DEVELOPMENT OF LEADERSHIP TEACHING MATERIALS BASED ON THE ELABORATION MODEL OF EDUCATION AND TRAINING BOARD GORONTALO PROVINCE

RUSDIN KADJIM
Postgraduate Program, Universitas Negeri Gorontalo of Indonesia
rusdinkadjim@gmail.com

SARSON W. DJ. POMALATO
Postgraduate Program, Universitas Negeri Gorontalo of Indonesia
rusdinkadjim@gmail.com

HAMZAH B. UNO
Postgraduate Program, Universitas Negeri Gorontalo of Indonesia
rusdinkadjim@gmail.com

SYAMSU Q. BADU
Postgraduate Program, Universitas Negeri Gorontalo of Indonesia
rusdinkadjim@gmail.com

ABSTRACT

The objectives of this study were to: 1) To design teaching materials for training courses to build an effective team based on the elaboration model starting from making the epitome, elaborating gradually, synthesizing, to making a summary and 2) To test the effectiveness of teaching material products developed in increasing participant competence training. This study uses the Research and Development method. The data collection technique is to carry out observations made on education and training participants, the head of echelon III and using a questionnaire. Data analysis used qualitative and quantitative analysis. The results of the study found that: a) training development based on an elaboration model (1) Presentation of the content framework, namely showing the main parts of the material and the main relationship between them, (2) Gradual elaboration , i.e. the parts covered in the content framework will be elaborated gradually, (3) The most important part is presented first , namely an elaboration stage whatever consideration is used, the most important part will be elaborated first, (4) Optimal scope of elaboration , meaning that the depth and breadth of each elaboration will be carried out optimally, (5) Presentation of the synthesizer in stages , meaning that the synthesis will be given after each when doing elaboration, (6) presenting the type of synthesizer , meaning that the type of synthesizer will be adjusted to the type of content in the field of the education and training eye, and (7) the stages of giving a summary , meaning that the summary will be given before each presentation of the synthesis; b) s Retained Earnings results were achieved participants who trained in the use of teaching materials on the topic Building Effective Teams composed by organizing the contents based on the model of elaboration is higher compared with participants who were trained teaching materials which interchanges with the organization of the contents based on the order of textbooks.

From these findings, it is concluded that to improve the effectiveness of the training results, it can be used to organize learning based on an elaboration model.
KEYWORDS: Development, Teaching Materials, Leadership, Elaboration Model.

INTRODUCTION:

In general, the purpose of the Implementation of Training for the candidate's leadership the government is leadership competencies for pe handshake echelon that will be instrumental in carrying out the duties and functions of governance at the institution m the foreign one. The competencies that are built in leadership training are leadership competencies, namely the ability to describe the vision and mission of the agency into agency programs and lead the successful implementation of the program, which is indicated by the ability to: (1) develop the character and attitude of integrity behavior in accordance with laws and regulations and the ability to uphold. High public ethics, obedient to values, norms, morality and is responsible for leading the institutional unit; (2) outlining the vision and mission of the agency into agency programs; (3). collaborating internally and externally in managing agency programs towards the effectiveness and efficiency of program implementation; (4) innovating according to their respective duties in order to create more effective and efficient agency programs; (5) optimizing all potential internal and external resources of the organization in implementing its institutional unit programs (LAN RI, 2020: 1 1) .

Based on Presidential Regulation Number 57 of 2013, the State Administration Agency has the task of carrying out government tasks in the field of state administration in accordance with the provisions of the applicable laws and regulations. Various problems encountered in this training who continue to be obstacles are material adjustments premises n field assignments because participants in the put the training participants a they come from various departments who of course need the expertise of the coach to make the perception of participants. In addition, the classification of task fields based on a factor that requires carefulness by the trainers because they are aware that the ability of the trainer is trying to get into the various task expertise held by participants. Differences expertise that for example there are participants who are promoted to the field of education, there is directed to the field of health, there are the point to the post of agriculture, fisheries, marine, and there were promoted to positions related to the servicing and or to the development policy of economic in each region. Efforts to unify the participants' perceptions with the material provided by the trainer require structured teaching materials so that it can make it easier for participants to understand the topics given in the leadership training.

