 1) a more
equitable distribution of development gains, leading to the welfare of the entire population; 2) a sufficiently high economic growth; 3) a sound and dynamic national stability; 4) the holding of the General Election no later than the end of 1982; 5) creating a clean and stable government; 6) conducting a fair democratic and political life; and 7) attempting to utilize the state's apparatus effectively. The first three objectives are commonly known as the "Trilogi Pembangunan" (the Three Fundamental Objectives of Development).

The REPELITA III emphasized that the equity objectives, especially the "Trilogy of Development" would be reflected in every development policy. To further assure the achievement of the equity objectives, policies and programs would be undertaken with the following eight distribution channels:

1) an equitable distribution of access to means of fulfilling basic human needs, particularly clothing, food, and shelter;
2) an equitable distribution of access to education and health services;
3) an equitable distribution of income;
4) an equitable distribution of employment opportunities;
5) an equitable distribution of access to business opportunities;
6) an equitable distribution of access to participation in development, particularly of young generations and women;
7) an equitable distribution of development efforts throughout the various regions and the country;
8) the equitable distribution of justice.
In terms of personal income, the REPELITA III has placed Indonesia among the ranks of Middle-Income Countries with a per capita income of US $520.00.

The REPELITA IV has been conducted by the government based on the Decree of MPR No. II/MPR/1983, covering Fiscal Year 1984/1985 through Fiscal Year 1988/1989. Details of the REPELITA IV, the guidelines of which indicate that it strengthens the foundation for further economic growth, stress industrial and agricultural projects and emphasize improvements in the infrastructure of social services and the development of human resources.

The main objective of the REPELITA IV is embodied in the "Panca Krida Kabinet Pembangunan IV", which means "The Five Duties of the Government." Those duties are as follows:

1) to attempt the steady execution of the "Trilogy of National Development";

2) to attempt a utilization of the governmental apparatus to make more effective and productive persons;

3) to attempt the P-4 socialization for all strata of Indonesian society in order to disseminate community understanding and comprehension about Pancasila as widely as possible.

4) to attempt the realization of honest and stable government;

5) to attempt the realization of the principle of General Election in the state of: general, direct, free (unimpeded), and secret, no later than the end of the year 1987.
To facilitate a sufficiently high rate of economic growth in this development plan, priority has been accorded to increasing production and services in such areas as agriculture, manufacturing, mining, energy, communications, and transportation. The development of national education during this period continues to be focused on the expansion and enhancement of the effort to step up the comprehension and practical application of Pancasila. At the same time, it is to comply with the rights of citizens to acquire education, knowledge, and know-how within the framework of building up a Pancasila society with emphasis on the opportunity to enjoy education in order to promote the implementation of compulsory education at the primary education level.

The results of the accomplishment of the Five-Year Development Plans (from the first to the fourth) show the successful efforts of the New Order Government. This success is acknowledged by all countries, multilateral institutions and the World Bank, which continuously assist and supervise the progress of Indonesia's national development. They have a "strong commitment to and high confidence in Indonesia and have raised their annual supports to ensure continuation of large and small development projects throughout the nation."

An American observer, Donald K. Emmerson, in his article "Invisible Indonesia" (1987), cited in Foreign Affairs (Vol. 66, No. 2), states:

Up to now, economic development and political stability have been the New Order's strongest suits, in contrast to the decay and chaos of the (Old Order's) years. Between 1965 and 1968,
Indonesia's annual inflation rate was brought down from 600 to ten percent, and the government budget deficit cut from 64 percent of expenditures to zero. From 1965 to 1985, per capita GNP rose on the average by 4.8 percent per year -- faster than in any other Southeast Asian country save Singapore. By 1982, the World Bank could reclassify perennially "low-income" Indonesia as a "middle-income" country (p. 376).

The most important determinant factors for this success, Emmerson says: "sufficient authority and will", as internal factors, and "political clout, wise decisions, foreign loans and OPEC prices have been the interlocking keys to the economic success of Indonesia's New Order." In addition to these factors, the "Western-trained technocrats are mandated and protected by the (Government) to resurrect the market, and reopen the economy."

There are also some extreme predictions to the progress of Indonesia's economic development as a member of the world society. Emmerson compares and says:

The most bullish projection for Indonesia has been made by the consulting firm Forecasting International. The company packed 64 variables into a computer model, ran it for 41 major nations, and concluded that no country on the list will improve its stability, economy, security, unity, and influence faster than Indonesia; from 22nd place in 1984, Indonesia should race past West Germany, France, and Singapore, to reach seventh place sometime between 1989 and 1995 . . . (1987, p. 387).

Besides these positive predictions of the success and progress of Indonesia's economy and development, there are also some little doubts and questions as to the current facts and future national development of Indonesia. Some of these little doubts are presented by Emmerson (1987) as follows:
1) In a nation so vast and varied, the integration of periphery with center is a structural problem to be resolved only in the long run. Of more immediate concern is the economy, whose record of growth is being jeopardized by weak prices for Indonesian exports (p. 376).

2) The roller-coaster price of oil reminded Indonesians of the risks of participating in the world capitalist system (p. 378).

3) It is not that economic development has made the government uniformly popular. While helping some people, modernization has endangered others, notably those whose labor could be displaced by machines. Rather, by promoting the countryside's transformation, the government has become indispensable to a kind of life—modern life—that villagers understand to be the future (p. 377).

4) In bearish contrast is the 99th place assigned to Indonesia in *Economy*'s expert-consensus ranking of nations according to their economic prospects through 1988 (p. 387).

In between optimistic and pessimistic predictions of the New Order's success in economic growth and development, some outsiders, investigators, or observers brought questions to the fore; such implicit questions have been modified:

1) What will make Indonesia better known, its success or failure in selecting someone to replace the "present New Order's leader" for next period? (Adapted from Emmerson, 1987, p. 368).

2) Could the (present New Order's leader) avoid instability and protect his reputation by designating his own successor now, well in advance of the transition? (Adapted from Emmerson, 1987, p. 386).

The fact that those problems and questions do not have basic and clear arguments, but just vague reminders, indicates that we should caution when interpreting and answering them. Nevertheless, those problems and questions can form the basis from which to set directions for movement towards a more successful development of the nation in the years to come. We (Indonesians) do not need to
assume any vulnerable and superficial emotional attitudes in interpreting them, but constantly assume wise decision, open-minded attitudes and cautious compliance in all aspects of development policy.

To ensure and to keep the steady national development, regardless of who leads the nation for the coming periods, every single citizen's commitment to national independence is needed. Then, in the process of national development, the government has to show its integrity and honesty in managing national welfare. The people are also expected to support and participate positively in the process of national development as the manifestation of their commitment to the ideas of national independence, their loyalty to the state and respect for the government.

The success of national development under the New Order government is based on the intensity, hard work, and honesty of the New Order leadership. The problem is how to impart this positive attitude to every citizen, especially those who hold strategic government positions in planning, implementing, and managing national development programs.

Another important effort which should be examined seriously is the younger generations' participation in the process of national development. To begin with, Citizenship Education (PMP) and P-4 training programs can help them to understand the principle of citizenship and their status as citizens. In the interest of steady national development in the periods to come, it is important to
confirm in the P-4 training programs for students more anticipative and perspective-forming programs than just a two-credit course of student cognitive performance.

**P-4 Training Program As a Model of Political Socialization**

**Overview of the P-4 Training Program**

Since MPR issued the Decree No. II/MPR/1978 with regard to "The Guideline to Internalize and Practice Pancasila" as we call P-4 (Pedoman Penghayatan dan Pengamalan Pancasila), the government, with its "Sapta Krida", has conducted a model of citizenship training as a way to political socialization to introduce people to the state ideology, "Pancasila." It is charged as the duty of Indonesians from all strata of society to understand and practice the Pancasila in their daily life as individuals and as citizens.

The model of political socialization supports the balance of ideological and spiritual aspects within the progress of physical and material development. In this regard, citizenship training is commonly known as the "P-4 Training Program." Previously, the P-4 Training Program was specifically for official government persons and for civil service officers, those holding state authority and those who hold high societal status in order to give the noble examples to the common people or staff.

In short, the P-4 Training Program is the manifestation of national political will. It is designed as a national system of citizenship training beyond the citizenship education which exists
in the formal school system. The importance of P-4 training is to cultivate human resources for national development. It is expected to enhance the people's behavior and personality by strengthening national consciousness and patriotism. The mission of P-4 training is to disseminate the following message: "Maintain and practice the idea, value, and spirit of the 1945 revolution and independence for the interest of national prosperity."

Together with the physical development of the nation, the P-4 training is expected to create a way to a balanced framework upon which to build the ideal type of Indonesian society—"a just and prosperous society, both physically and mentally. Obviously, the P-4 Training Program is only a part of the national development effort. It is the part that emphasizes ideological and political development.

The government is concerned with setting an example for the Indonesian people of an attitude of national identity, values, and morality in everyday life. Thus, all government officials are mandated to follow this training program. In practice, the training program for civil service officers is divided into 3 sub-groups: Type A, those officers of high rank who follow the pattern of 120 hours of training for trainers; Type B, those officers of middle rank, who follow the pattern of 45 hours; and Type C, those officers of lower rank, who follow the pattern of 25 hours.

In 1980, the government began to create additional training groups. The second important group to be trained is community
leaders. Leaders of both formal and informal groups (religious, social, neighborhood, and minority groups) are included. These leaders are expected to set an example of national identity for the members of society that they represent. The third group is women's organizations, comprised of women leaders and mothers, especially "Dharma Wanita" (a special women's organization): wives of civil service officers of all ranks and levels. They are expected to formally or informally disseminate national values to other members of their organization and to their own children and to support their husbands as well. The fourth group is the youth organizations, both political and mass (non-political) organizations.

There are also some interest groups in Indonesian society which have been the focus of some P-4 training activities such as the "group of inner" group, the "medical man" group, the "tendency in the society" group, the "little joe" group, the "small leader in society" group, and the "field of civics" group. The members of these training groups are called a "supporting pattern" of P-4 training. The members support the goals and objectives of the training program and act as an extension to the civil service officers' role as "role models." The "supporting pattern" is a reminder that all strata of society are encouraged to participate actively in the process of national development either directly or indirectly.

To execute the P-4 Training Program for all groups of Indonesian society, the president, as the head of government, has
appointed a group of people--those who are considered suitable persons--to assist him. This group is commonly known as "BP-7" (Board of Educational Committee for the Execution of the Guideline to Internalize and Practice Pancasila) and staff.

The BP-7 and staff at the national level was first formed by the President in 1978. Larger tasks created a need for organizational and staff development, so BP-7 became a special body under the President for this purpose. On behalf of the President, BP-7 created a training model, designed all types of training programs, prepared training materials and references, trained national facilitators, and built up a permanent training staff, a network of training, and facilities. The staff is always ready to serve the country by conducting all types of P-4 Training Programs.

In late 1978, BP-7 carried out a training program for special training of trainers on the national level. Since then, BP-7 in national level (BP-7 Pusat) has grown to have organization affiliations in provincial and district or municipality levels (BP-7 Propinsi and BP-7 Kabupaten or BP-7 Kotamadya). All of these levels of BP-7 can be called "BP-7 Regional Levels" (BP-7 Daerah).

Since 1979, BP-7 Pusat and BP-7 Daerah, on behalf of the government, have accomplished feasible training designs and have trained a number of trainers for national and regional levels who represent all regional levels (provinces, districts, or municipalities). The training manuals, materials, and training guide have been published both for trainers and trainees. The
government, in accordance with the body of the people's representatives in national and regional levels, has confirmed a special budget for this program as a part of the non-physical development budget each year and each five-year period.

As we have mentioned before, there are three levels of training within the civil service officer group. There are also five types of trainee groups based on their position, their educational background, and their status in community life. The needs of each type of training groups are met with a training program designed for the type of group. The five types of training programs are listed below by the number of training hours included. These are:

1) The 120-hour training type for trainers or national political cadres and the high rank of civil service officers.

2) The 100-hour training type for the students of higher education or youth organizations on the national or provincial level.

3) The 45-hour training type for community organizations, women's organizations, religious organizations, special groups, and the students of Senior High School and the middle rank of civil service officers.

4) The 25-hour training type for community organizations on the sub-district and village levels, and for the students of Junior High School and the lower rank of civil service.

5) The 17-hour training type as a previous training program for functional groups in the villages or for illiterate people.
All of these types of training programs are categorized as a "Supporting Pattern Training Program" (Program Penataran Pola Pendukung), except training of trainers and training for civil service officers.

The subject matter of these different training programs is generally the same: "P-4," The 1945 Constitution, The Guidelines of State Policy; some groups have specific subjects such as: "KORPRI"--The Organization of Civil Service Officers of the Republik of Indonesia, for civil service officer groups; The Guideline of Academic Program, for the students in higher education; National Consciousness, for youth organizations; Social intercourse ethics, for students in the secondary high school group.

The differences lie in the enrichment contents and activities, and in the level of description each receives. Generally, the training objectives for the lower types and levels are simpler versions of the objectives for the higher types and levels. For example, for higher ranking civil service officers, all four topics of training content should be memorized, analyzed, and practiced as much as possible. Thus, a variety of methods and multi-media for these trainees should be used to reach the training objectives in all domains: cognitive, affective, and psychomotor. For the lower ranks, the four topics are memorized and compared with the trainees' daily life. In the villages (the 25-hour and 17-hour courses), the trainers employ games, simulations, and display materials (such as ideological pictograph) for the trainees. For the individual person
or group of people who are not able to participate in training programs, such as: drivers, prisoners, work-people, and patients, modular instructions are available.

**P-4 Training Program for the Students of Higher Education**

This section is focused on the description of the P-4 Training Program for the Students of Higher Education. Officially, this training program was started as an effort of the P-4 Training Program in general. But, it also has a strong relationship with national commitment on the program of political education for younger generations, younger generations' development, and continuing national development which is more emphasized by GBHN 1983 and national educational objectives, and specifically it is demanded by the "Five Duties of the Government" (Panca Krida Kabinet Pembangunan IV).

Since 1984, most higher education institutions have carried out the P-4 Training Program for all new students as a substitution for "Pancasila Education" courses. Students who have not had the opportunity to participate in P-4 Training attend a special regular course on Pancasila Education or participate in the next year's P-4 Training program.

Unlike the students of Junior and Senior High Schools, in addition to PMP, they also have to follow P-4 Training upon enrollment in the school. The students of higher education only have P-4 training of 100 hours. This also occurs when they enroll
in higher education. It is the P-4 Training Program for the students of higher education which is the center of interest in this study. The following presents a model of P-4 Training Program for students of higher education.

**Rationale for Training Students**

Higher Education is expected to educate and equip the younger citizens to be educated people, of continuing national development. The students of higher education have the most leadership potential of all the nation's young people because their intellectual and personal growth are being systematically enhanced by education.

Recently, there has been a superficial adulation of the students of higher education. Some say, "Students today, leaders tomorrow" and people are labeling them "the younger elite group." Nevertheless, the growing desire and increasing popularity of P-4 Training Programs for youth organizations creates a linkage between higher education and the community because students hold two places in society. As students, they are the members of the campus and scientific community. In the family and community, they are the sons and daughters of their parents, and they are members of the community-at-large. P-4 training is "education for tomorrow's leadership" because an ideal national leadership of Indonesia is:

1) loyal to the State Ideology "Pancasila";
2) loyal to the 1945 Constitution;
3) holding the spirit of 1945 revolution, idea, independence, and value; and
4) ready to work for the public interest rather than personal interest.

Leadership is characterized by the 1945 spirit and value in the attitude towards readiness to sacrifice, benevolence, loyalty, and patriotism. These can be inherited by education and follow the example of older generations who are committed to these 1945 values. Thus, these values must be transmitted in an effective program and by the example of others. In the decade of 1989-1999, the old generation will supposedly be replaced by the younger generation who had no part in the national struggle for independence and who are expected to hold power in Indonesian government in the years to come. Thus, the P-4 Training Program for students in higher education passes on the norms and values which have guided the behavior of the current adult citizenry and develops in these younger citizens the necessary knowledge and potential to be productive and responsible leaders as adults.

Purpose for Training Students

Higher education in Indonesia is expected to produce experts to occupy the techno-structural network in the community. Graduates are expected to work in education, research, science, and information services, all in the interest of national development and the development of higher education itself. The essence of national development is the development of the Indonesian in all aspects of life and the development of Indonesian society.

Many persuasive arguments have been given that the P-4 Training Program for students in higher education is an efficient
way to regenerate and accelerate national development. A range of arguments covers cost-effectiveness, educated manpower availability, orientations to service and public commitment, and the political viability of higher education as a productive resource of human investment. Students are expected to be agents of future national development. As Kassam (1974) says, "It is through political education and political socialization that adults can acquire the kind of attitudes and values that help to initiate them towards their own and their nation's development" (cited in Priestley, 1982). Surely this applies to educated young adults as well.

Therefore, within the domain of P-4 and national citizenship training, students can be trained to achieve these general objectives:

1) The student will provide increasing opportunities for everyone to pursue a better life, spiritually as well as materially, through devotion to God the Almighty, the improvement of intellectual capabilities and skills, the enhancement of good behavior and personality, and the strengthening of national consciousness and patriotism.

2) The students will be more aware of and respectful of national philosophy and ideology, and be experts or productive manpower in the interest of national development.

3) The student will join the cadres continuing in the national struggle, carrying out national development, and performing to their intellectual capacity for the success of national development.
The instructional objectives are: After attending and participating in the entire training session actively, the participants will be able to:

1) Understand "Pancasila", the 1945 Constitution, the Guidelines of State Policy for following the Pattern of National Development, and the basic principles of scientific and academic study;
2) recognize in what ways the skills and knowledge can serve the interest of national development;
3) know the responsibilities, duties, and rights of a citizen;
4) prepare to make positive and active contributions to national development; and
5) practice various skills related to community life and academic development based on the intrinsic values of each training content.

Training Content

The given standard curriculum of this training type contains four topics. These are:

1) The Guideline to Internalize and Practice Pancasila (P-4); divided into 3 sub-topics: A - Historical Background; B - Description of the five principles; and C - Social values and personal attitude.
2) The 1945 Constitution (UUD-1945); divided into 3 sub-topics: A - Historical background and the preamble; B - the explanation of the Constitution; and C - practical values in national life.
3) The Guidelines of State Policy (Garis Garis Besar Haluan Negara) or GBHN. This periodical training content is also divided into 3 sub-topics: A - general guidelines of national development; B - the forthcoming Five-year National Development Plan; and C - the five main programs of the government.

4) The Basic Principle of Academic Discipline and program. These topics are gradually presented, discussed, and performed by individual, small group, syndicate group, and large groups during 100 hours of training. There are also homework assignments concerned with specific problems and issues which emerge from those topics.

The four topics of the training contents are briefly described consecutively as follows:

The Guideline to internalize and practice Pancasila (P-4). The content of this topic is derived from "Pancasila" (The Five Principles as the State Philosophy and Ideology. The five inseparable and mutually qualifying principles are:

1) A belief in God the Almighty;
2) A just and civilized humanity;
3) The Unity of Indonesia;
4) A Democracy guided by wisdom within a representative consultation, and
5) Social justice for all Indonesian people.

The meaning of the "Pancasila" principles are as follows:
1) A Belief in God the Almighty. This principle asks Indonesian people to acknowledge God's existence. In other words, the principle of the belief in God as the Almighty reflects the Indonesian people's belief in another life after the life in this world (hereafter). This induces them towards the pursuance of noble values which opens the way for them to gain a better life in the hereafter. This principle is emphasized in article 29, section 1 of the 1945 Constitution, which reads that "The State should be based on the Belief in God the Almighty."

The ultimate purpose of this stated value is to create harmony between persons who have different religious beliefs but who recognize God's oneness, power, and justice. The following personal characteristics are encouraged: enlightenment, tolerance, broad-mindedness, respectfulness, cooperativeness, harmoniousness, justness, righteousness, fairness, impartiality, and reasonableness. Monotheism is assumed in this belief.

2) A Just and Civilized Humanity. This principle wishes human beings to be treated in accordance with the dignity of God's creatures. So the Indonesian people do not condone the oppression of human beings, either by their own or other nations, physically or spiritually.

The ultimate purpose of this belief is national and international harmony. If, in the sight of God, all people are equal, then there must be brotherly love between them. The following personal characteristics are encouraged: moral alignment, political
non-alignment, global awareness, self-esteem, respect for others, commitment to truth and justice, dignity and humaneness.

3) The Unity of Indonesia. This principle promotes nationalism, love for one's nation and motherland, and the need to always foster national unity and promote national integrity. "Pancasila" nationalism calls for the elimination by Indonesians of feelings of superiority based on ethnicity, ancestry, or skin color. The Indonesian State symbol stresses the principle of "Bhinneka Tunggal Ika", which means "Unity in Diversity."

In daily life, various differences within the community pose no obstacles to the nation's unity and integrity. The ultimate purpose of this belief is keeping national harmony and world order based on freedom, social justice, and peace. Indonesians appreciate the meaning of the application of the basic principle of Unity in Diversity, and believe that the interests and the safety of the nation and the country must be placed ahead of the interests or the safety of individuals or groups.

Such a nationalist who sees the strength in diversity and believes in unity for the benefit of the whole is also expected to be patriotic, altruistic, self-sacrificing, courageous, peaceful, and responsible.

4) A Democracy Guided by Wisdom within a Consultative Representation. This principle stresses that "Pancasila" democracy is democracy which is inspired by and is integrated with the other principles of "Pancasila", meaning that the use of democratic rights
must always be accompanied by humanitarian values, the preservation and strengthening of national unity, and efforts to realize social justice.

The ultimate purpose of this belief is to establish, maintain, and improve a "consensus" democracy for the sake of harmony and of the development of nation and country. Indonesians believe that the following proposition is true: "The people are sovereign", and they deposit their sovereignty with their representative council. Everyone is expected to have confidence in the community, and to believe in equality, objectivity, and honesty.

5) Social Justice for All Indonesian People. This principle aims at the equitable distribution of welfare among the people, not in a static way, but in a dynamic and progressive way. This means that all of the country's natural resources and human potential should be utilized to bring the greatest possible happiness to all people. Social justice implies protection for the weak, but the weak should working according to their abilities. The protection given is to prevent arbitrariness of the strong and to ensure the presence of justice.

The ultimate purpose of this principle is social harmony and well-being. As individuals, Indonesians believe that social justice begins with their own obligation to strive for social justice for others. They also believe that social justice is founded on the same norms which characterize family relationships and stimulate the growth of family relationships.
Everyone should work for social justice and social dignity, and work to end exploitation. This work requires sincerity, humility, nobleness, and obedience. To achieve social integrity, open-mindedness, familyhood, and social-cultural respect are important.

The 1945 Constitution. This topic is designed to stimulate trainees' willingness to understand the form and structure of the government, the role of the people in government and the rights and duties of every citizen. This topic begins with the fact that the constitution of the Republic of Indonesia is usually referred to as "the 1945 Constitution" because the constitution was drafted and adopted in 1945, when the Republic was established; partly to distinguish it from two other constitutions that had prevailed in independent Indonesia; and also because the principles of this constitution express the ideas and incorporate the aims for which independence was proclaimed on August 17, 1945, and for which it was defended thereafter. It bears the revolutionary spirit and the vitality of the era. The constitution was substantially inspired by Indonesia's spirit of unity and the following goals: democracy built upon mutual assistance, deliberations amongst representatives, and consensus.

The constitution of the Republic of Indonesia consists of 37 articles, 4 transitional clauses, and 2 additional provisions, and it is preceded by a Preamble. The Preamble has 4 paragraphs which
contain a condemnation of any form of colonialism in the world, an account of Indonesia's struggle for independence, the declaration of that independence and a statement of Indonesia's fundamental aims and principles. It states that independent Indonesia should be a state form of republic wherein the sovereignty is vested in the people. The Preamble bases the government on certain philosophical principles, namely, "Pancasila."

The Indonesian government is meant to protect the whole people and their entire territories, to advance the general welfare of the people, to develop the intellectual life of the nation, and to contribute to world freedom, peace, and social justice (translated and paraphrased from Books I, II, and III - 1979).

The Guidelines of State Policy (Garis Garis Besar Haluan Negara) or GBHN. This topic is derived from the idea that the essence of National Development is the development of the Indonesian in all aspects of life, and the development of the entire Indonesian society. Therefore, the basis for the accomplishment of National Development is "Pancasila" and the 1945 Constitution. The principles of National Development are emphasized in the following:

1) The principle of utility is that all development efforts and activities should be utilized for the maximum benefit of humanity, for the advancement of the people's welfare and for the personal development of the citizen.

2) The principle of joint effort and brotherly spirit is that all efforts to achieve the ideals and aspirations of the nation
should constitute joint efforts of the nation and the entire people carried out in the spirit of a brotherly relationship and in a spirit of mutual cooperation.

3) The principle of democracy is that democracy is based on "Panca-sila", covering the fields of politics, social affairs, and economy, whereby national problems should, as much as possible, be solved through deliberations in order to achieve a consensus.

4) The principle of justice and equity is that the material and spiritual gains of development be equally enjoyed by the whole of the people and that every citizen is entitled to enjoyment of the gains of development in accordance with one's merits, and one's services rendered to the state and nation.

5) The principle of harmony of life refers to a harmonious balance between the various interests, i.e., between worldly and hereafter, between physical and mental, between individual and public, between the balance of life on land, at sea, and in the air, and between national and international interests.

