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CAPABILITIES APPROACH AND BOURDIEUIAN NOTIONS OF PEDAGOGY

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Abstract:

This project aims to explore how pedagogic capacity of teachers can be enhanced to address the issue of student underachievement including strategies beyond the classroom. The project will focus on classroom based teacher effectiveness research and inquiry, and its relevance to the development of public education policy: an Australian context. The research will identify distinctive features of teacher capability to generate a framework of teacher capabilities in the key curriculum areas of Literacy/Humanities, Numeracy/Mathematics and Science. Teachers will be asked to identify the extent of their exposure to and application of capability. The analysis will also identify central themes in participants' descriptions of pedagogy to understand practitioner conceptions of teaching practice in standards-based curriculum contexts. This involves identifying and marking out precise teacher capabilities, as alternatives to current reified 'multivariate analyses'. The study also examines how and where schools and systems can take their planning and preparation beyond current standardized teacher effectiveness approaches towards specific capability-based opportunities for teaching practice to advance individual student learning.

Keywords: *capabilities approach, bourdieuian pedagogy, literacy, numeracy, science.*

INTRODUCTION

In Australia, as identified by a number of international and national reports, a persistent and marked disparity between the highest and lowest performing students has been identified (Sustainable Australia Report 2013; OECD 2013; PISA 2020). Successive policy reforms have failed to stem the decline (Better Schools 2012). Contemporary teacher effectiveness expressions (Hattie 2009; 2012), assume cause-effect dependence between teaching practice(s) and learning (achievement) irrespective of student background. This relationship between effective teaching and learning rests on standardized curriculum and assessment benchmarks which are questionable with regards to explaining ongoing disparity between students regardless of how effective teachers are particularly in schools in disadvantaged regions. In particular, research evidence indicates how a focus on limited notions of achievement restricts teaching practice(s) in ways counterproductive to enhancing student learning (Macneil, Prater and Busch, 2009).

This project aims to transcend the restrictive accounts of teacher effectiveness studies changing how we think about teaching and learning by emphasizing how the pedagogic capacity of teachers can be enhanced to address the issue of student underachievement including strategies beyond the classroom (Better Schools 2012; Jensen, Hunter, Sonnemann & Cooper 2014). Specifically, it will address student underachievement within core disciplines (Literacy/Humanities, Numeracy/Mathematics, Science) by delineating teacher capabilities. Teachers need a comprehensive awareness

and knowledge of the social justice and ethical conditions of their pedagogic practice(s) and their links to student achievement. The project will reveal how a capabilities-informed pedagogy broadens understandings about student learning and achievement by generating new knowledge among teachers about (1) what aspects of pedagogy matters for developing capabilities and teacher capacity (2) how well teachers understand disciplinary content knowledge in order to bridge differences in student learning (3) what specific teacher related pedagogic capacities are needed to transform and sustain pedagogic work beyond contemporary standardized minimums and (4) what schools and systems can do to support this capability approach to pedagogic practice.

The emphasis in the project will be on understanding relationships between subject content knowledge in schools (i.e. 'opportunity to learn') and student achievement acknowledging that all students can learn and have the opportunity to succeed. Student needs are diverse and opportunities for learning vary. There is significant literature with regard to how building student resilience and agency through a sense of achievement in a diverse range of educational activities is important (Ungar, 2008). Aligning teacher-student relations so that teaching and schooling makes significant differences to achievement merits understanding(s) of pedagogy beyond standardized midpoints (Skourdoumbis, 2014). This project focuses on teacher practice rather than standardized outcomes. Context matters when it comes to curriculum, pedagogy and student learning (see Connell, Ashenden, Kessler and Dowsett, 1982; Thrupp, 1999). Concentrating on the ways teachers teach their students effectively within a specific context, and the different ways teaching and learning occurs, the project potentially changes how we conceive engagement in schools, (i.e. situated learning).

The research is informed by two theoretical concepts: 1) capabilities as typified in the capabilities approach of Sen (2009) and Nussbaum (2011) and 2) pedagogic work (Bourdieu & Passeron 2000). The capabilities research literature focuses on the set of opportunities and freedoms enabling what one is 'able to do and to be' (Nussbaum 2011: 20) through a respect for the self-definition bestowed by the choices made and valued by motivated and engaged individuals to lead a flourishing life based on core capabilities: bodily health, bodily integrity, sense, imagination, and thought, and practical reason. Pedagogic work represents the reproducible effects of schooling. Specific principles of curriculum and assessment are given expression by teachers through their teaching. Identifying enabling and capability-informed teaching practices through pedagogic work guides learning beyond mandated national curriculum and assessment targets. This project links a national curriculum comprising generic capabilities and disciplinary-focused pedagogic work that engages all although with profound implications for the socially excluded re-directing learning experiences towards individual self-development.

The project is both significant and innovative. It is significant because policy efforts generally centre on limited and standardized measures of 'quality teaching' as a set of skills rather than addressing the capacity of teachers to make a difference to the achievement of students through holistic teaching practices. There is now widespread recognition internationally and as stated in the Melbourne Declaration (2008) that students require a range of generic capacities to negotiate complex and unstructured, volatile and fast moving globalised lives. One focus of this project is to develop ways of thinking about teaching practice(s) as a set of capabilities which will be developed in their students. Building teacher capabilities will both enhance their own understanding(s) of what it is to be agentic and how that may be relayed to their students. Teachers themselves are often very unevenly prepared (Bourdieu & Passeron, 2000; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005) so attending to evident educational inequality by developing teacher capacity as a component of pedagogic work broadens the scholastic options of their students. The project would inform the field of teacher education by establishing and connecting teacher capabilities to the development of student capabilities.

The research is innovative in bringing together theoretical accounts of capabilities (Sen 2009; Nussbaum 2011) and pedagogic work (Bourdieu & Passeron 2000) to fortify

what matters most in confronting underachievement, bolstering the pedagogic capacity of teachers. Pedagogic mastery to enhance student achievement demands a richer set of learning opportunities than those currently on offer. This involves improving teacher capacity by connecting learning experiences across disciplines.

The project contributes specifically to societal challenge number two, *Promoting population health and well-being* and directly addresses a national research priority, *maximising social and economic participation in society* particularly in relation to *key life stages, intergenerational disparities and socioeconomic disadvantage*. It will better target specific areas of concern involving student learning needs. A good education is critical to the future prosperity and productivity of young Australians and the nation as a whole, and represents an identifiable Australian Government priority. The research will embed a capability approach to learning as a vital component of pedagogic work.

Teacher practice improves if teachers actively engage in investigating problems of under-achievement to produce local and specific solutions (Stenhouse 1975; BERA, 2020) with an emphasis on engaging more of the most vulnerable students. This research will use core themes of a capabilities approach (Nussbaum 2011) currently missing from ‘quality teaching’ pedagogies to include broader conceptions of student functioning/achievement, for instance, ‘being able to imagine, to think, and to reason’ and to ‘engage in critical reflection about the planning of one’s own life’ (Nussbaum 1992: 222). This is important as restrictive teacher quality and effectiveness pedagogies (Skourdumbis & Gale 2013) do not adequately serve the interests of students. The research will provide the field of teacher practice with knowledge of capabilities to inform teaching practice, including producing a pedagogic map of *capabilities*. In identifying the pedagogic nature of teacher capabilities, the project addresses engagement and how pedagogical relationships with teachers can do that work.

The research will further broaden current conceptions of pedagogic work (Bourdieu & Passeron 2000) by advancing issues around inequality beyond narrow school and teacher effectiveness interpretations (Gorard 2010; Thrupp and Lupton 2006; Baker, Barton, Darling-Hammond, Haertel, Ladd, Linn, Ravitch, Rothstein, Shavelson, & Shepard 2010) so that new understandings about the concept’s service to teacher practice and student achievement are generated. This will involve connecting aspects of the capabilities approach with Bourdieuan notions of pedagogic work to develop in teachers the capacity for deep and disciplined thinking about the academic complexities of their work and its connections to learning. It will also necessitate theorizing teaching and learning to identify the pedagogical refinements needed to target students in need.

In combining a capabilities approach with pedagogic work student learning and understanding can be mapped beyond skill-based analyses. The research is particularly sensitive to context, something that quality teaching and most metricated teacher effectiveness approaches discount (Thrupp & Lupton 2006). Primarily, this research recognizes that to improve the achievement and capability of all necessitates strategies of intervention that professionally engages the capacities of teachers. By identifying and marking out precise teacher capabilities, as alternatives to current reified ‘multi-variate analyses’, the research promotes human autonomy. This new account of the ‘pedagogic relation’ (Bourdieu & Passeron 2000: 95) has potential to express complexities of student learning from within self-defining personal abilities and characteristics.

RESEARCH METHODS

The research approach is informed by a Bourdieuan theoretical framework. The adopted framework will analyze teaching practice to identify inter-connected and associative contextual influences that on first inspection remain concealed or unobtrusive, yet remain central to and impinge upon practice and act on the outcome(s)

attained. Empiricist interpretations of social and academic characteristics conjoined with combined capabilities (Nussbaum 2011) connects freedoms and opportunities along with personal abilities/attributes, an important feature of the capability approach where human freedom, agency and empowerment are respected.

The project will use a case study design (Yin 2009). It will investigate the case of pedagogic capabilities from the perspective of classroom based teachers constructing knowledge of causal links between teaching practice and student learning outcomes. The derivation of a sociology of teacher capability as part of a general theory of pedagogic work entails connecting learning outcomes and broader macro-structural forces such as class relations.

The research will generate data through teacher interviews by describing and understanding pedagogic work insofar that it transforms learning. A non-probability sampling method will be used as the research is relatively small-scale and adopts a case study qualitative design (see Somekh & Lewin, 2011). Up to 60 in-depth interviews of up to one hour will be conducted with public secondary school teachers from within the State of Victoria. Teachers from across level (7-12) will be selected from the following three teaching/learning area categories (cases): Literacy (English/Humanities); Numeracy (Mathematics), Science. Each teaching/learning area represents a case; i.e. 3 cases in all, 20 teachers in each case. Participants will be selected purposefully for their expertise and positions in relation to issues in question (see below). Up to 60 public secondary schools from within metropolitan Melbourne and country Victoria will be selected. 30 schools will be selected from those with a record of high student achievement, as indicated on the MySchool website. The remaining 30 schools will be selected from schools with a record of low student achievement. Access to teachers will be via the Principal in the first instance. Teacher professional/subject organizations will also be contacted to assist in recruitment of teachers.

Discourse Analysis (DA) forms the data analysis component of the study. The work is motivated to understand the theoretical outlines of *teacher capabilities* and so it identifies how teachers work with and operationalize characteristic interpretations of 'capabilities' to inform their teaching. The analysis will also identify central themes in participants' descriptions of pedagogy to understand practitioner conceptions of teaching practice in standards-based curriculum contexts. The DA will help elicit (1) a sociology of teacher capability, and (2) the prevailing patterns in three areas of pedagogical practice. These are: 1) The stated connections between teachers and their discipline(s), 2) The extent to which teachers discuss aspects of their pedagogy with their students and colleagues more broadly to modify their practice and, 3) The extent to which teachers transcend their own conception(s) of pedagogy beyond the customary.

Once common (including diverging) and emerging meanings are charted, findings will be presented as narrative accounts under key themes constructed as headings. It is envisaged that key outcomes will include: 1) An outline of the extent to which individual teachers plan for and teach based on a capability informed pedagogy in specific disciplines, and 2) How and where teachers can take their planning and preparation beyond current standardized teacher effectiveness approaches towards specific capability-based opportunities of teaching practice to advance individual student learning.

The dissemination strategy for the project incorporates aspects of Southwell, Gannaways, Orrell, Chalmers and Abraham's (2010) study into effective dissemination of the outcomes of teaching and learning projects; *clear goals* and a *climate of readiness for change*. A summary of research findings will be distributed to all participants in the study conveying specific innovations. I will produce: (1) three peer-reviewed journal publications for submission to *Discourse; Australian Educational Researcher* and *Asia Pacific Journal of Teacher Education*; (2) two international conference papers for

presentation at ECER and BERA; (3) one national conference paper for presentation at AARE and (4) a written report based on the project's findings and implications for national education policy and teacher education. A copy of project findings will also be made available to the Victorian DEECD.

The research environment at Deakin University is strong and world class. I will have access to a number of internationally respected scholars in the field of education, one of which is already acting as my mentor for this project. Deakin's Strategic Research Centre for Research in Educational Futures and Innovation (CREFI), has international links with reputed international scholars. CREFI is well-equipped to act as a communications forum for the research. A website connected to CREFI will be established to document and circulate materials produced through the research including formal publications. The research is strongly aligned with the core commitments of CREFI, namely its commitments to equity and social justice and to transforming educational pedagogies and environments through strategic and innovative research. The work of CREFI is also supported by a strong executive committee, and secretariat.

RESULTS AND DISCUSSION

Feasibility and Benefit

The distinctive benefits of the project are threefold. First, it recognizes that in a pluralist, democratic and cosmopolitan society geared for the complexities of the twenty first century, education is a principal public good, the effect(s) of which are felt far into the future. Second, in parsing *capabilities* and learning, it acknowledges that teaching practice is an activity with its own unique and contiguous features answerable to the family of practices that define it. Third, the project prioritizes the achievement of students nourishing their potential through the learning experiences that intrinsically motivates them.

Project Plan and Timeline

Stage 1 (Months 1-6)
This stage involves a meta-analysis of research literature describing teacher capability in the nominated disciplines. A research assistant (RA) skilled in document analysis and survey design will be engaged within the first three months of the study to conduct a literature review of capabilities in teaching and learning. The analysis will spot specialized properties that relate to each discipline and teacher capability. Particular attention will be afforded research literature that categorically nominates exacting teacher capabilities and curriculum relevant knowledge in the chosen disciplines. In identifying this aspect, the research will build a provisional summary of curriculum (subject-content) relevant teacher capabilities that act as guiding templates for the second stage of the project.
Stage 2 (Months 7-18)
Stage 2 will involve development and dissemination of (1) a State-wide survey of public secondary schools where participant teachers as the targeted population will be asked to identify the extent of their exposure to and application of capability and (2) preparation of ethics applications for the survey and subsequent expected teacher interviews. A representative (non-probability) sample of 60 public secondary schools in the State of Victoria will be vetted for their student achievement. 30 'above expected level of performance' and 30 'below expected level of performance' schools will be selected. Selection is based on the Australian Curriculum Assessment and Research Authority (ACARA) Index of Community and Socio-Economic Advantage (ICSEA). An on-line survey will be sent to selected schools and used to collect data on classroom

<p>based capability approaches to pedagogy. The survey will be emailed to school Principals in the first instance and follow-up telephone calls made. The Principal will be contacted by one of the researchers requesting teacher interest—interview volunteers—from within the following subject categories and across year levels: Literacy (English/Humanities); Numeracy (Mathematics), Science. The researcher will request that the Principal raise the matter of the project with teachers at a relevant staff meeting. No coercion is intended and this will be made explicitly clear. The survey data will then be used to develop characteristics of teacher capabilities identified in <i>Stage 1</i>.</p>
<p>Stage 3 (Months 18-24)</p>
<p>This involves carrying out teacher interviews. The selection of teachers will be based on the characteristics identified in the meta-analysis of research literature and State survey. Interviews will in most instances be face-to-face.</p>
<p>Stage 4 (Months 24-30)</p>
<p>This involves the data analysis component. Each case study of teacher capabilities from within specified disciplines will be analyzed. Capability orientations to pedagogic work that contribute to student achievement will be based on evidence provided in <i>Stages 2</i> and <i>3</i>. Case studies will be selected to reflect distinctive <i>teaching practices</i>.</p>
<p>Stage 5 (Months 31-36)</p>
<p>This is the synthesis and communication of the analysis conducted in <i>Stages 2</i> to <i>4</i>. It will identify distinctive features of pedagogic work to generate a <i>framework of teacher capability</i> in the key curriculum areas of Literacy/Humanities, Numeracy/Mathematics and Science.</p>

CONCLUSION

De-identified data will be stored at Deakin University and held in a locked filing cabinet in the office of Dr. Andrew Skourdombis and destroyed after five years. Contact details for the participants will at all times be kept separately from the de-identified data. While the de-identified data will be kept for a period of five years after the completion of the project, the contact details for the respondents will be destroyed when the project is complete.

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THE RAIL STATE OF THE APPLICATION OF TRANSFORMATIONAL LEADERSHIP AMONG SECONDARY SCHOOL LEADERS IN THE STATE OF KHARTOUM

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Abstract:

The study aimed to identify the reality of the application of transformational leadership among secondary school leaders from the teachers' points of view. In this study, the researcher followed the descriptive analytical approach; The study population included (323) teachers. The researcher chose a simple random sample of (168) teachers. The researcher also used the questionnaire as a tool to collect data: to analyze the data, the researcher used the statistical analysis program, the Statistical Package for Social Sciences (SPSS). The findings showed that there is highly effect, with an arithmetic mean of 3.92, In light of these results, the study recommended a set of recommendations, the most important of which are: more dissemination of the culture of transformational leadership, setting accurate criteria by the Educational Department to select leaders, and holding specialized training courses with the aim of increasing the degree of awareness among school leaders of the importance of applying the dimensions of transformational leadership.

Keywords: *School Leaders, Inspiring Motivations, Idealized Influence*

INTRODUCTION

Real leadership challenges the leader, before it challenges others. This past year instructional leaders have had to redefine their role. Researchers have indicated that effective leadership influences academic outcomes for students and prepares them for career, college, and life (Day, C, & Sammons, P. 2016; Kouzes & Posner, 2017; Pietsch & Tulowitzki, 2017; Ross & Cozzens, 2016). Instructional leaders impact student achievement in various ways, such as clearly framing and articulating the school's goals and objectives to collaboratively create a mission for the school (Rey & Bastons, 2018). The instructional leader brings all stakeholders together through a shared mission and everybody moves towards achieving a school's vision through the instructional leader's actions (Kafele, 2017). Ritchie (2013) indicated that an instructional leader must develop a vision as "the single goal of creating and nourishing the best possible environment for teaching and learning.

The leader who applies the dimensions of transformational leadership has the ability to promote and build a common vision and inspire subordinates to develop new methods for solving problems. Transformational leadership came to add new concepts and ideas to educational leadership related to the school's future vision and mission, and considered the principal an influential leader who attracts all workers to a new culture to work together in a one team and transforming future visions into its realization (Al-Zahrani, S. Al-Ghamdi, R. 2019).