Structural Position, to its name, the owner of this office is domiciled in the organizational structure. The structural position of each level from the level with the lowest structural position is echelon IV b, while the highest structural position is echelon 1a. Civil servants with structural positions are required to carry out their duties and responsibilities in order to lead a K/L/PD organizational unit. Examples of PNS structural positions at the Central Government level are: Secretary General, Director General, Head of Bureau, and Expert Staff. While examples of PNS structural positions at the Regional Government level are: regional secretary, heads of services / agencies / offices, heads of sections, heads of fields, heads of sections, heads of sub-districts, secretaries of sub-district heads, village heads, and village heads. While are positions that are not in the organizational structure, but from the perspective of the duties and functions of his

work cannot be separated from the existence of organizational structure and indispensable. Examples of functional officers are the functional positions of auditors, researchers, teachers, teaching lecturers, archivists, drafters of laws and regulations, managers, educational laboratory institutions, motor vehicle examiners, and others.

As a result of this change in position in government, leadership training implementers make changes in teaching materials. This teaching material change bi s a sort develop teaching materials so that in the framework of the preparation of this dissertation researchers want to design teaching materials designed leadership materials through instructional models, in which of the 38 types of instructional development models one of whom is a model elaboration.

The question is why developing this teaching material is an elaboration model? Reigeluth (1989) states that in learning development there are three choices, namely (1) learning organizing strategies, (2) learning delivery strategies, and (3) learning management strategies. Strategy led to the organization of the material being studied, and the delivery strategy leads to learning methodology, whereas management strategies lead to the interaction between teachers and students as well as how the seating in the room or outside the room to learn a hat k material. Thus it is clear that the position of the teaching materials developed is related to the strategy of organizing learning. One of them is the development of teaching materials

Another thing related to the selection of elaboration models in the development of teaching materials because in developing teaching materials a theoretical basis is needed. The theory referred to is a theory related to design and learning models. In this teaching material development research, it will be designed through an elaboration model. The

elaboration model is a learning organizing strategy characterized by starting learning from presenting content at the general level moving to the detailed level (elaborative sequence). Presentation at the general level according to Ausubel functions as ideational scaffolding (Ausubel, 1986: 96) or Reigeluth and Stein (1983: 381) states as anchoring knowledge organizing the order of teaching content based on elaboration theory, starting with presenting a description of the most common things, most important and simplest of the knowledge content to be conveyed. The first dish is called the epitome (sari). This epitome differs from the summary in that it covers only a small portion of the most common and most important lesson content. Meanwhile, the summary generally summarizes most of the important parts. In the epitome, the contents of the teachings are presented at the application level, concrete and meaningful, while the summary generally presents abstractly.

Some of the obstacles faced in the implementation of the training course on Building an Effective Team include (1) the material that must be updated in accordance with changes in government policies, (2) participants who are training inputs from various agencies and agencies so that the scientific disciplines carried by the participants are very different , (3) the lack of structured material in accordance with instructional principles, (4) if the training material is available it is only an outline so it requires the ability of innovation from the trainer, (5) it is necessary to develop teaching materials for training in building a team that effectively structured yet on the analysis of the needs of the field. From will require the development of teaching materials training eye "Building Effective Teams" based on the model elaboration.

THEORETICAL DESCRIPTION AND DEVELOPMENT MODEL:

Learning Effectiveness Theory:

Literally effectiveness equals effectiveness. According to Kaluge & Bert (2005) the term "effective learning" is not commonly used. What is often used is 'teaching effectiveness' and 'educational effectiveness'. However, education effectiveness does not reflect the educational elements intended: education at the school level, education policy, the education system or education at the classroom level. The term 'teaching effectiveness' places emphasis on education at the classroom level, which is mainly influenced in large part by the treatment of the instructors.