6) The principle of self-reliance is that national development should be based on the confidence in one's own capabilities and strength, and on the identity of the nation.

7) The principle of legal consciousness is that every citizen of Indonesia should always be aware of and loyal to the law, and that the state has the duty to uphold and to guarantee legal security.
Another important issue in this topic is "The Indonesian Archipelagic Outlook", which originally comes from the Indonesian term "Wawasan Nusantara", or "Nusantara Outlook." This includes:

1) The realization of the Indonesian Archipelago as one political unity, in the sense:

(a) that the whole nation's territory with all its contents and resources should form one territorial unity, one place, one sphere of life and one unity of norms of the whole of the people, and be the asset and property of the people;

(b) that the Indonesian nation, consisting of various ethnic groups and speaking a variety of regional languages, embracing a variety of religions and beliefs and worshipping God in various ways, should form one complete national unity in the broadest sense of the word;

(c) that psychologically, the Indonesian people must have a sense of belonging to one unity, in the sense of one destiny, and one responsibility for being one nation and motherland, imbued with one strong determination to achieve the national ideals;

(d) that "Pancasila" should be the only philosophy and ideology of the state and nation, the foundation and guidance leading the nation towards its goal; and

(e) that the entire Indonesian Archipelago should form one legal unity in the sense that there should be only one national law serving the national interest.
2) The realization of the Indonesian Archipelago as one social and cultural unity, in the sense:
   (a) that the Indonesian society is one; the life of the nation should be one that is harmonious with corresponding stages of social progress, evenly spread and balanced, well adjusted and in keeping with the progress of the nation;
   (b) that the Indonesian culture is essentially one; whereas the existing various cultural expressions expose the cultural wealth of the nation which constitutes the assets and foundation for the flourishing of the entire national culture, the result of which can be enjoyed nationally.

3) The realization of the Indonesian Archipelago as one economic unity, in the sense:
   (a) that the riches of the territory of the archipelago, potentially as well as effectively, are the collective asset and property of the nation; and that the daily necessities of the people should be provided for evenly throughout the country;
   (b) that the state of economic development in all regions should be harmonious and balanced without prejudice to the specific characteristics of the regions in developing their economic life.

4) The realization of the Indonesian Archipelago as one unity of defense and security, in the sense:
MAP 3: THE FORM OF INDONESIAN ARCHIPELAGIC (NUSANTARA) OUTLOOK
(a) that a threat to any island or region is essentially a threat to the entire nation and state;
(b) that every citizen should have equal rights and duties regarding the defense of the state and nation.

This topic can be extended to the general pattern of long-term development. The general pattern of long-term development is based on the basic pattern of national development, covering a period of 25-30 years. It has been drawn up as an effort to give direction to the advancement and development of the nation in general, toward the achievement of the national ideals.

The Basic Principal of Academic Discipline and Academic Program

The fourth training topic is an introduction to academic programs. This content is focused on the teaching and learning procedure, academic administration, credit system, and major study of the trainees according to their interests and concentrations. Based on the decree of the Head of the BP-7 of National Level No.: KEP-24/BP-7/IV/1984, on April 13, 1984, there are 11 major disciplines of academic program under 5 scientific consortia. The 5 scientific consortia are listed in the diagram on the next page.

All of these academic divisions should be described in order to give all students or trainees basic understanding of their field of study which will be received in the years to come.

Training Design

The P-4 Training Program for the students of Higher Education is designed to last two weeks. These two-week training sessions are conducted in a consecutive two-week period. However, the number of
Diagram 1
The basic principles of academic discipline and academic programs

<table>
<thead>
<tr>
<th>Scientific consortia</th>
<th>Academic discipline divisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education and Culture (Humanistic)</td>
<td>a. Education</td>
</tr>
<tr>
<td></td>
<td>b. Psychology</td>
</tr>
<tr>
<td></td>
<td>c. Philosophy</td>
</tr>
<tr>
<td>2. Science and Technology</td>
<td>a. Mathematics, Physics, and Chemistry</td>
</tr>
<tr>
<td></td>
<td>b. Engineering</td>
</tr>
<tr>
<td>3. Agriculture</td>
<td>Agriculture and development</td>
</tr>
<tr>
<td>4. Medical and Health Science</td>
<td>Medical and health education</td>
</tr>
<tr>
<td>5. Social Sciences</td>
<td>a. Economics</td>
</tr>
<tr>
<td></td>
<td>b. Sociology and Politics</td>
</tr>
<tr>
<td></td>
<td>c. Law</td>
</tr>
<tr>
<td></td>
<td>d. Philosophy</td>
</tr>
</tbody>
</table>

Adapted from the decree of the Head of "BP-7 Pusat"; No. 24/BP-7/IV/1984.
days ranges between twelve and fourteen. This training program is literally called "P-4 Training Program of 100 Supporting Pattern for the Students of Higher Education." "Supporting Pattern" means this training program is designed to support the 120-hour training program for civil service officers or for the training of trainers.

Training activities are predominantly generated by using a combination of multi-methods and multi-media, facilitated initially by regional BP-7 facilitators, and then planned and conducted by higher education faculty members as trainers and staff in co-training teams. The training activities are dominated by the participants about half the time. The basic material resources, the facilitator's manual and participant's guide are the critical components of the training. The facilitator is supplied with a complete step-by-step guide to conducting the training. It is complete with worksheets, a description of each topic and concept, and evaluation and monitoring sheets. These materials come pre-adapted, but the facilitators can make some modifications if the need arises in the course of a training session.

There is no digression from the planned schedule. Discussion is kept to items directly related to the understanding of the concepts. High-temper discussion is allowed on the concepts of all training contents to prevent presupposition that the P-4 Training Program is a kind of indoctrination. But, the facilitator is expected to guide the participants towards the goal of a shared understanding. The final opinion should be acceptable to all.
The following sections of this chapter address the specific training considerations commonly used in the P-4 Training Program for the students of higher education. As a training design, it can be used as a guide to the training process in general. The P-4 Training Program for the students of higher education uses the standardized training design recommended by "BP-7 Pusat" in accordance with the Minister of Education and Culture.

Indeed, training design is a guide for the trainer and a vehicle for participants. Using training design effectively means that the training outcome will be beneficial for both organizers and participants. A successful training means that the training objectives are reached in a satisfying manner.

Training Process

A needs assessment of the trainees is not performed, because both the participants and the training contents have been determined by BP-7 and Higher Education officials. The trainees' needs are explicitly outlined in the national will and the training curriculum and content are included in the sets of material resources provided.

In the training program, the trainees carry out planned classroom activities and homework assignments during the two-week training program. Much of the activity takes place in the classroom sessions. As a result, the participants are expected to understand and appreciate the dynamics of working as a group.

The training process allows trainees the opportunity to demonstrate their knowledge, ideas, capabilities, and creativity in
the skills and behavior exercises. Also, they can share an experience-reflection-conceptualization-practice-internalization cycle of experiences in pairs or groups.

Use of the provided training materials with appropriate methods and techniques ensures that everything is running well in the implementation of the training program. Both executive committee members and trainers have to avoid trainee boredom by using a variety of methods and by using multi-media tools. Some assigned methods are: 1) lecturing, 2) questions, 3) discussion, 4) simulation, and 5) assignment. Possible training media and facilities are: 1) hardware such as rooms, sound systems, OHP, VCR, etc.; 2) software such as transparencies, stationery, cassette recorders, material resources (books) for trainers and trainees, and others; and 3) special supplies: medical center, mobile clinic, religious facilities, food, and drinking water.

Training sessions, methods, and time are used simultaneously as effectively as possible to stimulate trainees' interest. The training schedule is a strictly standardized schedule for the 100-hour training program. The daily sessions are generally scheduled following the decree of BP-7 No. KEP-01/BP-7/I/1984, as follows:

First day: 3 hours in the morning is scheduled for Opening ceremony, grouping participants, and preparing materials.

3 hours: Lecture I, questions and answers on Topic P-4.
Second day:  
3 hours: Lecture II, questions and answers on Topic P-4 (continuation).
3 hours: Lecture III, questions and answers on Topic P-4 (continuation).
3 hours: Lecture I, questions and answers on Topic UUD-1945.
3 hours: Lecture II, questions and answers on Topic UUD-1945 (continuation).
3 hours: Lecture III, questions and answers on Topic UUD-1945.

Third day:  
3 hours: Lecture I, questions and answers on Topic GBHN.
3 hours: Lecture II, questions and answers on Topic GBHN (continuation).
3 hours: Lecture III, questions and answers on Topic GBHN (continuation).

Fourth day:  
3 hours: Group internalization on Topic P-4.
3 hours: Group internalization on Topic UUD-1945.
3 hours: Group internalization on Topic GBHN.

Fifth day:  
3 hours: Small group discussion on Topic P-4.
3 hours: Small group discussion on Topic P-4 (continuation).
3 hours: Small group discussion on Topic P-4 (continuation).

Sixth day:  
3 hours: Small group discussion on Topic UUD-1945.
Seynth day: 3 hours: Small group discussion on Topic UUD-1945 (continuation).

Eighth day: 3 hours: Small group discussion on Topic GBHN.

Ninth day: 3 hours: Small group discussion on Topic GBHN (continuation).

Tenth day: 3 hours: Class-groups discussion of Topic UUD-1945.

3 hours: Class-groups discussion of Topic GBHN (continuation).

3 hours: Class-groups discussion of Topic UUD-1945 (continuation).

3 hours: Class-groups discussion of Topic GBHN (continuation).

3 hours: Class-groups discussion of Topic UUD-1945 (continuation).

3 hours: Class-groups discussion of Topic GBHN (continuation).

3 hours: Class-groups discussion of Topic UUD-1945 (continuation).

3 hours: Class-groups discussion of Topic GBHN (continuation).

3 hours: Class-groups discussion of Topic UUD-1945 (continuation).

3 hours: Class-groups discussion of Topic GBHN (continuation).
Eleventh day: 3 hours: Lecture Topic: Academic discipline and academic program (each cluster, each school).
3 hours: questions, answers, and discussion on academic discipline and program.
3 hours: Simulation and games (Lecture & practice).

Twelfth day: 2 hours: Develop an Individual Paperwork assignment (Topic: P-4, UUD-1945, and GBHN).
2 hours: Develop an Individual Paperwork assignment (Topic: Academic discipline and program).
2 hours: Summative test on P-4, UUD-1945, and GBHN.
2 hours: Summative test on Academic discipline and academic program.

Thirteenth day: 3 hours: Grand discussion (each cluster) on Topic P-4.
3 hours: Grand discussion (each cluster) on Topic UUD-1945.
3 hours: Grand discussion (each cluster) on Topic GBHN.
2 hours: Closing ceremony and performing "the Best 17 of participants in the cluster"

Note: Each day schedule 9 hours including: break, eat, and worship.
Two Sundays are scheduled (7 hours each) for: Watching movies.
Training Evaluation and Follow-Up

A summative evaluation of participants' knowledge and ability is given at the end of the training session. A formative evaluation takes place during the training session. In a follow-up program, participants are nurtured by student personnel workers and student government members through campus activities which support the academic program on the one hand, and the development of good personality as "the son of alma mater" and as a member of the community.

The evaluation of the training program gathers participants' opinions on whether the goals of the training program were reached. Currently, there is no evaluation of facilitators and lecturers or of the effectiveness of methods and techniques used in the training program.

The best seventeen students are determined by calculating the grade point averages of the participants. They are cheered and asked to stand in front of other participants. The number "seventeen" is an important reminder of the independence day of Indonesia, August 17, 1945. All students who successfully complete this two-week P-4 Training Program receive a certificate. Each also receives two credits on the academic transcript. If a participant misses one day or one session of training, he or she will not be passed, and must go to the next year's training program.
CHAPTER III

RESEARCH PROCEDURES AND METHODOLOGY

Introduction

As mentioned in Chapter I, the research for this dissertation was mainly conducted as a field study in West Java Province, Indonesia. To some degree, this research can be considered a case study, since there was no control group for experimental purposes. This research also can be considered exploratory research since it explores other possible factors which may effect the ideas and commitment of students of higher education. This will influence their function as students and also as the younger generation of Indonesian citizens who will continue national development.

To get more information and a comprehensive description about the higher education students' roles and functions, especially their ideas, interest, and commitment in the Indonesian national and citizenship context, case studies were conducted in one regional area -- West Java Province, covering three selected higher education field-sites. To gain a comprehensive understanding of student motivation, interest and commitment, samples were studied in those three field-sites.
Selecting Field-Sites

To get a more specific and comprehensive picture of the institutions sampled, the study focuses on three types of academic philosophies and institutional objectives. However, the results of this study may be generalizable to trainees in other types of younger generation organizations, with some degree of modification.

Two types and two forms of higher education institutions (public and private higher education institutions as the types and university and institute as the forms) have been classified by the government into three categories based on quality which is used in the credential evaluation process. The categorization for public higher education institutions are: category "A", or the first category for the higher quality university, institute or school (faculty). This group is qualified to assist similar schools of lower categories; category "B", or the second category for mediocre quality; and category "C" or the third category for low quality. Categories "B" and "C" schools strive to improve their academic, institution, and administrative quality under guidance of a school in the highest category.

The categories of private higher education are: "equalized" private university or school; "recognized" private university or school; and "listed" private university or school. The "equalized" private university being equivalent to the public university or other form of public higher education institutions; the "recognized"
private university or school should be controlled in some degree by the higher category of public higher education institutions; and the "listed" private university or school should be totally managed by the higher category of public higher education institution.

The decision to select the West Java Province as an area of the case study was based on the consideration that technically and functionally it is reasonable to be chosen. This consideration also was supported by the researchers' colleagues in Indonesia.

The West Java Province, with Bandung as its capitol city, according to the latest information (1986), contains 31,142,000 people (1980) with average population growth of 2.48% per year; it covers 46,300 square kilometers, with population density of 593 persons per square kilometer on the average. Bandung, as the capitol city of the province, is noted as the most densely populated city in the world, with density around 800 persons per square kilometer.

The West Java Province is divided into 20 districts, 4 municipalities, 6 administrative towns, 429 sub-districts, and 6,290 villages. It has 22,667 Primary Schools with 151,884 teachers and 4,821,865 pupils; 1,630 Junior High Schools with 11,762 teachers and 310,048 students; 132 Senior High Schools with 3,677 teachers and 103,328 students. It also has 4 public higher education institutions with about 4,250 faculty members and 45,000 students. In addition, it also has more than 350 private schools of all levels and about 30 private universities.
Geographically, the West Java Province (see map, next page) borders on the Special Territory Jakarta as the capitol city of the Republic. In addition to being a main resource of skilled manpower and manufactured products, it also has many examples of national development projects and progress.

As mentioned above, the field-sites of this study are higher education institutions as determined by the Institutional Law No. 22 1961, concerning higher education institutions' types (status) and forms. All higher education institutions in this study have been carrying out the P-4 Training Program for new students since 1984. This study used samples determined by "Cluster sampling" using a "multi-stage procedure" (Long et al., 1985) in which successively smaller units were obtained.

The first cluster in this study is the 27 province territories. The West Java Province was chosen as an area site for this study. The second cluster are 43 state (public) higher education institutions and 90 private universities (some of them are "equalized") nationwide. Among those numbers of higher education institutions, Institute of Teacher Training and Educational Science (IKIP) Bandung, Padjadjaran University (UNPAD) -- both public higher educational institutions -- and Parahyangan Catholic University (UNPAR) -- a private university -- were chosen and considered to be suitable field-sites for this study. Note that the Padjadjaran University (UNPAD) was chosen as a substitute for Bogor Institute of Agriculture (IPB), which was mentioned in the dissertation proposal
as one of the three higher education institutions to be chosen in this study. For some internal reasons, IPB decided not to carry out the P-4 Training Program early in the 1987 academic year. To make the characteristics of the field-sites as similar as possible to the previous choice, School of Agriculture of the Padjadjaran University at Jatinangor Sumedang, West Java was selected.

It is important to describe general information concerning the basic academic philosophy and institutional objectives of each selected higher education institution in this study. These characteristics are also internal factors which are considered to have great influence on the students' pride and future confidence.

**IKIP Bandung**

IKIP Bandung was founded on October 20, 1954 as one of the five institutions of teacher education which were established at the higher education level by the Ministry of Education between 1954 and 1958. In this period, "The Higher Education of Teacher Training" was called "Perguruan Tinggi Pendikan Guru" (PTPG). In 1958, PTPG Bandung was attached to the Padjadjaran University as a School of Teacher Training and Educational Science (Fakultas Keguruan dan Ilmu Pendidikan -- FKIP). In the academic year 1963-1964, FKIP UNPAD again was separated from the Padjadjaran University to which it had been attached, and was established as a separate entity, i.e., "Institut Keguruan dan Ilmu Pendidikan" (IKIP) Bandung or "Institute of Teacher Training and Educational Science."
Like other IKIPs, IKIP Bandung is designed to prepare secondary school teachers in academic subject matter, and in modern teaching methodology and curriculum development. Currently, IKIP Bandung is one of the three top IKIPs in Indonesia and it shares popularity with IKIP Jakarta and IKIP Malang. Since the early 1970s, officially, IKIP Bandung has conducted a Graduate Program in Education for those who are interested in pursuing doctorate degrees as well as becoming educational specialists in teaching Social Studies, Science and Mathematics, Arts and Languages, Nonformal Education Programs, Guidance and Counselling Programs, and Educational Administration Programs.

In educational development and innovation programs, on both the regional and national levels, IKIP Bandung always takes part and is actively involved. Since 1976, IKIP Bandung has applied the "Guidelines" for teacher training institutions from the Director General of Higher Education, which state that IKIP as an institution of higher education must stress a general education which is humanistic and universal as the basis for the professional education of both teaching and non-teaching educational manpower. This professional education should include both academic and professional competencies.

IKIP Bandung articulates its basic academic philosophy and institutional objectives and applies them in its academic and campus living. The specific objectives of IKIP Bandung are to create academic and campus living spheres which are more scientific,
educative, and religious. In conducting and preparing professional educational manpower (teachers, educational supervisors, educational administrators and educational researchers), IKIP Bandung is already focusing attention on developing personal attitudes represented by the philosophy Pancasila, which glorifies the culture of the people and stimulates professional competencies of teachers and other educational manpower. Professional competencies include the mastering of subject matter and not just teaching competencies. In other words, IKIP Bandung attempts to excel both quantitatively and qualitatively.

Padjadjaran University (UNPAD)

Padjadjaran University (UNPAD) is a public university, founded in 1957-1958. It has 12 schools, most of which are determined to be first category (A), except the School of Journalism (Communication). UNPAD represents a local (Sundanese's) pride university; its symbol is "Kujang Padjadjaran", meaning "The holiness knife of Padjadjaran." The specific characteristics of UNPAD academically and scientifically are more directed towards the development of the countryside and the preservation of the living environment.

School of Agriculture of the Padjadjaran University was founded in 1959. It has been profoundly influenced by Bogor Institute of Agriculture (IPB) academically and scientifically. The School of Agriculture UNPAD has 6 academic departments: Agronomy, Agriculture, Agricultural Product and Technology, Land Use, Fishery,
and Plant Disease and Germs. It has developed graduate programs to train "Magister Science" and Doctor of Agricultural Science.

The main problem of the Padjadjaran University is that the 12 schools are located in 5 different places. According to the long-term Development Plan of the Padjadjaran University, the ideal integrated UNPAD Campus is expected to be available in 1991 at Jatinangor Sumedang, West Java.

As a leading university, UNPAD also shares the same responsibility for training students so that they are able to control science and technology, develop a complete devotion to the motherland, and earn a great sense of responsibility to the future nation and state of Indonesia. This is an attempt to execute the "Tridarma Perguruan Tinggi" (Three duties of Higher Education) -- to unfold science and technology, to fulfill scientific research, and to carry out service to the community.

Parahyangan Catholic University (UNPAR)

Parahyangan Catholic University (UNPAR) is a top private university at the national level, founded in 1958-1959, by an Educational Catholic Establishment. UNPAR's motto and symbol are explicitly religious. The motto is written as: "Bakuning Hyang Mrih Guna Santyaya Bhakti" (Praise be to Thee the Most Glorious and Wise); and the symbol represents symbolically "Cross and the Holy Spirit" -- Holy Cross. But all students, being Catholic or of other religions are welcome to enroll at the Parahyangan Catholic University.
Currently, the Parahyangan Catholic University has 5 schools: School of Law, School of Social and Political Sciences, School of Economics, School of Technology, and School of Philosophy. Most schools are considered as "equalized" category except the school of Philosophy. A specific characteristic of the Parahyangan Catholic University is that it is commonly attended by students who come from the Chinese ethnic group and mostly they come from wealthy families. As an "equalized" private university, UNPAR is considered to be of high academic quality by most educators, many officials in the Ministry of Education and Culture, as well as by some public university personnel. This flattery stimulates official functionaries who manage the university and work hard to maintain the high academic quality, effective personnel, financial management and administrative services.

Self-esteem and self-confidence of most of UNPAR's alumni are very high so that most of them are not dependent on the governmental offices while looking for job opportunities. Also, with their popularity, they can gain access to job markets supplied by private or semi-private business.

Population and Sample

The population of this study were newly enrolled students of IKIP Bandung, UNPAD (School of Agriculture), and UNPAR. According to the multi-stage procedure, the sample of this study was determined by a random and purposive sampling selection process and based
on the cluster sampling. In the final process of data collection, the acceptable samples were: 181 respondents from two chosen schools of the IKIP Bandung out of 450 new enrolling students; 89 respondents from a chosen school of the Padjadjaran University (UNPAD) out of 144 newly enrolling students; and 85 respondents from total enrollment of 1,350 in 1987 at the Parahyangan Catholic University (UNPAR).

The chosen school(s) of each higher education institution case (field-site) were selected in the following way:

a. At the first step, the name of schools (faculties) at each higher education institution (IKIP Bandung, UNPAD, and UNPAR) were listed in alphabetical order.

b. Based on using interval-two as a procedure of stratified random sampling selection process, two schools at IKIP Bandung were chosen out of six schools. The six schools are: 1) School of Educational Science; 2) School of Teacher Training in Exact Science; 3) School of Teacher Training in Language and Arts; 4) School of Teacher Training in Social Studies; 5) School of Teacher Training in Sport and Health; and 6) School of Teacher Training in Technology and Vocational. The two chosen schools were the School of Educational Science and the School of Teacher Training in Social Studies.

c. Based on a purposive sampling method, only the School of Agriculture was chosen as a sample from UNPAD—as a substitute for IPB, which postponed the execution of the P-4 Training Program.
d. Other purposive sampling was used to determine the respondents from UNPAR because of a unique characteristic—Private University, heterogeneous student ethnic group, and religious based. All schools of this private university were chosen for the sample.

By using these random and purposive sampling procedures, the chosen samples (institutions and schools) are expected to represent a general picture of the current Indonesian society.

Research Design

Factors

The following are some of the factors which were expected to be discovered and tested in this study.

Dependent Factor

It is assumed that socio-political benefits or satisfaction have a strong positive relationship to the motivation of students in continuing national development and national struggle. Therefore, the dependent factor in this study is students' interest and commitment as a follow-up of students' cognitive and non-cognitive performance. It is also assumed that these performances are strongly dependent on the P-4 training influence.

Independent Factors

Independent factors in this study consist of two aspects: Internal factors and external factors. The internal factors discussed focus on the training influence and adaptation which can result in the improvement of the students' knowledge and
understanding as a positive training experience. The indicators of the improvement of their knowledge and understanding were developed from the test results. Change was measured by comparing the pre-test and post-test results showing students' intellectual reasoning and comprehension improvement.

External factors are the influence of higher education institution atmosphere, institutional philosophy, and academic/educational objectives, administrative requirements for students, and students' experiences in community life. The indicators of this influence of external factors were developed from both cognitive and non-cognitive pre- and post-test results of the total or individual group involved in this study and the information obtained from both interview technique and dialogic approach.

Compounding Factors

There are some compounding factors which may effect students' knowledge and understanding as well as their interest and commitment in pursuing their academic program and encouraging them to participate in future national development. These compounding factors may include: gender, age, high school background, and its major study and ethnicity, and test taken (see Figure 1).

It is important to notice the relationship between compounding factors (especially gender and age) and the ability of P-4 training to increase respondents' knowledge and understanding about Pancasila and other related issues concerning socio-political life and national development. If the P-4 Training Program has a strong
positive influence, it will be a good indicator for future national development. The next generation will have a greater understanding of the importance of maintaining national independence and continuing national development. In social phenomena, women will be able to work together with men and gain prominence in government and in public positions.

Purposive random sampling was employed to control for these factors in order to avoid some irrelevant issues in this study. Nevertheless, these factors were used to describe demographical information and background of this study. Statistical analysis was also employed to find the extent to which both dependent and independent factors correlate with each other. Schematically, the relationship among factors is illustrated in Figure 1.

Measurement

Cognitive Performance

Students' knowledge and understanding were indicated by individual respondent and groups' rating scores as a result of their performance on pre- and post-test instruments. The pre- and post-test instruments were 40-item tests of 5 options or multiple-choice format (objective-test format). The respondents were expected to choose only one correct answer for each item. Most items represent recalling questions of past lessons concerning "Pancasila Morality Education" (Pendidikan Moral Pancasila--PMP). Some modifications of items and their contents occurred in order for the items to be useful either for pre- or post-test.
Figure 1. Hypothetical Relationship Between Factors

Compounding factors

- Gender
- Age
- Tribe-descendent
- High School-major study

Internal-influence: Training experience and adaptation

- Cognitive and Non-cognitive Performance, Interest, Ideas, and Commitment

- Training benefits for students and for the Government

Independent factors

- External influence, Outside experience
- Institutional philosophy & Academic Objectives

: Direct relationship (influence)
- - - - Direct/indirect relationship
- - - - Indirect relationship
- - Factors

The scores for the pre- and post-tests as an indicator of the dependent factor range from 0 (null score) to 100 (ideal score).