The importance of transformational leadership in educational institutions comes through its ability to face challenges and continuous changes, and changes in the desires and needs of individuals, in addition to its ability to develop trust among school members, increase the sense of belonging and motivate them to achieve the desired performance (Al-Salihi, 2013).

School now adays faces many challenges that have led to a change in its roles and objectives, and consequently a change in the roles of school leaders, as it has shifted from an implementer of work to a developer and a leader for change, and from an implementer of systems, regulations, and instructions to a facilitator, facilitator and supporter, and from a leader who Gives orders, to a supporter and guide an educational expert who contributes to the development of the educational process, and from an administrator to a visionary leader who influences, inspires, motivates and instills confidence in workers, engages them in leadership and increases their motivation, making him with these roles a transformational leader who contributes to transforming the school with all its elements from one state to a better state in line with the requirements of the era. (Hussen, 2019).

However, the reality of the application of transformational leadership and its dimensions need training and development among school leaders and school teachers, in view of the foregoing, the researcher sees the importance of transformational leadership among secondary school leaders, in order to meet the requirements of the times and its effective role in providing the appropriate educational environment to achieve the desired progress and required changes and its direct impact on performance parameters. Accordingly, this study seeks to answer the following main question:

What is the real state of the application of transformational leadership among secondary school leaders from the teachers' point of view? From this main question, the following sub-questions emerge:

1. what is the reality of secondary school leaders' application of the dimension of inspirational motivation from the teachers' point of view?
2. what is the reality of secondary school leaders' application of the impact dimension from the teachers' point of view?

The importance of this study came in an attempt to know the reality of the application of transformational leadership by secondary school leaders, and they can be summarized in the fact that this study is a response to global educational trends that urge the necessity of applying transformational leadership to develop educational leaders, and shedding light on the study of a type of leadership, which is transformational leadership, which contributes to the development and improvement of management among school leaders. It also provides a frame of reference for educational leaders, teachers, and supervisors, as it provides them with a frame of reference for leadership. It is expected that the results of this study will be a scientific addition to specialized research in the field of leadership in general and transformational leadership in particular, in order to enrich the educational literature in the field of school administration. It can also enrich public and private libraries, by providing information to researchers in the field of school management and transformational leadership.

The results of this study benefit those in charge of education in identifying the different aspects of a new style of leadership. Also, this study provides data and information that can help educational decision makers and decision makers regarding the application and development of the performance and skills of educational leaders. This study helps officials in making educational decisions in the field of educational

administration, and researchers in the field of educational administration can also benefit from this study. The importance of this study is also shown in its results knowing the effectiveness of the application of transformational leadership in schools for memorizing the Holy Quran. It contributes to opening a new field for researchers and scholars to carry out new research dealing with the application of roving leadership in educational institutions in general.

This study is limited to revealing the reali state of applying the dimensions of transformational leadership to secondary school leaders from the teachers' point of view in Omdurman Locality, Khartoum State in addition to stdyng the eideal impact dimension, the inspirational stimulus dimension. This study was also conducted during the year 2022.

The transformational leadership theory, according to Berkovich (2016) has been one of the most influential leadership models in education over the past several decades. Prior to being recognized as a leadership model for educational leaders, this model was designed for political and business leaders (Berkovich, 2016).

Transformational leadership is a leadership model that focuses on the commitment and capacity of organizational members [Bush, T. (2007)]. Through the transformational leadership model, the school principal strives to build commitment to the teachers and education staff to jointly develop educational institutions. The higher commitment, the easier it will be for schools to achieve the goals of educational institutions (.Dedi, P, Imam Gunawan, R. Bambang, S. (2020).

Transformational leaders motivate followers by: First, making them more aware of the importance of the results of a job. Second, encouraging them to prioritize the organization or team rather than their own interests. Third, activating their higher needs.

The formulation includes three components of transformational leadership namely; charisma, intellectual stimulation and individualized attention [Little, T. (2013)]. The essence of transformational leadership is sharing of power by involving subordinates together to make changes.

The four dimensions of transformational leadership through the 4i concept, namely [Bass, M and Avolio, B. 1990]:

1. Idealized influence is behavior that results in respect and confidence.
2. Inspiration motivation is behavior that is able to inspire and motivate others.
3. Intellectual simulation is a leader who is able to come up with new ideas and provide solutions.
4. Individualized consideration, namely the act of listening and attention to the people they lead.

Idealized influence and inspirational motivation are connected with the leader's ability to formulate and articulate a shared vision. The idealized influence of transformational leader serves as a role model for followers and because followers trust and respect the leader, they emulate this individual and internalize his or her ideas.

Intellectual stimulation of transformational leadership is exhibited through recognition of followers' stimulation, creativity and innovation while under individual consideration, the leader provide a supportive climate in which they listen carefully to the individual needs of the followers(Veronica. 2017).

Even further, building upon previous work in transformational leadership, Poutiatine (2009) developed nine principles of transformational leadership that provide a framework for leaders to follow:

1. Transformation is not synonymous with change.

2. Transformation requires assent to change.
3. Transformation always requires second-order change.
4. Transformation involves all aspects of an individual's or organization's life.
5. Transformational change is irreversible.
6. Transformational change involves a letting go of the myth of control.
7. Transformational change involves some aspect of risk, fear, and loss.
8. Transformational change always involves a broadening scope of worldview.
9. Transformation is always a movement toward a greater integrity of identity.

The role of the transformational leader is to transform his subordinates into a civilized move, and to take care of individuals, so there are some principles that help school principals to activate their leadership role. Smeirat and an mugabla (2014) identified it as follows:

1. Encouraging creative initiatives and ideas, and using the appropriate leadership style at the right time.
2. Improving the conditions of education and unifying the efforts of school staff to achieve school goals.
3. The transformational leader should be characterized by many qualities, the most important of which are the inspirational and creative personality, mental arousal and human interest in individuals according to their needs and abilities.
4. Encouraging team work and cooperation, and realizing the need for change beside the appropriate change according to a new strategy and methodology, by exchanging views and providing justifications for change.
5. To pay attention to physical and mental abilities, communication skills, objectivity, social skill, ability, and good time management and use effectively and not to waste it in useless discussions.

The dimensions of transformational leadership reveal the behavior of the transformational leader in the school, as transformational leadership includes four dimensions: idealistic influence, which describes the behavior of the leader who is admired and appreciated by followers, inspirational motivation, which describes the behavior of the leader that provokes a love of challenge in followers, and intellectual arousal by searching for ideas. And individual consideration through the style of the leader who listens gently, and pays special attention to the needs of the followers (Darwish, 2009).

It is also called the charismatic influence or the leadership attraction, and it means the leader's possession of the vision and a strong sense of the supreme mission of the institution and instilling a spirit of pride and pride in the hearts of his subordinates. To the decisions taken with the need to pay attention to the core values, maintaining the established beliefs while dealing with the workers, with the ability to take the right position in difficult issues, so that he becomes an example to follow (Al - Othmani, 2017). It is considered as a leader who has the ability to develop a new vision for his subordinates. It is also a model for common ideals and behavior. It requires the leader to work with his subordinates to create a sense of the higher mission of the institution, instill a spirit of pride and pride in them, and achieve trust and respect by his subordinates (Al-Saud, 2012).

This dimension does not come through the followers' admiration for the personality of the leader or the way of speaking, because transformational leadership seeks more than that so that it is not limited to a specific person, but rather by convincing the followers that their goals cannot be achieved in isolation from the goals of the

institution, as it is a unification of values, personal and organization by creating the appropriate organizational balance between the objectives of the institution and the needs of the workers (Al-Dailami, 2014).

It is called inspirational motivation and is defined as the ability of a transformational leader to communicate his high expectations to others, and to arouse a love of challenge in them, which gives them the opportunity to participate in achieving goals and drawing the school's mission and vision, so he works on the use of drawings, slogans and symbols to guide them to reach their goal in the simplest Roads (Al-Harbi, 2008). Al-Taweel (2006) believes that the behavior of the transformational leader with motivation and inspiration appears through the challenges it provides, excites their team spirit, preoccupies them with thinking about seeing expected future situations, and puts them in situations that make them feel optimistic and enthusiastic, and push them to work in the spirit of one team.

Therefore, the inspirational motive can be related to organizational culture by providing shared values, as transformational leadership is central in providing organizational culture and its tools, as well as in changing it when it becomes unsuitable for new situations (Dwani, 2013). Inspirational motivation refers to the process that focuses on the actions and behaviors of the leader, and generates in the followers a love of challenge, the ability to define attractive future visions, and talk about the organization with optimism and enthusiasm. (Al Hadees, 2020).

There are many studies that dealt with the subject of transformational leadership from many angles, and among these studies is the study of Al-Muqahim (2020): The study aimed to identify the level of application of secondary school leaders to the dimensions of transformational leadership, and to achieve the objectives of the research, the researcher followed the descriptive analytical approach. The study reached several results, the most important of which are: obtaining a high level of application by secondary school leaders of the total dimensions of transformational leadership, with an average value of (2.70), and this indicates that the application of transformational leadership dimensions for school leaders was at a high degree.

As well as the study of Ben Kulaib (2019): This study aimed to identify the transformational leadership of school leaders and its relationship to the professional affiliation of female teachers from the point of view of female teachers. To achieve the goal of the research, the researcher followed the correlative survey descriptive approach. The study reached a number of results, the most important of which are: that the characteristics of transformational leadership of school leaders came to a high degree, and that the dimensions of transformational leadership of school leaders came to a high degree.

Al-Saleh Study (2019): This study aimed to know the reality, challenges, and ways of enabling transformational leadership among academic leaders in Saudi universities. To achieve the goal of the research, the researcher followed the descriptive analytical approach. The study reached a number of results, the most important of which are: It came after the ideal effect with a mean of (3.75), followed by after the inspirational stimulus with a mean of (3, 65).

Al Mansour's study (2019): The study aimed to identify the degree to which secondary school leaders in Qatif Governorate practice transformational leadership from the teachers' point of view. From the teachers' point of view, it was significantly with an average arithmetic ability (3,900).

Sindi's study (2019): The study aimed to identify the transformational leadership of school leaders and its relationship to empowering the school administrative

body in public education schools. To achieve the goal of the research, the researcher followed the correlative descriptive approach. The study reached several results, the most important of which are: that the transformational leadership traits of school leaders came with a degree of agreement, and the areas of transformational leadership of the school leader came with a degree of agreement, while the domain of ideal influence came with a degree of strong agreement.

Al-Maaytah and Harahsheh Study (2019): This study aimed to identify the degree of school principals' practice of transformational leadership from the teachers' point of view. The study reached several results, the most important of which are: The degree of school principals' practice of transformational leadership from the teachers' points of view was medium, and all fields came to a medium degree.

Shugairat and Al-Jazi Study (2019): The study aimed to reveal the degree of transformational leadership practiced by public school principals and its relationship to the level of organizational trust among teachers. To achieve the goal of the research, the researchers followed the descriptive approach. The study reached several results, the most important of which are: The total degree of the practice of transformational leadership in public schools from the teachers' point of view obtained a general mean of (3.95) with a high rating, and at the level of fields, the ideal field of influence got the highest mean (4.06), followed by the field of individual consideration and finally The field of inspirational stimulation are all highly regarded.

RESEARCH METHODS

The researchers used the descriptive-analytical approach because it is the most appropriate method for evaluation research, and Abdullah (2011) defines it as a method for studying scientific phenomena or problems by describing in a scientific way, and then arriving at logical explanations that have evidence and proofs that give the researcher the ability to develop specific frameworks for the problem. This is used to determine the results of the study.

The study population included all secondary school teachers in Omdurman locality, whose number is (323). A simple random sample of (168) female teachers was selected, at a rate of 52% of the total population of the study.

The researcher used a questionnaire tool to collect data for the study, which is a tool for collecting information related to a specific study topic through a form that is filled out by the respondent.

RESULTS AND DISCUSSION

The researcher examined the responses of the study sample to all the statements in the questionnaire, and then used the arithmetic averages and standard deviations as in the following tables:

Table No. (1): shows the arithmetic mean, standard deviation, and the result for the dimension of the inspirational stimulus

No	Statement	Mean	SD
1	The school leader encourages teachers to work in a team spirit	3.72	1.13
2	The school leader encourages teachers to positively compete	2..2	1.09
3	The school leader encourages teachers to express their ideas	2.90	1..0
4	The school leader encourages teachers to innovate	2..0	1.11
5	Leaders feel teachers can achieve school goals without referring to them	2.11	1..1

6	The school leader provides a collective sense of administrative tasks	2..0	1.20
7	The school leader develops teachers to be new leaders	1.01	0.91
8	The leader has communication skills that contribute to motivating teachers	1.01	0.92
9	The school leader encourages teachers to try new strategies	1.10	1.09
10	The school leader sets the incentive system for teachers	1.00	1.12
	The overall mean of the axis	49.3	1911

From table (1), it is clear from the dimension of the inspirational stimulus that the general mean is (3.94) and the standard deviation is (1.11). The highest mean was for statement No. (9), which is: The school leader encourages teachers to try new work strategies (4.10), with a standard deviation (1.09), and the lowest mean for statement No. (5), which is: The leader feels teachers that they can achieve the school's goals without referring to him. (3.41), with a standard deviation of (1.61).

This indicates that the school leader applies the inspirational motivation to a high degree, with an arithmetic mean of (3.94) and a standard deviation (1.11), according to the sample of the study. This may be due to the fact that the Department of Education in Sudan takes into account when selecting a school leader that he must possess high quality standards. This result is consistent with the conclusion reached by Al-Muqahim (2020) in his study, where he indicated that the level of application of transformational leadership dimensions among school leaders in Al-Kharj Governorate came to a high degree. This result also agreed with the conclusion reached by Ben Kulaib (2019) in his study, where he indicated that the areas of transformational leadership (inspirational motivation) for school leaders came to a high degree.

CONCLUSION

The general findings of this research can be summarized as follows: The school leader applies several inspirational motivations to a high degree, with an arithmetic mean of 3.94 and a standard deviation of 1.11, according to the statement of the study sample. This may be due to the fact that the Department of Education in the Republic of Sudan takes into account when selecting a school leader that he must possess high quality standards. Also, the school leader applies the ideal effect to a high degree, with an arithmetic mean of 3.97 and a standard deviation of 0.92. Perhaps this is because high school leaders are charismatic and charismatic.

In light of the findings, the research concluded the following recommendations:

Working to further spread the culture of transformational leadership among secondary school leaders in Khartoum State. As well as the need to set accurate criteria by the senior management to select secondary school leaders who have the initial readiness to possess the characteristics of transformational leadership. Providing material and reinforcements, by the Ministry of Education, periodically to leaders interested in change and development. And holding specialized training courses with the aim of increasing the level of awareness among secondary school leaders on the importance of applying the dimensions of transformational leadership.

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PUBLIC RELATIONS MANAGEMENT IN BUILDING A BRANDING IMAGE OF BOARDING SCHOOLS

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Abstract:

Public relations management is essential in building an educational institution's image. The image of an excellent educational institution can increase the attractiveness and trust of the community, parents of students, and prospective students. In this article, the author discusses how public relations management can help build the image of educational institutions. Some recommended strategies and tips have a strategic plan, using social media well, having an extensive network, and being responsive to requests and issues. The research method in this article uses a qualitative case study type method. By implementing excellent and integrated public relations management, educational institutions can build a good image and increase public trust in educational institutions. This can help educational institutions to attract the interest of prospective students and parents and improve the quality of education provided.

Keywords: *public relations management, image, pesantren*

INTRODUCTION

Islamic boarding schools have proven their ability to survive and play an essential role in society and Indonesia, especially in education, even though there have been efforts to give a negative stigma to pesantren. History records that Islamic boarding schools defend national identity against colonialism and imperialism (Maghfuri & Rasmuin, 2019).

As an Indonesian educational institution, Islamic boarding schools have an essential role in building a human civilization in the fields of religion, society and technology. However, pesantren are also faced with issues regarding radical understandings that appear and are allegedly disseminated through pesantren (Djazilam, 2019).

If these issues are correctly handled, the image of the pesantren can grow, and people can leave the pesantren. Therefore, publications about Islamic boarding schools are significant, especially in providing the correct information about Islamic boarding schools to people who need to become more familiar with Islamic boarding schools. One way to do this publication is to build a positive image of pesantren. Thus, pesantren can continue to stand tall and play an essential role in building a human civilization in Indonesia (Naqqiyah, 2021).

In managing education marketing, building and managing the image is essential. This also applies to pesantren, which are already popular in society. The image of pesantren needs to be built and maintained correctly to maintain and increase public

interest in studying at pesantren, especially for pesantren that have just been established (Maulana et al., 2019).

Islamic boarding schools, as educational institutions, will try to minimize conflicts. Because the existence of this conflict will significantly impact the good relations between the Islamic boarding school and the community, which will ultimately be reflected in the public's perception of the image of the Islamic boarding school (Sofia, 2021).

The importance of the public relations position of an Islamic boarding school in improving good relations with the public is enormous, especially in efforts to build a positive image. Public relations functions as a management that assesses public attitudes, identifies individual or organizational policies and procedures with due regard to the public interest and plans actions to gain recognition from the public (Maulana, 2022).

In building the image, Islamic boarding schools can be formed through their identity, characteristics, or characteristics, both in physical forms such as mosque buildings, dormitories, schools, and non-physical forms such as curriculum, pesantren traditions, or the charismatic kiai. A person's assessment of an Islamic boarding school is based on the characteristics, characteristics, or identity of the pesantren, which becomes a consideration in choosing a pesantren (Madani & Marijan, 2021).

Forming and managing a good image of a pesantren has significant implications, not only for the institution but also for all. This can help remove the stigma of Islamic boarding schools as a place that strengthens the teachings of radicalism (Mustaan & Rifai, 2022). With a positive brand image, Islamic boarding schools will be more readily accepted and remembered by potential customers. In addition, they will be better able to survive crises than companies or educational institutions with a lousy image (Lelet et al., 2022).

Public Relations is a series of communication activities that strengthen understanding through knowledge. Meanwhile, public relations refers to a sustainable strategy deliberately designed to create mutual understanding between an institution or institution and the community. This is done to improve good relations and build a positive image of the institution or institutions in the public eye (Ferbita & Setianti, 2020).