The factors related to this effectiveness can be seen in the opinion of Samsons, et al and Krech. Samsons, et al., (Macbeath & Peter, 2005) mentioned 11 factors related to effectiveness, namely: (1) professional leadership, (2) common vision and goals, (3) learning environment situation, (4) concentration on learning and teaching, (5) high expectations, (6) positive encouragement, (7) monitoring progress, (8) rights and obligations of training participants, (9) teaching that has a purpose, (10) a learning organization, and, (10) partnerships Home schooling. Meanwhile, Krech (Sudarwan Danim, 2004: 119) states that in general the group effectiveness measures are: (a) (the number of results that can be issued by the group, (b) the level of satisfaction obtained by group members, (c) the group's creative products, and (d) emotional intensity achieved by a person because he is a member of the group.

To obtain effective learning outcomes, instructors must have good knowledge of the subject being taught, good questioning skills, balanced grouping strategies, clear learning objectives, good time management, effective planning, and good class organization. Primary Matters (Muijs & Reinol, 2005: 3) summarizes the effectiveness of teaching instructors related to positive learning outcomes in general, namely: (1) good subject knowledge, (2) good questioning skills, (3) upon instruction, (4) a balance of grouping strategies, (5) clear objectives, (6) good time management, (7) effective planning, (8) good classroom organization, and (9) effective use of other adults in the classroom.

Kaluge & Bert (2005) views a relationship between formal characteristics and learning effectiveness. This relationship shows that: (1) consistency means that at the level of a training implementing institution or school the requirements for the effectiveness of learning are at the same level as others, (2) cohesion means that all members of the training implementation team or school show consistency of characteristics, (3) constancy means that effective learning is prepared during the activities of all training participants in school, and (4) control which not only refers to the evaluation of the development of trainees and instructor behavior but also the involvement of a training organizer or school climate that determines learning outcomes.

Borich (Muijs & Reinol, 2005) mentions forms of effective instructor behavior in a low socio-economic context, namely: (1) generating a warm and supportive climate by letting children know help is available, (2) getting a response, any response , before moving on to the next bit of material, (3) showing how bits fit together before moving on, (4) emphasizing knowledge and applications before abstraction, putting the concrete first, (5) giving immediate help (through use of peers perhaps) (6) generating strong structure, ground-flow and well-planned transitions, (7) the use of individually differentiated material, (8) the use of the experiences of pupils.

Training Effectiveness:

Training (training) is a learning process that involves the acquisition of skills, concepts, rules, or attitudes to improve employee or employee performance. According to article 1 paragraph 9 of Law no. 13 of 2003, Employment, job training are all activities to provide, obtain, improve, and develop work competence, productivity, discipline, attitudes, and work ethic at certain skill and expertise levels in accordance with the levels and qualifications of positions and jobs.

Training is a form of education with learning principles. The following steps can be applied in training. The person given the training (Trainee) must be motivated to learn. Trainers must have the ability to learn. That is why the learning process must be enforced or strengthened. Training must provide materials that can be practiced or applied. The materials presented must have a complete meaning and fulfill needs. The material taught must have a complete meaning and fulfill needs.

Management development is the process by which management gets the experience, skills and attitudes to become or achieve success as a leader in an organization. Therefore, development activities are aimed at helping employees to be able to handle answers in the future, by paying attention to the tasks and obligations faced now. Due to the difference between (current) and development (future) training activities it is often blurred and this is one of the main problems. When viewed from an overall perspective, the difference between training activities for a current field of work and development activities for a future responsibility is blurred. Generally, a company doing business to create something is an organization where people join to carry out continuous learning activities.

Although training can help employees to carry out their current jobs, the benefits of a training program can be gained throughout their career and can help advance their careers in the future. Development, on the other hand, can help individuals take responsibility for the future.