The given score of each respondent is equal to \( \frac{N - E}{N} \times 100 \),

which equals \( \frac{(N - E)100}{N} \) or \( \frac{40 - \text{Error}}{N} \times 100 \), where \( N \) is the number correct and \( E \) is the number incorrect. Cognitive difference scores were also computed which are equal to a cumulative post-test score minus a cumulative pre-test score of the groups of the respondents.
Non-cognitive Performance

Students' ideas, interest, and commitment were indicated by the scores of the individual respondent or the group as the result of their ability to answer pre- and post-test instruments. The test instrument contains 20 items, each with 5 continuous options without determining the correct and incorrect answers. All options are correct, but the degree of respondent's reasoning and comprehension concerning the issue being questioned indicates the shifting of the course of their answers. This shifting of individual or cumulative (group) answers will indicate the level of how high and low students' respect and awareness of their citizenship as well as their ideas and expectation for their future life.

The shifting interest and commitment as well as the shifting awareness and ideas of the students will be analyzed by comparing the results of the pre-test and the results of the post-test. Whether the P-4 Training Program can influence students' knowledge and understanding or not was indicated by the shifting of students' answers between pre-test and post-test. This measure is valid for both cognitive and non-cognitive performance.

Data Collection Techniques, Process, and Procedures

Data were collected by using the techniques of interview (semi-structured or open-ended interview), pre- and post-test, dialogue, observation and documentation. These techniques are described in the following section.
Semi-structured Interview or Open-ended Interview

This technique was mainly employed to obtain the immediate and the original information from original respondents who were not yet influenced, either by campus life or by a training situation. This is a "pre-cognition interview", conducted prior to training. In this case, the respondents of the semi-structured or open-ended interview were 30 respondents who just passed their "Sipenmaru tests"—the national program to select student candidates who intended and applied to enroll in higher education institutions, interviewed just as they were going to pre-register for enrollment in a higher education institution.

The interview was carried out in the entrance hall to the pre-registration office, so that the respondents (interviewees) were consecutively interviewed for about 10 minutes each. All interviewees were taken from IKIP Bandung campus. An interview guide, which contains some semi-structured and some open-ended questionnaire items concerning their ideas and interest in enrolling in higher education and in participating in the P-4 Training Program for all new students, was used for this technique.

This technique was employed based on the following considerations:

(1) Respondents of this interview technique generally did not have enough time for a long talk with interviewers. Therefore, the semi-structured or open-ended interview guide was considered most appropriate to use with them.
(2) During the interview, the researchers did obtain some specific information required for some open-ended items.

(3) By using the interview guide, the researchers had a general outline which would keep the interview process pertinent to the purpose of the study. In addition, the interview guide could be used as a record of the interview results.

From semi-structured and open-ended interviews, in-depth information was obtained about their ideas and interest in continuing their study and preparing themselves to participate in the P-4 Training Program in order to have basic knowledge skills and understanding for their future life as individuals and as citizens.

**Pre- and Post-tests**

As mentioned in Chapter I, the pre- and post-test technique was the main technique used to obtain data, although it was supplemented by other techniques -- interview and dialogic techniques to obtain supporting data in order to have comprehensive information in this study. The pre- and post-test instrument used in this study consisted of two parts -- cognitive test and non-cognitive test. The forms and types of questions of both cognitive and non-cognitive test instruments can be seen in Appendix A.

The two parts of the pre- and post-test instrument to evaluate students' cognitive and non-cognitive performance have been described above in the "measurements" section. The two parts of this instrument were not separated or strictly distinguished from one another. Some of the items were slightly overlapping, but, in
practice, it served to check and recheck the students' knowledge and understanding of all issues of training content.

The two types of cognitive test items are: multiple choice (five options), 36 items and four items are short answer (complement) test. The four items consist of three items short answer and one item completing a picture (map). All questions involve simple recall of information.

The 20 non-cognitive and 40 cognitive test items are also preceded by six questions concerning respondents' demographical data: five items are multiple-choice questions and one item is a short-answer question. The purpose of these questions is to gather complete descriptions of respondents' background.

Pre- and post-tests were conducted in each higher education field-site campus. Pre-test was carried out at IKIP Bandung on August 16, 1987; at UNPAD and at UNPAR on August 18, 1987; and post-tests were carried out after two weeks training process at IKIP Bandung on August 31, 1987; at UNPAD on September 3, 1987; and at UNPAR on September 4, 1987. As mentioned above, both pre- and post-test used the same test-instrument.

The number of respondents was different in each higher education institution. Initially 225 (50%) respondents from IKIP Bandung, 140 (100%) respondents from UNPAD, and 135 (10%) respondents from UNPAR were selected to give the necessary information in this study. In reality, the pre-test was administered only to 203 respondents from IKIP Bandung, 101 respondents from UNPAD, and 104
(7.6%) respondents from UNPAR, because some respondents were not in attendance when the test was administered. Researcher did not need to substitute the missing respondents with other students. It was not necessary to substitute them since the average percentage in taking samples was enough to meet the research requirements of 10%. On the other hand, the research did not employ "the multi-stage probability random strict" as a sample selection procedure.

Finally, the researcher was able to obtain and classify filled answer sheets from respondents who completed both the pre-test and the post-test. "Completed" means that the respondents did everything they had to do in taking the test and following the procedures and directions of the test. Such given procedures were: to read and to sign the "informed consent form" prepared on the first page of answer sheet; write down the date of test; and to write only on the answer sheet to complete all of the questions. Some participants in the pre-test who did not participate in the post-test also were not considered as full attending respondents. In the last calculation, the research resulted in 355 acceptable respondents from the three higher education institutions (see Table 3).

The "informed consent form" was included in the first page of the answer sheet as a highly recommended requirement in this research on human subject review for dissertation to avoid revealing the identity of individual respondents. None of the Respondents in
Table 3
The Number of Obtained Population and Samples

<table>
<thead>
<tr>
<th>No.</th>
<th>Higher Education Institution</th>
<th>Chosen School</th>
<th>New Enrolling Students</th>
<th>Sample Chosen Respondents</th>
<th>Full Attention Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>IKIP Bandung</td>
<td>2</td>
<td>450</td>
<td>225</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>UNPAD</td>
<td>1</td>
<td>144</td>
<td>144</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>UNPAR</td>
<td>5 (Total)</td>
<td>1350</td>
<td>135</td>
<td>10</td>
</tr>
<tr>
<td>M</td>
<td>3</td>
<td>8</td>
<td>1944</td>
<td>504</td>
<td>26</td>
</tr>
</tbody>
</table>

this study had any objection to signing the "informed consent form" as proof of their agreement (see Appendix C: The example of filled answer sheets).

Dialogue

Another supplemental technique to support the main technique -- pre- and post-tests, was a kind of dialogic technique or a dialogical approach. The dialogical approach was employed to explore "fresh information" about step-by-step training experience from 24 small groups of trainees at IKIP Bandung. One hundred and twenty-five "dialogic subjects" (trainees) participated in the dialogical process 3 times during the training sessions of 8 small groups.
A dialogical approach demands a collaborative relationship between researchers and respondents (subjects): this relationship as a "non-hierarchical, non-authoritarian, non-manipulative, humble relationship to the subject" (Gordon, 1980, cited in Kreisberg, 1986). The researchers followed those dialogic characteristics by conducting dialogues in a relaxing atmosphere. Sometimes the researchers tailored the questioning techniques to individual respondents and situations. However, they were always relevant to the line of questioning and probing in the dialogical guide.

To avoid biasing the information and to control the progress of organized information, the small group of trainees was not bound to participate in all steps of the dialogue. The steps of the dialogue were ascertained in three intervals' time during all training sessions. The first dialogue between researchers and groups brought up the issues of: 1) students' feelings about the higher education institution's campus life; 2) the reasons which encouraged the students to enroll in public higher education; 3) students' expectations for higher education to train them as the younger generation in connection with their future life and their future role in continuing national development; 4) students' opinions and comments concerning the P-4 Training Program for new students of higher education; and 5) students' expectations from their experience in participating in the P-4 Training Program in connection with their ideas of studies and future life.
The second dialogue brought up the issues of: 1) whether the influence of the training experience along with lecturing and questioning all training topics improved the students' knowledge and understanding, or contributed to their confusion; and 2) the advantages of the roles of facilitators (trainers) for the improvement of students' knowledge and understanding of all aspects of training topics and issues.

The third dialogue brought up the issues of: 1) the advantages of using a multi-training method for the improvement of students' knowledge and understanding of all aspects of training topics; 2) students' opinions about the effectiveness and efficiency of the training methods; and 3) students' constructive criticism and suggestions to the recent training program to improve future training programs.

In conducting the dialogic technique, the researchers used tape recorders as well as stenography to record and write down all explanations and information in the dialogue between researchers and trainees (subjects). To be useful information as supporting data in this study, the recorded and stenographed information was transcribed, selected, and organized.

Observation and Documentation

Observation techniques were employed to obtain information about non-verbal communication responses, e.g., facial expression, hidden information, environmental information and resources that supplement other responses of respondents.
Documentation was also employed as another important technique. Through this technique, the researcher obtained some basic and official information regarding the background of this study. Most information was gathered from the training situation, trainees activities, other context in which training staff activities, the explanation of the Secretary of BP-7 Provincial level, and the opinion of the Deputy of the Head of BP-7 National level as well as the information from the written documents.

Preparing Research Instruments and Research Assistants

Other processes and procedures important to the data collection were the preparation of appropriate research instruments and the training of research assistants. The research instruments that had been written in academic English and prepared in the dissertation proposal were translated into the Indonesian language. This was not always an easy task. Many times the translated instruments had to be revised and tested before using.

After preliminary field visits, nine main research assistants and nine data collectors were appointed based on their readiness to support the research program. The nine main research assistants were: from IKIP Bandung, Dr. Adam Husin (an Assistant Dean of Student Affairs at the School of Educational Science), Dr. Suwarno Kartawiriaputra (an Assistant Dean of Academic Affairs of the School of Teacher Training in Social Studies), Ganjar M. Ganeswara (a graduate student of IKIP Bandung); from UNPAD, Ir. Delon Suwantapura, M.S. (an Assistant Dean of Student Affairs in the
School of Agriculture, UNPAD) and his staff, Ir. Andi M. Gunadi Judawinata; and from UNPAR, A. P. Sugiarto, SH. (an Assistant Rector of UNPAR) and his staff, Djisman Samosir, SH.

The nine data collectors were: Kartika P. Diah Handayani, R. Retno Dwiyantara, Lany Irasetyanti, A. Kania, Luki Komariah, and 4 senators (Heads of Student Association) of academic department level and 4 members of those students organizations. All of them were Senior Students of IKIP Bandung. In addition to the research assistants and data collectors, two test correctors and tabulators were also appointed: Dra. Iim Siti Masitoh and Lily Solihat, SH.

Data collectors, correctors and tabulators received special training, and several meetings were held with research assistants to discuss the objectives of the study, research program, research instruments, data collection, process and tabulation. All of the research assistants, data collectors, test correctors and data tabulators were necessary for the timely implementation of the research. It was fortunate, however, that the respondents were easy to organize in the process of interviews, pre- and post-tests, and dialogues.

So far, the researcher has not encountered any obstacles in this process. One factor which made it easier to accomplish the research program was that the researcher followed the official procedures for doing research in Indonesia. For example, he used a letter of recommendation or permission from the proper authorities (see Appendix F).
Data Classification and Analysis

Data which were gathered from each group of respondents were categorized and analyzed in order to identify their pattern, tendency, and relationships. Accordingly, descriptive statistics such as the means and standard deviations were used to find the average tendencies of each variable investigated.

Data filing and processing as well as analyzing and interpreting were carried out using a computer. It was helpful even for the simplest calculations. Fortunately, the University of Massachusetts Computer Center was available to support this study.

Factor analysis was considered very important in data processing in this study, because without a factor analysis it is impossible to identify the strength of different factors accurately. A quick assessment of the data list within each group was produced. T-tests were used to compare the results of pre- and post-tests and to compare the cognitive difference of each group.

F-test and analysis of variance (ANOVA) were employed to find the significance of cognitive difference scores within three groups of respondents, between the pre- and post-test results. A qualitative analysis was also employed in order to get a deeper insight and understanding into factors underlying the knowledge, understanding, interest, and commitment of the students (trainees).

An interlocking interpretation through a humanistic approach was employed as a meta-analysis in some cases and as a source of
information to look at students' (trainees') tendencies to the attitude of citizenship, and to gain a predictive insight into the psychological and logical interpretation of students' interest and commitment to participate in continuing national development.

In addition to these techniques, the "Statistical Package for the Social Sciences" (SPSS) was employed in this analysis of data. It was a very helpful procedure in processing and analyzing the data. SPSS is an integrated set of programs which sets data up in a common form and describes it in a common manner.
CHAPTER IV

STUDENTS' COGNITIVE AND NON-COGNITIVE PERFORMANCE, INTEREST, AND COMMITMENT

Demographical Background

Before discussing students' cognitive and non-cognitive performance, interests, and commitment in more detail, it is important to mention briefly the context in which student groups assume certain characteristics. In this part, the discussion is limited to compounding factors that may have some important influence on the student groups but which are not tested in this study. The possible compounding factors examined are gender, age, high school, tribe, ethnicity, and test taken (see Tables 4 and 5).

In the total respondent group, there are more female than male students; the comparison is 197 (55.5%) female to 158 (44.5%) male students. The descriptions of gender within each group are: Group 1, 100 (55.2%) female and 81 (44.8%) male students; Group 2, 36 (40.4%) female and 53 (59.6%) male students; and Group 3, 61 (71.8%) female and 24 (28.2%) male students.

One hundred and seventy-four (174 or 49%) of the respondents are 19 years old, 61 (17.2%) are 20 years old, 33 (9.3%) are 21
years old or over, 86 (24.2%) are 18 years old, and 1 (.3%) respondent is 17 years old. The distribution of age of each group can be seen in Table 4.

All respondents graduated from senior high schools which are classified into two categories—general and vocational high school. The total group consists of 338 graduated from general high school and 17 from vocational high school. Group 1 consists of 168 respondents graduated from general high school and 13 from vocational high school. All respondents of Group 2 (89) are graduated from general high school, while Group 3 consists of 81 respondents graduated from general high school and 4 respondents graduated from vocational high school.

The respondents were born in 13 different provinces. Three major provinces in Java Island (West Java, Central Java, and East Java) have a large number of respondents (316) and the remaining (39) respondents were born in the other ten provinces. The respondents also come from tribes such as Sundanese (222), Javanese (75), Minangkabau (9), Tapanuli or Batak (9), 9 other tribes with fewer than 8 from each, and 26 persons from a mixture of different tribes or Chinese. The ethnicities of the respondents are native Indonesian 314, Chinese 34, and 7 (mixture and unidentified).

A test was required for those planning to enroll in higher education. Three kinds of test were taken by respondents before they applied to higher education. Fifty-eight (58) respondents passed "PMDK Sipenmaru"—selection of students' (candidates')
Table 4  
Gender, Age, High School and Test Taken of Respondents by Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Gender</th>
<th>Age</th>
<th>High School</th>
<th>Test Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>1</td>
<td>81</td>
<td>100</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>53</td>
<td>36</td>
<td>-</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>51</td>
<td>-</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>197</td>
<td>1</td>
<td>86</td>
</tr>
</tbody>
</table>

interest and ability in chosen academic program, 213 respondents passed "Sipenmaru Written" test—a national standardized test for enrolling in higher education, and 84 respondents passed special written tests carried out by the private university.

By obtaining this demographical data, analysis can be made by using a non-quantitative analysis to predict future generations who will participate in maintaining the national independence and continuing national development. The analysis will be directed to match their current age, gender, and professional skills with the needs of future development. Logically, it is thought that in the upcoming two or three decades the respondents will be educated and mature persons able to participate in future national development in various fields of development—agriculture, economy, politics, social, education, science, and technology.
Table 5
Tribe and Ethnicity of Respondents by Group

<table>
<thead>
<tr>
<th>Tribe &amp; Ethnicity</th>
<th>Code</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Sub-total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sundanese</td>
<td>1</td>
<td>143</td>
<td>51</td>
<td>28</td>
<td>222</td>
</tr>
<tr>
<td>Javanese</td>
<td>2</td>
<td>28</td>
<td>21</td>
<td>26</td>
<td>75</td>
</tr>
<tr>
<td>Minangkabau</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Minahasa</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Bali</td>
<td>5</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Tapanuli/Botak</td>
<td>6</td>
<td>2</td>
<td>-</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Dayak</td>
<td>7</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Bugis</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Kutai</td>
<td>9</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Indonesia-</td>
<td>10</td>
<td>2</td>
<td>6</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>mixture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>11</td>
<td>-</td>
<td>1</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Bangka</td>
<td>12</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Maluku</td>
<td>13</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Irian</td>
<td>14</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Madura</td>
<td>15</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>181</td>
<td>89</td>
<td>85</td>
<td>355</td>
<td></td>
</tr>
</tbody>
</table>

Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Code</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Sub-total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indonesian</td>
<td>1</td>
<td>173</td>
<td>87</td>
<td>54</td>
<td>314</td>
</tr>
<tr>
<td>Chinese</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td>Missing Cases</td>
<td>-</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>181</td>
<td>89</td>
<td>85</td>
<td>355</td>
<td></td>
</tr>
</tbody>
</table>
On another social phenomenon, the future role of women, Indonesia will be a modern developing country in which the society will be less bound by the old popular belief that women are destined to take a back seat in education and also the society does not keep a rigid social order which deprives women of all rights.

At present, according to Anna Saxon (1984):

There are two women Ministers, one woman director general, and two women ambassadors. In various ministries, women hold positions as directors, deputy directors, and (rectors of higher education institutions). At the village level, women are also beginning to appear in public office. So far, 34 women have been elected as village head of sub-districts. In the Supreme Court, there are four women judges. Women are also gaining prominence in universities and research institutes as deans and heads of projects (*Kaleidoscope International*, Vol. IX, No. 1, 1984, p. 275).

Since Indonesia established their own sovereignty, they have been letting male and female pursue job opportunities and prominent positions in all developmental sectors, particularly in the next generation, where the educated women will supposedly be equal to the number of educated men.

**Students' Cognitive Performance**

Before discussing the students' cognitive performance and other sections related to Chapter IV, it is important to discuss briefly why and how the students intend to enroll in higher education institutions and participate in the P-4 Training Program. Naturally, in an organized and civilized society, as well as a democratic nation, there is a reciprocal relationship between
community interest and government interest as well as the relationship between their respective rights and duties.

In this matter, the young people need achievement as mature human beings. The achievement is thought to be enhanced by education or other instruction. On the other side, the government needs capable citizens, intellectually and mentally skilled for national development. Consequently, the government should create and offer education to the people. The P-4 Training Program in higher education is one of the educational services provided by the government.

The general reasons why the students gave for enrolling in higher education and participating in the P-4 Training Program can be seen in Table 6 and Table 7.

In the previous dialogue session, most respondents had become better acquainted with higher education. In dialogue two, respondents expressed several expectations of enrollment in a higher education institution. Thirty-one (31), or 24.8%, of the respondents said, "for enhancing their knowledge and skills", 18 respondents (14.8%) said, "for conducting personal ability for serving the country", 17 respondents (13.5%) said, "for improving their social status", 9 (7.2%) said, "for preparing their better future life", 13 (10.4%) said, "for seeking experience in academic life", 2 (1.6%) said, "for fulfilling parents' expectations", and 16 (12.8%) said, "for getting more friends." There were also 19 (15.2%) who did not state their expectations clearly.
<table>
<thead>
<tr>
<th>Code No.</th>
<th>Reasons</th>
<th>Absolute Frequency</th>
<th>Relative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To enhance knowledge and professional skills</td>
<td>31</td>
<td>24.8</td>
</tr>
<tr>
<td>2.</td>
<td>To conduct personal ideas and ability for participation in community life.</td>
<td>18</td>
<td>14.8</td>
</tr>
<tr>
<td>3.</td>
<td>To improve social status.</td>
<td>17</td>
<td>13.5</td>
</tr>
<tr>
<td>4.</td>
<td>To prepare a better future life.</td>
<td>9</td>
<td>7.2</td>
</tr>
<tr>
<td>5.</td>
<td>To seek experience in academic life.</td>
<td>13</td>
<td>10.4</td>
</tr>
<tr>
<td>6.</td>
<td>To fulfill family's expectations.</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>7.</td>
<td>To get a lot of friends.</td>
<td>16</td>
<td>12.8</td>
</tr>
<tr>
<td>8.</td>
<td>Unclear expectations.</td>
<td>19</td>
<td>15.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>125</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Table 7

Students' Opinion and Expectation of Participation in P-4 Training Program
(Interview prior to training: Item 1-2)

<table>
<thead>
<tr>
<th>Code No.</th>
<th>Opinion</th>
<th>Frequencies</th>
<th>Expectation</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Interested</td>
<td>19</td>
<td>63.3</td>
<td>To be more able to understand P-4</td>
</tr>
<tr>
<td>2</td>
<td>Interested</td>
<td>9</td>
<td>30.0</td>
<td>To be more patriotic</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat</td>
<td>2</td>
<td>6.7</td>
<td>To be used in daily life.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>To know what and how P-4 training is</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>To know why Pancasila is used as state ideology</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>To refresh past memory</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>No response</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>30</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
The interviews prior to training obtained students' opinion and expectation of participation in the P-4 Training Program. Over 63 percent (63.3%) of the respondents expressed that they were "very interested" to participate in the P-4 Training Program for new students of higher education. About 30% of the respondents said they were "interested" and 6.7% had a neutral attitude.

Concerning their expectation to participate in the P-4 Training Program, 40% of the respondents expected to understand about P-4 as well as Pancasila in general. Seventeen percent (17%) expected that P-4 training could instruct them to be patriotic persons, 13% of the respondents expected understanding P-4 to be used in daily life; 10% of the respondents expected just to learn what P-4 training is and how it is conducted. There was also a respondent (3.5%) who wanted to know why Pancasila is used as the state ideology and another respondent (3.5%) who just wanted to recall or refresh his past memory about knowledge and understanding of Pancasila. Four respondents (13%) gave no response.

These statistics indicate that the students who had not had any influence yet from both campus or academic life and P-4 training perform and express their original opinion and expectations regarding their participation in P-4 Training Program. There were only 9 respondents (30%) who expected to improve their citizenship performance through their participation in the P-4 Training Program.

Their expectations were that it would help them: 1) to be more patriotic and 2) to be used in daily life. Most of the respondents
were "very interested" or "interested" in participating in the P-4 Training Program, although they had a variety of reasons.

Cognitive Performance Before Training

As mentioned in Chapter III, pre- and post-tests were employed as a main technique to obtain main data from three groups of respondents. From this data, students' cognitive and non-cognitive performance before and after P-4 training can be seen. The difference between pre- and post-test results of each group includes the degree of P-4 training influence as well as the influence of internal and external factors.

Table 8 shows that the cognitive pre-test score of group 1 (respondents from IKIP Bandung) ranged between 27 (the lowest score) and 78 (the highest score). The majority of the scores (78%) are accumulated between 46 and 65. The mean score is somewhat over the mid-point (50). Thirty-two percent (32%) of the respondents have cognitive scores lower than 50 and 68% of the respondents have cognitive scores higher than 50. Thus far, there is no indication that the new students who enrolled in IKIP Bandung in 1987 were academically below average in the score which is required for passing a such kind of test.