There is a current reality where the relationship between pesantren and society is often not harmonious. Many factors cause this, and the relationship should be harmonious. If the pesantren do not have a good relationship with the community, then the community will be reluctant to give their aspirations to the institution. As a result, there needs to be more in the relationship between educational institutions and the public as education consumers. For this reason, the Nurul Jadid Islamic Boarding School constantly evaluates the public relations and protocol department to improve the community's view of the Nurul Jadid Islamic Boarding School.

In public relations performance, the main objective is to influence the public to feel concerned about and trust the institution and become graduates or users of the services offered. However, many agencies currently need more public trust in implementing their routine programs (Sihite & Saleh, 2019).

RESEARCH METHODS

This study uses a qualitative approach to the type of case study at Pondok Pesantren Nurul Jadid Paiton, Probolinggo. Data collection techniques were carried out through observation, interviews, and documentation to obtain information about the role of public relations management in building the image of Islamic boarding schools. This interview was conducted in a semi-structured manner through the guardians of

students, students, and administrators at the Nurul Jadid Paiton Islamic Boarding School, Probolinggo, to seek information regarding public relations management and the image of the Islamic boarding school and matters related to the research theme. Documentation was obtained from observing the activities in the pesantren related to the management of the pesantren's public relations. This data analysis technique is carried out circularly, starting from data presentation, data reduction, and finally, the conclusion.

RESULTS AND DISCUSSION

Public Relations Management (PRM) is the process of planning, implementing and evaluating communication activities to create, maintain and enhance the image and reputation of an organization or individual. Public relations management is becoming increasingly important in today's digital era because information can spread quickly and widely via the internet and social media. The following are some of the strategies carried out by the Nurul Jadid Islamic Boarding School to carry out effective public relations management:

The Strategic Plan

Pondok Pesantren Nurul Jadid has a strategic plan to build an image, an essential factor in enhancing the institution's image. A good strategic plan can assist Islamic boarding schools in identifying and formulating clear goals, developing effective strategies, and evaluating performance and results achieved.

The strategic plan made by the pesantren must include several things, such as vision, mission, values, and long and short-term goals. The vision and mission become a reference for the institution in determining the direction and focus of the activities. The values possessed by Islamic boarding schools can be the basis for building a good image, such as honesty, integrity, professionalism, and commitment to the quality of education.

In addition, in formulating strategic plans, institutions must consider internal and external factors that can affect the institution's image, such as the quality of teachers and staff, facilities, environment, educational programs, and the existing image. Strategic plans must also consider external factors such as public perception and competition.

After the strategic plan is made, the next step is to implement and evaluate the plan. Islamic boarding schools must have concrete actions by predetermined strategic plans, such as developing unique programs, improving the quality of teachers and staff, improving facilities and the environment, and improving communication with the community. Periodic evaluations must be carried out to measure the extent to which the strategic plan has been successfully achieved. If there are deficiencies or failures, improvements can be made immediately.

In the current digital era, social media has also become an essential platform for building the image of an institution. Institutions can utilize social media to promote programs and achievements that have been achieved, as well as establish interaction and communication with the public.

In conclusion, having a strategic plan to build an image is essential for educational institutions to improve their image. A good strategic plan must include a clear vision, mission, values and goals and consider internal and external factors affecting the institution's image. Implementation and evaluation of the strategic plan should also be carried out regularly to ensure its success. In the current digital era, social media can also be used to promote institutions and increase interaction with the public.

The beginning of implementing public relations programs and activities is to put knowledge and thoughts into planning as the first step to taking action. Planned action

will, of course, be much better than action taken just like that or even done haphazardly, especially if the plan is a strategic plan that pays attention to internal and external conditions so that strategic steps can be determined (Durahman, 2020).

Planning for Islamic boarding schools' marketing services begins with setting objectives and policies as a marketing services strategy. And procedures. Organizing Madrasas and Islamic Boarding Schools is in the form of committees. The implementation is carried out by dividing the work of the committee. Pesantren's public relations section carries out marketing control or supervision with initial, "concurrent" supervision and reflective supervision (Sopiali & Utomo, 2020).

Social Media

In today's increasingly advanced digital era, social media has become one of the most effective tools in building the image of an institution. The use of social media can assist institutions in creating brand awareness, increasing interaction with the public, and promoting programs and activities carried out by institutions.

Several strategies can be implemented to use social media effectively in building the institution's image. First, the institution must choose a social media platform that suits the target audience. Each social media platform has different characteristics and audiences, so institutions must choose the most relevant and effective platform to reach their target audience.

Second, institutions must have interesting and valuable content for their audience. Good content must promote the activities and programs of the institution, as well as provide added value for the audience. Content can be in the form of informative and exciting photos, videos, infographics, or articles.

Third, institutions must be consistent in posting content on social media. Consistency in posting content can help organizations build brand awareness and increase engagement with the public. However, consistency must also be balanced with good quality content so that the audience does not feel disturbed or that the content posted is too excessive.

Fourth, institutions should take advantage of social media features such as hashtags and tagging to increase the reach of their content. Hashtags and tagging can assist institutions in creating an active and engaged online community.

Fifth, institutions must respond quickly and well to questions and feedback received via social media. A good response can increase public trust in the institution and help improve the institution's image if there are problems or misunderstandings.

Lastly, institutions should also measure their social media performance regularly. Performance measurement can help agencies understand what is and is not working and provide the insights needed to improve their social media strategy in the future.

The use of social media can be a very effective tool in building the image of educational institutions. In making effective use of social media, institutions should choose a platform that suits their target audience, has exciting and valuable content, consistently posts content, uses social media features, responds well to feedback, and measures their performance regularly.

There need to be social media that can disseminate the information so that people can understand pesantren activities and preach Islam to the community. For social media management to work correctly, pesantren administrators must have good skills in managing social media (Ilhamuddin et al., (2021).

The community has a different impression of a pesantren institution. They can get this impression either from their experience while studying at the pesantren, simply hearing from those closest to them (word of mouth), or through information conveyed

by the pesantren in print and electronic media such as brochures, banners, and websites, or electronic social media. This perception forms an impression created on each individual, referred to as an image (Ubaedullah, 2018).

Implementation of Islamic Boarding School marketing can be through public relations and information systems, cooperation with each other and establishing cohesiveness between pesantren internal parties in implementing Islamic Boarding School programs to facilitate the achievement of the desired goals; Islamic Boarding Schools must apply unique methods in providing educational services in order to attract community interest such as understanding community needs and provide customer satisfaction.

While the marketing techniques carried out by Islamic Boarding Schools in offering their products through the marketing mix strategy, namely (place, price, product and promotion). The existence of marketing carried out by Islamic boarding schools has a positive impact on the image of Islamic boarding schools, namely the increasing number of applicants as new students at Islamic boarding schools and the faster infrastructure development process at Islamic boarding schools (Aguustina, 2021).

Has a Wide Network

An extensive network can be a very effective strategy for building the image of an educational institution. An extensive network can assist institutions in creating good relationships with various parties, such as alumni, industry partners, and the surrounding community.

In building a broad network, institutions can carry several strategies. First, institutions can build relationships with various parties through events and activities. Events such as seminars, workshops and alumni meetings can be an excellent opportunity to invite various parties and build closer relationships.

Second, institutions can leverage social media and websites to build a more comprehensive network. By posting interesting and valuable content, institutions can attract the attention of various parties and expand their network.

Third, institutions can use alumni and industry partners with extensive networks. Alumni and industry partners can assist the institution in introducing the institution to prospective students, companies and the surrounding community.

Fourth, institutions can use apprenticeship programs and collaboration with companies to build a more comprehensive network. By sending students to do internships or work in companies, institutions can help students to expand their network and introduce institutions to these companies.

Finally, institutions can use CSR (Corporate Social Responsibility) activities to build good relations with the surrounding community. Through CSR activities, institutions can help local communities and strengthen their relationships with local communities.

An extensive network can be a very effective strategy for building the image of an educational institution. Institutions can take advantage of events and activities, social media and websites, alumni and industry partners, internship programs and collaboration with companies, and CSR activities in building a broad network. By expanding their network, institutions can increase their brand awareness and strengthen their institution's image in the public's eyes.

In achieving the target of Islamic boarding school marketing management, there are factors in marketing activities, namely marketing power in caregiver figures through the active involvement of alumni in the target areas. Whereas the Modern Assalam Islamic Boarding School through a network of alumni and student guardians and establishing regional information centres throughout Indonesia (Sopiali & Utomo,

2020).

In order to optimize the performance of public relations, the coordination of public relations and the press must also be built in such a way because the press is very effective in building public opinion through a reasonably extensive publication network. Thus, public relations will be able to socialize well if the relationship development continues (Ningsih & Martha 2019).

As has been implemented by Islamic boarding schools that adhere to a modern system, independence can make Islamic boarding schools stand without depending on any party. That is, in Islamic boarding school economic activities, especially in khizatullah or the provision of funding sources for Islamic boarding schools, can empower the entire Islamic boarding school community to run the wheels of the economy, the education system, to expand the network of any party (Azizah, 2014).

Responsive To Requests And Issues

Responsiveness to requests and developing issues can be a very effective strategy in building the image of educational institutions. Institutions must be able to keep up with developments and respond to various issues in a world that is constantly changing and developing rapidly.

One way to be responsive to requests and issues is to pay attention to trends and developments in the field of education. Institutions must always keep abreast of the latest developments in education, such as technological developments, new learning methods, or changes in government policies related to education.

In addition, institutions must also always be open to requests and input from various parties, such as students, parents, alumni, and the surrounding community. By listening to input and requests from various parties, institutions can develop themselves and meet the needs and expectations of stakeholders.

In addition to being responsive to requests, institutions must also be able to respond to various issues that develop. Security, sustainability or social issues can be essential, and agencies must respond quickly and appropriately. In responding to various issues, institutions must communicate effectively and transparently with stakeholders. Institutions must provide clear and accurate information about the issue and solutions or actions taken to deal with the issue.

In conclusion, being responsive to requests and issues can be a very effective strategy in building the image of an educational institution. In being responsive, institutions must keep abreast of developments and trends in education, be open to input and requests from stakeholders, and be able to respond to various issues that develop effectively and transparently. Thus, institutions can strengthen their image in society's eyes and increase stakeholders' trust.

Islamic education in Indonesia continues and experiences changes; changes in the field of education are a necessity that requires educational actors and observers to be wise in dealing with all kinds of problems and challenges of future changes (Jemani & Zamroni, 2020).

In addition, the role of guardians of students has yet to be seen optimally, especially in providing input and actively overseeing the development of madrasas or Islamic boarding schools (Yunus et al., 2019).

CONCLUSION

In the article about public relations management in building the image of educational institutions, it can be concluded that public relations management plays a vital role in enhancing the image of educational institutions. Public relations

management can help educational institutions to build a positive image and increase attractiveness to the public, parents of students, and prospective students.

Some strategies and tips recommended in public relations management are having a strategic plan, using social media well, having an extensive network, being responsive to requests and issues, and conducting evaluations. In addition, other factors such as good academic performance, quality extracurricular programs, quality of school teachers and staff, quality of school facilities and environment, and effective communication with the community can also affect the image of an educational institution.

Improving the image of educational institutions requires time, effort and commitment from all related parties. In this case, public relations management can be one of the critical factors in building a good image of an educational institution and attracting interest from prospective students and parents of students.

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PORTRAIT OF THE PALESTINIAN CITY IN QODIDAH "EXCEPT THOSE WHO DISOBEY" & QURBA MURBID NA'AMAH BY MUHAMMAD ABU DAUD

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Abstract:

This study discusses the problem of a poet regarding the problems that occur in the city, to what extent he feels the suffering that afflicts the residents of the city. This city seems to be a symbol of existence, eternity & stagnation. How did events hit the city? Will he be able to take the pain out of the city and its citizens? Can he feel the suffering of the townspeople and make it part of his concern?

Keywords: *The City, The Camp, The Poet Muhammad Abu Doma*

المقدمة

تحتل المدينة مكانة مرموقة في الأدب المعاصر ، على المستوى العربي والمستوى الفلسطيني ، سواء أكان جنس الأدب نثراً أو شعراً ، وذلك لدور التي تلعبه في تشكيل وعي الأديب ، وتدرج الوعي المعرفي في فترات زمنية مختلفة ، هو الذي قاد الشاعر إلى تناول وصف المدينة والظروف الصحية التي تعيشها في ظل احتلال غاشم ، حيث أنّ العملية الإبداعية للشاعر تولدت مع أحداث وقت في تلك المدينة وواقع مؤلم تمرّ فيها ، جعلها ثكنة عسكرية ، سعياً وراء توفير قدر من الأمن والحماية ضدّ هجمات الفدائيين ، فالمدينة بوصفها نفيًا معنويًا وماديًا للإنسان الفلسطيني - القتل والنزوح - وأثر ذلك على حياة شعب المدينة ، فالباحث تناول المدينة الفلسطينية من خلال قصيدتين للشاعر المصري " محمد أبو دومة " ، حيث جعلها رمزاً لابنها المناضل ، ليخلق حساسية اجتماعية ، تدرج زمانياً فترة الانتفاضة الثانية " 2001م " ، وحينه إلى مدينة جنين والقدس والخليل ، وإشارته إلى قدسية هذه المدينة ، وهذه القدسية . من الأسباب التي وثقت علاقة الشاعر بهذه المدينة

مفردة المدينة تكاد ذات حضور مكثف ، وحضورها لا يعني زجها هكذا ، وإنما لوصفه لها ، وبالتالي حضور المدينة كان وصفيًا ، يصف أهلها ووضعها في ظلّ هجمة احتلالية لسيطرة عليها واعتقال مناضليها ، مدينة مؤمنة متسامحة قوية ، يقودنا إلى خريطة رسمها لمدينة القدس والخليل في قصيدة " قربا مرتبط النعام " ، والحديث عن مذبحه مخيم جنين في قصيدة " إلا مَنْ أبى " ، فنجدّه يصور الأوضاع بمنظور رمزي ، وهذه السوداوية تقف عن حدّ الوضوح عندما يباشر بالقول

فقد اتخذ " أبو دومة " من نصوص قصيدتيه أساساً لبيان أحداث لها أهمية في حياة الفلسطيني ، ونهضت الدراسة بواجب الشمولية والتخصص ، وتناولها أبعاداً مختلفة لتصور تجربة الشاعر من المدينة ، والكشف عن صورتها ، وموقفه منها ، فهو يجيب عن الأسئلة الآتية :

ما هي المدينة ، وكيف بدأت المدينة الفلسطينية في شعر قصيدتي " إلا مَنْ...أبي وقصيدة -
" قرّبا مربط النعامة " للشاعر " محمد أبو دومة

وما موقفه من المدينة ؟ -

فقد امتزج ذكر المدينة في شعر قصيدتي أبو دومة بما يعانيه الشاعر من مظاهر الظلم والتعسف والفقد والضياع ، التي عانت منها المدينة الفلسطينية ن فقد لجأ إلى المنهج الوصفي والتاريخي لاستنطاق رموز المدينة ، وكشف دلالات التي تحملها أبيات قصيدتيه . واتبع منهجية الحديث عن المدينة ، ومكانة هذه المدينة ودورها النضالي في دفع العدوان بين غيرها من المدن الفلسطينية الأخرى ، لقد تعلق أبو دومة بالمدينة الفلسطينية ، وجعلها أيقونة ثمينة ، وجب الحفاظ عليها ، ونجده يصوّر ضياعها ، فقد بنى حولها سور بمعايير صهيونية كسرت كل الأبعاد ، ورسمت أطراً وحدوداً هدفها طمس هويتها العربية .

التعريف بالشاعر -

محمد السيد ياسين أبو دومة ، شاعر وأديب مصري ، ولد في قرية " كوم غريب " بمحافظة " سوهاج " عام 1944م ، نشأ وترعرع بها ، حصل على شهادة اللسانس آداب في اللغات الشرقية ، وماجستير ودكتوراه في الأدب المقارن في هنغاريا عام 1986م ، يجيد عدة لغات ، رحل عن عمر يناهز أربع وسبعين عاما بعد صراع مع المرض ، وقد كرمته قصور الثقافة ضمن فعاليات ليالي رمضان الثقافية والفنية ، وقد أهدت قصور الثقافة درع الهيئة لابنه باسم ، ونال العديد من الجوائز جائزة الدولة التشجيعية في الشعر 1989م ، وعلى عدد آخر من الجوائز المرتبطة بالشعر ن فقال قال : أنا شاعر لا أصلح لغير الشعر في هذه الدنيا ، أبصرني درويشاً وصعلوكاً ، او ما شئت لكني شاعر عاشق صوفي شيخ الطريقة "أوراد وتباريح " اختار . نيابة مشيخة السادة الرفاعية عن محافظة " سوهاج " والتراث لدي انتمائي وفني وفكري وعلمي وديني .