Elaboration Model:

Elaboration is associating items so they can be remembered with something else, such as phrases, scenes, scenes, places, or stories (Papalia, 2004). Elaboration learning is learning that adds additional ideas based on what someone already knows (Ormrod, 2006). This learning is effectively used if the ideas added are in accordance with the conclusion. The implication of this learning strategy is to encourage participants to delve into the information themselves, for example to draw conclusions and speculate about possible implications. Children use their prior knowledge so that new ideas can expand, thus storing more information than is actually presented. Elaboration clearly helps participants learn and remember class material more effectively than if they weren't. Children begin to elaborate on their experiences since the beginning of the preschool period (Fivush, Haden, & Adam, 1995 in Ormrod, 2006). An example of using elaboration is when an 11 year old child remembers a musical staff line (E, G, B, D, F) by associating them with the phrase "Every Good Boy Does Fine".

Elaboration theory exclusively talks about the macro level which describes the methods related to the relationship of several ideas, such as how to string these ideas together. On this page, three kinds of learning methods will be described: organizational, delivery, and management. Elaboration theory is not related to strategic delivery and management, even though it is an important variable that needs to be incorporated into several theories and learning models. If it will be used optimally and thoroughly for learning development and planning.

The theory of elaboration is only concerned with the organizational strategy at the macro level. This theory begins teaching by providing an explanation that is general, simple, basic but not abstract. This theory also describes the use of prerequisite sequences from simple sections to more complex sequences, and provides an overview and conclusions in a systematic way.

Learning strategies are commonly known as learning methods. Reigeluth classified the learning method variables into three groups. The three strategic groups include according to Reigeluth (1983: 18-19) (1) the organizational strategy (Organizational strategy), (2) the delivery strategy, and (3) the management strategy.

Organizational strategy is a method for organizing the content of the material that has been selected for teaching. "Organizing " refers to an action such as content selection, content arrangement, diagram making, formatting and others at the same level. Delivery strategy is a method for delivering training participants' teaching and / or for receiving and responding to input from training participants. Teaching media is the main area of study of this strategy. Whereas management strategy is a method for managing the interaction between the learning and other teaching method variables, the variable of organizing strategies and the delivery of teaching content.

Above, it has been described that there are three types of learning strategies that also affect learning outcomes. The three strategies are (1) a delivery strategy, (2) an organizational strategy, and (3) a management strategy. One of the learning organizing strategies is the elaboration model learning organizing strategy. The characteristic of organizing elaborate learning is to start learning from the presentation of content at the general level moving to the detailed level (elaborative sequence). The presentation at the general level according to Ausubel functions as ideational scaffolding or Reigeluth and Stein (1986: 96) states as anchoring knowledge organizing the order of teaching content based on elaboration theory, starting with presenting a description of the most general, most important and simplest matters of knowledge content. That will be delivered. The first dish is called the epitome (sari). This epitome differs from the summary in that it covers only a small portion of the most common and most important lesson content. While the summary generally summarizes almost all the important parts. In the epitome, the contents of the teachings are presented at the application level, concrete and meaningful, while the summary generally presents abstractly.

RESEARCH METHODS:

The development of an elaboration model is the development of material given to leadership training participants for each topic implemented.

The research design uses an elaboration model development research with a focus on its development on the teaching material of Building an Effective Team, which leads to an elaboration model so that in the end it gives birth to teaching materials that are structured systematically so that they are ready to be used by lecturers or instructors of Widyaiswara in leadership training. Collecting data in this study using techniques. Observations were made to participants of the Head of Echelon III training. Questionnaires were given to participants to be filled in according to what the participants felt and experienced while working for the agency and agency where they worked. The collected data were analyzed using qualitative and quantitative calculations, qualitative analysis, especially the percentage of success and the effectiveness of teaching materials designed after being applied to field practice when the training was finished.

RESEARCH RESULTS AND DISCUSSION:
Description of Research Results:

The initial design of the product is a design made in the preparation of teaching materials for leadership training with the eyes of "Effective Team Building" training which is based on an elaboration model. In general, the design of the elaboration model consists of four aspects. The four aspects are making the epitome, elaborating stage I, making a summary and synthesis.