Table 9 shows that the cognitive pre-test scores of group 2 (respondents from School of Agriculture of the Padjadjaran University [UNPAD]) ranged between 35 (the lowest score) and 81 (the highest score). The majority of the scores (73%) ranged between 62
Table 8
Frequencies of Students' Cognitive Pre-test Scores
(Respondents from IKIP Bandung)
(Total Students: 181)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
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<td>27.</td>
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<td>1</td>
<td>1</td>
<td>54.</td>
<td>16</td>
<td>9</td>
<td>49</td>
</tr>
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<td>1</td>
<td>1</td>
<td>57.</td>
<td>26</td>
<td>14</td>
<td>64</td>
</tr>
<tr>
<td>34.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>59.</td>
<td>19</td>
<td>10</td>
<td>74</td>
</tr>
<tr>
<td>35.</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>60.</td>
<td>2</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>39.</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>62.</td>
<td>13</td>
<td>7</td>
<td>82</td>
</tr>
<tr>
<td>41.</td>
<td>7</td>
<td>4</td>
<td>10</td>
<td>65.</td>
<td>18</td>
<td>10</td>
<td>92</td>
</tr>
<tr>
<td>42.</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>68.</td>
<td>5</td>
<td>3</td>
<td>95</td>
</tr>
<tr>
<td>43.</td>
<td>6</td>
<td>3</td>
<td>15</td>
<td>70.</td>
<td>4</td>
<td>2</td>
<td>97</td>
</tr>
<tr>
<td>45.</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td>72.</td>
<td>1</td>
<td>1</td>
<td>98</td>
</tr>
<tr>
<td>46.</td>
<td>14</td>
<td>8</td>
<td>23</td>
<td>73.</td>
<td>2</td>
<td>1</td>
<td>99</td>
</tr>
<tr>
<td>49.</td>
<td>16</td>
<td>9</td>
<td>32</td>
<td>76.</td>
<td>1</td>
<td>1</td>
<td>99</td>
</tr>
<tr>
<td>51.</td>
<td>14</td>
<td>8</td>
<td>40</td>
<td>78.</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>52.</td>
<td>1</td>
<td>1</td>
<td>40</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Table 9
Frequencies of Students' Cognitive Pre-test Scores
(Respondents from School of Agriculture UNPAD)
(Total Students: 89)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>35.</td>
<td>1</td>
<td>1.1</td>
<td>1.1</td>
<td>64.</td>
<td>1</td>
<td>1.1</td>
<td>40.4</td>
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<tr>
<td>43.</td>
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<td>1.1</td>
<td>2.2</td>
<td>65.</td>
<td>8</td>
<td>9.0</td>
<td>49.4</td>
</tr>
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<td>49.</td>
<td>2</td>
<td>2.2</td>
<td>4.5</td>
<td>68.</td>
<td>10</td>
<td>11.2</td>
<td>60.7</td>
</tr>
<tr>
<td>51.</td>
<td>3</td>
<td>3.4</td>
<td>7.9</td>
<td>70.</td>
<td>15</td>
<td>16.9</td>
<td>77.5</td>
</tr>
<tr>
<td>54.</td>
<td>2</td>
<td>2.2</td>
<td>10.1</td>
<td>72.</td>
<td>1</td>
<td>1.1</td>
<td>78.8</td>
</tr>
<tr>
<td>57.</td>
<td>8</td>
<td>9.0</td>
<td>19.1</td>
<td>73.</td>
<td>5</td>
<td>5.6</td>
<td>84.3</td>
</tr>
<tr>
<td>59.</td>
<td>5</td>
<td>5.6</td>
<td>24.7</td>
<td>76.</td>
<td>3</td>
<td>3.4</td>
<td>87.6</td>
</tr>
<tr>
<td>60.</td>
<td>1</td>
<td>1.1</td>
<td>25.8</td>
<td>78.</td>
<td>10</td>
<td>11.2</td>
<td>98.9</td>
</tr>
<tr>
<td>62.</td>
<td>12</td>
<td>13.5</td>
<td>39.3</td>
<td>81.</td>
<td>1</td>
<td>1.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>
and 78. The pre-test scores of this group can be considered a high score on the average. There are only 4 respondents (2.2%) who have cognitive pre-test scores lower than 50 and 85 respondents (97.8%) have cognitive scores greater than 50.

Table 10 shows that the cognitive pre-test scores of group 3 (respondents from UNPAR) range from 16 (the lowest score) to 76 (the highest score) and form a normal distribution with the score of 59 as the mode obtained by 20 respondents, the score of 57 obtained by 14 respondents and the score of 62 obtained by 13 respondents. In other words, the majority of cognitive pre-test scores of Group 3 is located between 57 and 62 (70.6%). The table also indicates that there are only 10 respondents (11.8%) who have scores lower than 50 and 75 respondents (88.2%) who have scores greater than 50.

Table 10

Frequencies of Students' Cognitive Pre-test Scores
(Respondents from UNPAR)
(Total Students: 85)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>16.</td>
<td>1</td>
<td>1.2</td>
<td>1.2</td>
<td>59.</td>
<td>20</td>
<td>23.5</td>
<td>64.7</td>
</tr>
<tr>
<td>42.</td>
<td>1</td>
<td>1.2</td>
<td>2.4</td>
<td>62.</td>
<td>13</td>
<td>15.3</td>
<td>80.0</td>
</tr>
<tr>
<td>46.</td>
<td>2</td>
<td>2.4</td>
<td>4.7</td>
<td>65.</td>
<td>16</td>
<td>7.1</td>
<td>87.1</td>
</tr>
<tr>
<td>47.</td>
<td>2</td>
<td>2.4</td>
<td>7.1</td>
<td>68.</td>
<td>4</td>
<td>4.7</td>
<td>91.8</td>
</tr>
<tr>
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<td>4.7</td>
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<td>70.</td>
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<td>3.5</td>
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<td>2.4</td>
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<td>1.2</td>
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<td>57.</td>
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<td>41.2</td>
<td>76.</td>
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</tbody>
</table>
Those pre-test results displayed in tables 8, 9, and 10 are considered as students' basic competency regarding knowledge and understanding concerning Pancasila and other circumstances in connection with academic life, socio-political, and developmental issues. Basic competency means their knowledge and understanding about these issues are mostly based on high school standard curriculum. There is no influence yet either from training programs or other instructions in higher education.

From these pre-test results, some important information regarding the similarities and differences amongst groups of respondents can be analyzed and expressed by considering some compounding factors and external factors. The analysis of this aspect will be conducted in the next section of this chapter.

Cognitive Performance After Training

To get more comprehensive information which is interlocked with this aspect (students' cognitive performance), it is important to show the result of post-test obtained by each group after attending the entire P-4 training session in two weeks. The P-4 training was the prominent influencing factor on score changes of individual respondents or groups. Some other possible factors (students's seriousness of participation in the P-4 training, training management, and campus situation) were considered as supplemental determining factors.

The results of the post-test can be seen in Tables 11, 12, and 13, which describe the cognitive post-test scores of group 1, group
### Table 11

**Frequencies of students' cognitive post-test scores**  
(Respondents from IKIP Bandung)  
(Total Students: 181)

<table>
<thead>
<tr>
<th></th>
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<td></td>
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<tr>
<td>27.</td>
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<td>68.</td>
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<td>72.</td>
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<td>1</td>
<td>81.0</td>
</tr>
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<td>73.</td>
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<td>87.0</td>
</tr>
<tr>
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<td>88.0</td>
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<td>76.</td>
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<td>9</td>
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</tr>
<tr>
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</table>

### Table 12

**Frequencies of students' cognitive pre-test scores**  
(Respondents from School of Agriculture UNPAD)  
(Total Students: 89)

<table>
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<tr>
<th></th>
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<td></td>
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<td>1.1</td>
<td>70.</td>
<td>11</td>
<td>12.4</td>
<td>64.0</td>
</tr>
<tr>
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<td>1.1</td>
<td>2.2</td>
<td>73.</td>
<td>9</td>
<td>10.1</td>
<td>74.2</td>
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<tr>
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<td>13.5</td>
<td>88.8</td>
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<td>5.6</td>
<td>98.9</td>
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<td>1.1</td>
<td>100.0</td>
</tr>
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<td>16.9</td>
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<td></td>
<td></td>
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</table>
Table 13
Frequencies of students' cognitive pre-test scores
(Respondents from UNPAR)
(Total Students: 85)

<table>
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</tr>
</thead>
<tbody>
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<td>49.</td>
<td>1</td>
<td>1.2</td>
<td>1.2</td>
<td>68.</td>
<td>12</td>
<td>14.1</td>
<td>58.8</td>
</tr>
<tr>
<td>51.</td>
<td>1</td>
<td>1.2</td>
<td>2.4</td>
<td>70.</td>
<td>17</td>
<td>20.0</td>
<td>78.8</td>
</tr>
<tr>
<td>54.</td>
<td>2</td>
<td>2.4</td>
<td>4.7</td>
<td>72.</td>
<td>1</td>
<td>1.2</td>
<td>80.0</td>
</tr>
<tr>
<td>57.</td>
<td>4</td>
<td>4.7</td>
<td>9.4</td>
<td>73.</td>
<td>7</td>
<td>8.2</td>
<td>88.2</td>
</tr>
<tr>
<td>59.</td>
<td>6</td>
<td>7.1</td>
<td>16.5</td>
<td>76.</td>
<td>4</td>
<td>4.7</td>
<td>92.9</td>
</tr>
<tr>
<td>62.</td>
<td>12</td>
<td>14.1</td>
<td>30.6</td>
<td>78.</td>
<td>4</td>
<td>4.7</td>
<td>97.6</td>
</tr>
<tr>
<td>65.</td>
<td>12</td>
<td>14.1</td>
<td>44.7</td>
<td>81.</td>
<td>2</td>
<td>2.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 11 shows that the cognitive post-test scores of group 1 (respondents from IKIP Bandung), ranged between 27 (the lowest score) and 81 (the highest score). This post-test result indicates that the respondents of group 1, on average, were able to increase their cognitive scores as the indicator of the improvement of their knowledge and understanding concerning Pancasila and other related issues. Nevertheless, the lowest score is still 27, the same as in the pre-test, obtained by one respondent—not the same person who obtained 27 on the pre-test.

In general, there are 14 respondents (6%) who have post-test scores lower than 50, and there are 166 respondents (93%) who have post-test scores greater than 50 and only one respondent (about 1%) has a score of 50. Twenty-five percent (25%) of the respondents who had scores lower than 50 on the pre-test obtained scores greater than 50 on the post-test. The highest score increased from 78 on the pre-test to 81 on the post-test.
Table 12 shows that the cognitive post-test scores of group 2 (respondents from School of Agriculture UNPAD) ranged between 49 (the lowest score) and 84 (the highest score). In general, the majority of respondents (about 70%) have scores ranging from 65 to 76 and only one respondent (1.1%) has a score lower than 50. From the table, it can be seen that the cognitive scores of group 2 increased on the post-test.

Table 13 shows that the cognitive post-test scores of group 3 (respondents from UNPAR) ranged between 49 (the lowest score) and 81 (the highest score). Their scores indicate their cognitive performance obtained after they attended and participated in the P-4 Training Program. General indicators show that the majority of respondents (62.3%) have scores ranging between 62 and 70; there is only one respondent (1.2%) who has a score lower than 50, and in summary, the cognitive scores of group 3 increased on the post-test.

The increase of cognitive performance of each group of respondents after they participated in the P-4 Training Program has been briefly mentioned and indicated by comparing tables 8, 9, and 10 with tables 11, 12, and 13. This can be seen in the Quantitative Analysis section on page 151. To ascertain and explain what changes occur in students' cognitive performance, as seen by comparing the test reports before and after the training process, it is important to consider some supporting data which have influence on the results of pre-tests of each group involved.
The supporting data which are considered to have influence on respondents' intellectual ability, especially their knowledge and understanding about Pancasila and other related issues, are: 1) high school background and its major study program; 2) community background (tribe and degree of cosmopolitan-ness); and 3) test taken before enrolling in higher education institution. All of these supporting data (compounding factors) can be seen in table 4, except the respondent's major study programs attended in high school; this information can be seen in table 14.

Obviously, the pre-test results of each group of respondents indicate their initial cognitive performance and represent their aptitude skills in recalling and understanding the issues being tested. Their ability to answer questions of the pre-test mostly have been influenced by their high school experience.

In order to examine the relationship and connection between pre-test results and some compounding factors, the comparative description between these two aspects of each group are provided briefly as follows:

Description of Group 1

Table 4 shows that 92.8% of the respondents from IKIP Bandung graduated from general high school and the other 7.2% graduated from vocational high school. In addition to their high school background, table 14 shows that 27.6% of the respondents were educated in science majors and 72.4% were educated in non-science majors.
Table 14
Frequencies of respondents' major study by group
(Item: NC-4)

<table>
<thead>
<tr>
<th>Group</th>
<th>Science Major</th>
<th>Non-Science Major</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science &amp; Math</td>
<td>Social Studies</td>
<td>Vocational Studies</td>
</tr>
<tr>
<td>Frequency</td>
<td>Freq.</td>
<td>Freq.</td>
<td>Freq.</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
<td>27.6</td>
<td>113</td>
</tr>
<tr>
<td>2</td>
<td>89</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>47</td>
<td>55.3</td>
<td>33</td>
</tr>
</tbody>
</table>

Figures for community background in the sense of the tribal-ness and the degree of cosmopolitan-ness, indicate that 80.7% of respondents were born in West Java Province and 79.0% of them are Sundanese. Concerning the types of test taken by respondents before enrolling in IKIP Bandung, the information shows that 22.1% of the respondents passed through the selection process without a written test (passed PMDK-Sipenmaru) and 77.9% passed the standardized "Sipenmaru written test" which is commonly considered as a fair procedure for selecting applicants for higher education students.

By combining these compounding factors with pre-test results, as seen in table 8, the aptitude skills of the students of IKIP Bandung can be summarized: the pre-test result of group 1 is
"sufficient" on the average. This position is supported by the indicators that 32% of the respondents have cognitive scores lower than 50 with the lowest score 27, and 68% of the respondents have cognitive scores greater than 50, with the highest score being 78.

On the other hand, respondents' educational and sociological background indicated that the respondents graduated from various kinds of high school, major program, and vocational skills training, such as teacher training, economics, technology, and family welfare. Other information indicates that 50 students did not have experience in competing for enrollment in higher education and most of the respondents come from surrounding Bandung, both urban and rural areas, and most of them are also Sundanese.

Description of Group 2

Table 4 also shows that, of respondents from School of Agriculture of the Padjadjaran University (UNPAD), 100% graduated from general high school, and table 14 shows that 100% of them were educated in the science major. Their community or sociological background in the sense of tribalness and degree of cosmopolitanness is as follows: 71.9% of respondents were born in West Java Province and 57.3% of them are Sundanese.

Concerning the types of test taken by respondents before enrolling in the School of Agriculture UNPAD, the information shows that 20.2% of them passed the "PMDK-Sipenmaru" and 79.8% of them passed "Sipnmaru written-test."
By combining these compounding factors with the pre-test results as seen in table 9, the aptitude skills of the students of the School of Agriculture UNPAD can be summarized: the pre-test result of group 2 is "satisfactory" in average. This position is supported by the indicators that only 2.2% of the respondents have obtained the lowest score of 35 and 97.8% of the respondents have cognitive scores greater than 50 with the highest score being 81.

On the other hand, concerning students' educational and sociological background, the information indicates that the respondents graduated from only one kind of general high school and were educated in only one major program (science major). Other information, such as test taken and sociological background (community oriented), do not have any unusual or dominant characteristics.

Description of Group 3

In table 4, it can be seen that 95.3% of the respondents from UNPAR graduated from general high school and 4.7% graduated from vocational high school. In addition to their high school background, Table 14 shows that 55.3% of the respondents were educated in science major and 44.7% were educated in non-science major.

The respondents' sociological background is broken into three major tribes and ethnicity as follows: 32.9% of the respondents are Sundanese, 30.6% are Javanese, and 20% are Chinese. As an "equalized" private university, UNPAR has its own authority to
conduct a "special written test" as a procedure in selecting its student candidates each year. About 98.8% of the respondents were selected to enroll UNPAR by passing the special written test and 1.2% (1 student) passed the "Sipenmaru written test."

By combining these compounding factors with the pre-test results as seen in table 10, the aptitude skills of the UNPAR's students can be summarized: the pre-test result of group 3 is "sufficient" on the average. This position is supported by the indicators that 4.7% of the respondents have cognitive scores lower than 50, with the lowest score being 16, and 95.3% of the respondents have scores greater than 50, with the highest score being 76.

On the other hand, other information indicates that respondents' sociological and educational background: the UNPAR's students come from various tribes and ethnicities and most of them graduated from general high school, educated in science major and non-science major and vocational as well.

A general conclusion regarding the pre-test results of the three groups of respondents in connection with their differences and possible influence from other factors is explained as follows: table 15 shows the differences between cognitive performance of the three groups as indicated by their mean scores. The mean score of group 1 (respondents from IKIP Bandung) is 54.40; the mean score of group 2 (respondents from UNPAD) is 65.53; and the mean score of group 3 (respondents from UNPAR) is 58.52. From this information,
Table 15

Results of Direct Difference T-Test Cognitive Pre-Test Scores versus Cognitive Post-Test Scores

<table>
<thead>
<tr>
<th>Group Code</th>
<th>Means</th>
<th>T Value</th>
<th>Df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>54.40</td>
<td>62.98</td>
<td>11.69</td>
<td>180</td>
</tr>
<tr>
<td>2</td>
<td>65.53</td>
<td>69.02</td>
<td>3.26</td>
<td>88</td>
</tr>
<tr>
<td>3</td>
<td>58.52</td>
<td>66.83</td>
<td>8.02</td>
<td>84</td>
</tr>
<tr>
<td>Total Group</td>
<td>58.17</td>
<td>65.41</td>
<td>13.55</td>
<td>354</td>
</tr>
</tbody>
</table>

It can be seen that the highest mean score on the cognitive pre-test was obtained by group 2 (students of the School of Agriculture UNPAD).

As mentioned above, these mean scores represent respondents' aptitude skills which have been influenced by high school experience. The respondents of group 2 were educated and influenced by general high school (100%) in science major (100%). Another comparison is the mean scores of group 3 are higher than the mean scores of group 1. In table 14, it can be seen that 55.3% of the group respondents were educated in science major, whereas only 27.6% of the respondents of group 1 were educated in the science major.

In this step, the study found that there is strong relationship between critical (scientific) thinking habit and analytical
(understanding) capacity. In other words, the pre-test scores of respondents who have been educated in science major are higher than the pre-test scores of the respondents who have been educated in non-science major.

No statistical test of the relationship between sociological background of the respondents and their cognitive performance was done. The above conclusion can be supported, however, by comparing the means of the cognitive pre-test scores between group 1 and group 3 and the means of the cognitive post-test scores of these two groups as well (see table 15). Indeed, these two groups have a remarkable difference in their sociological background (see table 5). However, the difference between their pre- and post-tests mean scores is apparent and consistent (group 1 lower than group 3). The difference apparently represents the influence of more respondents educated in science major in group 3 than in group 1 (see table 14).

Further discussion pertains to cognitive differences between pre- and post-test scores. This step is the important part to be described in this study, because this study is mainly investigating the influence of training experience on increasing students' knowledge and understanding. In other words, training is a determinant factor to the improvement of students' cognitive and non-cognitive performance.
Degree of Training Influence for Students' Cognitive Performance

Hypothetical Analysis

The researcher hypothesized that the P-4 training for students of higher education would have a positive influence on their cognitive performance. The respondents (students) also expected it to have a great influence on their cognitive performance and experience. These two hypotheses were confirmed by: 1) the increase of respondents' mean scores from the pre-test to the post-test, and 2) the satisfaction of the respondents who participated in the training; their opinion emerged from both written non-cognitive pre-and post-test results and from the dialogical approach. These perceptions were combined and represented as a "particular hypothesis in mind" (Young & Veldman, 1980).

Quantitative Analysis

To determine the degree of the relationship of any two factors in this study, the standards of significance which are employed are: .10 (possibly significant), .05 (fairly significant), and .01 and above (highly significant) (see Karlinger, 1973; Young & Veldman, 1980, pp. 140-146).

The influence of training on students' cognitive performance is indicated by the difference between mean scores of cognitive pre-test and post-test results of each group and the total group (see table 15). A direct difference t-test was computed within each group to determine if there was a statistically significant difference between respondents' cognitive pre- and post-test scores.
To test the hypotheses above, and to get a better understanding of the issues being interpreted, table 15 presents the mean scores for the pre-test and post test. Results of group 1 are 54.40 and 62.98 respectively. The t-test for this group proved significant with a probability of <.001. Thus it can be concluded that "there is a positive influence from the P-4 Training Program to the improvement of the students of IKIP Bandung's cognitive performance."

The mean scores for the pre-test and post-test results of group 2 are 65.53 and 69.98 respectively. The t-test for this group proved significant with a probability of .002. Thus it can be concluded that "there is a positive influence from the P-4 Training Program to the improvement of the students of the School of Agriculture UNPAD's cognitive performance."

The mean scores for the pre-test and post-test results of group 3 are 58.52 and 66.84 respectively. The t-test for this group proved significant with a probability of <.001. Thus, it can be concluded that "there is a positive influence from the P-4 Training Program to the improvement of the students of UNPAR's cognitive performance."

According to the above standards, in those groups where P. < .01, there is a highly significant difference between cognitive pre-test and cognitive post-test scores. From this statistical description, it can be inferred, "The P-4 Training Program for the students of higher education in Indonesia has a great influence on
the improvement of students' cognitive performance concerning Pancasila and other related issues with national development." This was the major hypothesis tested using the total subject group.

To strengthen these research findings, it is important to examine other quantitative (statistical) information. The other statistical test used in this section is "Analysis of Variance" (ANOVA). A one-way ANOVA (single-classification analysis) was used to compare the three groups on their cognitive difference scores. Cognitive difference scores were computed for each subject by subtracting cognitive pre-test scores from cognitive post-test scores.

Table 16 shows five computed subjects which were derived from main effects as the source of variation and they formed an ANOVA test (F-test) process. The ANOVA test results indicate that there is a highly significant (.001) variance between cognitive difference scores of each of the three groups.

Comparative Analysis of Cognitive Difference Scores

It is important to now look at frequency distribution of cognitive difference scores for each group to get a clearer idea of where there are group differences. Table 17 is the frequency distribution of cognitive difference scores for the total group. Cognitive difference scores were computed for each subject by subtracting cognitive pre-test scores from cognitive post-test scores.
Table 16

ANOVA Source Table for Group Comparisons of Cognitive Difference Scores

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Signif of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main effects 3 groups</td>
<td>1675.086</td>
<td>2</td>
<td>837.543</td>
<td>8.610</td>
<td>.001</td>
</tr>
<tr>
<td>Residual</td>
<td>34240.593</td>
<td>352</td>
<td>97.274</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Case (355)</td>
<td>35915.679</td>
<td>354</td>
<td>101.457</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 17 shows that, within the total group, 19% of the respondents decreased their cognitive scores after the P-4 training process, 9% of them maintain the same score, and 72% of them have a successful training experience, indicated by the increase of their cognitive scores. The cognitive difference on the total group ranged from -23 to 49.

Quantitatively, Table 17 indicates that the P-4 Training Program for the students of higher education is successful in increasing students' knowledge and comprehension (understanding about Pancasila and other related issues). The cognitive difference within each group between the pre- and post-test results can be seen in Appendix D (tables 19, 20, and 21).

Table 19 represents the cognitive difference scores for group 1 (students from IKIP Bandung; 181 cases), 20 students (11%)

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Table 19 represents the cognitive difference scores for group 1 (students from IKIP Bandung; 181 cases), 20 students (11%)
Table 17

Frequencies of the Cognitive Difference Scores Within the Three Groups Between the Pre- and Post-test Results (355 cases)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-23</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>64</td>
</tr>
<tr>
<td>-16</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>27</td>
<td>8</td>
<td>71</td>
</tr>
<tr>
<td>-13</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>13</td>
<td>17</td>
<td>5</td>
<td>76</td>
</tr>
<tr>
<td>-11</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>14</td>
<td>12</td>
<td>3</td>
<td>79</td>
</tr>
<tr>
<td>-10</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>16</td>
<td>9</td>
<td>3</td>
<td>82</td>
</tr>
<tr>
<td>-9</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>18</td>
<td>2</td>
<td>1</td>
<td>85</td>
</tr>
<tr>
<td>-8</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>19</td>
<td>21</td>
<td>6</td>
<td>91</td>
</tr>
<tr>
<td>-5</td>
<td>13</td>
<td>4</td>
<td>11</td>
<td>21</td>
<td>7</td>
<td>2</td>
<td>93</td>
</tr>
<tr>
<td>-4</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td>22</td>
<td>2</td>
<td>1</td>
<td>94</td>
</tr>
<tr>
<td>-3</td>
<td>14</td>
<td>4</td>
<td>16</td>
<td>24</td>
<td>9</td>
<td>3</td>
<td>96</td>
</tr>
<tr>
<td>-2</td>
<td>10</td>
<td>3</td>
<td>19</td>
<td>25</td>
<td>1</td>
<td>0</td>
<td>97</td>
</tr>
<tr>
<td>-1</td>
<td>1</td>
<td>1</td>
<td>19</td>
<td>27</td>
<td>3</td>
<td>1</td>
<td>97</td>
</tr>
<tr>
<td>0</td>
<td>31</td>
<td>9</td>
<td>28</td>
<td>28</td>
<td>1</td>
<td>0</td>
<td>98</td>
</tr>
<tr>
<td>2</td>
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<td>29</td>
<td>1</td>
<td>0</td>
<td>98</td>
</tr>
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<td>7</td>
<td>39</td>
<td>30</td>
<td>2</td>
<td>1</td>
<td>99</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>1</td>
<td>39</td>
<td>35</td>
<td>1</td>
<td>0</td>
<td>99</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td>8</td>
<td>47</td>
<td>40</td>
<td>1</td>
<td>0</td>
<td>99</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>5</td>
<td>52</td>
<td>41</td>
<td>1</td>
<td>0</td>
<td>99</td>
</tr>
<tr>
<td>8</td>
<td>27</td>
<td>8</td>
<td>59</td>
<td>43</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>2</td>
<td>62</td>
<td>49</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

decreased on their post-test scores, 19 students (11%) obtained equal pre- and post-test scores, and 142 students (78%) were able to increase their pre-test score after they participated in the P-4 training process. The cognitive difference on group 1 ranged from -23 to 49.

Table 20 represents the cognitive difference scores for group 2 (students from the school of Agriculture UNPAD; 89 cases), 32
students (36%) decreased on their post-test scores, 9 students (10%) obtained equal pre-test and post-test scores, and 59 (54%) were able to increase their pre-test score after they participated in the P-4 training process. The cognitive difference on group 2 ranged from -16 to 35.