: شغل العديد من الوظائف منها

عمل مترجماً ومصنفاً للمخطوطات الفارسية والتركية ، وغدا رئيساً لقسم المقتنيات الفارسية -
والتركية بدار الكتب المصرية ، كما عمل مديراً لتحرير مجلتي القاهرة والكتّاب ، وكان عضواً فاعلاً بهيئة مجلة فصول ، وعمل أستاذاً في كلية الدراسات العربية بجامعة المنيا ، وغدا عضو اتحاد الكتّاب مصر واتحاد كتّاب آسيا وأفريقيا ، وعمل رئيساً لاتحاد كتّاب مصر فرع جنوب الصعيد ، وشارك في العديد من المؤتمرات بالاستشراق وقضاياها ، ومجموعة من المهرجانات الشعرية العربية والمحلية

: أعماله الأدبية ، ترك العديد من الدواوين الشعرية ومنها

. السفر في أنهار الظمأ عام 1980م -

. الوقوف على حدّ السكين 1983م -

. تباريح أوراد الجوى 1990م ، وله العديد من الدواوين -

وترجم إلى اللغة العربية نصوص من المسرح المجري الحديث ، وترك دراسات نقدية من أشهرها " علاقة . التشابه والتأثر في الأدب الفلسفي الفارسي العربي والمجري

التعريف بقصيدة

تعدُّ قصيدة " قَرَبَا مربط النعامه " من أروع القصائد التي قالها الشاعر " محمد أبو دومة ، وقد لقيت أعجاباً كبيراً من قبل الدارسين والنقاد ، ففيها رسم صورة للواقع العربي من خلال استخدامه نماذج من التراث ، لإبراز قضايا القومية العربية ، وأهمية المكان الذي يتحدث عنه ، فهو يتحدث عن اسم فرس كانت معروفة عند العرب واسمها " النعامه " وكانت ملكاً للحارث بن عباد ، والذي خلدها بمطولة شعرية أثناء دخوله المشارك في حرب البسوس " بكر وتغلب " بعد كان قد اعتزلها ، وقد كسر وهو على متنها ظهر الزير سالم أبو ليلي المهلهل ، وجزّ ناصيته أخذ لثأر ابنه الوحيد " بجير " رسول المصالحة والذي قتله الزير بشسع نعل كليب ، واخذ لثأر الكرامة العربية ، وهي الرمز الحقيقي للنضال المؤكد للشموخ العربي وبهزيمة الزير، تنتهي حرب البسوس ، وفي الوقت ذاته بدأ التجمع العربي من جديد استعداداً لصدّ هجوم " أبرهة على الكعبة ن إذ يقول

قَرَبَا مربط النعامه مني ، هي النفس تَوَاقَة ، تزهب

النفس فيّ ، هب النار نَزَاعَة تقضم الروح قضمًا مليا

أما القصيدة الثانية ، والتي جاءت بعنوان " إلا مَنْ أْبَى " ، فقد قال ابن احداث مذبحة " مخيم جنين - " ، عندما اجتاحت قوات الاحتلال بكامل عدتها وعتادها لاجتياح " جنين " ، وكان ذلك في الحادي عشر من شهر ابريل عام 2002م ، وقد وقعت معركة شرسة بين المقاومين وجنود الاحتلال مما أدى الى انسحاب هذه القوات منها ، المدينة الفلسطينية الباسلة ، التي تعدّ إحدى مدن المثلث في شمال فلسطين ، وتبعد عن مدينة القدس مسافة ست وسبعين كيلو متراً إلى الشمال ، وتطلّ على غور الأردن من ناحية الشرق ، ومرج بن عامر إلى جهة الشمال ، جنين مدينة في الأفق بالرغم من قلة عدد سكانها ، إلا أنّ لها ثقلاً اقتصادياً ، ومخيمها أقيم 1953م ، ويعدّ ثاني أكبر مخيم في الضفة الغربية بعد مخيم بلاطة ، ويسكنه ما يقارب سبع وعشرين ألف ، ومساحته اتسعت حوالي 473 دونماً ، فقد استشهد عدد كبير من سكان المخيم واعتقل عدد آخر ، وقد سجل التاريخ هذه المذبحة مثل غيرها من المذابح التي أحدثتها قوات الاحتلال ، هذه أسطورة جنين ، أسطورة اتسمت بالبساطة ، بساطة من سطرها وعاش لحظاتها ، () فهم رغم بساطتهم أسهموا في إعادة المد القومي والكفاحي إلى الشارع العربي

تعريف المدينة

المدينة في المدار المغلق مغلقة بقشرة من النقد ، أن كسرنا غلافها الخارجي سندخل إلى المدينة المأمول منها ان تنهض مليئة بالذكريات والأمنيات ، المدينة لغة جمع مدن ومدائن هي مستوطنة حضرية ذات كثافة سكانية كبيرة ، اختلف تعريف المدينة من فترة إلى أخرى ، وبالرغم من وجود آثار للمستوطنات في المنطقة تعد إلى العصر الحجري ، إلا انها كانت قرى صغيرة ، ولم تصبح مدناً حتى الألفية الخامسة قبل الميلاد ، بوجود حضارات مثل حضارة وادي السند والصين والحضارة الإغريقية ، وللمدينة سمات منها الحكومة ، والكثافة السكانية ، والتنوع الاقتصادي ، وتعدّ حياً للأعمال المركزية ، وعدّها أحد الأشكال المتطورة من التجمعات السكانية حيث تصوغ أساليب الحياة التي تتلاءم مع بنيتها العمرانية والاقتصادية () . وتناسب مع طابعها الاجتماعي ، وهي كلمة مأخوذة لغويّاً من " دين " سامية الأصل .

المدينة حلقات متداخلة ومتراكمة يصعب تفكيكها ، لكنها تبتّ داخلنا الإحساس بالزمن ن حتى اننا لا نجد سجلاً بصرياً بالغ الدقة يضاهاها ن فهي سجل متحرك قابل لتجديد ، وهي تعيش هويات متعددة نابعة من هوية كلية ن إلا أننا نشعر بنقلنا داخل جدار الزمن ليدكرنا كيف نشأت هذه المدينة ، ومن هم سكانها ، وكيف أنّها ترزخ تحت تغيير يفقدها قيمتها الجمالية والتاريخية ، فهي خلاصة تاريخ الحياة الحضرية ، ولم يستطع المؤرخون وضع تعريف للمدينة ، لأنّ ما ينطبق على مدينة لا ينطبق على أخرى () .

المدينة اصطلاحاً

وتعرف المدينة لدى " أرسطو " بأنها عدد من الذكريات التي من الممكن معرفة مكوناتها ومعانيها ، وتكون هذه الذكريات صخرية ، قد عرّف " ابن خلدون " المدينة قائلاً : " أمصار تمتلك أبنية كبيرة واجرام وهياكل عظمية ، وهي عامة حيث تحتاج إلى التعاون واجتماع الأيدي من اجل اخطاط المدن وتمصيرها () .

المبحث الأول

" () المدينة في قصيدة " قرّبا مربط النعامة

تبدو علاقة الشاعر بالمدن الفلسطينية المحتلة ذات أبعاد إيجابية مبنية على الودّ والمحبة والإخلاص ، وليس علاقة تناقض ، فهو يتحد بمدينته وينطق اسمها وينافح عن قضاياها وهمومها ، لأنها تشكل قضيته المصيرية ، فهو جزء من أرضه العربية ، التي نشأ وترعرع فيها ، فالواجب يدفعه إلى عدم التفريط والتقاعس عن نصرتها ، فقد تعرضت مدننا الفلسطينية منذ احتلالها إلى هجمات شرسة لتهويدها وطمس معالمها () ، ولم يقف الشاعر عند هذه المدن في فلسطين ، بل لحق نازحوها إلى مدن ومخيمات الشتات ، فلم يقف الشاعر العربي والفلسطيني مكتوف الأيدي ، أمام هذه الخطر الداهم الذي تراه يفتح فاه لابتلاع الأرض وإزالة معالمها ، ونشير هنا أنّ أبو دومة أدرك هذه الحقيقة ، فهبّ ينافح عن مدينته ، ويلهب

الجماهير ، ويستثير مشاعرهم ، فالقصيدة في وقتها عصاً سحرية تمور في الأعماق وتجعلها تغلي وتشتدّ () ، وتنفجر لحظة مجيء المخاض، ويتحقق الأثر على أرض الواقع

ونتيجة لهذه الخصوصية ، جعل المدينة المحتلة تسمو على المستوى الرومانسي والاجتماعي ، ليتوحد الشاعر مع وطنية مدينته ومخيمه وريفه ، فيدافع عنها معانقاً روحه وأنفاسه الطاهرة إلى أن تتحرر من أيدي الغاصبين () ، فالحديث عن المدينة المحتلة " القدس والخليل " تثير قضية الانتماء للأرض ، فأعطاهما بعداً وطنياً لم تكسبه مدناً أخرى ، وأصبحت كياناً مرتبط بقضية اجتماعية وأبعاد حضارية وإنسانية () ، : احبّ المدينة وتعلق بها ، لأنها تمثل رمزاً ، إذ يقول

! كعبتي حاذروا تهدموها...! بارك الربّ فيكم

فهي ما ظلّ بعد كلّ المزال ، فإن هدمتم... فأنا... شاجبوكم

() بلين ودود... وود.. وليت أقولنا ساعة الهدم – لا قدر الله

ويعمق ارتباطه بفلسطين من خلال تخلي العرب بأحلامهم عن القدس وتبعثها الخليل ، واعتبرها مذلة ليس بعدها مذلة ، لا تشعر فيها بالصدق والحميمية ، فهو يثمن أخذ التأثير للكرامة العربية ، وهي الرمز الحقيقي للنضال المؤكد للشموخ العربي، وبهزيمة الزير سالم تنتهي حرب البسوس ، وفي الوقت ذاته بدأ التجمع : العربي من جديد استعداداً لصدّ هجمات أخرى إذ يقول

() لا تقعدا أخويّ قوما... لا تقعدا ، يربّنا مربط النعامة مني

فصورة المدينة في ذهنه صورة تكتسب بعداً أشمل بشمول طلب الفعل وردة الفعل ، بموت الناقة وموت المهلهل وابن عباد ملكهم بطلا " حرب البسوس " في الجاهلية ، فالقدس من المدن الحضارية والمقدسة المهمة أسست معالمها الأولى على منطقة تلال الظهور التي تطلّ على سلوان من الجهة الجنوبية الشرقية التابعة للمسجد الأقصى ، أم امتدادها الجغرافي في الوقت الحالي ، فيبدأ من الجهة الجنوبية لجبال الخليل ، والجهة الجنوبية لمدينة نابلس ، وتصل من الجهة الشرقية التابعة للبحر المتوسط ، ويصل ارتفاعها فوق مستوى سطح البحر إلى ما يقارب 775 م ، وعرفت بعدة أسماء " مدينة ييوس ، ومدينة نبي الله داود ، وأورسال ، وروشاليم ، ومع وصول الفتح الإسلامي عرفت ببيت المقدس ، وعمر هذه المدينة يقدر بـ " 38.000 سنة ، ومؤسسها ملكي صادق كان موجوداً في عهد نبي الله إبراهيم عليه السلام في فترة تقارب : 1850 قبل الميلاد ، فحبّها والخليل في عروقه ، فحبّها مقدس رغم ما أصابها من ذلّ ومهانة ، إذ يقول

قرباً مربط المذلة مني ، كبلتنا يهود

() والعزم بال قرباً مربط المذلة مني

: فقد خضعت المدينتين للاحتلال والأسر ، فالإنسان بلا وطن لا يشعر بدارة الزمن ، إذ يقول

لا القدس قدسي ولا الخليل بخالي ، قرباً مربط

مربط المذلة مني...! مذ شتيلا دهمنا بشتى

الثقال ، قرّبا مربط المذلة مني... لحم قانا

() مخضب سربالي قرّبا مربط المذلة مني

وصور ما لحق بها من ذبول ، وفي نفس الشاعر مرارة ، فمدينة القدس لم تعد أرض مقدسة ، مدينة خاملة مهملة ، والحزن وصل إلى درجة الانهزام والقنوط ، فهذا الألم يحمل في أعماقه الشعور بالمسؤولية بضرورة تغيير الواقع البائس ، وكذلك مدينة الخليل المظلومة بأحيائها ومساجدها ، تجعل نقمة الشاعر تمور في :
اعماقه ، فتحوّل حزنه إلى حزنٍ وواعٍ وفاعلٍ ، فتستتبت غراس الغضب والحزن في نفسه قائلاً

قرّبا مربط المذلة مني ... ! قرّبا مربط

مربط النعامة مني ... ! إنّ وطء الرؤوس

() ! بالنعل غالي ... إنّ ذبح الكرام ... بالذل غالي

فنجده ينعاها وينعى ما حدث بمذبحة صبرا وشاتيلا ، فقد دهمها المحتل بكل عتاده ، وينعى نسيان هذا المخيم ، والذين تقاعسوا عن نصرتها ، وأرادوا طيّ صفحاتها ، فهي عصيّة واسم مصون يتنفس من خلال إنسانه ، ولم ينس مذبحة "قانا" التي خضب سكانها بدمائهم

مذ شتيلا دهمنا بشتى الثقال ، قرّبا مربط

المذلة مني... لحم قانا مخضب سربالي

() قرّبا مربط المذلة مني

ويتوجه الشاعر بعد ذلك إلى مدينة القدس الخالدة ، ليعزف لنا أجمل الألحان والأناشيد ، معلناً صرخة مدوية بانه لن يترك هذه المدينة ، تناضل وحيدة ، فهو يريد السير إليها مخاطراً بنفسه من اجلها ، فقد تقدّم ، ولم يكن متخاذلاً عن نصرتها ، فنجده يتسمّر في القدس رمز الثبات والصمود ، فنجده يتوجه معها ، فلا توجد مسافات بينها وبين الخليل ، فهناك قواسم تطغى على الفواصل ، فهما تتعرضان لمخطط صهيوني لابتلاعهما ، فبعده عنهما مذلة فهو يعدّها هوية وانتماء ، وهي الذليلة المعزوزة في التمسك بالحياة والموت في سبيلها ، يحقق الحياة الكريمة ، فهو بهذا يشكوها همه ، ويبثّها أحزانه ، فهل نجدها تفصح عن شوقها ، وتخبره بأنّها تشعر بالمرارة لبعده عنها ، وهنا تبرز مأساة القدس من خلال هذه المفارقة التي شهدها العالم ، فقد كانت ذات مجد وأمل مشرق ، فعلى العكس نرى أجراس الكنائس ومآذن . المساجد تلجم في العياد ، وتبعث مظاهر الحسرة والحزن .

ومن هنا نلمس حجم المصيبة ، وهم النكبة التي جعلت هؤلاء الشعراء ، في كل قصيدة يهتفون بالارتباط بالوطن ، والوقوف بحزم أمام المخططات والعمل على تحدي المصاعب بكل ما أتى المرء من . عزم وقوة وإرادة .

المبحث الثاني

" المدينة في قصيدة " إلا من أبي

القضية الفلسطينية بكل فصولها ، هي المحرك لهمم الشعراء العرب والفلسطينيين ، حيث أدى الشعر دوره في إلهاب الشاعر وتوجيه اهتمامه بالمشهد الفلسطيني ، معلناً النضال والثورة التي تعيد حقوقه المسلوبة وتعيد له إنسانيته الضائعة في مخيمات الشتات ، فالمدينة عند المدينة من الشاعر محبوباً لها ، تبتّه أحزانها وأشجانها ، وغداً ابناً لها ، اعتنت به وربته بصورة مثالية كما يربي الإسلام أبناءه على الحمية والشجاعة والانتماء () ، فجعلت في نفسه الإباء ورفض الذلّ ، فنشأ على الكرامة والعزة ، () ! إذ يقول :
يا جار دمي يا ابن امرأة هي أمي وابن أبي لا شك

حتى أعدّ ما تعرضت له مدينة جنين ومخيمها من خراب ودمار وضياع هو نهايته وفقدان أمه ، وتأتي النتيجة الحتمية هو الدفاع عن هذه المدينة الفلسطينية ، فلم تعد المدينة قصد الشاعر وهدفه بل ليشمل الوطن كله ، الذات القومية لتكون الأرض الفلسطينية هي الابن والشعب العربي هي الأم .

صورة المخيم ،

هو أبرز مكان يرد مباشر في الشعر العربي والفلسطيني ، وهو ذلك المجهول الذي لجأ إليه الفلسطينيون مرغمين بلا حول منهم ولا قوة ، هذا المخيم تحوّل في فترة وجيزة إلى صورة وطن ومنفى ، ومسرحاً لتغيير الأحلام المسروقة والطموحات المشروعة ، فصار المخيم بما فيه من جرحى وثكلى ويتامى يتقدم الجميع ، فتحول إلى كائن فاعل يريد أن يغير وجه التاريخ ، لذلك حمل هموم الوطن ، ليقدفها حمماً في وجه : المحتل ، إذ يقول :

يعزفه الجسد المتفجر بشظايا حلم البلد

العائب... فيخترق صراخ الشكلاوات شبائيك

() السماوات حتى أبواب العرش

مخيم جنين رمز الموت والمعاناة والصب والصمود ، والمواجهة والتصدي ، فعلى أرضه وبسواعد أبنائه انطلقت شرارة المقاومة والثورة ، وهو المكان الذي تشكلت من أزقته وداخل حجره المعاناة بكل صورها ، واقتترنت كلمة المخيم بالذل والهوان ، والخوف الذي يحاصر ، وقد اخذ المخيم عند أبو دومة شكلاً : من أشكال العنفوان والشجاعة رمز القيادة الحكيمة ، إذ يقول :

أطال الله بأعمار القتلى بين كتائب عزّ الدين

القسام فهم اليقظى ، وجحافل من نسلك يا إسماعيل

() تحبّ مرقدتها حباً جمّاً ... لتنام

فغداً مسرحاً للقتل ، والارهاب والبطش ، فشوارعه وأزقته مسكونة بالرصاص ، والزوايا مليئة بالقنص ، أصبحت ميدان للمواجهات ، ويسقط الشهداء والجرحى .

فقد نجح الشاعر في استثمار الطاقات اللغوية في إبراز الأسي التي تعصف بوجوده وبشعبه ، وفي خضم المعاناة التي صارت سمة تسمه حياة اللاجئين ، صار المخيم عقيدة تتأصل في قلوبهم ، ومبدأ : يسري في دمائهم ، فيوقد في نفوسهم روح الإصرار والأمل المنبثق من الآلام والأوجاع ، إذ يقول

صبرتَ تماديت بصريك ، حتى أفلحتَ إذ استشهدتَ
ففرتَ فعشتَ إلى ما بعد الآن ، قُرب سكيئة " جنين
() حيث النزع القومي المتمسكن والمسكين

ورغم القتل والتدمير اليومي على مدار الاقتحام ، ظلت المدينة ومخيمها تنهض بعناد متحدية جبروت الآلة العسكرية ، وتبلو أسوبها المعيشي القائم علة مسايرة الأوضاع والتعاطي مع فرض حظر التجول ، فظلت عاجزة عن فرض سيطرتها ، أضف إلى ذلك التحدي المثير الذي أبداه الصبية تجاه تلك الآلة والسخرية منها ، فغدت جنين ومخيمها لعنة ستبقى تطارد الإسرائيلي ، بدءاً من الشواهد التي سطرته " كثنائب عز الدين القسام ، محاولين عرقلة تقدم دبابات الاحتلال ، لكن الحقيقة أن هذه الدبابات سرعان ما تقدمت نحو البيوت ودمروها على رؤوس أصحابها من الأطفال والنساء والشيوخ ، إذ يقول

ونحتسبُ الأبناء الشيب ونشكو قسوة ملك الموت لهذا
() التذبيح المحيّر والعام ... ونستغفر جاهك عن جرأة ذلتنا

فقد غدت مذبحه جنين ومخيمها أسطورة تؤسس إلى انجاز فلسطيني ، وأنّ نتائجه انغrust في أذهان الناس ، وقد دعا بعضهم إلى انشاء متحف للكارثة والبطولة في جنين من اجل تجسيد المعاناة والخراب والقتل ، وأنّ ما اعطى صمود مخيم جنين هذه الأهمية تلك المواجهة ، ووجود سلطة وطنية تمثل جزءاً من : الحلم الفلسطيني لإقامة الدولة ، إذ يقول

وانصرف الشدادون لعضده ... أخلفَ
() ... فينا وعده ... قوّض عهده

ومما يلفت النظر رسمه لصورة المخيم شيوع دلالة المواجهة والتحدي عند سكان المخيمات تحدٍ قائم على المواجهة الفعلية مع العدو ن رغم الممارسات الوحشية ، بل صار عنواناً لرفض كل أشكال الذلّ والحرمان ن وذلك بسلوك طريقتين هما :

- . يتجه نحو التعبئة الجماهيرية -
- . يحمل عبء المقاومة والمواجهة -

الخاتمة

وهكذا تحظى المدينة الفلسطينية ومخيمها بأهمية خاصة في قصيدتين (إلا من ... أبي وقصيدة قرياً مربوط النعامه مني " للشاعر " محمد أبو دومة " ، إذ تمثل بؤرة الدلالة ومحور التجربة الذي تدور حوله

رؤى النص ، فالشاعر يريد أن يطوف بالوجود كله ماديات ومعنويات ، مشاعر وأفكار بحثاً عن عالمه المفقود ، الذي يستعين في سبيل هذه الطواف – بالانطلاق من مواقع معينة ، يتخذ منها دفقاً لوجدانه ، وسلماً يتغني به الوصول إلى عالمه المنشود ، ومن ثمّ كانت المدينة التي يتجسد بها الشاعر رؤيته ويصور من خلالها تجربته الشعرية ، وهي نضج مكوناته النفسية ، إذ لم يخلقها من عدم ، بل هي رؤى وعوالم يضم في رمادها وهج جمراته الشعرية .