Another thing that was found in the product design of teaching materials for the training in building an effective team was that when developing teaching materials with an elaboration model there were 4 (four) important stages that needed to be known, namely, the epitome, the first stage of elaboration, synthesis, and the stages of making a summary. The epitome part depicts the structure of the material that is followed by all material presentations, when it comes to elaborating interesting material in learning in WI training it refers to the theme discussed. In this study, there are 4 (four) themes discussed.

The implementation of this development research was carried out in 5 stages, starting with the analysis of the needs of teaching materials, drafting teaching materials, validation of expertise, testing and revision of teaching materials.

In the first stage, the development of learning teaching materials was carried out by analyzing the needs of teaching materials. In this analysis, the curriculum used in WI training is analyzed by referring to a change in the paradigm of decentralized governance that is adjusted to the needs of stake holders.

In general, the material provided in leadership training for prospective echelon officials in government, as long as I used the teaching materials published by LAN (State Administrative Institution) from year to year has not changed. In my opinion, along with the change in the paradigm of government that leads from centralization to decentralization, the training material for candidates for positions in echelons should be changed based on that paradigm.

This change is of course based on (a) the development of science, technology and art adapted to the culture of society, (b) learning technology which is increasingly changing, such as learning to read, developing writing, from developing writing by observing the symptoms that exist in community, and developing assess about the findings of the latest findings, and then move on the dimensions of digital technologies that use a computer, which is developing the use of android for invokes information by looking for keywords through so quickly we get the information needed. And (c) these materials need to be amended in line with the increasing needs of people who are looking for the necessities of life that encourages bureaucracy must pursue policies that come into direct contact with the needs of. This is where the need to adapt the content of training materials for the candidate P E handshake do immutability and restructuring of teaching materials training. As someone who has participated in leadership training for echelon candidates, I feel that the teaching materials provided are a bit difficult to understand. The difficulty is due to three things, firstly, the language used in teaching materials is academic language which is almost less used in the language of government or bureaucracy. It is understood that all of the training participants are government officials who daily work in the world of bureaucracy, whose use of syrat language with policy orders or in other words, is far from being a theoretical academic problem. The second difficulty is that the structure of the teaching materials provided in the training is less structured, which of course for the author it is interpreted that the users of this teaching material are those who have

grown up thinking so that they are more directed at adult learning. Even so, it is very good if the teaching materials are prepared using instructional theory theory, which starts with pouring out what learning materials, how learning strategies, what media are used, and not least that the preparation starts with facts, then moves to learning concepts, then learning facts, and Finally, learn the principles until there is insight into developing procedures. The third difficulty in understanding the teaching materials provided is due to the trainer's achievement factor. Not all trainers come from a teacher or lecturer background. They are employees who are in charge of employees to enable the knowledge workers widiaiswara techniques and methods have not been studied in a professional manner as m e concoct the background as teachers and lecturers. With al a san makes way instructors lack the appropriate psychology participants. Or in other words pay less attention to the characteristics of the training participants.

DISCUSSION OF RESEARCH RESULTS:

The results of this study reveal a discussion about the relationship between facts and findings obtained from the results of development research against the repertoire of elaboration theory used as a conceptual basis in this study. The superiority of the elaboration model organizing strategy in learning and communication science cannot be separated from the substance of the elaboration theory which emphasizes 4S, namely selection, sequencing, synthesizing, and summarizing. Selection pays attention to the selection of important contents of teaching materials or training that is taught whether in the form of facts, concepts, procedures or principles. Sequencing pays attention to ordering the order in conveying the training contents, synthesizing attention to making structures that can show the relation of these contents, and summarizing

paying attention to making a summary containing short questions about the content of the training material.