Table 21 represents the cognitive difference scores for group 3 (students from UNPAR; 85 cases), 15 students (18%) decreased on their post-test scores, 3 students (3%) obtained equal pre-test and post-test scores, and 67 (79%) were able to increase their pre-test score after participated in the P-4 training process. The cognitive difference on group 3 ranged from -11 to 43.

By comparing each group's histogram of cognitive difference scores, it can be seen that group 2 has a lower increase of cognitive test scores (between the pre- and post-test results) than the other two groups. As mentioned above, while the ANOVA did show a significant difference within the three groups, it is important to more closely examine the differences among three groups. The interpretation of these differences can be seen briefly at the end of this chapter in the section: Interpretation of the Analysis and Summary.

Inference

The above analysis provides strong support for the conclusion that the P-4 training for students of higher education in Indonesia, has a positive influence on students' knowledge and understanding
about "Pancasila" and other socio-political issues related to national development of Indonesia.

**Non-cognitive Performance**

There were seven main questions that measured the students' non-cognitive performance which has a strong correlation with their knowledge, understanding and interest. The students' non-cognitive performance is a measure of students' ideas which were represented by their choice obtained by each or by the total group of students. The non-cognitive test items (NC) related to this factor are illustrated in more detail in the following table. The responses to these items for both the pre-test and post-test can be found in Appendix D.

As mentioned in Chapter III, the students' non-cognitive performance appears in high or low degrees. The results of the pre-test measure how high or low non-cognitive performance is, and post-test results indicate how this changed. Items were not scored correct or incorrect, but rather the frequency of responses for each option indicates individuals' or groups' degree of understanding, degree of interest, degree of awareness and commitment.

Tables 22-31, in Appendix D, show the shifts in students' responses to non-cognitive test items. The test results are displayed in such a way that they can be seen as the comparison between pre- and post-test results. From this information, the study found how much P-4 training influences students' understanding.
Table 18
Main Indicators of Students' Non-Cognitive Performance

<table>
<thead>
<tr>
<th>Item, Code &amp; Number</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NC-1</td>
<td>Degree of motivation to participate in P-4 training;</td>
</tr>
<tr>
<td>2. NC-3</td>
<td>Degree of understanding the purpose of young generation development program;</td>
</tr>
<tr>
<td>3. NC-7</td>
<td>Degree of interest in getting an opportunity to enroll in higher education institution;</td>
</tr>
<tr>
<td>4. NC-8</td>
<td>Degree of interest to get a job opportunity in the future;</td>
</tr>
<tr>
<td>5. NC-13</td>
<td>Degree of ideas to be active in youth or student organization and leadership;</td>
</tr>
<tr>
<td>6. NC-14</td>
<td>Degree of understanding national ideology and national identity;</td>
</tr>
<tr>
<td>7. NC-15</td>
<td>Degree of awareness about the importance of national development physically and mentally.</td>
</tr>
</tbody>
</table>

about Pancasila (P-4) and other related issues, such as the constitution, citizenship, the identity of the nation, and national development.

Students' Interest and Understanding Before and After Training

Starting from item No. 1 (NC-1) in Table 18, and in more detail in tables D-22, D-23, D-25, D-28, and D-29, the test results show most of the students responded to this item by choosing option 4 --their motivation to participate in the P-4 training was based on
their "moral and social responsibility." In the pre-test result, option 4 was chosen by 73.2% of the total respondents and in the post-test it was chosen by 77.7%. Quantitatively, the degree of motivation in attending the P-4 training was increased 4.5% after training was conducted.

Item No. 2 (NC-3) with the indicator "degree of understanding the purpose of young generation development", most of the students (56.6%) in the pre-test responded with option 5—that the purpose is to guide and develop younger generations to be "cadres to continue the national struggle and national development." In the post-test, this option was selected by 76.1% of total students; so that the P-4 training was able to improve students' understanding and awareness by 19.5%.

Degree of interest of students in getting opportunity to study in higher education was measured by item No. 3 (NC-7). In the pre-test, 56.6% of total students chose option 1—"very high" interest and desire; 38.0% chose option 2—"high"—so that most of the students (94.9%) had "very high" and "high" (combined) interest and desire to get opportunity to continue their study in higher education. The results of the post-test were only slightly different. The difference was as follows: option 1 (very high) interest decreased to 51.5% of the total student and option 2 (high) interest increased to 44.8%.

Degree of interest in getting job opportunities in the future was measured by item No. 4 (NC-8). The pre-test result shows 70.1%
of the total student group chose option 1--to be "civil service officers" and 20.6% of them chose option 3--to be "private business persons." As with item NC-7, the results of the post-test showed a slight change: option 1 decreased from 70.1% to 68.2%, whereas the percentage of option 3 increased from 20.6% to 23.7%.

Degree of interest in being active student or youth organization and leadership was measured in item No. 5 (NC-13). The pre-test result shows that option 1 (surely interested) and option 2 (interested) were chosen by 33.5% and 54.6% of the total student (trainees) group respectively, so that 88.2% of the students were surely interested and interested to be active in student or youth organization and leadership during their study. The post-test result shows a slight difference with the pre-test result concerning the percentages of the students within the first and second options. The percentage of the students who were surely interested to become activists decreased 4.5% (from 33.5% to 29.0%), whereas, the percentage of the students who were interested in becoming activists increased about 3.0% (from 54.6% to 57.5%). The cumulative percentage of the students who were surely interested and interested to become activists decreased 1.5% (from 88.2% to 86.7%). In general, it can be concluded that the perspective ideas of the students are very positive but still inconsistent.

Degree of understanding in national ideology and national identity (Pancasila and other related issues) was measured in item No. 6 (NC-14). The pre-test result shows that 30.1% of the students
chose option 1 (highly understand) and 66.8% of them chose option 2 (understand). These two options were categorized as high positive options. In general, the P-4 training has a positive influence on the degree of students' understanding in this item. This inference was supported by the results of the post-test. It shows a slight increase but, in general, remained stable. Specifically, the percentage of the students who chose options other than option 1 decreased and resulted in increasing the percentage of those choosing option 1 (from 30.5% to 35.0%). This also resulted in a 1.2% total increase of the cumulative percentage for option 1 and option 2 combined.

Degree of awareness of the importance of national development and its ideological and structural foundations were measured in item No. 7 (NC-15). The pre-test result of this item shows 76.1% of the students chose option 2 (understand and aware) and there was also a positive response, in that 8.2% of the students chose option 1 (fully understand and aware), so that the cumulative percentage of the positive response was 85.2%. There are also 14.4% of the students who still needed some information (option 3). The post-test result shows a good increase of cumulative percentage from 85.2% (option 1 and option 2 combined) to 96.3% (12.7% of option 1 and 83.6% of option 2). The percentage difference between pre- and post-test results of this item is 96.3% minus 85.2% equal 11.1%. According to the post-test result, 10.7% of this increase is
accounted for by students who came from the 14.4% of the respondents who chose option 3 in the pre-test.

The indicators of what changes occur in the students' non-cognitive performance concerning their degrees of interest and understanding about their life as the younger generation as well as their ideas and citizenship awareness have been described briefly above. This information was considered as the main indicator of the students' non-cognitive difference between pre- and post-test results. However, in addition to this information, some other information concerning students' interest and enthusiasm to continue their study in higher education and its concentration (see Appendix D, tables D-24, D-26, and D-27), as well as to improve their commitment to the social attitude based on Pancasila are represented in tables D-22, D-29, D-30, and D-31 (see Appendix D).

In summary, concerning students' ideas and interest to continue their study and its concentration in higher education are described below, respectively:

Table D-24 indicates that 86.8% of the students were still "very interested" and "interested" in the major program of their study in high school, according to the pre-test results. The post-test results indicate that 91.8% of the students stated that they were still "very interested" and "interested."

It also indicates that most of the students (82.6%) have a positive feeling that their past major study was "satisfactory" to their intellectual reasoning and development: their pre-test
responses were directed towards options "most satisfactory" (17.4%) and "satisfactory" (65.2%). The post-test results found that 88.4% of the students responded with options "most satisfactory" (19.3%) and "satisfactory" (69.1%).

Table D-26 indicates, regarding students' agreement to the present major study which they accepted in higher education, that 91.8% of them responded with options 1 and 2 combined ("strongly agree" 35.8% and "agree" 56.0% in the pre-test). In the post-test, 94.6% of the students responded with options 1 and 2 combined ("strongly agree" 32.4% and "agree" 62.2%).

Concerning students' understanding of the academic administration program and credit system, represented in the same table, it can be seen by the changes in students' response pertaining to credit courses they will be taking in each semester. On the pre-test, 99.7% of them responded with the following three options:
10-15 credits (8.3%); 15-20 credits (74.2%), and 20-25 credits (14.0%). There was an interesting finding in the post-test results in that "nobody" made the choice to take 10-15 credits; whereas, the two other choices, "to take a maximum of 10 credits" increased from 3.2% to 4.5% of the students, and "to take more than 25 credits" increased from .3% to 1.4% of them. But, most of the students (94.1%) responded to take 15-20 credits (74.9%) and 20-25 credits (19.2%).

Table D-27 indicates, with regard to students' agreement to the given department to which they are admitted in their respective
institutions, 90.6% of them responded with options 1 and 2
"definitely suitable" 32.9% and "suitable" 57.7%) as the pre-test
results. The post-test results show that 93.5% of the students
responded with option 1 (29.9%) and option 2 (63.6%). There was a
shift in the responses of the students between these two options.
The percentage of students choosing option 1 ("definitely suitable")
decreased in the post-test but the percentage of the students
choosing option 2 ("suitable") decreased; this took place after they
had time to gather clear information about their given departments.

Concerning students' intention to change their given
department after one academic year, the table also shows that there
were shifts in the responses of the students to the particular
options. In the pre-test, for instance, 50.0% of the students
responded with the option, "Definitely, I will not (change)", 32.7%
chose the option, "I will not (change)", 11.6% chose the option, "I
will think about it", 4.5% chose the option, "I will (change)", 1.1%
chose the option "definitely I will (change)", and .8% of the
students did not respond.

The post-test results are slightly different, but remain
positive. The two highly positive options such as "definitely I
will not change" and "I will not change" have respective percentages
46.8% and 38.9% with their combined percentage being 95.6%. This is
a 2.9% increase from the pre-test result. The undecided students
who responded with the option "I will think about it" also increased
.2% from 11.6% of the students in the pre-test to 11.8% in the post-test. There are 2.5% students who still have the intention to change their department definitely, and, also, every student chose a response.

Students' performance in social attitude and social understanding based on the social value abstracted from Pancasila as well as their commitment to the national identity and personality are represented in tables D-22, D-29, D-30, and D-31 (see Appendix D).

In the attitude of tolerance, especially in religious life, students' opinion was generally "positive tolerance", but some of them still have a less tolerant attitude. This estimation can be seen in Table D-29, with the comparison of the pre- and post-test results. The pre-test results indicate that 74.4% of the students would tend to have a humanistic tolerance if they were a teacher in making a decision for a certain hour given to religious belief. The tolerance decisions they would like to make are: option 1, "to substitute the missed times with other times" and option 2, "to give him or her special homework."

There were 24.5% of the students who had a "less tolerant attitude", and who would like to decide "to compel the absent student to attend the class without exception." There were very few (.8%) students who would decide to give grade 0 (null) for the missed class and .8% of them would not care about the problem. The post-test results show that only 69.6% had a tolerant attitude,
which is a 4.8% decrease from the pre-test results; the intolerant attitude increased 4.8% from the pre-test results. Other attitudes got the same percentages as in the pre-test results.

Students' feeling concerning justice to humanity is indicated in table D-30, that 89.5% of them have a great compassion for other people who need help and great concern for themselves for survival, which is shown by the pre-test results. The post-test results show that 87.0% (2.5% decrease from the pre-test results) of the students consistently responded to option 2 ("to divide personal belongings into two parts"--for himself and for other people). This social value is considered empathic in that students would pay attention to other people who need help as well as caring for themselves.

A sense of responsibility and patriotism of the students are mostly based on emotional maturation. They would have a deep understanding if a foreigner blamed their own country in front of them. This indicator can be seen in the same table (D-30), that the pre-test results show 68.4% of the students responded with option 5 (a person who needs clear information). The post-test results show that 77.7% of them believe the option 5 was the best answer.

In the sense of democratic feelings, table D-31 shows that the pre-test results represent students' sportsmanlike attitude in that 82.4% of them responded with option 2, "give a special congratulation" to the rival who won in a competition to be the president of the Student Government Association. The post-test results also show a 2.4% increase from the pre-test results of the students who
responded with this option. But, there was only 1 (.3%) student who responded with option (ask everybody for you to disobey all your rival's policies in his duty) in the pre-test. The post-test results show that this increased to 4 (1.1%) students. This attitude is considered as a contradictory attitude with a democratic or sportsmanlike attitude as described in option 2.

In the sense of social justice feelings, this table also shows that the pre-test results represent the students having a balanced sense of justice in directing attention toward society. This attitude is represented by students' response to the problem: who is the important person between brother, close friend, and relative who comes from far away, if all of them need to be helped with some money at the same time in the case of limited funds.

Students' attention to individual person indicates that his or her own brother was selected by 26.3% of the students, close friend by 1.4%, and relative who comes from far away by 23.4%. But, to the pair option, students' attention is seen as slightly different and changing. There were 12.1% of the students who selected option 4 (pair of brother and close friend) and 36.7% of them responded with option 5 (pair of the close friend and the relative).

The post-test results show some increase and decrease in responses to the 5 options. Most students' attention to individual options decrease and their attention to pair options increase. The percentages of students selecting each option are: 25.4% responses to option 1 (brother), 2.3% responses to option 2 (close friend),
19.7% responses to option 3 (relative), 14.6% responses to option 4 (brother and close friend), and 38.0% responses to option 5 (close friend and relative). It can be seen that there is no individual option which was selected more frequently by the students. Therefore, their attitude could be said to be a "balanced social attitude."

All of the above information about students' non-cognitive difference between pre- and post-test results within three groups of students are considered as the manifestation of students' non-cognitive performance. No statistical analysis was performed on student's non-cognitive differences but logical and psychological analysis were employed.

In addition to these students' non-cognitive performance obtained by students before and after training process as the results of the pre- and post-test, this study also obtained some supporting information about students' understanding, interest, and ideas and their opinion as well, concerning the P-4 Training Program, its strategy and its usefulness for the improvement of students' knowledge and understanding about Pancasila and other related issues. The supporting information was expressed by students through both interview and dialogue responses.

In the later session of the dialogue, five of the eight groups of trainees (students) concluded with the same opinion about the P-4 Training Program and its usefulness for their performance of their knowledge and understanding. The following statements from five
groups of students were recorded by five assistant researchers
(Kania, Diah, Lany, Retno, and Luki) from the dialogue on August 29, 
1987 as responses to questions in the dialogical guide no. 3: see
Appendix A-3. They concluded:

1. The benefits of participation in the P-4 training are:
   increased knowledge and understanding about Pancasila;
   improved sense of national awareness and democratic attitude;
   and enhance the ability to express our own opinion.

2. After participation in the P-4 training, the knowledge and
   experience about socio-political issues as well as social
   relationships and communication improve much more in our
   feeling and reasoning and we believe that all of those
   experiences could be applied and used in individual and
   social life.

As mentioned in Chapter III, the dialogical approach was
employed to obtain "fresh information" from "two-way communication"
about step-by-step training sessions, content, facilitators, and
methods. Some other students' opinions, criticisms, and suggestions
can be seen in the later section of this chapter.

Students' Interest, Opinions, Ideas, and Criticism Towards Training
Strategy

Students' Interest and Opinions

Starting from students' memory of past experience, 65.9% of
the students had known the term "Pancasila" since they were educated
in primary school, 18.3% of them since junior high school, 11.3% of
them since kindergarten, 3.9% since senior high school, and .6% of
them had only just encountered it. This statistical information
indicates that most of the students are familiar with the term
"Pancasila" and its basic description and issues. In the interview
prior to training, 23 (76%) of the 30 students (interviewees) expressed that they were expected to be "the best 17 of trainees." The main reason of their expectation was it would be a specific self "pride, confidence, or enthusiasm." Concerning their interests to participate in the P-4 training, 24 (80.0%) of them expressed that they would like to have "social and political recognition", and the remaining students (20.0%) wanted "personal experience and making the training lively."

Nineteen (63.0%) of the students expressed their opinion concerning P-4 training contents (topics) were "more directed towards a logical critical thinking" than "more directed toward scientific issues" (24.0%) and "more directed toward political issues" (13.0%). In the dialogic approach, 4 (40%) of the trainees' groups expressed their opinion concerning the training contents (topics):

Some issues are considered as 'new knowledge and information' for us so that they are very interesting issues. We have been equipped and educated since we were in primary school, secondary junior high school, and senior high school in this issues and topics but, the environmental situation and methodological approach are different. The academic administration and credit system in higher education institution is considered as a 'new' issue definitely for us.

(Transcribed by assistant researchers: Diah, Retno, Kania, and Luki on August 25, 1987.)

Two groups (25.0%) expressed:

Those topics (training contents) are considered as boring issues for us, but those are also useful for refreshing and recalling past memory: last but not least, this P-4 training seems to be the beginning of academic programs. (Transcribed by: Lany and Ganjar on August 25, 1987.)
The other two groups (25.0%) expressed:

Most of the training contents are familiar for us, but training is seen as a formal delivery rather than teaching to transmit content. However, it is important to be participated in by us as the new students. (Transcribed by: Retno and Diah on August 27, 1987.)

Students' Ideas and Criticisms

Students' ideas related to their commitment with national development were expressed in both interview and dialogue. Most of the students (interviewees; 71.0%) expressed:

The P-4 training also important to be attended and participated in because it is one of 'National development programs' to conduct the Indonesian people on mental and spiritual development as a basic foundation to the success of physical development.

In the dialogical communication, five groups (62.5%) expressed their idea concerning the relationship between the P-4 training and national development as follows:

Our expectation from the P-4 training for our future is to inherit the spirit of national struggle based on Pancasila in order to be able to continue national development. (Transcribed by: Ganjar, Retno, Kania, Diah, and Lany on August 24, 1987.)

Other ideas were concluded by three groups of trainees (37.5%):

The important of the P-4 training in which we are expected that we wish to be good examples of Indonesian citizens for the future generation and able to perform good personality based on Pancasila in our daily life. (Transcribed by: Luki, Ganjar, and Diah on August 24, 1987.)

Students criticized some events of training execution and management. The major criticisms expressed by students (trainees) were directed towards: Training schedules and facilitators. These are considered as the students' major criticisms because most of the students in dialogue expressed:
We have a slightly uncomfortable situation and experience especially in the opening session of the training. We are confused about what formal regulation and order should be obeyed. Sometimes come from senior students, sometimes come from training staff committee. This problem is resulted by a time management for the P-4 training schedule is alternated or combined with orientation schedule for new students. (Transcribed by five researchers in dialogue.)

Other criticisms come from IPB (Dr. Norman Razief Azwar, the Assistant Rector of Student Affairs), expressing two problems in executing the P-4 Training Program for new enrolling students:

1) budget and 2) time. Dr. Norman said:

IPB will create a sober program for the P-4 Training Program both strategy and schedule (time). The reasons are: 1) the Government allocated a very limited budget (Rp5,000.00/student) for this year's P-4 Training Program. According to the training instruction, we have to accommodate a meal plan once per day for every student, we have to give them free material resources (books), and we have to accommodate or to pay trainers (conversation with researcher on May 25, 1987); 2) We decided not to execute the P-4 Training Program for all new enrolling students in August 1987, but it will be carried out in January 1988 because most of the new students who enroll in IPB are those who pass PMDK-Sipenmaru. We cannot let them wait for other new students who pass Written test Sipenmaru; they have to begin to do course work in this two months, even though the Government has added the budget (Rp25,000.00/student). (Conversation on July 17, 1987.)

It is no direct criticism from IPB to the P-4 Training Program, however, the indirect objection because of budget and time has emerged.

Concerning facilitator performance, most of the students said that "Many facilitators (trainers) were not able to control themselves as trainers as well as they were not able to manage the training subjects and methods." Some of them stated: "This is not my field of study and it is also not my profession" (dialogue:
transcribed by Kania, Diah, Ganjar, Luki, Retno, and Lany; August 26, 1987).

Meanwhile, Professor Padmo Wahyono (the Deputy Head of the BP-7 National Level) encouraged all private universities to take part in carrying out P-4 Training Programs for the new students every year. Some facilitators at IKIP Bandung asked about what strengths or weaknesses of the P-4 training compared with the regular course of "Pancasila" (consultation with the BP-7 National Level on August 24, 1987, and conversation with some trainers at IKIP Bandung on August 27, 1987).

This supporting information regarding the P-4 Training Program for the new students of higher education and its problems and issues should be considered for further training program improvement. It is also useful in the possible redefinition or re-thinking of the training program (if the budget will be a major problem in its realization).

Interpretation of the Analysis and Summary

Interpretation of the Analysis

There were no direct correlations found between the compound-ing factors and the students' cognitive performance of the three group cases. It can be concluded from this finding that they have no direct and significant effect on the students' cognitive perform-ance. However, gender, age, tribe, and ethnicity have, in some degree, indirect effects on the conclusions of this study. A
non-quantitative interpretation can describe: 1) the respondents represent the major tribes and ethnicity of the nation (56%); and 2) the future national life will be in balance between educated men and women; and, 3) it is thought, the future will be better than the present national life and development.

Other compounding factors, high school background and "major," appear to have a direct effect on the students' cognitive performance, especially in the cognitive pre-test result of group 2. Their memory and analytical reasoning to the past is higher than the other two groups. In other words, there is a direct correlation between the high school background and cognitive pre-test results. But, the post-test results of this group were much lower than the other two groups (groups 1 and 3).

There are some logical interpretations that the cognitive difference scores within group 2 between the pre- and post-test results lower than two other groups (groups 1 and 3), but the pre-test results themselves are higher than two other groups; the logical interpretations are as follows:

1) According to the pre-test results, the average score of group 2 (students of the School of Agriculture of the Padjadjaran University) is "satisfactory" -- higher than the average scores of groups 1 and 3 (both "sufficient" [see tables 8, 9, and 10 and their analyses]). Table 14 indicates that the high average score has a high correlation with the science major background of the students.
2) Tables 11, 12, 13, 15, and the analyses in Appendix D indicate that the increased cognitive scores of group 2, shown by the post-test results, average lower than the same indicators obtained by groups 1 and 3. Actually, group 2 also has a significant difference (highly significant as well as groups 1 and 3), but it indicates a slight difference (the level of significance of group 1 and group 3 are the same, <.001, whereas the percent of significance in group 2 is .002).

Some logical influences to these indicators can be described as follows: Pancasila and other related issues (training contents) are parts of Social Science. As mentioned above, a non-quantitative analysis concluded the students' in group 2, based on their high school and major study background, their memory compared to the other two groups. Unlike in the post-test, they were unable to increase their scores as much as the other two groups. This situation resulted from the trainers' style and profession, institutional influence, campus atmosphere, training management, and trainees' major study and interests.

The differences in training management between the three higher education institutions (IKIP Bandung, UNPAD, and UNPAR) are described briefly below:

1) All trainees (clusters) from all schools were concentrated in one main training concentration (campus) both at IKIP Bandung and at UNPAR during the training sessions. UNPAD split trainees into individual clusters based on individual school and training
concentration, spreading them out among five places on campus except that they were concentrated for the opening and closing ceremonies.

2) Trainers or facilitators were composed in multi-disciplinary approach both at IKIP Bandung and at UNPAR. Unlike at UNPAD, every school and its faculty members were responsible to conduct a training program at their respective buildings (campuses). Most of the trainers in every school (85%) were faculty members of its school. In other words, most of the trainers at the School of Agriculture UNPAD were educated in and accustomed themselves to exact science major. The dialogue results obtained the information that the trainers who have academic profession in non-social sciences showed some difficulties transmitting training contents and issues.

3) The trainees (students) in the School of Agriculture UNPAD also were educated in and accustomed to exact science major. They were able to memorize the past instruction very well, but they were unable to make sense and to understand about non-exact science issues in a short time. Unlike the trainees from IKIP Bandung and UNPAR, they were educated in various scientific disciplines, including Social Science, Arts and Language, and Exact Science.

4) The School of Agriculture UNPAD campus is located in Jatinangor Sumedang, far away from the main campus, and isolated from the community. This could have significant psychological and
physical influences on new students' motivation and interest. IKIP Bandung and UNPAR have older, comfortable campuses, and are in more convenient locations.

These comparisons among the three higher education institutions, training management, and their respective characteristics are considered to have made some contribution to the influence of the P-4 Training Program for students.

Independent factors (training influence, students' expectations, and higher education institutions' atmosphere) of all the group cases, except where group 2's difference scores are slightly lower, correlate significantly with the improvement of students' cognitive and non-cognitive performance. When combined, they also contribute positively with each other and with other factors—students' interest and commitment as young citizens. Thus, one of the efforts in increasing the students' interest and commitment as young citizens to their life and future national development in Indonesia is to improve the students' knowledge and understanding (comprehension) about Pancasila and other socio-political issues related to the national development. After that, attention could be devoted to the improvement of training strategy, leadership and skill training and allowing them to participate in community and national development as well.

Those independent factors significantly/positively correlated with each other in the three group cases. This suggests that the degree of commitment/awareness might be tested (researched) in a
future study as a major dependent factor and the training strategy as a major determining factor in addition to the degree of student interest and training influence.