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ISLAMIC EDUCATION IN THE ERA OF DIGITALIZATION 5.0

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Abstract:

Islamic Education in the Digitalization Era is a very important topic in the world of education today. With the rapid development of technology, the world of education must also adapt to these changes. The purpose of this research is to find out how Islamic education is implemented in the digitalization era, and its impact on student learning. The methods used in this research are case studies and surveys. The results of the study show that the implementation of Islamic education in the digitalization era can increase the effectiveness of student learning and increase student interest in learning. However, there needs to be supervision and regulation from the school in the use of technology so as not to have a negative impact.

Keywords: *Islamic Education in the Era of Digitalization*

INTRODUCTION

Education is believed to be one of the agents of social change. With adequate education, it will be possible for any society to progress. Because of this, many education experts believe that "education is the key to opening the door towards modernization". Islamic education, especially in the digital era, is intended to form a generation of Muslims who are proficient in knowledge and skills to be able to lead a good, safe, prosperous and harmonious life. The formulation of Islamic education is designed to train and foster every Muslim individual to be proficient in Islamic scholarship and its daily practice and proficient in practical, applied-based knowledge to manage natural resources to meet daily needs.

The current developments, with the arrival of the digital era or the era of the industrial revolution 4.0, must have had positive and negative impacts on the world of education. Mainly related to learning Islamic religious education also continues to experience continuous development and change. If intimate conversations between students and teachers felt taboo in the past, today, it is actually a natural thing. Even in the view of modern educational theory, it is a must. Such interactions are, in fact, an indication of the success of the educational process. Another paradigm shift, for example, is in terms of learning approaches. In the era of traditional Islamic religious education, the teacher became a central figure in learning activities. He is the primary source of knowledge in the class (his destiny); one might even say he is the only one. However, this is no longer true in the context of modern Islamic religious education.

The role of the teacher has now experienced a shift, namely as a facilitator for students. Learning is no longer teacher-centred, but more student-centred.

Educators should be able to innovate learning designs by utilizing the digital world. The appearance of this stuff which has dominated almost all dimensions of young people's lives, cannot be avoided anymore. Keeping children away from contact with the virtual world is not the best choice, but letting them be too dependent on everything related to the world of digital information without control and direction is a high-risk decision. The best step is to use it to develop their education by formulating a digital-

based content strategy and learning model with a big vision to create a generation of Muslims who meet life's needs.

So that by designing and implementing it correctly, Islamic education can appear with all the advantages of its resources. In other words, Islamic education is challenged to produce graduates with superior knowledge, skills, and personality competencies because Islamic education, in a broad sense, is all efforts to maintain and develop human nature and the human resources that exist in it towards the formation of a complete human being by Islamic norms, so that they become faithful servants of Allah and can act as caliphs of Allah.

RESEARCH METHODS

This research is a qualitative research using case study and survey methods. The population in this study are students and teachers in schools that apply Islamic education in the digitalization era. The sample in this study was students and teachers who were selected by purposive sampling. Data collection techniques used in this study were observation, interviews and questionnaires. Observations were made to observe teaching and learning activities in schools that were the object of research. Interviews were conducted to obtain deeper information from teachers and students who were the object of the research. Questionnaires were given to students and teachers to find out their opinions about implementing Islamic education in the digitalization era. Data obtained from observations, interviews, and questionnaires were analyzed using qualitative descriptive analysis techniques. The analysis results are grouped based on the categories obtained from the research results.

RESULTS AND DISCUSSION

Education is one of the critical factors in the development of a country. Technological developments have changed how we learn and teach in the digitalization era. Therefore, education must adapt to these changes. One area of education that also has to adapt to the digitalization era is Islamic education. The results of the study show that the implementation of Islamic education in the digitalization era can increase the effectiveness of student learning. This can be seen from the test results, which show increased student scores after implementing Islamic education in the digitalization era. In addition, the survey results also show that students are more interested in learning by using technology. However, keep in mind that the use of technology in education also has negative impacts, such as dependence on technology and lack of social interaction. Therefore, there is a need for supervision and regulation from the school in the use of technology so as not to have a negative impact.

The fundamental problem of education in Indonesia is the low quality of education. The high disparity in the quality of education between regions indicates this. Indicators of education development at the provincial level show two trends: above the national standard and below the national standard. Indicators of the quality of education can be seen from the enrollment rate, dropout rate, grade repetition rate, teacher-student ratio, teacher-school, teacher eligibility level, and condition of school infrastructure. Inequality in the quality of education is multidimensional. Based on the phenomenon that continues to develop at this time, there are at least three main reasons: First, education is experiencing a process of reducing meaning, even being degraded only to memorizing activities and skills in doing exams (UN). Second, education has fallen into the commercialization process, where education has turned into a commodity that is traded and managed, like the industrial world, which tends to be profit oriented. Third, education only gives rise to school superiority. Namely, schools are becoming more powerful and distant, and putting pressure on students' parents subtly and openly. Islamic religious education, in its existence as a nationbuilding component, especially in Indonesia, plays a huge role, and this has been going on since long before the independence of the Indonesian nation. This can be seen in the practice of Islamic religious education organized by Muslims through traditional educational institutions such as tackle assemblies, study forums, surau and Islamic boarding schools, which have

thrived and exist until now.

Internal problems can be seen in the ethos of Islamic education today, seen from the education system of managed Islamic schools, such as Islamic boarding schools, madrasas, and Islamic tertiary institutions, which are actually quite encouraging, or even if not, the number exceeds the need so that it is over-production. At the same time, other sciences are oriented to science, and technology still needs to be improved. So it is logical if there is an assumption that Islamic students need to improve in insight, mastery of science and technology, communication, and also politics. The ethos of Islamic education as it currently exists still pays little attention to linking and matching in building its education system.

Islamic education strategy in the digitalization era

According to Nuryadin, strategic steps are needed in dealing with challenges/problems faced in learning, including: developing and improving the quality of human resources, improving digital technology-based infrastructure, and utilizing digital-based learning media (Nuryadin, 2017).

Development and Improvement of the Quality of Human Resources

Improving the quality of human resources is a must for Islamic education in navigating the digital era. Human resource quality will significantly impact the quality of Islamic education, both for institutions and other aspects (Dachulfany, 2017). Human resources with qualified skills, expertise and professionals are expected to be able to develop Islamic education so that it is more optimal with all available resources (Yasmansyah & Zakir, 2022). The quality of human resources in question is closely related to technical and non-technical competencies. Technical competence includes ability, expertise and professionalism, which are absolute prerequisites for achieving the nation's competitiveness in the global era.

Meanwhile, non-technical skills include modern values and behaviours as well as creativity, which will significantly impact productivity (Kismanto, 2021). HR in this context includes leaders, educators, academic staff, staff/employees, and students. The desired quality of human resources is capable and skilled in carrying out their duties and authority. Expertise and professionalism in carrying out responsibilities is highly demanded and have become an absolute. If Islamic educational institutions do not have capable and reliable human resources, it is possible that the programs and activities of the institutions will not run optimally (NURYADIN, 2017). What is more worrying is the birth of graduates who do not master their field and cannot compete in various fields of life. For leaders, educators, and educational staff at Islamic educational institutions, an important aspect that needs to be emphasized about improving the quality of human resources in Islamic educational institutions is adequate religious knowledge and insight or having a mature level of religious literacy/literacy, effective leadership in running the wheels of Islamic educational institutions, in-depth understanding of Islamic education starting from the basis, goals, human resources, curriculum, evaluation, etc., mastery of foreign languages (Arabic, English, and others) and practical communication skills, managerial administration skills or educational management Islam, and mastery of information and communication technology devices (Yasmansyah & Zakir, 2022).

Improvement of digital technology-based infrastructure

In improving the quality of education as well as a response to globalization. The main thing is infrastructure based on digital technology. Most educational activities, such as managing administration and learning, can utilize information and communication technology tools. So the availability of supporting infrastructure facilities answers these demands (Efendi, Murhayati, & Zaitun).

Islamic religious education must realize the urgency of the availability of digital technology infrastructure to facilitate classroom learning process activities. Often obstacles in education, learning, and administrative activities are related to the unavailability or lack of infrastructure. This should be addressed so that Islamic religious education will be better discussed in the future. However, financing is a problem for Islamic educational institutions in preparing digital technology-based infrastructure (Siahaan, 2008).

In this regard, it is essential to note that in today's digital era, the human generation is divided into two groups; digital immigrants, namely groups who since birth did not have the internet in their time, which later emerged and developed the internet so that they became active in it, and digital natives. Since birth, these groups have been in the era of the presence of the internet. The two groups both use the internet for their interaction needs in cyberspace (Apidana, Suroso & Setyanto, 2020).

Utilization of digital-based learning media An educator must be aware of the reality of today's digital generation, which cannot be separated from the grip of gadgets and computer devices in their daily lives. In response to this, an educator must be able to set an example and guide students in using digital products positively and be directed at improving the quality of learning (Muhasim, 2017). In this regard, it is essential to note that in today's digital era, the human generation is divided into two groups; digital immigrants, namely groups who since birth did not have the internet in their time, which later emerged and developed the internet so that they became active in it, and digital natives. Since birth, these groups have been in the era of the presence of the internet. The two groups both use the internet for their interaction needs in cyberspace. The internet can be an alternative medium for online learning materials (college/school) (Gusty, Nurmia, Muliana, Sulaiman, Ginantra, Manuhutu, & Warella, 2020).

So that learning materials can be accessed by anyone who needs them, both the dominant and popular classes. This is very helpful for those who are constrained by space and time. Implementation of participatory learning methods the digital era has brought significant changes in the world of Islamic religious education. Educational activities are more effective and efficient with the presence of digital devices. In learning activities, it is hoped that a community will be formed that can utilize digital devices or media to encourage the creation of quality learning and accommodate students' potential and participation (Zuriah, N., Sunaryo & Yusuf, 2016). The context of learning with a face-to-face system (class) that has been going on so far can be enriched with online-based learning activities (e-learning) or electronic learning. Moreover, according to scholars, education in the future will be more open and twoway, diverse, multidisciplinary and focused on current and competitive work productivity (Nashihin, Efendi, & Salmiyatun, 2020). So applying participatory learning methods or in favour of the diversity and uniqueness of students is increasingly gaining momentum and context. Learning strategies and methods at present are undoubtedly different from past learning contexts, which tend to be oneway, monotonous, less participatory, and less appreciative of supporting learning media, especially digital media (Kismanto, 2021). This is where the importance of applying and getting used to methods that can actualize students' potential is.

The participatory method is thus a solution to answering the needs of student participation in the current global era. Important participatory methods in digital era learning are discussions, questions and answers, demonstrations, interactive lectures, video calls, teleconferences, etc. The application of these methods is more optimal if it is carried out with digital media. Problems of Islamic Education in the Digital Age The problems faced by Islamic religious education are shared and partial. Some several problems or problems are still entangled that are interrelated with one another. According to Achmadi, the main problem of national education, including Islamic religious education, is the low quality of education which triggers the low quality of human resources. The low quality of human resources has an impact on the low character of the nation. Other problems faced by Islamic religious education include ideological problems, the dualism of the Islamic education system, language, and learning method problems (Prayitno & Qodat, 2019).

The ideological problem concerns some Muslims' lack of initiative and commitment to linking the mastery of science with progress. As a result, enthusiasm for studying, especially science, has not yet become a culture among most Muslims. A reductive and partial understanding of Islam is the trigger for why the mastery of science does not get the central place. This ideological problem is so acute that it impacts Muslim generations' low and uneven quality (Aziz & Zakir, 2022). The fundamental problem of

education in Indonesia is the low quality of education. The high disparity in the quality of education between regions indicates this. Indicators of education development at the provincial level show two trends: above the national standard and below the national standard. Indicators of the quality of education can be seen from the enrollment rate, dropout rate, grade repetition rate, teacher-student ratio, teacher-school, teacher eligibility level, and condition of school infrastructure. Inequality in the quality of education is multidimensional (Alifah, 2021).

Internal problems can be seen in the ethos of Islamic education today, seen from the education system of managed Islamic schools, such as Islamic boarding schools, madrasas, and Islamic tertiary institutions, which are actually quite encouraging, or even if not, the number exceeds the need so that it is over-production. At the same time, other sciences are oriented to science, and technology is still scarce. So it is logical if there is an assumption that Islamic students are poor in insight, mastery of science and technology, communication, and also politics. It would be right to conclude that the ethos of Islamic education as it currently exists still needs to pay more attention to linking and matching in building its education system (Zainal Arifin, 2020). Islamic education aims to shape the character of students in the digital era. The basis of education is a view of life that underlies all educational activities. Because the basis concerns ideal and fundamental issues, a solid and comprehensive outlook on life is needed. It is not easily changed, because it is believed to have truths that have been tested by history. Furthermore, because a Muslim's outlook on life (topology) is based on the Qur'an and al-Sunnah, the basis of Islamic education is the Al-Qur'an and al-Sunnah (Ayatullah, 2022). This is done because, in Muslim theology, the Qur'an and al-Sunnah are believed to contain absolute truths that are transcendental, universal, and eternal (eternal), so that adherents of the faith believe that they will always be by human nature, meaning meeting human needs. Anytime and anywhere.

Based on the analysis of the potential for religion and non-religion as mentioned above, the framework for the purpose of Islamic education is formulated, which seeks to foster and direct so that the potential to do good, have faith, and submit to Allah, from now on referred to as piety, is formulated. Through such Islamic educational activities, humans are fostered and accustomed to their lives so that they become people who always follow their good tendencies and strive to prevent these humans from following their destructive tendencies. The purpose of Islamic education does not come out of this understanding framework, which is to prepare people to serve Allah SWT. Thus, Islamic education aims to prepare, develop, and build people who worship Allah. Among Islamic education experts, many opinions formulate that Islamic education aims to develop human beings to have good character.

CONCLUSION

Based on the research results above, the writer can formulate several conclusions in response to the formulation of the problem. The results of these conclusions are as follows:

1. The purpose of Islamic education, according to Abuddin Nata, is that it can be formulated to foster and direct people so that they have the potential to do good, have faith and submit to Allah SWT. Therefore, the purpose of Islamic education is directed at efforts to form human beings with good morals and character. Noble character or good character is the main goal in Islamic education. A person's character will be considered reasonable if his actions reflect the values of the AlQuran.
2. The purpose of Islamic education in building student character in this digital era is to provide direction to students regarding very rapid technological advances and so that they are correctly guided in using all the facilities provided in the digital era. Islamic education is one of the materials aimed at increasing noble character and spiritual values in children.

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EDUCATIONAL SERVICES MARKETING STRATEGY IN MADRASAH

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Abstract:

This research stems from the researcher's interest in the marketing strategy for educational services carried out by Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda; because of the intense competition in marketing in educational services and MI Ma'arif NU 003 Samarinda was able to survive and compete superior to other education providers. This study aimed to determine the Education Services Marketing Strategy at MI Ma'arif NU 003 Samarinda and add insight and knowledge about the Education Services Marketing Strategy at MI Ma'arif NU 003 Samarinda. This type of research is qualitative research, and the targets of this research are all school members involved in marketing educational services. The method used is the method of content analysis (content analysis). This research's data source is observation and educational service strategy documents for MI Ma'arif NU 003 Samarinda. To complete the research data, the researcher interviewed the head of the Madrasah, the head of PPDB and the deputy for student affairs. Technical data analysis is carried out by collecting, condensing, presenting, and concluding. In this case, the researcher reveals the factors of consumer behaviour and marketing strategies implemented at MI Ma'arif NU 003 Samarinda. The results of this study indicate that the marketing strategy for educational services has fulfilled two strategies, namely the competitive strategy (mind share strategy) and the marketing mix (marketing mix).

Keywords: *Education Services Marketing, Competition Strategy, Marketing Mix*

INTRODUCTION

Education is an essential aspect of human life. Through education, humans will grow, develop and gain much knowledge, especially to face the future. Education is a conscious and planned effort to change the behaviour of both individuals in private life and in life in society. This means that the educational process is a series of efforts to guide and direct all the potential of human life in the form of primary and learning abilities (Ilahi, 2012).

This project aims to transcend the restrictive accounts of teacher effectiveness studies changing how we think about teaching and learning by emphasizing how the pedagogic capacity of teachers can be enhanced to address the issue of student underachievement including strategies beyond the classroom (Better Schools 2012; Jensen, Hunter, Sonnemann & Cooper 2014). Specifically, it will address student underachievement within core disciplines (Literacy/Humanities, Numeracy/Mathematics, Science) by delineating teacher capabilities. Teachers need a comprehensive awareness and knowledge of the social justice and ethical conditions of their pedagogic practice(s) and their links to student achievement. The project will reveal how a capabilities-informed pedagogy broadens understandings about student learning and achievement by generating new knowledge among teachers about (1) what aspects of pedagogy matters for developing capabilities and teacher capacity (2) how well teachers

understand disciplinary content knowledge in order to bridge differences in student learning (3) what specific teacher related pedagogic capacities are needed to transform and sustain pedagogic work beyond contemporary standardized minimums and (4) what schools and systems can do to support this capability approach to pedagogic practice.