The superiority of a learning strategy based on an elaboration model is also due to the fact that this model begins with an epitome or conceptual presentation of the content structure of the material to be studied. The epitome is presented from the general concept of moving at a detailed level (elaborative sequence). Content presentation at the general level is the structure of all content to be taught, usually given at the beginning of the lesson. Meanwhile, the presentation at the detailed level is an in-depth study of what is given in the general presentation. By using the theoretical conception of memory, the epitome can serve as a schemata for the assimilation of new concepts or information. The results of this study indicate that training using materials prepared with an elaboration model strategy can be used as an alternative to improve the training participants' understanding of communication science materials.

The advantages obtained by the subject as in the elaboration model are not found in organizing the content of the material based on textbooks, because there is no content structure presentation in this strategy. That is why the training participants who follow the material through textbooks have no clear connection so that they might just disappear in memory. Finally, the understanding of the trainees becomes low.

Apart from the epitome as one of the elaboration components that has played a role in improving learning outcomes, another component. The appearance of the synthesizer in the elaboration model is specifically intended to link the concepts studied by showing the context of a concept with other broader concepts. In this way, the understanding of a concept becomes deeper as all concepts are learned in their context with other related

concepts. If the links between concepts like this are not deliberately designed in learning, the training participants need special time to do it themselves so that learning becomes inefficient.

Another component in the elaboration model that is also thought to make this strategy superior is the availability of a summary. In the elaboration of each topic, it ends with a summary. Summary function is to increase learning retention.

The presentation of the epitome at the beginning of the training, and the synthesis at the end of the training, and accompanied by the presentation of the summary further strengthen the presence of the elaboration model as a way to organize learning content or training content.

Based on the research results above, it is clear that the elaboration model learning strategy is more effective in improving learning outcomes than other learning strategies.

CONCLUSION:

This study uses the type of research and development in the hope of getting the product development based on a model that can elaboration in leadership training for PIM III as a venue for official guidance structural. The model developed in this study is a model of elaboration. After making through the stages of the elaboration of model development in leadership training, be how things became conclusion is as follows. The training development steps are based on an elaboration model (1) Presentation of the content framework , which shows the main parts of the material and the main relationships between the parts, (2) Gradual elaboration , i.e. the parts covered in the content framework will be elaborated in stages, (3) The most important part is presented first , that is, at a stage of elaboration, whatever consideration is used, the most important part will be elaborated first, (4) Optimal scope of elaboration , meaning the depth and breadth of each elaboration will be

carried out optimally, (5) Presentation of the synthesis in stages , meaning that the synthesizer will be given after each time doing elaboration, (6) The presentation of the type of synthesizer , meaning that the type of synthesis will be adjusted to the type of content in the eye field of the training, and (7) The stages of giving a summary , meaning that the summary will be administered before each serving of the synthesizer.

SUGGESTION:

Efforts to try or apply various strategies training , it is not to be applied dramatically and within a short time, but the necessary measures gradually and continuously pioneering in implementing the various strategies of organizing training it. Therefore the application of the various organizing strategies training in the process of practice, require the preparation of personnel and institutional. To prepare trainers who have this ability can be done both through formal and non-formal channels, through upgrading and through independent development.

The decision to apply a variety of organizing strategies training, should be through the phasing rational and reasonable. Usually begins with the knowledge, persuasive, decision, implementation and confirmation stages. At this stage of knowledge, the instructor is given full information about the various organizing strategies training, as well as the explanation and description of the desired outcomes of the use of various organizing strategies training it. At this stage of persuasion, it is explained that the implementation of the various organizing strategies training, in accordance with the efforts to fulfill the need to improve the quality of practice. At the decision stage, the instructor is invited to conduct a trial run. The trial results are expected to show that the various strategies of organizing the contents trainings used are appropriate and useful for

improving the quality of the process training. At the implementation stage, instructors are continuously given total support both technical and information required. Furthermore, at the confirmation stage, the instructor is expected to have adopted various strategies for organizing the training content, but the instructor is still provided with the necessary information and assistance on an ongoing basis in solving operational problems encountered in the training.

REFERENCES:

1) Ambar Teguh Sulistiani. And Rosidah. Human Resource Management. 2003. Yogyakarta: Graha Ilmu

2) Anastasi, Anne & Susana, Urbana. Psychological Testing Upper Saddle River. River: Prentice Hall. Inc, 1997.