Summary

The interlocking networks of each factor are represented in Figure 2. Those factors could be hypothesized to correlate with each other more directly and accurately and analyzed for future study. Some hidden interest and commitment of students as younger citizens could be still questioned especially concerning their attitude and sense of responsibility to future national development as well as their opinion and suggestion concerning socio-political and leadership style.

Some suggestion and opinion concerning training strategy from the field of training are described in Chapter VI. Most of the interview and dialogue results were interpreted and compared with the pre- and post-test results and found to have an intercorrelation and interrelationship positively. It can be concluded from this evidence, therefore, that the degree of students' understanding and interest (students' cognitive and non-cognitive performance) is affected by the P-4 training influence (as a prominent determining factor), higher education institution atmosphere, and students' high school background (past major study).

Several conclusions and suggestions for the policy makers in Indonesia are presented from the analysis of this data. The implications of these research conclusions for the P-4 Training
Figure 2

Interlocking Aspects: A Balance Conduct for Development
(A Computer Analogy)

Scientific, Intellectual Development
Participation, and Community experience

Mind

Body
Attitude, Intellect, and Skills Performance

Spirit
Awareness

Belief and Interest

Psychological, Ideological

Attitude and Character Development

and Socio-political understanding

Developed by:

Author (1988)

External

Education, P-4 Training and other Instruction

Guidance

Personal

Student's ideas and attitude of mind

Commitment

Inspired by:

Program, especially the training strategy for the students of higher education or youth organizations, are discussed in Chapter V.
CHAPTER V

RESULTS AND IMPLICATIONS

This chapter presents the results of training and the implications of the study based on the research findings, the conceptual framework and the training strategy. The presentation and discussion are described in four sections: (1) Results of the Training; (2) Implications of the Study; (3) Recommendations; and (4) Final Thoughts.

Results of the Training

This section summarizes the results of P-4 training in order to show the degree to which the training influences the students' knowledge and understanding of Pancasila and other issues of citizenship awareness. In addition, this section represents the strengths and weaknesses of the P-4 training strategy. The description below is based on the information obtained by interview, pre- and post-test, and dialogic techniques, respectively.
The results of interviews were as specified below:

1) Most newly-enrolled students in higher education were very interested in participating in the P-4 Training Program. The reasons they were very interested were because the program is a new issue in socio-political life and it stimulates their wish to know and to participate.

2) Students' willingness to participate in and to experience the P-4 Training Program was more particularly to understand Pancasila in relation to the nation and character building of Indonesian people than just to know and be able to answer test questions on an academic examination. Students gave two main reasons for participating in the P-4 Training Program. One is that they wanted to participate out of practical or problem-centered orientation; the other is that they were interested in the training issues which would meet their needs in real-life situations.

Students also expected that the P-4 Training Program experience would offer them a variety of impressions about social recognition and political appreciation. These impressions would enable them to understand patriotism and to be patriotic. These students' expectation is comparable to Knowles' (1970) conclusion that people tend "to enter educational activity in a 'problem-centered' frame of mind."

3) Other important points expressed by students were to understand Pancasila is to be used as the State Ideology and the
State foundation and what P-4 training is like and why it is to be important for the nation.

The results of pre-test and post-test of the students' cognitive and non-cognitive tests were as follows:

1) On the cognitive side, the study found that the P-4 Training Program significantly influences the students' cognitive performance. This finding was computed by comparing the results of pre- and post-tests and comparing cognitive differences between groups. This positive result also was strengthened by computing the significance of cognitive difference scores within three groups of respondents between pre- and post-test results.

2) On the non-cognitive side, the study found that the P-4 Training Program was apparently able to spur the shifting of students' interest, ideas, attitude, and commitment to be more positive concerning their understanding of citizenship, willingness to achieve their own ideas, and performance in social attitude and understanding.

3) The study also found an indication that the students who had been educated in a science major had a higher than average score in the pre-test, higher than the average pre-test score obtained by students who were non-science majors in high school. On the other hand, the increase in the post-test scores for science majors was lower than the post-test score of the non-science majors.
Students' opinion, interests, ideas and commitment expressed in the dialogic approach are as specified below:

1) Students' expectations from their higher education were: (1) To enhance knowledge and professional skills; (2) to conduct personal ideas and ability for participation in community life; (3) to improve social status; (4) to make a lot of friends; (5) to seek experience in academic life; and (6) to prepare a better future life.

2) Students acknowledged that their experience in interpersonal relationships with other people as well as their democratic attitudes improved as a result of their participation in the P-4 Training Program.

3) Concerning the content areas and methods of the P-4 Training Program, this study found that the P-4 Training Program is a repetition and refreshment of the last educational curriculum's content and issues; some information seemed boring for trainees; one aspect seems an important aspect: that the P-4 Training Program tends to be the universal beginning of higher education academic programs.

4) Based on the relationship between the interview and dialogic results, students have a positive commitment to the P-4 Training Program as an educational effort to direct their educational objectives toward logical, critical thinking, scientific issues, and political issues. As members of a society, most students seek "social and political recognition" in their future.
Some criticisms of the P-4 Training Program's design and strategy came from trainees (students), higher education personnel, staff, and faculty. The criticisms are as specified below:

1) Training time (schedules) and facilitators were criticized by students. In some higher education institutions, the P-4 training schedule was conducted as a continuation of the student orientation program schedule so that those made students confused and tired.

2) Concerning P-4 training time (time spent in the training), both higher education institution staff and students have insufficient time to prepare training components, student preregistration, and trainers' refreshment.

3) Concerning facilitators' performance, it is found that there are some facilitators or trainers who are unable to control their performance as trainers, to be familiar with training subjects and methods. Some trainers also acknowledged that they are unable to train appropriately because their educational background was not in a social science major.

4) Most higher education institutions asked about "training funding," a special budget allocated by the government for the P-4 Training Program. Most questions suggested that dependable funding was necessary to continue the P-4 Training Program progressively and firmly.

5) In fact, the BP-7 National Level expects that, in the long run, not only public higher education institutions but also
all private higher education institutions should conduct the P-4 Training Program.

Concerning the relationship between P-4 Training Program and the needs of national development, the study obtained some opinions from the students:

1) The P-4 Training Program is one "National Development Program" intended to assist the Indonesian people in mental and spiritual development as a basic foundation for the progress of physical development.

2) Students expect that their experience in attending the P-4 training Program for their future can impart the spirit and ideas of national independence based on Pancasila in order that they be able to participate in continuing national development. The important point of their expectation is that the P-4 Training Program should generate and illustrate good examples of Indonesian citizens for future generations and perform or impart the examples of good personality based on Pancasila to be practiced in their daily life.

Implications of the Study

This section is devoted to discussing the implications of this study for further training program implementation as well as further study. The discussion is comprised of four sub-sections: (1) Training resources; (2) Trainers; (3) Training methods and objectives; and (4) Follow-up.
Training Resources

The successful planning and implementation of the P-4 Training Program for new students of higher education would be based on the resources available to training site-centers (higher education institutions), including time, physical resources (buildings, facilities, hardware and software, and equipment), and personal or human resources (trainers and other staff, committee and supervisors). In addition to these resources, learning and instructional media and materials both for trainees and trainers; audio-visual media, including sound systems; and, last but not least, "training budget," are essential.

From the results of consultation and observation conducted in this study, it can be concluded that, since the first training program was officially conducted, the facilities of each higher education institution were able to accommodate the P-4 Training Program each year. However, some constraints and problems are still being faced by each higher education institution in conducting training and providing facilities. These include: (1) the availability of hardware or physical facilities; (2) the amount of budget allocation; and (3) the preparation of trainers.

The availability of physical facilities is very closely related to the numbers of newly enrolled students at each school or department of each higher education institution. This circumstance always presents the problem of limited space (satisfactory training halls). UNPAD, for instance, needs one hall with space for 2000
people, 12 halls with space for 120-250 people each, 36 halls with space for 50-100 people each, and 108 rooms with space for 15-35 people each, as well as other facilities to support the combined total of those large and small groups of trainees.

At present, the annual budget for the P-4 Training Program is still allocated by national budget of the government (each trainee is allocated equal to Rp25,000.00 or U.S. $17.50), and entrusted to each higher education institution to be managed separately. In addition to this allocated budget, each higher education institution must also spend some of their budget each year to support the training program. For the private higher education institutions, there is no supporting budget from the government. Each private higher education institution is allowed by the government to collect money from new students as a special billing for the P-4 training budget. Public higher education institutions, however, are not allowed by the government to collect extra money to augment the funding of the P-4 Training Program.

According to the guidebook and training directions, this training budget is intended to provide trainees with a meal plan once per day for every student; to give trainees free material resources (books, stationeries, and other references); and to accommodate or pay trainers, especially outsider trainers. It will create a big problem if the government stops these supporting funds for future training programs.
Trainers

Considering the number of capable trainers who have been formally trained, each higher education institution still has some problems. As mentioned in Chapter IV, and in the beginning of this chapter, some trainers were not ready to provide training. They received formal training but, because their interests and specializations were not in social science, they were not qualified to train.

The P-4 Training Program strategy and schedule for students of higher education is designed in such a way that it is necessary to have substantial numbers of capable trainers and facilitators for different groups of trainees (large, medium, and small groups), different methods of training (lecturing, discussion, and simulation/games), and some staff persons who are ready to be evaluators.

The need for capable, prepared trainers increases with every year. IKIP Bandung, for instance, needs 66 lecturers who are able to address and explain training topics before the huge groups (clusters) of trainees, 96 facilitators to guide and direct medium (class) group discussions; 288 facilitators to direct small group discussions; 90 facilitators to administer simulation and games; and 60 evaluators and test correctors. These essential facilitators should be employed through the set of times and training schedules, strictly and appropriately for the two-week training period. This means the presence and the readiness of the trainers to perform
their task and duty to train on time is essential for the training to be successful. On the other hand, if some trainers or facilitators are unavailable or unprepared to train, due to personal business or inability, the training will be unsuccessful. This situation was commonly seen in the last (1987) P-4 training.

To provide a solution to the problem of trainers' motivation and readiness to train, this study outlines a recommendation to improve the training of trainers (TOT) in the next sub-section of this chapter. TOT, as well as the improvement of trainers' competencies in training, is considered to be a potential partial solution for other problems in the presentation of a P-4 Training Program.

Training Methods and Objectives

As mentioned in Chapter II, the training methods employed in the P-4 Training Program for students of higher education are: (1) lectures followed by question-and-answer methods; (2) discussion method in large, medium, and small groups; (3) simulation method; and (4) home assignment method. These training methods are designed and prepared comparably to the methods which are designed for other P-4 training groups.

Considering the trainees' characteristics -- young people, inexperienced as adults, heteronomous educational background, young intellectuals and idealists -- it is important to rethink and improve the training methods so that they remain more appropriate for developing young trainees' use of their intellect, attitude, and
skills. For these characteristics, some other methods to develop their critical thinking, intellect, and attitude, and to combine their cognitive performance, understanding, and experience are needed.

Other methods which can foster students' interest in and motivation for learning are: using experience as a method of learning, in that experience is not just passive, but, "acted upon the learner" (Dewey, 1964); using a taxonomy of discussion groups -- "skill building, task building, and problem solution building" (Orlich et al., 1985); and using a discovery method in learning. The discovery method is most compatible with such activities to promote students' intelligence. John Dewey (1938) believed that discovery methods in problem-solving situations provided the best way for students to develop thinking skills: "thinking is a process of inquiry, of looking into things, of investigating, of seeking" (Horne, 1932).

These methods or approaches to learning should also be preceded by a higher level of training objectives, such as process objectives, performance objectives, and behavioral objectives, rather than to achieve the instructional and curricular objectives. Process objectives focus on the "mental skills (observations, evaluations, or inferences) that allow students to interpret the content they master" (Orlich, 1985). The performance objectives generally refer to "students' mastery of the content to be thought"; and behavioral objectives represent the continuation of performance
objectives, including outcomes. One important use of behavioral objectives is that they give "the teacher (trainer) some clear and precise guidelines to achieving specific student outcomes" (Orlich, 1985). Thus, the stated objectives of the P-4 Training Program should prescribe exactly which behaviors the students must manifest as a result of the training (instruction).

As mentioned before, the generation of students now in higher education is better educated than the older generation. The physical, intellectual, and emotional development of these young people are being directed by the higher education institutions in a systematic educational program. These ideas support the systematic nature of the P-4 Training Program. Whitehead (1967) stated, the learning process in a systematic educational program starts from a particular fact or event, going through emotions and feelings and, finally, being generalized. For Aristotle, "... thinking is always based on images derived from sense perception. Even when we are engaged in abstract thinking, we nevertheless have before our mind's eye particular cases not general (universal) ideas" (Howie, 1968).

According to George Howie, Aristotle, in his concept of learning, broke away from Plato's deductive thinking and actually set the educational precedent of inductive thinking based on experiential learning. In the training process (learning and teaching) of both student and trainer, those training objectives, training methods, and approaches can provide the trainees with a learning experience and the experience will create ideas.
The important potential of experimenting with the discovery method of learning in the P-4 Program is that it will create a useful experience for the students based on critical thinking and the experiential learning process. Indeed, in the fact that experience can act on the students themselves, that is where learning occurs. Dewey states in his book, *Democracy and Education*:

Experience is composed of two elements, one active and one passive. The organism does something to the environment; this is the active element in the experience. And in turn the environment does something to the organism, which the organism undergoes or suffers; this is the passive element in experience. Either element may come first in time. But in experience the two elements are particularly combined in that the trying leads on to the undergoing or the undergoing leads back in thought to prior activity or leads on to a new trying . . . There is no experience without this connecting or learning, and there is no learning that does not originate in this way (Horne, 1932, p. 179).

What Dewey is conveying here is that learning through discovery happens when previous learnings affect present learnings, as well as when original ideas are created. Dewey also specifies in his discovery method a time for reflection, for that is part of the learning process. This reflection, however, takes place within the discovery method and is not a secondary element in that method. Horne (1932) says: reflection or thought is something that takes place within experience; "it is the decrement of the relation between what we try to do and what happens in the consequence . . . without reflection experience has no meaning" (pp. 186-187).

Mentioning the P-4 Training Program as a model of political socialization and a special approach to citizenship education, educational methodology views that the P-4 training model is a
combination of educational and training approaches. According to Reed and Frith (1982), there are eleven educational variables which should be considered in developing a training model. Variables that should be employed as components of a training model are illustrated in Figure 3. The outer boundary is the national context of the training program (P-4), and the inner boundary is the organizational or governmental context. The students are a subsystem of the national community, while the students as trainees are a subsystem existing on the boundary of the national community and the organizational context.

The resources and constraints that exist at the organizational and national community boundary would be discovered through assessment. The training needs are the inputs for adapting the objectives. The training program, curriculum, and process which are developed from the objectives serve as guidelines for selecting training aids and facilities available, in turn affecting the design and development of the training programs.

The training program, the learning materials, and the training aids and facilities are the instrumental inputs of program implementation. The outcomes are trained students (the younger generations) who will return as the members of a subsystem of the nation or national community. The evaluation is another step of the transformation process of education or training, a subsystem that makes use of information from all of the components.
Figure 3
The Training Variables
(A Transformation System Process)

National community

boundary

resources & constraint

INSTITUTION

Train-

ers

training

aid and

materials

facilities

Curr. Development and Training programs

Implementation or training activities

Out-Put Trained Students

Raw-input Students of H. Ed.

Recruit & Select

Needs & Objectives

Potential youths

Information

Evaluation

Younger generations
The P-4 Training Program for students of higher education shows structurally those variables of education or training program design and strategy, and procedurally represents a modification model of a training program. But, materially, it needs to be strengthened in some variables, especially in setting goals and objectives and stressing methods and techniques of the P-4 Training Program. Some variables, individually or as a group, are designed to be the same as those suggested variables and some others are designed by the BP-7 (government), based on the national needs.

Follow-up

This sub-section is intended to discuss two courses: the first is the "after-care guide" for students and the second is suggestions for improving further study. An after-care training program should be undertaken in order to realize the integration of students' intellect, attitude and skills in their real life, both on campus and in society. In this matter, there is a need to determine a guideline for "follow-up activities" with the trained students related to their training experience and directed to their social life as members of society and as citizens in their national life.

Community service programs and Student Government Association programs should support the follow-up of the P-4 Training Program for students as the continuation and realization of their ideas, interest, and commitment in pursuit of their successful learning in higher education and participation in community development. Formerly, in the time of the late Minister of Education and Culture of Indonesia, Professor Nugroho Notosusanto, there was a prototype
of a follow-up guide for trained students. The guide was to encourage the students to develop a "discussion group" at each school of each higher education institution, called "Eka-Prasetya Discussion Group." The name "Eka-Prasetya" was taken from the intrinsic meaning of the "P-4" as a "sole firm-willingness" to practice the "Five Principles." It was a good idea to guide students' commitment, although it was seen still as "idealistic"; however, some higher education institutions have tried to implement this idea. Unfortunately, it is almost no longer attended to.

A more concrete, usable, rational, and problem-oriented follow-up guide is still needed to be designed and generalized in order to meet the objectives and forms listed above. The program implementation of the generalized follow-up guide can be developed and proposed by student personnel workers at each higher education institution in cooperation with Student Government Association staff.

As mentioned in the previous chapters, the purpose of this study is to explore whether or not the P-4 Training Program influences students' knowledge and understanding of Pancasila and other related issues; the main finding is that the P-4 Training Program significantly influences the students' cognitive and non-cognitive performance. The results of this study are limited to the students' cognitive and non-cognitive performance, which are obtained as the results of pre- and post-tests as a main technique.
Interview and dialogue were employed as supplemental techniques to gather supporting information. The supporting information gathered by those supplemental techniques was also limited to the simple questions concerning students' interest in participating in the P-4 Training Program and their expectations for study in higher education and from having had the training experience.

Further Research

To gather comprehensive information regarding the students' citizenship awareness and their interest in participating in continuing national development, further research is proposed. This further research should employ larger samples and use additional variables. The respondents should be the students who have participated in and completed the P-4 Training Program.

The purpose of further research would be to explore students' opinions concerning their commitment to national development which will be very useful information for predicting the future steady national development. The further study should be focused on the issues regarding students' attitude toward the essence of national development, their opinions regarding improvement of the P-4 training strategy, and their expectations of their role in national leadership.

In addition to these issues, the status of the P-4 Training Program in higher education curriculum should be studied employing faculty members and curriculum developers as respondents. The
results would be expected to show the differences and the similarities between the P-4 Training Program and a 2-credit academic course in the "Pancasila subject of instruction." Questionnaires could be employed to compare their effectiveness, the quality of training outcomes, the advantages and disadvantages of both educational approaches, and the degree of socio-political impact.

**Recommendations**

This section is focused on suggestions to the government and to higher education institutions on particular issues. These suggestions are based on the results of the research concerning P-4 training strategy and constraints. The particular issues to be recommended and suggested in this section are: (1) training of trainers; (2) follow-up guide for student development; and (3) the resolution of training objectives and methods.

**Training of Trainers**

As mentioned above, most trainees complained that some facilitators or trainers were not sufficiently able to train or to deliver and perform training methods, techniques, and subjects (content areas) in the process of the P-4 Training Program. It is important to improve the training of trainers (TOT) program which is commonly called "refresher for trainers." In designing, planning, and implementing the TOT, these concerns should be taken into account.

**Needs Assessment.** This step should be conducted prior to training (refreshing) concerning: (1) trainers' needs to improve their knowledge of training content areas (topics and issues); (2)
trainers' ability to demonstrate training methods and training media; and (3) trainers' capability or readiness to train -- in large group (cluster) by using lecture as a method and question-answer as a technique; in medium group (class) by using a discussion method; in small group by using a discussion method and personal approach; in simulation group by using a simulation method; or in more than one kind of training group by using multiple methods and multi-media, respectively.

**TOT Strategy and Curriculum Development.** Based on the results of the needs assessment, the TOT should be developed by paying attention to:

1) **Preparing trainers for TOT** by cooperation between higher education institutions and BP-7 National or Provincial level. The trainers for TOT are trainers who are capable of teaching and are well informed about training content areas and are able to demonstrate training methods and media;

2) **develop ways of planning each session** around clear, concrete objectives for each group of trainees (for example, a group of trainees who specify their interest in the content area "P-4" or "the 1945 Constitution" or "Simulation and Games method");

3) **incorporate techniques and principles** for each session (it may be necessary to develop sub-programs for each group);
4) schedule general issues for an initial training session, which will be attended by all groups of trainees, and sketch out specific topics, objectives, and techniques for each group for later sessions.

**TOT Implementation.** The implementation of the TOT program should be as follows:

1) Split trainees into groups depending on the results of needs assessment;
2) Determine "capable trainer(s)" for each group of trainees;
3) Prepare training facilities and media which are needed by each group (training class); and
4) implement the TOT program in each group without depending on a rigid training duration time. Nevertheless, training-time estimation in general for all groups should be considered and planned as accurately as possible. The schedule for the closing session should be the same for all groups.

This TOT program should be proposed, planned, and implemented in each higher education institution at least one month before the P-4 Training Program for students is to be conducted.

**Follow-up Guide for Student Development**

To maintain and develop students' knowledge and understanding about Pancasila and other related issues concerning socio-political life, it is important to have a guideline to conduct their new life situation as students and as young citizens. The guideline should be based on campus life and academic community characteristics.
Uniform or centralized guidelines for students' development while they are in the freshman year should be released by the Central Government or Ministry of Education and Culture, and entrusted to higher education institutions to be developed and realized. The model for the follow-up (after-care) guide can be formed as a group discussion program, community service program, or leadership training program, relating to students' experience as participants in the P-4 Training Program and in academic life situations.

**Training Objectives and Methods Resolution**

Considering that the trainees of the P-4 Training Program in this study are students (freshmen) or younger intellectual citizens, it is important to pay specific attention to the P-4 training objectives and methods. The suggested training objectives and methods resolution is based on the purpose of the P-4 Training Program for students of higher education, which is to integrate the students' attitude, intellect, and skills to be useful for their life in school and in the future.

To make the objectives and methods of the training program more effective means to make them more specific, more adaptable, and more outcome-oriented than in training programs for other groups and types of training. This suggestion or expectation is also intended to make the P-4 Training Program for students of higher education produce good results or training outcomes so that, socio-politically and academically, the students are useful to themselves and to the nation as well.
Based on the results of this study, the expected training goals, objectives, methods, and techniques which can mold students' attitude, intellect, and skills to become more adaptable and useful in their daily life should be developed in such a way that both objectives and methods will support each other toward those useful outcomes. The appropriate training objectives recommended here should include: process objectives, performance objectives, and behavioral objectives. The appropriate training methods recommended here should include: inquiry learning, discovery learning, and experiential learning. The discussion method should be broken down into three types of discussions based on a taxonomy of discussion groups.

The training objectives and methods resolution can be developed as a complement of the "Training Guide-Book" by BP-7 National Level. The references for this effort may parallel the references in this dissertation, for instance, Meyers', Orlich's, Dewey's, Whitehead's, and others' books. For these concerns, the BP-7 National Level can organize a one- or two-day workshop and call together the Heads of BP-7 Provincial Level and the Minister of Education and Culture with the proper staff to be participants in this workshop.
Final Thoughts

Some final thoughts, which might be considered as supporting suggestions or information and indirect indication of the P-4 Training Program's components, aspects, strategy, and provisions as an academic program and as a "special training model" for the students of higher education, are offered in this section. This program is designed and planned as an educational approach to developing a political socialization for younger citizens.

This study has produced some information and data which have been presented as fulfilling its purpose. However, some indications of the research findings need further exploration, support, and reasoning, practically and theoretically. This study explored and analyzed the impact of the P-4 Training Program on the students' cognitive and non-cognitive performance and gave an indication of how the students' knowledge and understanding enter into the value of national independence and development and strengthen their national awareness and citizenship.

Obviously, it is important to educate young people to integrate their mind, spirit, and body for creating their better future life and participating in continued national development. This expectation can be realized by mutual supports for mutual benefits to the family (parents and other relatives), educational institutions (higher education), and the government, by conducting
and letting students create constructive activities in the family, in the school, and in the community.

Through education and confidence coming from adult educators and student founders, students' personal maturity and self-confidence will grow and develop naturally. This means the older generation passes down everything good to the younger generation. This situation is essential to support the development of Indonesian society as well as the development of a democratic nation of Indonesia.

The current younger generation (students), born after 1965, is now nearly grown and has been heavily influenced by the progress of national development. They have adapted to the progress of national development since they were children. It is almost assumed that they do not have contradictory ideas in interpreting and understanding national independence, identity, and national development. Education and guidance from adults and educators can assist them in developing their reasoning and understanding as members of the national community.

Contemporary education is directed toward "a new tripartism". According to Williamson (1987): "... the academic (as traditionally conceived), the technological (concerned with information technology), and the technical and social (focused on the basic practical and life skills)..." (cited in Marlsand, 1987, p. 153).

For the needs of national development, educational systems and programs in Indonesia are already adapting and matching this view.
The P-4 Training Program for students of higher education in Indonesia is considered to be a complete guidance program for young people in higher education. It includes information on socio-political, physical, and mental development. To help develop students' professional skills, the adult persons should allow them and guide them to participate directly or indirectly in the process of national development. In other words, the younger generation's involvement in the national development process needs to be realized effectively, and to be attuned to the student's sense of responsibility rather than to the profit motive.