The emphasis in the project will be on understanding relationships between subject content knowledge in schools (i.e. 'opportunity to learn') and student achievement acknowledging that all students can learn and have the opportunity to succeed. Student needs are diverse and opportunities for learning vary. There is significant literature with regard to how building student resilience and agency through a sense of achievement in a diverse range of educational activities is important (Ungar, 2008). Aligning teacher-student relations so that teaching and schooling makes significant differences to achievement merits understanding(s) of pedagogy beyond standardized midpoints (Skourdoumbis, 2014). This project focuses on teacher practice rather than standardized outcomes. Context matters when it comes to curriculum, pedagogy and student learning (see Connell, Ashenden, Kessler and Dowsett, 1982; Thrupp, 1999). Concentrating on the ways teachers teach their students effectively within a specific context, and the different ways teaching and learning occurs, the project potentially changes how we conceive engagement in schools, (i.e. situated learning).

The research is informed by two theoretical concepts: 1) capabilities as typified in the capabilities approach of Sen (2009) and Nussbaum (2011) and 2) pedagogic work (Bourdieu & Passeron 2000). The capabilities research literature focuses on the set of opportunities and freedoms enabling what one is 'able to do and to be' (Nussbaum 2011: 20) through a respect for the self-definition bestowed by the choices made and valued by motivated and engaged individuals to lead a flourishing life based on core capabilities: bodily health, bodily integrity, sense, imagination, and thought, and practical reason. Pedagogic work represents the reproducible effects of schooling. Specific principles of curriculum and assessment are given expression by teachers through their teaching. Identifying enabling and capability-informed teaching practices through pedagogic work guides learning beyond mandated national curriculum and assessment targets. This project links a national curriculum comprising generic capabilities and disciplinary-focused pedagogic work that engages all although with profound implications for the socially excluded re-directing learning experiences towards individual self-development.

The project is both significant and innovative. It is significant because policy efforts generally centre on limited and standardized measures of 'quality teaching' as a set of skills rather than addressing the capacity of teachers to make a difference to the achievement of students through holistic teaching practices. There is now widespread recognition internationally and as stated in the Melbourne Declaration (2008) that students require a range of generic capacities to negotiate complex and unstructured, volatile and fast moving globalised lives. One focus of this project is to develop ways of thinking about teaching practice(s) as a set of capabilities which will be developed in their students. Building teacher capabilities will both enhance their own understanding(s) of what it is to be agentic and how that may be relayed to their students. Teachers themselves are often very unevenly prepared (Bourdieu & Passeron, 2000; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005) so attending to evident educational inequality by developing teacher capacity as a component of pedagogic work broadens the scholastic options of their students. The project would inform the field of teacher education by establishing and connecting teacher capabilities to the development of student capabilities.

The research is innovative in bringing together theoretical accounts of capabilities (Sen 2009; Nussbaum 2011) and pedagogic work (Bourdieu & Passeron 2000) to fortify what matters most in confronting underachievement, bolstering the pedagogic capacity of teachers. Pedagogic mastery to enhance student achievement demands a richer set of learning opportunities than those currently on offer. This involves improving teacher capacity by connecting learning experiences across disciplines.

The project contributes specifically to societal challenge number two, *Promoting*

population health and well-being and directly addresses a national research priority, *maximising social and economic participation in society* particularly in relation to *key life stages, intergenerational disparities and socioeconomic disadvantage*. It will better target specific areas of concern involving student learning needs. A good education is critical to the future prosperity and productivity of young Australians and the nation as a whole, and represents an identifiable Australian Government priority. The research will embed a capability approach to learning as a vital component of pedagogic work.

Teacher practice improves if teachers actively engage in investigating problems of under-achievement to produce local and specific solutions (Stenhouse 1975; BERA, 2020) with an emphasis on engaging more of the most vulnerable students. This research will use core themes of a capabilities approach (Nussbaum 2011) currently missing from 'quality teaching' pedagogies to include broader conceptions of student functioning/achievement, for instance, 'being able to imagine, to think, and to reason' and to 'engage in critical reflection about the planning of one's own life' (Nussbaum 1992: 222). This is important as restrictive teacher quality and effectiveness pedagogies (Skourdoumbis & Gale 2013) do not adequately serve the interests of students. The research will provide the field of teacher practice with knowledge of capabilities to inform teaching practice, including producing a pedagogic map of *capabilities*. In identifying the pedagogic nature of teacher capabilities, the project addresses engagement and how pedagogical relationships with teachers can do that work.

The research will further broaden current conceptions of pedagogic work (Bourdieu & Passeron 2000) by advancing issues around inequality beyond narrow school and teacher effectiveness interpretations (Gorard 2010; Thrupp and Lupton 2006; Baker, Barton, Darling-Hammond, Haertel, Ladd, Linn, Ravitch, Rothstein, Shavelson, & Shepard 2010) so that new understandings about the concept's service to teacher practice and student achievement are generated. This will involve connecting aspects of the capabilities approach with Bourdieuan notions of pedagogic work to develop in teachers the capacity for deep and disciplined thinking about the academic complexities of their work and its connections to learning. It will also necessitate theorizing teaching and learning to identify the pedagogical refinements needed to target students in need.

In combining a capabilities approach with pedagogic work student learning and understanding can be mapped beyond skill-based analyses. The research is particularly sensitive to context, something that quality teaching and most metricated teacher effectiveness approaches discount (Thrupp & Lupton 2006). Primarily, this research recognizes that to improve the achievement and capability of all necessitates strategies of intervention that professionally engages the capacities of teachers. By identifying and marking out precise teacher capabilities, as alternatives to current reified 'multi-variate analyses', the research promotes human autonomy. This new account of the 'pedagogic relation' (Bourdieu & Passeron 2000: 95) has potential to express complexities of student learning from within self-defining personal abilities and characteristics.

RESEARCH METHODS

This study uses qualitative research. Qualitative research aims to describe and analyze phenomena, events, activities, social attitudes, beliefs, perceptions, and thoughts of people individually and in groups (Sukmadinata, 2010). Several descriptions are used to find principles and explanations that lead to conclusions.

Data collection techniques used in this study are divided into observation, interviews and documentation. Observation is a data collection technique by observing every event and recording with an observation tool the things that will be examined (Subagyo, 2004). Through this observation, the researcher tries to observe, record, and listen to facts related to the research discussion. So the researcher used direct observation at the MI Ma'arif NU 003 school. The researcher used this interview method to obtain information addressed to the Head of Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda, head of the PPDB and deputy head of curriculum, to obtain more valid information. In this

interview, the researcher will directly meet the object to find information or data using a data collection research instrument, namely an interview guide. The interview guide used is in the form of structured questions. Documentation is done to obtain data that has not been obtained through observation and interviews. By using this method, the researcher tries to strengthen the data by obtaining data sources related to research, school profiles, school history, school vision and mission, organizational structure, conditions of teachers, students, employees, facilities and infrastructure, as well as school document information, so this document used to facilitate in analyzing the state of the school.

This method was used to obtain data on geographical conditions, history, the number of student data, the number of teacher data, and a list of achievements that had been obtained by the Madrasah MI Ma'arif NU 003 Samarinda. Data analysis in this study used the analysis of Miles, Huberman and Saldan, in which there were four qualitative data analyses consisting of data collection, condensation, data presentation, and conclusions.

RESULTS AND DISCUSSION

Educational Services Marketing Strategy carried out by MI Ma'arif NU 003 Samarinda. E. Jerome Mearthy and Stanly J. Shapiro define marketing strategy as follows: "marketing strategy is a target market and a related marketing mix" which means that the marketing strategy is the target market and the marketing mix that is in and can also be interpreted that the marketing strategy is a plan to determine the market and marketing mix concepts are interrelated.

Competition Strategy (Mind Share Strategy)

The element of competitive strategy (Mind Share Strategy) is one of the essential elements in marketing management that influences the success of marketing. This strategy focuses on market segmentation, targeting and positioning.

a. Market segmentation

Market segmentation is dividing the market into groups of buyers who will be differentiated according to needs, behaviour or characteristics that consumers may need different products (Ratnasari, 2011). Market segmentation is the basis for knowing that each market always consists of different segments. In general, the types of market segmentation can be grouped as follows: 1) Geographic segmentation, requiring the division of the market into different geographical units such as household neighbourhoods, regions, cities, provinces and countries. Leads to most kindergartens in the Madrasah Ibtidaiyah Ma'arif NU 003 area, such as Tunas Ilmu Kindergarten, Bunga Harapan Kindergarten, Baitun Nur Kindergarten, Ar-Rahman Kindergarten etc. After market segmentation, the PPDB TEAM will then distribute brochures to kindergartens determined based on geographical segmentation. Geographical segmentation with distributing brochures aims to make MI Ma'arif NU 003 Samarinda better known, and consumers can better understand or understand the products offered by MI Ma'arif NU 003 Samarinda. 2) Demographic segmentation According to Kotler and Keller, demographic segmentation can be divided into the life cycle, family size, occupation, education, gender, age, religion, race, social class, generation and nationality. Demographic segmentation at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda based on demographic variables is all kindergarten children at least six years old, while based on socioeconomic variables, MI Ma'arif NU 003 Samarinda accepts more students from middle-class society as evidenced by the data obtained by researchers including about 30% came from the upper middle class, 20% came from the lower middle class, and 50% came from the middle class. 3) Psychographic segmentation refers to people's behaviour and lifestyle. In psychographic segmentation, an explanation cannot be made qualitatively (Ratnasari, 2011). According to Kotler and Keller, psychographic segmentation can also be interpreted as the science of using psychographics and demographics, which aims better to understand concepts such as personality, lifestyle, etc. The point is the beliefs that underlie consumer attitudes. Psychographic

segmentation at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda, namely providing the best service but still offering affordable prices. 3) Behavioral segmentation, dividing buyers into groups based on their attitude, knowledge, use or response to a product. Many marketers believe that the best starting points in shaping market segmentation are the variables events, behaviour, user status, benefits, loyalty status, user level, buyer readiness stage, and attitude.

b. Targeting

The target market is a set of buyers or consumers who share the exact needs or characteristics that educational institutions decide to serve (Widjaya, 2017). Targeting is selecting one or more segments to enter; determining the school's market position is different because the school has its market position. Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is targeting students with an NU background. However, it does not rule out the possibility that there are students whose backgrounds we may not know, targeting all kindergarten children in the vicinity of the Madrasah and targeting the total quota for new students at Madrasah Ibtidaiyah Ma' arif NU 003 Samarinda.

c. Positioning

Positioning is where to arrange market offers to get the competitive position of embedded competitors towards consumers (Widjaya, 2017). Not all advantages are indicators displayed to the market, but all must be selected. According to Akazmi, essential variables that influence organizations to differentiate a product offering from competitors are as follows: 1) Product differentiation, this differentiation has the intention of providing high creativity in providing unique products that are comfortable, safe and attractive, which aims to these products can be in demand by consumers compared to competing products (Ong & Sugiharto, 2013).

Product differentiation at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda provides general learning and more Islamic religious learning than competitors. This Madrasah has *aswaja* or *Akhlussunnah waljamaah* subjects which other schools do not own because at MI Ma' arif NU 003 Samarinda has the aim of forming the character of students who are Faithful, Devoted and Knowledgeable *Amaliyah Akhlussunnah waljamaah*.

Differentiation of services (service differentiation) is to offer affordable and exemplary education in an organization or academic unit with the potential to have an advantage if the educational institution can offer and create more value for customers or its performance is better than others (Baharun, et al. al., 2021). Differentiation of services carried out at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is providing good service, such as welcoming students who come by shaking hands with their teachers, this is very rarely done in other schools, so, apart from providing good service MI Ma'arif NU 003 Samarinda also strives to provide affordable prices in paying tuition fees, clothes etc. Besides that, it also works with junior high schools or madrasah tsanawiyah, which aims to ease payments for students who excel because this is also very helpful for students.

Employee differentiation (personnel differentiation) is all employees in a company or educational institution, so this personnel differentiation has the intention that all employees in a company or educational institution have a good personality, good skills or skills, have human resources (HR) which is better than the employees of its competitors (Ong & Sugiharto, 2013). Employee differentiation occurs at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda, participating in training held by the Ministry of Religion, clusters or K3M. Also, sometimes these madrasahs hold KKG training with peer tutors to have high knowledge and competence in teaching. In addition, Madrasah Ibtidaiyah Ma' arif NU 003 Samarinda, every employee and teacher must obey the rules set. The rules consist of: First, time discipline, where the time of absence or attendance of teachers and employees starts at 07.00 to 14.30, but due to the current pandemic conditions, the school changes the attendance system by dividing three groups in

one week where activities starting at 08.00 until 12.30. Second, regarding discipline in dress, teachers and employees have provisions in terms of dressing according to the rules set by the school. The three teachers and employees must always be polite to anyone.

Image differentiation is a differentiation in the image and identity of an organization to make a difference by positioning itself or its products. Every consumer must respond differently to an image in every educational institution or brand. Identity and image must be distinguished so that identity consists of various ways educational institutions intend to identify (Hakim & Faizah, 2017). The image differentiation carried out by Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is a good picture in public perception. In order to form a good image in the community, MI Ma'arif NU 003 Samarinda always maintains attitudes and manners by applicable regulations; in addition to maintaining the attitude, MI Ma'arif NU 003 Samarinda has regulations in time discipline and uniform dress according to regulations. It has been set every Monday to Saturday and also promotes a good culture worn by all MI Ma'arif NU 003 Samarinda residents.

Marketing Strategy with Market Mix (Marketing Mix)

A marketing mix is a tool for marketers which consists of various elements of a marketing program so that the implementation of marketing and positioning strategies needs consideration so that what is set can run smoothly and successfully because this is done to pursue company goals (Mulkhan et al. , 2010).

According to Panji Anoraga, the marketing mix or marketing mix is the variables that can be used by companies or educational institutions, which consist of product, Price, distribution and promotion. Marketing mix or Marketing Mix describes a collection of tools to influence sales that management can use. According to Philip Kotler, the traditional formula of the marketing mix is referred to as the 4Ps: Product, Price, Place, and Promotion (Kotler, 2003). Marketing mix or marketing mix is a tool aimed at marketers consisting of elements of a marketing program that need consideration so that the implementation of the marketing strategy and positioning is determined so that it runs smoothly and successfully.

Based on the definitions above, it can be concluded that the marketing mix (marketing mix) is an element of a marketing program controlled to control the desired target market. Thus, marketing activities must be coordinated and combined to carry out marketing tasks as effectively as possible. Moreover, for service businesses, there are seven elements of the marketing mix, namely: a) Product (product), product is everything that is produced from a process where the process can produce satisfaction or its benefits for users (users), which can be offered to the community or consumers to the market and will influence customer perceptions in making purchases (Hidayat & Machali, 2010).

According to Kotler defines that a product is an entire process or object that provides several values to consumers, or the product is everything that can be offered to consumers or society that aims to fulfil needs or desires in these educational institutions (Khasanah, 2015). The superior product offered by Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is its learning program, namely general subjects and Islamic religious studies where this madrasa has lessons that other schools do not have, namely Akhlussunnah waljamaah (Aswaja) lessons. In addition, Madrasa Ibtidaiyah Ma'arif NU 003 has several extracurriculars, including scouts, tartil, tahfidz, KSR, etc., which have obtained quite several achievements in all fields, which have been described in the results of research conducted at Madrasah Ibtidaiyah Ma'arif NU 003 in which all areas of achievement show that Madrasah Ibtidaiyah Ma'arif NU 003 can show the superiority of its products in society.

Madrasah Ibtidaiyah Ma'arif NU 003 realizes that to achieve superior learning, it must be supported by adequate infrastructure so that the teaching and learning process can be adequately achieved, so the existing infrastructure facilities at Madrasah Ibtidaiyah Ma'arif NU 003 are one of the products offered to consumers of educational services, existing infrastructure includes the availability of a library equipped with various existing books, UKS, classrooms etc., 2) Price (Price), Price is the amount of

money that must be paid by consumers to obtain a product. So the Price in the context of educational services is all costs incurred to obtain the education services that have been offered; the elements of education prices are considered regarding the pricing of tuition fees, laboratories, building investments and others (Hidayat & Machali, 2010). Low and high-price strategies can be effective in different situations; for example, a high price can attract consumers by implying that the product is of high quality, so it is through ethical and social awareness that every need also influences pricing decisions with the aim of staying afloat. In a competitive market (Griffin & Ebert, 2006).

The Madrasah offers a registration fee for each student who has just entered Madrasah Ibtidaiyah Ma'arif NU 003; at each registration, it reaches Rp. 2,700,000 have received uniforms, books and tuition fees in one month; the payment for the tuition fee for each student pays Rp. 80,000. The pricing strategy adopted by Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is to provide relief for students in paying tuition fees when they have relatives who study here and two siblings, like their older siblings paying tuition fees of Rp. 40,000, and you have to pay spp Rp. 80,000, and 3 siblings, like his older brother, do not pay tuition fees, and two younger siblings pay tuition fees of Rp. 80,000. 3) Place (location/place) location is the ease of access, appearance, and overall condition. Because a place that is easily accessible and strategic is a positive value for every educational institution. The location has an important role, so in general, the leaders of educational institutions agree that the location must be a strategic location where the institution is easily accessible by public transportation because it acts as a consideration for prospective students to enter the institution. Location is the ease of access, condition and appearance of the school.

The location of Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is on Jalan Rukun, Gg. Cempaka, RT. 24 Ex. Meeting in Kec. Loa Janan Ilir. Based on observations made by location researchers from MI Ma'arif NU 003 Samarinda, it is less strategic because it goes into an alley. Hence, vehicles such as cars are complex, but this school's location is densely populated, making marketing more accessible. 4) Promotion (promotion), Promotion is a form of marketing communication because every marketing activity seeks to disseminate information, persuade, and influence the institution and its products so that they are willing to accept, be loyal and buy the products that each of these institutions has offered. Then the way to inform the public or customers about the existence of these products or services that must be considered is by using print media such as banners, newspapers, billboards, brochures and banners; you can also use forms of communication such as advertising (advertising), sales promotions (sales promotion), personal selling (personal selling) and publicity (publicity). Marketing can also be considered ethical when it fulfils two main elements, namely being polite and gentle, so when direct promotions must use soft words, so must be friendly in carrying out promotions. People (people).

Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda carried out promotions in several ways, namely through brochures, banners, YouTube links and others. Which where brochures are distributed in several kindergartens determined by the madrasa such as Tunas Ilmu, Bunga Harapan, Baitun Nur, Ar-Rahman etc. through information from word of mouth because the information is not only through social media but can also be word of mouth such as student guardians telling their children's experiences while attending Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda such as achievements at school, conditions and atmosphere at school, changing habits for the better, teaching and learning process etc. 5) People (Humans / human resources) Humans (people) are all actors who play a role in the delivery of services so that they can influence the perception of buyers. In contrast, all employees' attitudes and actions influence the perception of the successful delivery of services or consumers (Hurriyati, 2010). Bukhari Alma stated that human resources (HR) mean people who serve or plan services for consumers; in educational institutions, human resources are educators and educational staff; to produce quality products, it is necessary to recruit human resources who will work in institutions. Education (Alma, 2008).

Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda, teacher resources and employees of each institution have gone through the correct recruitment and according to standard operating procedures so that the staff obtained are professionals who are

experts in their respective fields. Moreover, it has the same competency standards as other school standards. However, the difference is that MI Ma'arif NU 003 emphasizes teachers and employees to provide the best service for customers of educational services, both to the public and students. 6) Physical Evidence, Physical evidence is the physical facilities and physical environment where the delivery of services occurs or interacts between producers and which facilitates the appearance of services to be offered by the public (Kotler & Keller, 2011). There are two kinds of physical evidence: service providers make decisions regarding the layout of buildings and classroom designs, libraries, school buildings, sports fields, laboratories, computer labs and others.

The physical evidence provided by Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is sufficient compared to competitors; Madrasah Ibtidaiyah Ma'arif NU 003 has physical evidence that can be seen by the state of the building, which is solid, strong and well-maintained then provided by Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is quite adequate, such as a library with the availability of good books. The availability of library visitors' books, UKS with the availability of various kinds of medicines and the availability of sick student list books, teacher's room, madrasah head's room, classrooms provided with a reading corner etc. a) Process, Process is an educational process consisting of every activity that will support the implementation of the process of teaching and learning activities by students from teachers who aim to form the desired product or graduate (output) (Hidayat & Machali, 2010). The main object of marketing is to identify the wants and needs of these markets, and therefore services must be designed to fulfil these wants. Processes can also be distinguished in two ways, namely: the first is Complexity, which relates to the stages in the process and the steps. Second, divergence in the stages of this process relates to changes so that the process reflects how all marketing mix elements to ensure consistency and quality of service are provided to customers; this needs to be coordinated (Selang, 2013).

Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda has received recognition with the accreditation title A. This shows that MI Ma'arif NU 003 Samarinda has met the National Education Standards (SNP) in the implementation of the process of delivering educational services and the sequences students experience when they become participants and new students until graduation, namely the registration process along with completing administration, the child selection process to make it easier for teachers to know student abilities, the teaching and learning process, developing interests and talents because MI Ma'arif NU 003 Samarinda has won many achievements in all fields, then exams are a factor determinant of the success of marketing educational services.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research on the marketing strategy of educational services at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda, it can be concluded that overall, Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda has fulfilled the elements of 2 strategies according to E. Jerome McCarthy and Stanly J. Shapiro are as follows: "Marketing strategy is a target market and a related marketing mix" which means that the marketing strategy is the target market and the marketing mix which is in and can also be interpreted that the marketing strategy is a plan to determine the market and marketing mix concepts that are interconnected.

First, the competition strategy at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is carried out by dividing the strategy into three elements: market segmentation, targeting and positioning. Elements of market segmentation consist of geographic, demographic and psychographic segmentation. The geographic segmentation of MI Ma'arif NU 003 Samarinda currently leads to kindergartens around MI Ma'arif NU 003 Samarinda. Demographic segmentation for MI Ma'arif NU 003 Samarinda based on demographic variables is all kindergarten children aged at least six years. In contrast, the socio-economic variable is people from the middle class. For psychographic segmentation, MI Ma'arif NU 003 Samarinda is to offer affordable prices but still provide the best service.

The second strategy is the market mix strategy at MI Ma'arif NU 003 Samarinda, which consists of 7 elements, namely product, price, place, promotion, people, physical, evidence and process; as a whole, it has a significant influence on MI Ma'arif NU

consumers. 003 Samarinda in making his choice. Demonstrating the superiority of each market mix element and forming an image with elements of an overall competitive strategy can influence consumer behaviour factors so that they choose MI Ma'arif NU 003 Samarinda.

In connection with the results obtained in this study, the researcher proposes several suggestions, namely:

1. Based on the findings of the researchers, for managers of Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda to maintain their strategy in marketing educational services
2. Based on the researchers' findings, for managing Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda to maintain the policy of reducing costs for underprivileged students and reducing costs for students who have one or more siblings who attend Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda.
3. Based on the researchers' findings, for the managers of Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda to continue to maintain service to students and student guardians.

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NEW TRENDS IN TECHNOLOGY AND CHAT BOTS

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Abstract:

As a result of ChatGPT's (Conversational Generative Pre-training Transformer) popularity, the teacher is concerned that students might use it to do their homework and assignments. In this paper, we will discuss ChatGPT, the fields in which it is used, and how to make it useful in education.

Keywords: *Chat, Chat Bots, ChatGPT, ChatGPT, Conversational Generative Pre-training Transformer, Conversational, Generative, Pre-training, Transformer, AI, Artificial Inelegance.*

INTRODUCTION

In the tech industry, ChatGPT, OpenAI's new language processing AI, is making waves as of December 13, 2022. Businesses that use natural language processing are already hailing the advance model, which generates human-like text. [1]

A key skill in today's digital age is the ability to communicate effectively with chat bots, as the world changes and technology advances. [18]

Many believe that ChatGPT has the potential to revolutionize how we interact with technology because of its ability to understand and respond to a wide range of topics. In fields like customer support, online education, and market research, ChatGPT's advanced capabilities are expected to be an asset for companies. [1]

Among its key advantages is ChatGPT's ability to quickly adapt to new information. Due to this, it is capable of handling new topics and tasks without requiring extensive retraining. Its scalability makes ChatGPT a great solution for large-scale applications. [1]

Many have praised ChatGPT's advanced capabilities and ease of use, praising its overwhelmingly positive response so far. Despite its potential to be a major player in the world of natural language processing, ChatGPT remains to be seen how it is used in the coming years. [1]

This artificial intelligence (AI) language model is known as ChatGPT, which stands for Conversational Generative Pre-training Transformer. A wide range of applications, including chatbots, customer service, and virtual assistants, will benefit from its ability to generate highly coherent and fluent text responses. Various applications of ChatGPT are discussed in this paper, including current research and

development. [2] You need to understand five things in order to maximize ChatGPT's potential: [18]

1. How ChatGPT Works
2. What can ChatGPT do.
3. How to use ChatGPT
4. The best practices for using ChatGPT
5. The limitations of ChatGPT.

Let's start with the first two:

What is ChatGPT and how does it work?

To make it as simple as possible, ChatGPT is a special computer program called ChatGPT can:

1. Communicate with people as if they were human.
2. It can hold conversations.
3. Provide answers to questions.
4. Perform tasks as humans would.
5. A bunch of conversations were shown to ChatGPT by its creators, so it can talk like a human.

The program was shown numerous conversations so that it learned how to respond to certain situations and how humans communicate.

Thus, ChatGPT formulates a response based on what it has learned from those conversations.

As a result, ChatGPT is very good at conversing and answering questions.

There may be some commands that Chad GPT does not know or understand because it can only understand what it has been trained on. However, ChatGPT is a cool tool that helps you learn faster, and it's like being able to have a very smart friend who knows everything. [18]Go to chat.openai.com after verifying your phone number. [18] Type how to make lemonade?

Here is a simple recipe for making lemonade:

Ingredients:

1. 1 cup freshly squeezed lemon juice (about 5-6 lemons)
2. 1 cup sugar
3. 4 cups cold water
4. Ice cubes
5. Sliced lemons and fresh mint (optional)

Instructions:

1. In a large pitcher, mix together the freshly squeezed lemon juice and sugar until the sugar is completely dissolved.
2. Add the cold water and stir well.
3. Taste the lemonade and adjust the sweetness if needed.
4. Chill the lemonade in the refrigerator for at least 30 minutes before serving.
5. Fill glasses with ice cubes and pour the chilled lemonade into the glasses.
6. Garnish with sliced lemons and fresh mint, if desired.
7. Enjoy your delicious homemade lemonade!

Probably you can get a better answer using Google.

Let's try something more advanced:

Write a recommendation letter for Mr. Jon Doe, who was in my Java class during Fall 2022 and is applying for a programming position.

Dear Hiring Manager,

I am writing to recommend Mr. Jon Doe for the programming position at your company. Mr. Doe was a student in my Java class during the Fall 2022 semester, and I can confidently say that he was one of the top students in the class.

Throughout the course, Mr. Doe demonstrated an exceptional understanding of Java programming concepts and was always eager to learn more. He consistently performed well on assignments and exams, and his work showed a high level of attention to detail and problem-solving ability.

What impressed me most about Mr. Doe was his passion for programming. He frequently asked insightful questions and actively participated in class discussions, showing a deep interest in the subject matter. In addition to his technical skills, Mr. Doe also demonstrated excellent communication and teamwork skills, collaborating effectively with his classmates on group projects.

Overall, I believe that Mr. Doe would be an excellent fit for the programming position at your company. His strong technical skills, passion for programming, and ability to work well with others make him an ideal candidate for the position. I highly recommend him without reservation, and I am confident that he will be an asset to your team.

Please do not hesitate to contact me if you have any further questions or require additional information.

Sincerely,

[Your Name]

Let's make this even more advanced:

Write 10 versions of recommendation letters for my Java class students during Fall 2022 who are applying for a programming position. We will get 10 different versions of the recommendation letter.

RESEARCH METHODS

This research is a qualitative research using case study and survey methods. The population in this study are students and teachers in schools that apply Islamic education in the digitalization era. The sample in this study was students and teachers who were selected by purposive sampling. Data collection techniques used in this study were observation, interviews and questionnaires. Observations were made to observe teaching and learning activities in schools that were the object of research. Interviews were conducted to obtain deeper information from teachers and students who were the object of the research. Questionnaires were given to students and teachers to find out their opinions about implementing Islamic education in the digitalization era. Data obtained from observations, interviews, and questionnaires were analyzed using qualitative descriptive analysis techniques. The analysis results are grouped based on the categories obtained from the research results.

RESULTS AND DISCUSSION

Best Practices for using ChatGPT.[2]

For effective and responsible use of ChatGPT, here are some guidelines:

Provide clear and specific prompts:

In order to ensure that the responses are relevant and useful, it is important to use ChatGPT with clear and specific prompts.

Check and verify the responses:

In spite of the fact that ChatGPT is capable of generating responses, we need to

make sure the responses are accurate and relevant before relying on them.

Avoid sensitive or controversial topics:

As a result of its training data, ChatGPT can generate responses that include biases or stereotypes. Thus, sensitive and controversial topics should be avoided in order to avoid potentially harmful or offensive reactions.

Use ChatGPT as a supplement, not a replacement:

However, it should not be considered a replacement for human expertise or critical thinking. ChatGPT can be useful for gathering responses or providing information.

Regularly update and refine the training data:

ChatGPT must regularly update and refine training data to improve accuracy and relevance of responses.

Be transparent and ethical:

A transparent and ethical use of ChatGPT is important, as is ensuring a responsible and ethical use of it.

The overall goal of ChatGPT is to provide information in various contexts by following the above best practices.

ChatGPT Limitations:[2]

Even though ChatGPT is a sophisticated language model, it does have some limitations. Some of the limitations include:

Limited knowledge:

ChatGPT derives its knowledge from the data it has been trained on. As a result, it may not be able to answer questions without the data that it has been trained on.

Biases:

Despite its inherent biases, ChatGPT may have inherent biases based on the data that has been used to train it. A potentially harmful response may result, as well as the perpetuation of stereotypes.

Lack of contextual understanding:

Even though ChatGPT can generate coherent responses, it may not always be able to understand the conversation's context. Nonsensical or irrelevant responses can result from this.

Inability to reason:

Despite its ability to respond based on training data patterns, ChatGPT cannot think critically or reason.

Overreliance on training data:

As a result of its training data, ChatGPT responds in a predictable way. This means that it might have trouble adapting to new or unexpected situations.

Limited ability to generate creative responses:

In spite of the fact that ChatGPT is capable of generating coherent responses, it may not be capable of generating imaginative or creative responses. In summary, while ChatGPT is a powerful language model, it is necessary to understand its limitations in order to use it responsibly and effectively.

Literature Survey:

Radford et al. introduced the Generative Pre-trained Transformer (GPT) in a paper they released on June 11, 2018, entitled "Improving Language Understanding by Generative Pre-Training". [14]

The best neural NLP models currently utilize supervised learning from large amounts of manually labeled data. It was prohibitively expensive and time-consuming for extremely large models to be trained due to the reliance on supervised learning; [14][15]

Due to a lack of corpus-building text for many languages (such as Swahili or Haitian Creole), such models have difficulty translating and interpreting these languages. [15]

In contrast, GPT's "semi-supervised" approach involved two stages: a pre-training phase in which initial parameters were set using a language modeling objective, followed by a phase of discriminative "fine-tuning" in which they were adapted to a target task by a supervised discriminative process.[14]

Since ChatGPT's release in 2019, considerable research has been conducted on it. In addition to the technology's architecture, training process, and evaluation metrics, the technology has been extensively studied from multiple perspectives. The GPT-3 language model was proposed by Brown et al. in 2020 and contains 175 billion parameters for generating unprecedented quality and versatility of text. Furthermore, studies have examined the ethical implications of using ChatGPT, including bias and misuse (Hao, 2020; Bender et al., 2021).[2][3]

Healthcare, finance, and education have also benefited from ChatGPT. Several research groups have implemented chatbots to provide mental health support and financial advice, including Bernal-Rusiel et al., 2020, and Niu et al., 2021. To provide personalized learning experiences in education, Ramesh et al., 2021 have developed a ChatGPT-based learner-centered chatbot. [2][7] "Nobody is prepared for how AI will transform academia." [19]

Humanities, interdisciplinarity, and higher education more broadly will be transformed and challenged by recent and sudden improvements in AI text-generation systems, driven by large language models.[20]

GPT Versions			
	Architecture	Parameter count	Training data
GPT-1	12-level, 12-headed Transformer decoder (no encoder), followed by linear-softmax.	0.12 billion	BookCorpus:[16] 4.5 GB of text, from 7000 unpublished books of various genres.
GPT-2	GPT-1, but with modified normalization	1.5 billion	WebText: 40 GB of text, 8 million documents, from 45 million webpages upvoted on Reddit.
GPT-3	GPT-2, but with modification to allow larger scaling.	175 billion	570 GB plaintext, 0.4 trillion tokens. Mostly CommonCrawl, WebText, English Wikipedia, and two books corpora (Books1 and Books2).

Table 1- Comparison Between GPT Versions [17]

Our Review:

We have tested the ChatGPT the free version and paid version, we found that it

was rebuts in the following:

1. Writing code.
2. Fixing errors in the code.
3. Writing code from an algorithm in many programming languages.
4. Writing different versions of recommendation letters.
5. Explaining the uses of many prescription medications in few seconds.
6. Making a flow chart in a text format
7. Correcting student discussions.
8. Writing poems and songs.

Here is an example:

Write a song about Coco the macaw parrot and Nana the scarlet parrot.

Here is the result:

(Verse 1)

Coco the macaw, with feathers bright and bold
Nana the scarlet, with colors red and gold
Two birds of beauty, in a world of their own.
Together they soar, flying high, never alone.

(Chorus)

Coco and Nana, two hearts as one
A love story, that's only just begun
They sing and dance, play and fly
Together they'll soar, into the sky.

(Verse 2)

Coco loves to talk, and Nana loves to sing.
Their voices blending, like the colors of the wing.
A love so true, it fills up the air
Two birds in love, flying without a care.

(Chorus) Coco and Nana, two hearts as one

A love story, that's only just begun
They sing and dance, play and fly
Together they'll soar, into the sky.

(Bridge)

Coco and Nana, a love that's so rare.
Their bond is strong, like the love that we share.
They fly and play and sing their song.
Together they'll fly, forever strong.

(Chorus)

Coco and Nana, two hearts as one
A love story, that's only just begun
They sing and dance, play and fly.
Together they'll soar, into the sky.

(Outro)

Coco and Nana, two birds of love
Their bond unbreakable, like wings above
A love so true, it fills up the air
Two birds in love, flying without a care.

CONCLUSION

It is possible to use ChatGPT for a wide variety of applications. Despite the advancements in NLP and AI, the technology may see even further advancements in the future. There are many benefits to ChatGPT, but it also has some challenges, including privacy issues, bias, and misuse. These challenges will need to be addressed as technology advances. [2]

ChatGPT has caught educators off guard. It has allowed students to procrastinate and easily submit essays generated by ChatGPT. To prevent students from cheating, exams should be taken on paper or with a computer software that prevents cheating, such as lockdown browser.

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THE EFFECTIVENESS OF USING MOBILE PHONE APPLICATIONS IN VIRTUAL LABORATORIES ON ACADEMIC ACHIEVEMENT IN CHEMISTRY FOR STUDENTS OF THE DEPARTMENT OF CHEMISTRY COLLEGE OF EDUCATION OMDURMAN ISLAMIC UNIVERSITY

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Abstract:

The study aimed to reveal the effectiveness of using mobile phone applications in virtual laboratories on academic achievement in chemistry for students of the Department of Chemistry, In Faculty of Education, University of Omdurman Islamic. To achieve this, the study followed the semi-experimental and descriptive approaches, and the research community consisted of third-level students in the Department of Chemistry, Faculty of Education, Omdurman Islamic University and members of the teaching staff in the faculties of education at Omdurman Islamic University, the University of Khartoum and the Open University of Sudan, a sample of 40 third-level students representing 50% of the original population was randomly selected, and they were divided into two equal groups: an experimental group of 20 students and a control group of 20 students A sample of (15) faculty members. The researchers used the achievement test as a tool for data collection, using the appropriate methods of analysis, the data was analyzed by using the Statistical Package for Social Sciences (SPSS). The study concluded a set of results, the most important of which are: There are statistically significant differences between the mean scores of the experimental group that studied using the mobile phone in the virtual laboratories and the average scores of the control group that studied in the usual way at the levels of analysis and synthesis among the third-level students in the Department of Chemistry, Faculty of Education, Omdurman Islamic University, The results of the interview also showed that the mobile phone is effective and suitable in the educational process because of the programs it provides that support the educational process in all its aspects. Based on these results. The researchers recommended holding courses to train science teachers on the use of these programs in implementing laboratory activities in science curricula.