3) Anderson, Lorin W. Krathwohl, David R. "Models Course Development Instructional Design The Takonomy Table How to Write Objectives" (http: // oregonstate / instruct / coursedev / models / id / taxonomy /)

4) Anonymous. (2012). Tutorial Method. Retrieved June 22, 2015, from www.asikbelajar.com

5) Arif, Zainuddin. (1994). Andragogy. Bandung: Space.

6) Ary, Donald. Jacobs, Lucy Chaser and Razavieh, Asghar. Introduction to Research in Education, Translator Arief Furchon. Surabaya: National Business, 1982.

7) Ashcraft Mark H. and Kirk Elizabeth P. "The Relationships Among Working Memory, Math Anxiety, and Performance", Journal of Experimental Psychology: General, Selected Article , Vol. 130, No. 2, Th. 2001.

8) Association of Educational Communications and Technology (AECT), The Definition of Educational Terminology (et) Yusufhadi Miarso, et al, Definition of Educational Technology Task Force Definition and Terminology of AECT. Jakarta: Rajawali, 1986.

9) Atkinson, RC "Mathematical Learning Theory " (http: //tip.psychology. Org / atkinson.html), 1998.

10) Ausubel, DP Educational Psychology: A Cognitive View. New York: Holt, Rinehart and Wiston, 1986.

11) Available at: http // wiare.blogspot.the theory of learning constructivism [Accessed 23 June 2015].

12) Bloom, Benyamin S. (Ed)., Taxonomy of Educational Objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: Longman, 1956.

13) Bruner, J. "Constructivist Theory " (http://tip.psychology.org/bruner. Html)

14) Carpenter, Thomas. "Model of Problem Solving: A Study of Kindergarten Children's Problem-Solving Processes", Journal for Research in Mathematics Education , th. 24, No. 5., 1989.

15) D ansereau, DF "Learning Strategy Research" In WJ Segal, SF Chipman, and R. Glaser (leds), Thingking and Learning Skills: Relating Instruction to Research. Volume 1. Hillsdale. NJ: Lawrence Erlbaum Associates, 1985.

16) Degeng, I Nyoman Sudana, "Organizing Teaching based on Elaboration Theory and Its Effect on Verbal Information Learning Acquisition and Concepts ", Dissertation for Obtaining Doctoral Degree in Teaching Technology. Malang: FPS IKIP Malang, 1988.

17) Degeng, I Nyoman Sudana. Variable Taxonomy Teaching Science. Jakarta: Ministry of Education and Culture, Directorate General of Higher Education Project for the Development of Educations Personnel Education Institutions, 1989.

18) Degeng, I. Nyoman Sudana. Learning Strategy Organizing content with an Elaboration Model. Jakarta: Cooperation

between the Publishing Bureau of IKIP Malang and the Publishing Bureau of the Indonesian Technological Professional Association: 1997.

19) Dick, Walter and Carey, Lou. The Systematic Design of Instruction Third Edition. Florida State University: Harper Collins Publishers, 1990.

20) Dimyati, Mohammad. Qualitative Research for the Social Sciences. Malang: PPS IKIP Malang, 1995.

21) Gary, Dessler. Human Resort Management Sevent Edition (Indonesian Edition). 1997Jakarta: Prenhallindo Henry, Simamora. Human Resource Management (Edition III). 2004. Yoyakarta: Aditya Media. Iin Tri Rahayu and Tristiadi Ardi A. Interviews and

22) Sumadi, Suryabrata. Research methods. 1998. Jakarta: Raja Grafindo Persada

23) http://rajapresentasi.com/2008/08/training-need-analysis-analysis-kentuk-training/ttp: //raja presentasi .com/2008/08/mengukur-roi-of-training-program/

24) E Mulyasa . 2006. Guidelines for compiling Competency-Based Teaching Materials. Jakarta: PT Elex Media