On the contemporary national development stage, it is time to revise the "Student Development Program" to be more compatible with the needs of national development, rather than the past endeavors concerning student development policy. In accordance with the above explanation, this study also found a number of indications that the students in this decade have a much greater understanding of and intention to embody responsible citizenship than the students of past decades. This social phenomenon is one indication of Indonesia's successful educational and development systems.

It is important to try to improve the quality of the P-4 Training Program for students of higher education, both its strategy and process, in the "Fifth Five Year Development Plan" (REPELITA V). Its goals, aims, and objectives should be made clear and confirmed in order to be implemented easily in the training process in developing students' attitude, intellect, and skills. The expected
training outcomes are not only for the students' own benefit but also to ensure steady national development in which their attitude, intellect, and skills will meet the needs of Indonesia in its future development.
APPENDIX A

RESEARCH INSTRUMENTS
Respondent: Individual student

Time: Prior to training

I. Personal Identification, background, and experience: Records or Notes

1. Code number of respondent (name): ____________________________

2. Sex: ___ male ___ female

3. Age: ___ 17, ___ 18, ___ 19, ___ 20, ___ 21 and up

4. Education:
   a. Type: ___ public school, ___ vocational school
   b. Name: ___ SMA, ___ SPG, ___ SMEA, ___ STM, ___ SMKA,
      ___ SGO, ___ PGA, ___ other (____________)
   c. Major study (for those who graduated from public school)
      ___ science and math (IPA--fisika, biologi),
      ___ social studies, ___ arts and language,
      or ___ other (be specific)

5. Grade of Pancasila Moral Education (PMP) course in national final test (evaluation): ___ or ___

6. Experience in the P-4 training before enrolling in college:
   ___ yes ___ time(s), type(s), or level(s): A, B, C (120 hours, 100 hours, 45 hours, 25 hours, 17 hours, or ________ (other); or ___ no experience
II. Personal opinion about the P-4 Training Program: Questions

1. How do you feel about the P-4 Training Program you should participate in before you begin to study in this college?
   a. very interested, b. interested, c. neutral,
   d. uninterested, or e. very uninterested.
   What is the reason for your answer:

2. Because you should participate in the upcoming P-4 Training Program, do you have specific expectations about what you will obtain through the process of P-4 training? (yes or no).
   What are the reasons for your answer?

3. What do you think about the contents and issues of the P-4 Training Program?
   a. more political issues, b. more scientific and academic issues, c. more logical and philosophical descriptions, or
d. ________________________________ (other opinion).
   Explain the reason for your answer (opinion):

4. Are you interested to be one of "the best seventeen" trainees in your group? (yes or no). What is (are) the reason(s) for your answer?
5. If you have a good or high interest in the P-4 Training Program, is your interest connected with the short-term goals of your academic program or with the long-term goals of your academic, social, and political lives? Explain your answer and its reason(s) ________________________________________________

______________________________________________________________

6. Do you have any idea about the correlation between the P-4 Training Program and national development? Explain your answer briefly. ________________________________________________

______________________________________________________________
A-2: PRE- AND POST-TEST ITEMS

I. Non-cognitive Item Tests (NC)

NC 1. Your attendance in P-4 training is motivated by:
   (1) academic requirement
   (2) personal need and interest
   (3) fulfillment of a formalized ceremonial
   (4) moral and social responsibility
   (5) nothing

NC 2. You have known the term "Pancasila" since you have been in:
   (1) kindergarten (early learning center)
   (2) primary school
   (3) junior high school
   (4) senior high school
   (5) just right now

NC 3. The program of the younger generation's development is par-
   ticularly aimed at guiding and developing young people so
   that they may become:
   (1) the national leaders
   (2) an elite and intellectual group
   (3) skillful manpower
   (4) fully adhered citizens
   (5) cadres to continue the national struggle and national
       development

NC 4. You graduated from senior high school as one of your require-
   ments to enroll higher education institutions. Your past
   major study was:
   (1) science and mathematics
   (2) social studies
   (3) vocational studies
   (4) arts and language
   (5) others

NC 5. Your interest with this major study is (still):
   (1) very interested
   (2) interested
   (3) moderate
   (4) uninterested
   (5) strongly uninterested

NC 6. As for your own intellectual reasoning and development, this
   major study made you feel:
   (1) most satisfactory
   (2) satisfactory
   (3) moderate
   (4) unsatisfactory
   (5) completely unsatisfactory
NC 7. How strong is your interest and desire to continue your study in higher education institution?
   (1) very high
   (2) high
   (3) moderate
   (4) low
   (5) very low

NC 8. In what area do you see yourself looking for a job in your future life?
   (1) civil service
   (2) armed force
   (3) private business
   (4) farming
   (5) merchant

NC 9. Do you agree with the present (given) major study at this higher education institution?
   (1) strongly agree
   (2) agree
   (3) moderate
   (4) disagree
   (5) strongly disagree

NC 10. How many credits approximately will you be taking for each semester?
   (1) 10 credits maximum
   (2) 10-15 credits
   (3) 15-20 credits
   (4) 20-25 credits
   (5) more than 25 credits

NC 11. Is the department you will be enrolling in suitable with your own ideas and willingness?
   (1) definitely suitable
   (2) suitable
   (3) moderate
   (4) unsuitable
   (5) definitely unsuitable

NC 12. Do you have any intention to change your major study or department?
   (1) definitely I will not
   (2) I will not
   (3) I will think about it
   (4) I will
   (5) definitely I will
NC 13. Are you interested in becoming an activist in a student or youth organization during your academic program?
(1) surely interested
(2) interested
(3) somewhat
(4) uninterested
(5) completely uninterested

NC 14. Do you have an imagination or understanding that the principle of the 1945 Constitution expresses the ideas and incorporates the aims for which independence was proclaimed in 1945 and bears the revolutionary spirit and the vitality of the era?
(1) highly understand
(2) understand
(3) understandable
(4) still confused
(5) do not understand at all

NC 15. As long as you can follow and study Pancasila, the 1945 Constitution, national development programs, and their backgrounds and principles, you might say to yourself that your knowledge and understanding about them is one of the levels where you are in:
(1) fully understand and aware
(2) understand
(3) need more information
(4) still confused
(5) do not understand yet

NC 16. If you are a teacher, and on every Friday one of your students is always missing in the classroom between 10:00 to 11:30 because of his duty in the mosque before Friday prayer, you will ask him to:
(1) substitute the missed times with other times
(2) give him special home-works
(3) compel him to attend the last session every Friday
(4) let him do what he wants to do
(5) give him grade 0 for it

NC 17. If someone comes to you and tells you that he has nothing to eat, but you have some foods or money for your own meal, you will decide:
(1) not to give anything to him
(2) to divide your personal belongings into two parts, for him and for yourself
(3) to ask him to find out the food from other people
(4) to ask him to look for jobs to get money or food
(5) to ask him to do something (work) for you today
NC 18. If a foreigner blames your own country in front of you, you will react to him as if to:
   (1) an enemy
   (2) a person who has a different opinion
   (3) a good guy
   (4) a person who has to be killed
   (5) a person who needs clear information

NC 19. If you are running for the President of the Student Government Association, but you lose to your rival, then you will:
   (1) ask the committee to recheck and re-count all the election cards.
   (2) give a special congratulations to the rival who won.
   (3) nominate yourself for the next candidacy.
   (4) ask everybody who voted for you to disobey all your rival's policy in his duty.
   (5) let it gone with the wind

NC 20. If there are three persons who need your help to lend them some money; of the three, one of them is your brother, another one is your close friend, and the last one is your relative who comes from far away. Your first attention will be directed upon:
   (1) your brother
   (2) your close friend
   (3) your relative
   (4) 1 and 2
   (5) 2 and 3

II. Cognitive Item Tests (C)

C 1. Officially, we should call Pancasila as:
   (1) a State Ideology
   (2) a national philosophy
   (3) a philosophy of life of the people
   (4) a state foundation
   (5) a way of life of the nation

C 2. As far as you can remember, what number in the list of the "Five Principles" is the principle of the "Unity of Indonesia"?
   (1) the first principle
   (2) the second principle
   (3) the third principle
   (4) the fourth principle
   (5) the fifth principle
C 3. The five principles are stipulated in the Preamble to the 1945 Constitution in the part of:
   (1) the first paragraph
   (2) the second paragraph
   (3) the third paragraph
   (4) the fourth paragraph
   (5) the conclusion

C 4. In the socio-political and national lives, Pancasila has been adopted as the:
   (1) sole principle
   (2) only one principle
   (3) one ideology
   (4) one of the national principles
   (5) only formal principle

C 5. According to Indonesian history, Pancasila was introduced as the state foundation on:
   (1) June 1st, 1945
   (2) June 22nd, 1945
   (3) August 17th, 1945
   (4) August 18th, 1945
   (5) July 5th, 1959

C 6. The true composition of the Five Principles is stipulated in the:
   (1) Djakarta Charter
   (2) Preamble to the 1945 Constitution
   (3) Preamble to the 1949 Constitution
   (4) Preamble to the 1950 Constitution
   (5) Decree of the President, July 5th, 1959

C 7. The meaning of "Supernatural power" of the Pancasila connotes:
   (1) the national endurance.
   (2) the ideological endurance.
   (3) the principal endurance.
   (4) the governmental endurance.
   (5) the political endurance.

C 8. According to Indonesian history, the term "Pancasila" was originated from the "Sanskrit" language given by the book:
   (1) Veda
   (2) Ramayana
   (3) Arjuna Wiwaha
   (4) Negara Kertagama
   (5) Mahabrata
C 9. The efforts to change over the Preamble to the 1945 Constitution whoever wants to do it, means the efforts:
   (1) to change the national ideology.
   (2) to change the state foundation.
   (3) to change the 1945 Constitution.
   (4) to disperse the state structure.
   (5) to redefine the principle of independence.

C 10. The 1945 Constitution formally began to a valid national constitution on:
   (1) August 17th, 1945
   (2) August 18th, 1945
   (3) August 17th, 1949
   (4) August 17th, 1950
   (5) July 5th, 1959

C 11. The important part(s) of the 1945 Constitution for our current national life is:
   (1) totality of the Constitution.
   (2) Preamble to the Constitution.
   (3) body of the Constitution.
   (4) transitional order.
   (5) interregnum order.

C 12. "The state should be based upon belief in God the Almighty."
This sentence is written in the 1945 Constitution in the part of the:
   (1) Preamble.
   (2) Chapter XI.
   (3) Article 29, section 1.
   (4) Article 29, section 2.
   (5) Chapter XI, Article 29.

C 13. "Every citizen should have the right to obtain education."
This sentence is written in the 1945 Constitution in the part of the:
   (1) Chapter XIII.
   (2) Article 31.
   (3) Article 31, section 1.
   (4) Article 31, section 2.
   (5) Chapter XIII, Article 31.
C 14. "Branches of production which are important to the state and which affect the life of the most people should be controlled by the state." This sentence is written in the 1945 Constitution in the part of the:
(1) Article 32.
(2) Article 33, section 1.
(3) Article 33, section 2.
(4) Article 33, section 3.
(5) Article 34.

C 15. Based on the first paragraph of the Preamble to the 1945 Constitution, "independence" is stated as the right of:
(1) the Indonesian people.
(2) every nation.
(3) independent nation.
(4) colonialized countries.
(5) every individual citizen.

C 16. The 1945 Constitution bears revolutionary vitality and is inspired by Indonesia's spirit of unity, common goal, and democracy. This idea is directed toward:
(1) the 1945 generation.
(2) the government.
(3) the younger generation.
(4) the Indonesian people.
(5) the national country.

C 17. Shortly after the Javanese Army surrendered to the Allied Army in 1945, the Indonesian people proclaimed themselves independent on August 17th, 1945. Truthfully, the independence reach was:
(1) given by Japan.
(2) God's blessing.
(3) the high ideal of a free national life.
(4) 1, 2, and 3.
(5) 2 and 3.

C 18. If you read the Preamble to the 1945 Constitution, its juridical meaning is similar to:
(1) the Djakarta Charter.
(2) a complete draft of the independence proclamation.
(3) the Preamble to the 1949 Constitution.
(4) the Preamble to the 1950 Constitution.
(5) the Decree of the President, July 5th, 1959.
C 19. The 1945 Constitution states clearly that one of the objectives of Indonesian national state is to participate in implementing the world order which is based upon:
(1) independence.
(2) abiding peace.
(3) social justice.
(4) 1, 2, and 3.
(5) 1 and 3.

C 20. The essence of national development is the development of the Indonesian human being in all aspects of life and the development of the entire society. This means the development is emphasized in regard to:
(1) economic development.
(2) physical/material development.
(3) spiritual/mental development.
(4) political development.
(5) unimpaired multi aspect development.

C 21. The principle of "utility" of national development is the principle that all development efforts and activities should be utilized for:
(1) the maximum benefit of humanity.
(2) every individual citizen.
(3) the national country.
(4) the Indonesian people.
(5) the government.

C 22. The principle of just efforts and brotherly spirit are the principles behind all efforts to achieve:
(1) personal welfare.
(2) mutual cooperation.
(3) mutual understanding.
(4) collective responsibility.
(5) collective reward.

C 23. The principle of democracy is based on Pancasila, that the development covering the field of politics, social affairs, and economy, as well as the national problems, should be solved through deliberations in order to achieve:
(1) an alternative solution.
(2) a strict decision.
(3) a satisfactory solution.
(4) a consensus.
(5) the majority decision.
C 24. The principle of harmony of life refers to a harmonizing balance between:
(1) national and international interests.
(2) material and spiritual interests.
(3) the various interests.
(4) individual and public interests.
(5) the government and the people's interests.

C 25. The principle of legal consciousness means that every citizen of Indonesia should always be aware of and be loyal to the law, and that the state has the duty to:
(1) uphold legal security.
(2) maintain national culture.
(3) guarantee legal security.
(4) 1 and 2.
(5) 1 and 3.

C 26. The principle of self-reliance means that the national development should be based on:
(1) the identity of the nation.
(2) the confidence in one's own capability and strength.
(3) the national self-esteem.
(4) 1 and 2.
(5) 2 and 3.

C 27. The principle of justice and equity is the principle that the material and spiritual gains of development will be equally enjoyed by the whole of the people in accordance with one's merits and services rendered to the:
(1) nation.
(2) state.
(3) government.
(4) 1 and 2.
(5) 2 and 3.

C 28. "The promotion of rapid economic growth that contributes to a dynamic and stable society by ensuring the equitable distribution of the gains of development..." This statement is called:
(1) the three fundamental objectives of national development.
(2) the eight equitable distribution channels.
(3) the trilogy of development.
(4) the philosophy of national development.
(5) the targets of national development.
C 30. The following personal characteristics—enlightenment, tolerance, respectfulness, righteousness, etc.—to perform expected values as fit as possible with the:
(1) first principle.
(2) second principle.
(3) third principle
(4) fourth principle.
(5) fifth principle.

C 31. Keeping national harmony and world order based on freedom, social justice, and peace is encouraged to become a personal attitude based on the:
(1) first principle.
(2) second principle.
(3) third principle
(4) fourth principle.
(5) fifth principle.

C 32. Everyone is expected to have confidence in the community, and to believe in equality, objectivity and honesty. These characteristics are encouraged by the:
(1) first principle.
(2) second principle.
(3) third principle
(4) fourth principle.
(5) fifth principle.

C 33. Protection for the weak, but with the weak working according to their abilities, is encouraged by the:
(1) first principle.
(2) second principle.
(3) third principle
(4) fourth principle.
(5) fifth principle.

C 34. If in the sight of God all people are equal, then they must have brotherly love between them; this is encouraged by the:
(1) first principle.
(2) second principle.
(3) third principle
(4) fourth principle.
(5) fifth principle.
C 35. Indonesia's fundamental aims and principles state that independent Indonesia should be a state form of a republic wherein the sovereignty is vested in the:
(1) president.
(2) MPR (Deliberation Assembly of the People).
(3) people.
(4) law.
(5) government.

C 36. The entire Indonesian archipelago should form one legal unity in the sense that there should be only one national law serving the national interest. This is a part of the "Nusantara Outlook" that the Indonesian Archipelago as one:
(1) unity of defense and security.
(2) economic unity.
(3) political unity.
(4) social and cultural unity.
(5) unity in diversity.

C 37. Write down the meaning of the three groups of feathers of the Eagle of Pancasila.

C 38. Write down the Five Principles according to the five symbols in the "Shade of the Eagle."

C 39. Complete and draw the islands of the Indonesian archipelago by following the key-words (cities) "Sabang-Merauke" and check ( ) your own province/region where you were born (come from).

C 40. Write down the "Trilogy of Indonesian National Development"

(Item tests No. C 37 to C 40, see on the next page.)
C 37-38. The Eagle of Pancasila; Motto: Unity in Diversity
Write down the meaning of feathers (see: a, b, and c) and write down the five principles of Pancasila (see 1, 2, 3, 4, and 5)

a. 

b. 

c. 

C 39. Complete the islands of Indonesian Archipelago by following the key-words (cities) Sabang - Merauke. Check ☐ your own province (region) where you were born.

C 40. Write down the "Trilogy" of development:

1. 

2. 

3. 

A-3-1: DIALOGICAL GUIDE
(Training Delivery System)

Respondent: Trainee (New students in small groups) -- Special issues:

Break event: Contents-lecturing
Emphasis: method & trainers

1. Could you adapt the whole picture of the training contents and issues by following the recent three sessions? The answers should be directed towards:
   a. The systematic of topics
   b. The illustration of contents
   c. The use of terms and terminology
   d. The description of integrated ideas

2. Do you have special comments about the classroom atmosphere and training implementation? The answers should be directed towards the ability of trainers in:
   a. Transferring training topics
   b. Transforming ideas and understanding
   c. Attending training sessions
   d. Reflecting voice, mannerism and eye contact
   e. Probing and answering questions
   f. Using appropriate methods and media
3. Did you have some advantages in memorizing and understanding the training contents in those sessions? The answers should be directed towards:
   a. The strengths and weaknesses of the lecturing method
   b. The benefit of using media
   c. The training atmosphere

4. Do you have any comments and suggestions regarding the roles of:
   a. Trainers,
   b. Methods and media, and
   c. Training-sites and environment
A-3-2: DIALOGICAL GUIDE
(Training Delivery System)

Respondent: Trainees (New students in small groups) -- Special issues:

Break event: __________________________ Contents-lecturing

Emphasis: __________________________ method & facilitators

1. Describe your comments or opinion regarding your experience in the past training sessions. The answers should be directed towards:
   a. The differences between lecturing and discussion methods
   b. The facilitators' roles and styles
   c. The training strategy and technique
   d. The degree of understanding and perception

2. Were you always involved actively in every training session?
The answers should be directed towards:
   a. Active listening, or
   b. Active participation, or
   c. Active intervention, or
   d. Almost doing nothing

3. Describe your conclusion and suggestion of the past training sessions. The answers should be directed towards:
   a. The improvement of their knowledge and understanding
   b. The advantages and disadvantages of using the discussion method
   c. The strengths and weaknesses of the role of facilitators
   d. Exploring positive suggestions for future training program improvement
4. Tell us if there is (are) something(s) or impression(s) you feel are:
   a. Very interesting
   b. Very funny
   c. Very repugnant/boring
A-3-3: DIALOGICAL GUIDE
(Training Delivery System)

Respondent: Trainees (New students in small groups)

Break event: ____________________ Emphasis: ____________________

1. Do you have any comment about the benefit of the use of the simulation method in the last training sessions? The answers should be directed towards:
   a. Whether or not the training is interesting
   b. Whether or not the training contents are easy to understand
   c. Whether or not the method stimulate participative training
   d. Whether or not training sessions more effective and efficient

2. Can you describe the training situation when you were directed and facilitated through the use of the simulation method in the last training sessions? The answers should be directed towards:
   a. Facilitators' roles
   b. Trainees' involvement and activities
   c. Integration of topics and issues
   d. Classroom situation

3. Do you have any observations or impressions about the effectiveness of delivering training by using the simulation method?

The discussion should be directed towards:
   a. Effective use of time
   b. Training ability to guide trainees
   c. Facilitators' satisfaction and enthusiasm
   d. Trainees' participation
4. Other comments and issues please write down or discuss them if still any more time.
APPENDIX B

DATA LIST
DATA LIST
(11 pages)

Heading Code Direction: Read both heading code (in alphabetical order) and data code (in Arabic numerical order) from the left to the right.

A is equal to the first three Arabic numbers is the "respondents' code."
B is equal to the next one Arabic number is the "respondents' higher education code."
C is equal to the next one Arabic number is the "pre- and post-test code."
D is equal to the next ten respective Arabic numbers is the "demographical data code."
E is equal to the next two Arabic numbers is the "pre- and post-test scores."
F is equal to the last twenty Arabic numbers is the "non-cognitive response code."

All codes represent pre- and post-test results except the demographical data code.
### DATA LIST

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DEMOGRAPHICAL INFORMATION

I. : Provincial codes
(1) West Java (JB)
(2) Jakarta (DKI)
(3) Central Java (JTN)
(4) East Java (JTM)
(5) West Sumatra (SMB)
(6) Aceh D.I (AC)
(7) South Sumatra (SMSL)
(8) Bali (BL)
(9) East Kalimantan (KLM)
(10) South Sulawesi (SLWS)
(11) Timor (TM)
(12) The USA (AS) New York
(13) Maluku (MU)
(14) North Sumatra (SU)
(15) West Irian—Irian Jaya (Irja)

II. : Tribes codes
(1) Sundanese (SD)
(2) Javanese (JW)
(3) Minangkabau—Padang (MK/P)
(4) Minahasa (IND)
(5) Bali (BL)
(6) Tapanuli—Batak (TP-BT)
(7) Dayak (DY)
(8) Bugis (MKS)
(9) KUTAI (KT)
(10) INDONESIA—Mixture (IND)
(11) Chinese (CN)
(12) Bangka (BK)
(13) Maluku (ML-MU)
(14) Irian (IR)
(15) Madura (MD)

III. : Ethnicity codes
(1) Indonesia (IND)
(2) Chinese (CH)
(9) Missing

IV. Other Items
1. Gender: (1) M
   (2) F
2. High School
   (1) General
   (2) Vocational
3. Age
   (1) 17
   (2) 18
   (3) 19
   (4) 20
   (5) 21 and up
4. See I, II, III
5. Higher Education Institutions
   (1) IKIP Bandung
   (2) UNPAD
   (3) UNPAR
6. Undergone Test
   (1) PMDK (interest and ability)
   (2) Written test (Sipenmaru)
   (3) Special written test
DATA IDENTIFICATION

I. ID NUMBER OF RESPONDENTS

(1) Group A -- IKIP Bandung  @ 001 - 182
(2) Group B -- UNPAD @ 183 - 271
(3) Group C -- UNPAR @ 272 - 356

II. TEST SCORES GUIDE

(1) Pre-Test
(2) Post-Test

III. ITEM OPTIONS CODE

(1) Option a
(2) Option b
(3) Option c
(4) Option d
(5) Option e
(9) Missing
APPENDIX C

EXAMPLES OF ANSWER SHEETS
LEMBARAN PERNYATAAN PERSIITJUAN
Informed Consent Form

Saya bersedia untuk tutur serta dalam studi ini, yang bermaksud untuk menyelidiki ciri-ciri dan kebutuhan yang bersifat psikologik dalam penelitian ini.

Saya memahami bahwa tidak ada hal-hal yang menjadi beban/risiko saya pribadi yang berhubungan dengan jawaban saya terhadap pertanyaan-pertanyaan itu.

Saya tidak keberatan terhadap penyebaran hasil yang diperoleh dari studi ini yang merupakan informasi yang bersifat umum, tanpa menyinggung nama dan identifikasi pribadi secara khusus.

Saya memahami bahwa peneliti akan bersengketa hati untuk menjawab pertanyaan-pertanyaan seutai dengan prosedur dari studi ini. Pertanyaan-pertanyaan yang mungkin dapat mempengaruhi hasil dari studi ini akan ditangguhkan sampai penelitian ini selesai. Hal hal yang berhubungan dengan masalah studi ini kemungkinan akan dikembalikan kepada Endang Suwanti Nawawi, 030 Prince House, University of Massachusetts, Amherst, MA. 01003 USA.

Saya menyadari bahwa ada kemungkinan saya mengetahui pertanyaan-pertanyaan atau mengabaikan prosedur yang di-rasakan bersifat menekan. Saya mungkin mengurangi kesediaan saya atau pada suatu waktu saya tidak melanjutkan keikutsertaan ini.

Saya telah membaca dan mengerti pernyataan di atas dan secara sukarela saya bersedia untuk tutur ambil bagian dalam studi ini.

Bandung, 16 Agustus 1987
Tanda tangan peserta

[Signature]
CICHI SIKABIN

Saya menyatakan bahwa saya telah menunjukkan informasi di atas kepada para peserta dan telah menjamin maksud kesediaan mereka.

Bandung, 16 Agustus 1987
Tanda tangan peneliti
LEMBARAN JAWABAN
BAGIAN I

Beri tanda silang (X) atau isi di mana perlu dengan jawaban yang tepat

1. a X
2. X b
3. a X c d e
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   b. SUNDÁ
   c. ASLI INDONESIA
5. a b c
6. a b c
7. a b c d
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III. Mengingat dan mengungkapkan kembali


A. Sebutkan arti dari pengelompokan bulu-bulu dari pada "Garuda" ini (perhatikan huruf a, b, dan c)

B. Sebutkan nama dari sika-sika Pancasila sesuai dengan petunjuk nomor 1 s/d 5.

C. Lengkapi gambar pulau-pulau dari Republik Indonesia di bawah ini dengan mengikuti petunjuk gambar yang sudah ada dan letak kota Sabang dan Merakab; kemudian tentukan letak propinsi tempat kelahiran saudara dengan memberi tanda silang (X).

D. Tuliskan inti dari apa yang dimaksud dengan "triologi" Pembangunan.

2. Perumahan Ekonomi yang Luas (wget).
3. Sinergitas nasional yang Seluas 10 limas.
Saya bersedia untuk turut serta dalam studi ini, yaitu beraneka untuk menyelidiki ciri-ciri dan kebutuhan yang bersifat psikologik dalam penelitian ini.

Saya memahami bahwa tidak ada hal-hal yang menjadi beban/risiko saya pribadi yang terhadap pertanyaan-pertanyaan itu.

Saya tidak keberatan terhadap penyebaran hasil yang diperoleh dari studi ini yang merupakan informasi yang bersifat umum, tanpa menyebutkan nama dan identifikasi pribadi secara khusus.

Saya memahami bahwa peneliti akan bersamaan hal ini untuk menjawab pertanyaan-pertanyaan seputar dengan prosedur dari studi ini. Pertanyaan-pertanyaan yang mungkin dapat mempengaruhi hasil dari studi ini akan ditanggapi.

Hal ini yang berhubungan dengan masalah hal ini kemungkinan akan dilimpahkan kepada Fudin Suwardi, Prum, Fudge House, University of Massachusetts, Amherst, MA. 01005 USA.

Saya menyadari bahwa ada kemungkinan saya mengalami pertanyaan-pertanyaan atau mengalami prosedur yang ditanggapi bersifat mengejek. Saya menghargai kemungkinan terjadinya saya atau pada suatu waktu saya tidak melanjutkan keikutsertaan ini.

Saya telah membaca dan mengerti pernyataan di atas dan secara sukarela saya bersedia untuk turut ambil bagian dalam studi ini.

Bandung, 31 Agustus 1987

[Signature]

[Signature]

Saya menyatakan bahwa saya telah membaca pernyataan dan mengetahui informasi di atas kepada para peserta dan telah menjamin makna dan kesedihan mereka.

Bandung, 31 Agustus 1987

[Signature]
LEMBARAN JAWABAN
BAGIAN I

Beri tanda silang (X) atau isi di mana perlu dengan jawaban yang tepat

1. a  X
2.  X  b
3. a  b  X  d  e
4. a. Alur huruf
   b. Standa
   c. W.M.t
5.  X  b  c
6. a  X  c
7. a  b  c  X
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LEMBARAN JAWABAN

BAGIAN II

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</table>

Hillal: 72.67
III. Memeriksa dan mengidentifikasi bahasa


A. Sebutkan arti dari pengelompokan bulu bulu dada pada "Garuda" ini (perhatikan huruf a, b, dan c).
B. Sebutkan nama dari sela-sela sumbangan dengan petunjuk nomor 1 s/d 5.

a. Bulu ekor yang menjorokkan bulu aquila (bidan kr.8)
b. Bulu bulu proklamasi bangsa Indonesia
c. Bulu sayap sumberan, 17. kemudian, kan langit disple asal yang feku, bagai telur.

d. Lengkaplah gambar pulau pulau dari Republik Indonesia dengan menghubungi petunjuk gambar yang sudah ada dan letak kota Sabang dan Blang Kelapa kemudian tentukan letak propinsi tempat kelahiran saudara dengan memberi tanda kota (X).

D. Tuliskan lintil dari apa yang dimaksud dengan "lilitan" Pembangunan.

1. Pembangunan Pembangunan dan lintil pada.
2. Pembangunan kontrol pada tingung kunci.
3. Hubungan lintas pada lintai antara.
APPENDIX D

ADDITIONAL TABLES
TABLE 19

Frequencies of the Cognitive Difference Scores Within Group 1
Between the Pre- and Post-Test Results
(N=181)

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Frequencies of the Cognitive Difference Scores Within Group 3 Between the Pre- and Post-Test Results (N=85)

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### TABLE 22

Frequency difference between non-cognitive pre- and post-test responses within each and total group (questions No. 1 and 2)

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TABLE 24

Frequency difference between non-cognitive pre- and post-test responses within each and total group (questions No. 5 and 6)

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<td>89 49.4</td>
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<td>116 64.8</td>
<td>123 68.3</td>
</tr>
<tr>
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<td>26 14.5</td>
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</tr>
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</table>
**TABLE 25**

Frequency difference between non-cognitive pre- and post-test responses within each and total group (questions No. 7 and 8)

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<thead>
<tr>
<th>Question and Option No.</th>
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<th>Group 3 (n=85)</th>
</tr>
</thead>
<tbody>
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<td>Pre-test</td>
<td>Post-test</td>
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</tr>
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<td>183</td>
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<td>17</td>
<td>4.8</td>
<td>12</td>
<td>3.4</td>
</tr>
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<td>.3</td>
<td>1</td>
<td>.3</td>
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<td>17</td>
<td>4.8</td>
<td>10</td>
<td>69.1</td>
</tr>
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263
TABLE 26

Frequency difference between non-cognitive pre- and post-test responses within each and total group (questions No. 9 and 10)

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<td>197</td>
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<td>221</td>
<td>62.3</td>
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<td>3.</td>
<td>26</td>
<td>7.4</td>
<td>19</td>
<td>5.4</td>
</tr>
<tr>
<td>4.</td>
<td>2</td>
<td>.6</td>
<td>0</td>
<td>0</td>
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<tr>
<td>5.</td>
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<td>.3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>NC-10</td>
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<td></td>
<td></td>
</tr>
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<td>16</td>
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<td>2.</td>
<td>29</td>
<td>8.3</td>
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<td>0</td>
</tr>
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<td>259</td>
<td>74.2</td>
<td>265</td>
<td>74.9</td>
</tr>
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<td>4.</td>
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<td>14.0</td>
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<td>19.2</td>
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<td>5.</td>
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<td>.3</td>
<td>5</td>
<td>1.4</td>
</tr>
</tbody>
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TABLE 27

Frequency difference between non-cognitive pre- and post-test responses within each and total group (questions No. 11 and 12)

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<th>Group 3 (n=85)</th>
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<td>Post-test</td>
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<td>2.</td>
<td>202</td>
<td>57.7</td>
<td>225</td>
<td>63.6</td>
</tr>
<tr>
<td>3.</td>
<td>23</td>
<td>6.6</td>
<td>13</td>
<td>3.7</td>
</tr>
<tr>
<td>4.</td>
<td>8</td>
<td>2.3</td>
<td>9</td>
<td>2.5</td>
</tr>
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<td>.6</td>
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<td>.3</td>
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<tr>
<td>NC-12</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>1.</td>
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<td>50.0</td>
<td>166</td>
<td>46.8</td>
</tr>
<tr>
<td>2.</td>
<td>115</td>
<td>32.7</td>
<td>138</td>
<td>38.9</td>
</tr>
<tr>
<td>3.</td>
<td>41</td>
<td>11.6</td>
<td>42</td>
<td>11.8</td>
</tr>
<tr>
<td>4.</td>
<td>16</td>
<td>4.5</td>
<td>9</td>
<td>2.5</td>
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<tr>
<td>5.</td>
<td>4</td>
<td>1.1</td>
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</tbody>
</table>
### TABLE 28

Frequency difference between non-cognitive pre- and post-test responses within each and total group (questions No. 13 and 14)

<table>
<thead>
<tr>
<th>Question and Option No.</th>
<th>Total Group (n=355)</th>
<th>Group 1 (n=181)</th>
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<th>Group 3 (n=85)</th>
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<tbody>
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<td>Post-test</td>
</tr>
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<td><strong>NC-13</strong></td>
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<td></td>
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<td></td>
</tr>
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<td>119</td>
<td>33.5</td>
<td>103</td>
<td>29.1</td>
</tr>
<tr>
<td>2.</td>
<td>194</td>
<td>54.6</td>
<td>204</td>
<td>57.6</td>
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<td>3.</td>
<td>34</td>
<td>9.6</td>
<td>24</td>
<td>6.8</td>
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<td>4.</td>
<td>8</td>
<td>2.3</td>
<td>19</td>
<td>5.4</td>
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<tr>
<td>5.</td>
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<td>1.1</td>
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</table>

| **NC-14**               |          |          |          |          |          |          |          |          |
| 1.                      | 107      | 30.5     | 124      | 35.0     | 59       | 33.1     | 65       | 36.1     | 22       | 24.7     | 31       | 34.8     | 26       | 31.0     | 28       | 32.9     |
| 2.                      | 237      | 67.5     | 227      | 64.1     | 115      | 64.6     | 115      | 63.9     | 66       | 74.2     | 56       | 62.9     | 56       | 66.7     | 56       | 65.9     |
| 3.                      | 6        | 1.7      | 3        | 1.8      | 4        | 2.2      | 0        | 0        | 1        | 1.1      | 2        | 2.2      | 1        | 1.2      | 1        | 1.2      |
| 4.                      | 1        | .3       | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| 5.                      | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
TABLE 29

Frequency difference between non-cognitive pre- and post-test responses within each and total group
(questions No. 15 and 16)

<table>
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<td>45</td>
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<td>76.9</td>
<td>296</td>
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<td>51</td>
<td>14.5</td>
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<td>3.7</td>
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<td>0</td>
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<tr>
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</tr>
<tr>
<td>NC-16</td>
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<td>31.0</td>
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<td>24.5</td>
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<td>.6</td>
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<td>.6</td>
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### Table 30

Frequency difference between non-cognitive pre- and post-test responses within each and total group (questions No. 17 and 18)

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<td>6.8</td>
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TABLE 31

Frequency difference between non-cognitive pre- and post-test responses within each and total group (questions No. 19 and 20)

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<td>9.0</td>
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<td>1.1</td>
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<tr>
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<td>5</td>
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<td>2.3</td>
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<td>81</td>
<td>23.4</td>
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<tr>
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<td>133</td>
<td>38.0</td>
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</table>
APPENDIX E

HISTOGRAMS
HISTOGRAM E-1

FREQUENCY DISTRIBUTIONS OF COGNITIVE PRE-
AND POST-TEST SCORES WITHIN GROUP 1

Frequency
By percent

Score

: Pre-test scores
...... : Post-test scores
HISTOGRAM E-2
FREQUENCY DISTRIBUTIONS OF COGNITIVE PRE-
AND POST-TEST SCORES WITHIN GROUP 2
HISTOGRAM E-3

FREQUENCY DISTRIBUTIONS OF COGNITIVE PRE- AND POST-TEST SCORES WITHIN GROUP 3

Frequency
By percent

Score

: Pre-test scores

: Post-test scores
HISTOGRAM E-4

FREQUENCY DISTRIBUTIONS OF COGNITIVE PRE-
AND POST-TEST SCORES OF TOTAL GROUP

---

- Solid line: Pre-test scores
- Dashed line: Post-test scores

Frequency

0 20 30 40 50 60 70 80 90

Score
FREQUENCIES OF THE COGNITIVE DIFFERENCE SCORES WITHIN GROUP 1
BETWEEN THE PRE- AND POST-TEST RESULTS
HISTOGRAM E-6

FREQUENCIES OF THE COGNITIVE DIFFERENCE SCORES WITHIN GROUP 2

BETWEEN THE PRE- AND POST-TEST RESULTS

Frequency
By percent
n = 89
HISTOGRAM E-7

FREQUENCIES OF THE COGNITIVE DIFFERENCE SCORES WITHIN GROUP 3

BETWEEN THE PRE- AND POST-TEST RESULTS

Frequency
By percent
n = 85
HISTOGRAM E-8

FREQUENCIES OF THE COGNITIVE DIFFERENCE SCORES WITHIN THE THREE
GROUPS, BETWEEN THE PRE- AND POST-TEST RESULTS
APPENDIX F

LETTERS OF RESEARCH RECOMMENDATION
DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN

DIREKTORAT JENDERAL PENDIDIKAN TINGGI

PROYEK PENGEMBANGAN LEMBAGA PENDIDIKAN TENAGA KEPEMIMPINAN

P.O Box 695
Jakarta 10010

Telepon: 021 7207736 & 876745
Telefax: 021 720 77 33

Nomor: 8735/P2LPTK.C/4/1987

Jakarta, 30 April 1987

Lampiran:
Ha 1: Permohonan izin dan bantuan pelaksanaan penelitian disertasi doktor

Yth. Rektor IKIP Bandung
Jln. Dr. Setiabudhi 229
BANDUNG

Dengan hormat,

Drs. Endang Sumantri Nawawi, MA, dosen FPIPS IKIP Bandung, adalah karyaswia P2LPTK program doktor di the University of Massachusetts, Jurusan Affective Education (Pendidikan Moral). Yang bersangkutan telah lulus ujian komprehensif dan kini tengah menggarap disertasi.


Sehubungan dengan itu, kami mohon izin dan bantuan Bapak agar karya ini karyaswia P2LPTK tersebut dapat melaksanakan penelitian dan memperoleh bahan yang diperlukannya di lembaga yang Bapak pilih.

Perhatian dan bantuan Bapak sehingga karyaswia kami tersebut dapat melaksanakan program dan memperoleh bahan yang dicarinya dengan baik sangat kami hargai.

Tepatnya:
1. Direktur Binsarak, sebagai laporan
2. Education Officer, UPBI
3. Office Manager
4. Drs. Endang Sumantri Nawawi, MA
5. Arsip
DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN

DIRKETORAT JENDERAL PENDIDIKAN TINGGI

Nomor : 856/02/87
Lampiran: -
Perihal : Permohonan izin dan bantuan pemerolehan informasi untuk disertasi doktor

Yth. Kepala BP-7 Pusat
Jalan Pejambon
JAKARTA

Dengan hormat,

Drs. Endang Sumantri Nawawi, MA, dosen FPIPS IKIP Bandung, adalah karyawan P2LPIK, Ditjen Dikti, program doktor di The University of Massachusetts, jurusan Affective Education (Pendidikan Moral). Yang bersangkutan telah lulus ujian komprehensif dan kini tengah menggarap disertasi.

Untuk menyelesaikan disertasinya, berjudul "Citizenship Training for Steady National Development : A Case Study of P-4 Training Program for The Students of Higher Education in West Java, Indonesia", Endang Sumantri bermaksud mencari informasi di lembaga yang Saudara pimpin. Informasi yang diperlukannya adalah hal-hal yang berkaitan dengan "Kebijaksanaan (Policy) dan pelaksanaan Penataan P-4 untuk Mahasiswa Selama Empat Tahun Terakhir".

Sehubungan dengan itu, kami mohon izin dan bantuan Saudara agar kiranya karyawan P2LPIK tersebut dapat melaksanakan program dan memperoleh bahan yang dicarinya pada lembaga yang Saudara pimpin.

Perhatian dan bantuan Saudara sehingga Endang Sumantri dapat memperoleh bahan yang diperlukannya dengan baik kami harap.

Azn Direktur Jenderal Pendidikan Tinggi

Iembusan:
1. Dirjen Dikti, sebagai laporan
2. Pemimpin P2LPIK
3. Rektor IKIP Bandung
4. Drs. Endang Sumantri Nawawi, MA
5. Arsip.
DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL PENDIDIKAN TINGGI

Nomor : 857/D0/87
Lampiran : -
Perihal : Permohonan izin dan bantuan penelitian untuk disertasi doktor

Jakarta, 2 Mei 1987

Yth. Kepala UP-7 Propinsi Jawa Barat
Jalan Braga
BANDUNG

Dengan hormat,

Drs. Endang Sumantri Nawawi, MA, dosen FPIPS IKIP Bandung, adalah karyawan P2LPTK, Dirjen Dikti, program doktor di the University of Massachusetts, jurusan Affective Education (Pendidikan Moral). Yang bersangkutan telah lulus ujian komprehensif dan kini tengah menggarap disertasi.

Untuk menyelesaikan disertasinya, berjudul "Citizenship Training for Steady National Development: A Case Study of P-4 Training Program for The Students of Higher Education in West Java, Indonesia", Endang Sumantri bermaksud mencari informasi di lembaga yang Saudara pimpin. Informasi yang diperlukannya adalah hal-hal yang berkaitan dengan "Kebijaksanaan (Policy) dan pelaksanaan Penataran P-4 untuk Mahasiswa Selama Empat Tahun Terakhir".

Sehubungan dengan itu, kami mohon izin dan bantuan Saudara agar karyawan karyawan P2LPTK tersebut dapat melaksanakan program dan memperoleh beban yang dicarinya pada lembaga yang Saudara pimpin.

Perhatian dan bantuan Saudara sehingga Endang Sumantri dapat memperoleh beban yang diperlukannya dengan baik kami harap.

A.n. Direktur Jenderal Pendidikan Tinggi
Direktur Pembinaan Sarana Akademis,

Prof. Ir. S. Pramoedijono
NIP. 130120238

Embusan:
1. Dirjen Dikti, sebagai laporan
2. Pembina P2LPTK
3. Rektor IKIP Bandung
4. Drs. Endang Sumantri Nawawi, MA
5. Arsip.
Nomor : 857/02/87
Lampiran : -
Perihal : Permohonan Izin dan bantuan praktek lehnan
Informasi untuk disertasi doktor

Yth. Kepala UP-7 Propinsi Jawa Barat
Jalan Braga
BANDUNG

Dengan hormat,

Drs. Endang Sumantri Nawawi, MA, dosen FPIPS IKIP Bandung, adalah karyawan P2LPK, Dikti Dikti, program doktor di The University of Massachusetts, jurusan Affective Education (Pendidikan Moral). Yang berasal dari Jakarta telah lulus ujian komprehensif dan kini tengah menggara

disertasi.

Untuk menyelesaikan disertasinya, berjudul "Citizenship Training for Steady National Development: A Case Study of P-1 Training Program for The Students of Higher Education in West Java, Indonesia", Endang Sumantri bermaksud mencari informasi di lembaga yang Saudara pimpln. Informasi yang diperlukannya adalah hal-hal yang berkaitan dengan "Kebijaksanaan (Policy)" dan pelaksanaan Penataran P-1 untuk Mahasiswa Selama Empat Tahun Terakhir".

Sehubungan dengan itu, kami mohon izin dan bantuan Saudara agar karyawannya P2LPK tersebut dapat melaksanakan program dan memperoleh beban yang dicarinya pada lembaga yang Saudara pimpln.

Perhatian dan bantuan Saudara sehingga Endang Sumantri dapat memperoleh beban yang diperlukannya dengan baik kami harap.

A.n. Direktur Jenderal Pendidikan Tinggi

Direktur Pembinaan Sarana Akademis,

Prof. Ir. S. Pramotadl

NIP. 193120238

Tembusan:
1. Dirjen Dikti, sebagai laporan
2. Pemimpin P2LPK
3. Rektor IKIP Bandung
4. Drs. Endang Sumantri Nawawi, MA
5. Arsip.
DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL PENDIDIKAN TINGGI
Jln. Raya Jenderal Soedirman Pintu 1, Senayan, Trompolpos 190, Jakarta - 10002
Telp. 581436, 581982, 581466, 581903, 581843, 581805, 581988, 581446, 545441, 545416

Nomor : 859/02/87
Lampiran: -
Perihal : Permohonan Izin dan bantuan pelaksanaan penelitian disertasi doktor

Jakarta 2 Mei 1987

Yth. Rektor Institut Pertanian Bogor
Jalan Raya Pajajaran BOGOR

Dengan hormat,

Drs. Endang Sumantri Nawawi, MA, dosen FPIPS IKIP Bandung, adalah karyawan P2LPIK, Ditjen Dikti, program doktor di The University of Massachusetts, Jurusan Affective Education (Pendidikan Moral). Yang bersangkutan telah lulus ujian komprehensif dan kini tengah menggarap disertasi.


Schubungan dengan itu, kami mohon izin dan bantuan Saudara agar kiranya karyawan P2LPIK tersebut dapat melaksanakan penelitian dan memperoleh bahan yang diperlukannya di lembaga yang Saudara pimpin.

Perhatian dan bantuan Saudara sehingga karyawati tersebut dapat melaksanakan program dan memperoleh bahan yang dicarinya dengan baik sangat kami harap.

Direktur Pembinaan Sarana Akademis,

Prof. Ir. S. Pramoetadji

NIP. 130120238

Tembusan :
1. Pemimpin P2LPIK, Ditjen Dikti
2. Rektor IKIP Bandung
3. Education Officer, UPBT
4. Office Manager
5. Prof. Ir. S. Pramoetadi
6. Drs. Endang Sumantri Nawawi, MA
DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL PENDIDIKAN TINGGI
Jln. Raya Jenderal Soedirman Puri I, Senayan, Jakarta Pusat 10200
Telp. 581436, 581903, 581466, 581843, 581462, 581845, 581984, 581846, 582781, 581108

Nomor : 858/D2/87
Lampiran : 
Perihal : Permohonan izin dan bantuan pelaksanaan penelitian disertasi doktor

Yth. Rektor Universitas Katolik Parahyangan
Jalan Ciumbuleuit No. 94
BANDUNG

Dengan hormat,

Drs. Endang Sumantri Nawawi, MA, dosen FPIPS IKIP Bandung, adalah karyasiswa P2LPTK, Ditjen Dikti, program doktor di The University of Massachusetts, jurusan Affective Education (Pendidikan Moral), yang bersangkutan telah lulus ujian komprehensif dan kini tengah menggarap disertasi.


Sepakat dengan itu, kami mohon izin dan bantuan Saudara agar kiranya karyasiswa P2LPTK tersebut dapat melaksanakan penelitian dan memperoleh bahan yang diperlukannya di lembaga yang Saudara pimpin.

Perhatian dan bantuan Saudara sehingga karyasiswa tersebut dapat melaksanakan program dan memperoleh bahan yang dicarinya dunia baik sangat kami harap.

Tembusan:
1. Peneliti P2LPTK, Ditjen Dikti
2. Rektor IKIP Bandung
3. Education Officer, UPBT
4. Office Manager
5. Drs. Endang Sumantri Nawawi, MA
6. Arsip

Direktur Pembinaan Sarana Akademis,

[Signature]

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DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
INSTITUT KEGRURUAN DAN ILMU PENDIDIKAN BANDUNG
Jalan Dr. Sni Abdullah No. 229 Bandung Tlp (022) 83161-83162-83163-83164-831652

Berdasarkan surat bid harap

No. : 4972/Pt23/H/N/1987

Lampiran : 1

Hal : Permohonan izin penelitian

Kepada : Yth. Sdr. Rektor Universitas Padjadjaran

Pada Bandung

Dengan hormat kami beritahukan bahwa salah seorang staf pengajar IKIP Bandung, yaitu Sdr. Dra. Endang Sumantri Nawawi, M.A. pada saat ini se- 
dang mengikuti pendidikan di The University of Massachusetts dalam bi-
dang Affective Education (Pendidikan Moral).

Untuk menyelengarakan diaertasinya yang berjudul "Citizenship Training for Steady National Development: A Case study of P4 Training for The Students Higher Education in West Java, Indonesia" yang bersangkutna bersangkutan mengadakan penelitian mengenai penataran P4 Mahasiswa baru 1987 di ling-
kungan Universitas Padjadjaran khususnya di lingkungan Fakultas Pertan-
nian Unpad.

Sehubungan dengan hal tersebut di atas, kami mohon bantuan Saudara untuk 
dapat menginisiasikan yang bersangkutan mengadakan penelitian dimaksud.

Demikian permohonan kami, atas perhatian dan bantuan Saudara, kami ucap-
kan terima kasih.

TEMBUSAN :
1. Dekan Fakultas Pertanian Unpad;
2. Yang bersangkutan.
DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PADJADJARAN
Jalan Dipati Ukur No. 35  Tlp. No. 83271 s/d 83278 - Bandung

Nomor : 4373/PT06.H/N/87
Lampiran : -
Perihal : Izin Penelitian

Kepada : Yth. Rektor IKIP Bandung
Jalan Setiabudhi no. 229
Bandung

Sehubungan dengan surat Saudara Nomor : 4973/PT.05.H/II/1987,
perihal tersebut pada pokok surat dengan ini diberitahukan
bahwa kami dapat mengizinkan Sdr. Drs. Endang Sumantri
Nawawi, M.A. untuk melakukan penelitian di lingkungan Uni-
versitas Padjadjaran.

Demikian agar maklum.

[Signature]

TEMBUSAN
- Yth. Dekan Fakultas Pertanian
Universitas Padjadjaran.
Bantuan Penyelenggaraan Penelitian

Yth. Sdr. Ketua Jurusan dan Ketua Lembaga pendidikan di lingkungan FKIP IPB Bandung


Penelitian akan dilakukan pada:

HARI: Sabtu, tanggal 15 Agustus y.o.d. 2 Sept. 1987
WAKTU: Antara Jam 7.00 - 17.30 (Tiga Hari)
TEMPAT: FKIP - Kampus IKIP Bandung
OBJEK YANG DITELITI: Mahasiswa Baru Angkatan 1987/1988

Program/Jenjang S-1

Tema Penelitian:

Pelaksanaan Penetrator P4 dan OTLPK
(Khususnya penemuan Pretest dan Postest)

Demikian, atas perhatian Saudara kami ucapkan terima kasih.

Dekan

[Signature]

Pembantu Dekan 1,

[Signature]
BIBLIOGRAPHY


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Jay, Robert (1965). Religion and politics in rural Central Java. New Haven, CT: Yale University, South East Asia Monograph Series.