Keywords: *Mobile Phone, Laboraty Parameter, Academic achievement*

INTRODUCTION

The world is now characterized by successive changes that require a quality of individuals possessing many basic and necessary skills to deal with the data of this era and its challenges, but now traditional education alone is not enough to form a generation capable of keeping up with the millennial era, which is characterized by the accumulation of technological knowledge, that modern information technology has contributed to changing the nature of life and modern technology has become a requirement of the era and mobile phones are considered one of the most skilled

technology in the current era for the multiple services it provides. The development in the field of communication and information technology as well as the spread of electronic knowledge has led to the emergence of new types of education systems, among which are mobile or mobile learning systems (Mobil Learning), which is a new type of e-learning (Mubarak, 2016), where it is possible via mobile phone (mobile); which was originally designed to transmit voice - after the developments and updates it has undergone - to enter the internet, SMS also helps us to communicate and even send information between people, as well as the capabilities of media messages (MMS) to transfer images and videos via mobile devices (return, 2019).

The increase in the capabilities of high-bandwidth network infrastructure, advances in wireless technology, and the increasing popularity of mobile phones have had the greatest impact on the rapid growth in the technology of these devices in recent years, which has led to their significant spread globally, where they have entered almost every home, and are owned by every member of societies regardless of their cultural, economic, or social level (al-hawamda, 2013). Virtual laboratories have created new environments that are more effective and exciting in the process of teaching and learning, and these laboratories consist of virtual computer programs or websites that simulate scientific experiments and through which the teacher and his students reach accurate and useful results provided through a variety of experiences at the same time the disadvantages of traditional laboratory experiments are avoided by the high the learner here lives in an imaginary environment that interacts, participates and deals with it through his senses and with the help of mobile applications, and the learner has absolute freedom to make decisions on their own without this having any negative effects. (Hassan, 2011).

The International Conference on e-learning in the Arab world (2013), the fourth International Conference on e-learning and distance learning in Riyadh (2015), and the international conference at Helwan University (2018) recommended the importance of using mobile phones in education and studying the extent to which mobile applications facilitate the educational process. There are also many studies that have dealt with virtual laboratories, including a study (al-Bayati, 2006: 13), which confirmed that virtual laboratories are the main pillar in e-learning, and also science teaching in the scientific and applied field. The researchers believe that mobile phones have a high ability to spread rapidly among learners to communicate via the internet, so it is necessary to employ them in the educational process and link them to virtual labs, so this study comes to measure the effectiveness of mobile applications with virtual labs and their impact on academic achievement in Chemistry for third-level students at the Faculty of Education Omdurman Islamic University

Become the evolution of techniques and inclusive for all modern devices and their relationship to the work of instruction, where we find many of the studies the use of computers in education reverse cell phone use in simplified and located one, as in this study, we used in two dimensions by linking mobile apps with the default, where it is still a college education depends largely on the way the speech guidance in the teaching of Science in general and chemistry especially, most of the teachers of chemistry rely on traditional teaching methods that don't allow the museum to learn according to his tastes and needs and product-specific and individual differences among learners, Without their help in obtaining chemical information or new skills or transfer some information to the practical experience to interact with it, and continue to researchers to this conclusion by way of exchange of opinions and debate with the info my money, the most assured not to their direction to get the information of chemistry through the innovations of modern technology, which is maybe one of the reasons for the low level of achievement, which highlighted the need to employ the tools of e-learning and ways of using educational technologies and diverse as the students habits and thinking skills optimization in the specific context of the problem of the current study recommended the study (Mubarak, 2016) study (Ali, 2021) Study of an old engine (Msn & Eunyoung, 2018), the study of Kim and Su (Kim & Suh, 2018) study (Lin, 2018) and in light of the foregoing can identify the research problem which

was the answer of the main following question: What is the effectiveness of the use of mobile applications in the virtual on academic achievement in chemistry among students in the Department of Chemistry, Faculty of Education, Omdurman Islamic University.

RESEARCH METHODS

The researchers used a semi-experimental approach using an experimental design known as the tribal/dimensional design using a two-group system, an experimental group and a control group. The descriptive approach of Interview Questions was also used.

RESULTS AND DISCUSSION

community:

First: the research community is represented by the students of Omdurman Islamic University, Faculty of Education, Chemistry Department of the third level, numbering(80) students.

Second: the interview community: the study community means the total number of elements that the researchers seek to generalize the results related to the studied problem, where the total community reached (70) members of the faculty represented by three universities, namely (Faculty of Education, University of Khartoum (35) specialization of educational technology, curricula and Biochemistry, Faculty of Education, Omdurman Islamic University(25) specialization of educational technology, curricula and Biochemistry, Faculty of Education, Open University of Sudan(10) specialization of educational technology, curricula and biochemistry.

Sample research:

Accordingly, a random sample was selected from the third - level students at the Department of Chemistry at the Faculty of Education, Omdurman Islamic University for the academic year (2020/2021), numbering (40) students, who were randomly divided (according to the system of equal random numbers) into two equal groups, a control group of (20) and an experimental group of (20), which represents 50% of the total community, numbering (80) students, and the sample also consists of (15) members of the teaching staff of the faculties of Education, University of Khartoum, Omdurman Islamic University and Sudan Open University were randomly selected, which the researchers believe that it can contribute to achieving the research goals, and by virtue of its size and method of withdrawal, it is suitable for the purposes of current research, and the best able to provide information useful in solving the research problem.

Description of the sample of teaching staff
Table No. (1) frequency distribution of sample members
by academic degree

The ratio%	Issue	Scientific degree
26.7%	4	Lecturer
40%	6	A.Assistant
26.7%	4	A.Participant
6.6%	1	Professor
100%	15	Total

It is clear from Table (1) and the figure above that the majority of the respondents with a degree A.As an assistant, their percentage reached(40) % of the total sample, while the percentage of A.Participant (26.7%), lecturer (26.7%) and professor(6.6%) were attributed to the total sample.

Table No. (2) frequency distribution of sample members by specialization

The ratio%	Issue	specialization
26.7%	4	Educational technology
40%	6	Chemistry
33.3%	5	Curricula and teaching methods
100%	15	Total

It is clear from Table (2) and the figure above that the majority of the respondents majored in chemistry, with 40% of the total sample, while the percentage of educational technology majors was 26.7% of the sample, while the percentage of curricula and teaching methods majors was 33.3% of the total sample. Which indicates that there are faculty members majoring in Chemistry who are more present in the faculties of education and more use of modern technologies.

Table No. (3) distribution of sample members by years of experience

The ratio%	Issue	Years of experience
20%	3	1-5 years
33.4%	5	5-10 years
46.6%	7	10 years and over

It is clear from Table (3) and the figure above that the majority of respondents with experience of 10 years and more amounted to (46.6%) of the total sample, while the percentage of respondents from 5-10 years(33.4%) of the sample, while the percentage of respondents from 1-5 years of teaching(20%) of the total sample. This indicates that the respondents with more than 10 years of experience have the most impact on the study community.

Table No. (4) frequency distribution of sample members by University

The ratio%	Issue	University
33.3	5	Khartoum
33.3	5	Islamic Omdurman
33.3	5	Sudan open
100%	15	Total

It is clear from Table(4) above that the percentage of equal faculty members reached (33.3%) Study tools:

The interview was used, and achievement tests were also used as a tool to measure learning outcomes according to the following steps: First: achievement tests Determine the goal of the test:

The aim of the pre-test in this research is to find out how equal the students of the two groups are in the level of information and previous experience on the test

subjects. While the post-test aims to find out the level of achievement of the students of the sample members after its application, and the various educational activities provided by the teacher that help raise the students' achievement competencies, measure the extent of their comprehension and understanding, and then identify their strengths and weaknesses, measure their progress level in the subject and reveal individual differences between them.

The dimensional Achievement Test:

After completing the teaching of the module, the two researchers applied the achievement test (the same as the pre-test) to measure the cognitive levels represented by: analysis and composition, in order to measure the parity of the two groups before applying the experiment and to find out the extent of significant differences between the experimental and control groups after the end of the experiment. The two researchers then developed the test instructions.

Setting the test time:

The researchers gave the students complete freedom to answer the test questions while applying it to the survey sample without being bound by a specific time, in order to identify the appropriate time for the test, which is 50 minutes. The time was calculated by recording the time it took the first student to finish answering the test vocabulary and the time it took the last student to finish the test and then calculate the arithmetic average of the times the first student finished the test after 30 minutes and the last student 50 minutes and the average was 40 minutes. After applying the pre-test to the research groups and monitoring the scores, the arithmetic averages and standard deviations of the two groups were calculated. Believe the test, The test must represent the teaching objectives, and be appropriate to the content, the student and the importance of the opinion of specialists in the test.

Virtual honesty:

The researchers presented the test in its initial form to a group of specialists in educational technology, curricula, teaching methods and chemistry in order to confirm the apparent honesty of the tool and review its paragraphs (test questions) in order to measure the validity of the test paragraphs and its suitability to measure the achievement differences between the members of the control group and the experimental group, and they also expressed their opinions regarding the modification, deletion or addition of any paragraph they deem appropriate from the paragraphs of the test.

The arbitrators considered that the test measures what was designed to be measured and is appropriate in terms of linguistic and pedagogical formulation, and that the test chosen by the researchers to measure achievement differences is appropriate. With some amendments, whether in the wording or deletion of some phrases or the addition of other phrases, they provided some opinions and amendments that the researchers benefited from in the reformulation of some phrases Honesty and internal connection:

Honesty and internal correlation were measured by finding the correlation coefficient, using the Pearson correlation equation :

$$N-MJ - s-R-MJ-s-MJ-R- T$$

$$=) n (mjs2) - (mjs2)2 (n (mjs2) - (mjs2)2)$$

Where

T = correlation coefficient.

N = number of respondents.

X = degrees of the experimental group .

P = represents the even terms of the test.

X - = the arithmetic mean of (X).

R - =the arithmetic mean of (R).

NX = standard deviation of (X)

P R= standard deviation of (R)

By substituting in the equation the correlation coefficient reached = 89.0 Test

stability:

To calculate the stability coefficient, the Spearman-Brown equation was used.

Where $T = \frac{2R}{1+R}$, where the test stability is = 9.0

It is a high stability coefficient, statistically significant and confirms the validity of using the test in the study.

Second: application of research tools for the interview:

The two researchers presented the interview questions to the experienced and specialists to start their opinions by amending, deleting or adding, where the researcher summarized the opinions of specialists in the following table (5) :

Questions before arbitration

Questions after the arbitration

What is the future plan for the spread of the mobile experience in distance education under e-government. What do you think is the possibility of spreading the mobile phone experience in distance education in light of the accelerated development in the field of electronic technologies. Through your specialization, put solutions in the rooting of this experience. Based on your experience and specialization in the field in question, How can you root for the experience of using a mobile phone in distance education. What are the obstacles that prevent the use of mobile phones in education at Sudanese universities. What are the obstacles that prevent the use of mobile phones in education at Sudanese universities, especially in the field of distance education. What is the positive impact of using a mobile phone in education instead of a computer. Identify the positive aspects that the use of a mobile phone can entail in education at Sudanese universities instead of a computer

Preparation and design of educational software in the unit of chemistry (carbohydrides):

The design process is the process of installing and forming parts and subcomponents, so that they lead to achieving the goals of the program or system, and therefore the process of designing the experiment requires all procedures to create and form software, which is designed to perform specific and intended functions.

The software has gone through several stages, namely:

Analysis stage:

At this stage, the design requirements for the software were compiled and processed from scientific materials, activities, images, sounds, and video footage, revised, reproduced, and placed in the appropriate image for the production requirements. on it, the full conception of the software topic was developed, including the outlines of what the software should contain, goals, activities, trainings, and scientific material. the scientific material has also undergone a full analysis so that it can be presented in a way that achieves the desired goals.

Design stage:

This is the stage in which a complete visualization of the software is developed in terms of its objectives, scientific material, activities, trainings, examples and evaluation, and also outlines the general objectives of the software, a scientific material, or a general map showing the relationships of the units with each other and the content of each unit. The design stage includes the following: first, Designing the display interface with its design, visual elements, balance in the installation process and developing a software structure. Second, Designing menus, information and slides that illustrate the contents of multimedia software. Third, Put the content in a convenient design. Forth, Determine the final form of educational software, including educational alternative. Fifth, Use programs and tools to create images, movements, films, illustrations, audio texts and connect them artistically with the rest of the elements to achieve the desired goals.

Explanation of the design phase of the software used in the current study:

First: the division of the material

The material (carbohydrates) was divided into three large molecules, the first clarifies the concept of carbohydrates and their importance, the second clarifies the

types of sugars and examples thereof, the third is a virtual laboratory that demonstrates the experiment of detecting monosaccharides.

A variety and succession of buttons to ensure student interaction and increase his focus on the explanations provided, in addition to the images used to strengthen and consolidate the explanations.

The first part explains the concept and definition of carbohydrates, their importance. The second part explains the three types of sugars, briefly explains each type, and then explains two examples of each type of sugars, explaining their structural structure and chemical formulas.

The third part represents the virtual laboratory environment in which the experiments are conducted, and the mono-sugar detection experiment is being performed.

Arbitration and experimentation phase:

At this stage, the software was presented to a number of arbitrators from educational experts and specialists in Computer Science, After The Specialists reviewed the software and expressed their opinions on it, the opinions of the arbitrators were taken into account and the software was produced in its final form based on these opinions.

Application stage:

After completing the preparation of the software in its final form, the two researchers took several steps to implement the software. Teaching students at one time, one of the researchers taught, the other supervised, along with some professors.

Presentation, discussion, analysis and interpretation of results

First: the pre-and post-test

Presentation and discussion of the result of the first imposition. To verify the first assumption, which reads:"There are no statistically significant differences between the scoring averages of the experimental group studied using a mobile phone in the virtual laboratories and the scoring averages of the control group studied in the usual way in the pre-test". The "T" test was used for two independent samples and Table No. 1 shows the result of this:

Table No. (6) shows the result of the "T" test for two independent samples to compare the average scores of students of the control and experimental groups in the pre-test:

Conclusion	The Pearson connection	Semantics	Value (V) t	Standard deviation	Average	
Is a function and there is no correlation	-0.121	0.03	42.3	2.613	24.75	Analysis
Is a function and there is no correlation	-0.145	0.34	46.9	2.603	24.76	Composition
Is a function and there is no correlation	-0.131	0.18	44.6	2.608	24.75	Collection

From Table (7) is clear that there are significant differences between the two groups where the average in the experimental group (24.750) deviation standard (2.613) and the average in the control group (19.250) deviation standard (1.834), the degree of freedom (19) for each group evinced a(0.000) is less than 5%, In favor of the

experimental group, and this shows that the use of the mobile phone is not effective in teaching chemistry using the default when loading level, and increases the use of the mobile phone of the motivation of the students towards science and relevance to the circumstances of the special account, as on the virtual characterized by repeating all stages of the experiment for several times until you send in and the student indicating the importance of the use of virtual in the teaching of Science in general and chemistry in particular, and that the findings of many studies and research that compare between the teaching of Science in ways traditional education through the virtual and the result of the study with the results of her study (Metwally, 2019 World) and (Mohammed, 2016) and (gesture, 2016), which indicated the superiority of the experimental group came studied using a mobile phone and the default for the control group that studied in the usual way, in the post test, but it differed with the study (fellows et al., 2017), which made it clear that the mobile phone have negative results in the educational process, which causes a low level of collection, or study (Mira me, 2015) Agreed that the default effective and reduces the time and effort, but it differed in that the default doesn't affect the academic achievement of any that there is no difference between the traditional Virtual Institute.

Presentation and discussion of the result of the third imposition

To verify the third assumption, which reads: "There are statistically significant differences between the average scores of the experimental group studied using a mobile phone in virtual laboratories and the average scores of the control group studied in the usual way at the

,composition level of third-level students at the Department of Chemistry, Faculty of Education Omdurman Islamic University.". The "T" test was used for two independent samples and Table No. (3) shows the result of this:

Table No. (8) shows the result of the "T" test for two independent samples to compare the average scores of students of the control and experimental groups in the dimensional test at the composition level

Conclusion	Semantics	Value (V) t	Degree of freedom (df)	Standard deviation	Average	Collections
There is a function	0.000	40.818	19	2.457	22.450	Empiricism
	0,000	30.931	19	2.580	17.850	The officer

From Table No. (8) above, it is clear that there are significant differences between the two groups, where the average in the experimental group was (22.450) with a standard deviation of (2.457) and the average in the control group was (17.850)with a standard deviation of(2.580), with a degree of freedom of(19) for each group with a value of (0.000), which is less than 5%, in favor of the experimental group, and this indicates that the use of a mobile phone has an effectiveness in teaching chemistry using virtual laboratories at the results of the hypothesis agreed with the results of a study (Rawda Al-Mamari, Yahya Al-Shahri, Hilal Al-kabti, 2018), a study (Hussein, 2017), a study (Mutuli, 2019), a study (Abdullah, 2016) and a study (al-Badri, 2016), which indicated the effectiveness of using mobile phone and virtual laboratories.

To verify the fourth assumption, which reads: "There are statistically significant differences in the overall academic achievement of chemistry using a mobile phone

(mobile or mobile) in the applications of virtual laboratories among third-level students at the Department of Chemistry at the Faculty of Education, Omdurman Islamic University". The "T" test was used for two independent samples and Table No. (4) shows the result of this:

Table No. (9) shows the result of the "T" test for two independent samples to compare the average scores of students of the control and experimental groups in the dimensional test

Conclusion	Semantics	Value (V) t	Degree of freedom (df)	Standard deviation	Average	Collections
There is a function	0.000	41.231	19	1.626	23.61	Empiricism
	0.000	44.123	19	0.990	18.55	The officer

From Table No. (4) above, it is clear that there are significant statistical differences between the two groups, where the average in the experimental (23.61) with a standard deviation (1.626) and the average in the control group (18.55) with a standard deviation (0.990), with a degree of freedom(19) for each group with a value (0.000), which is less than 5%, in favor of the experimental group, and this indicates that the use of mobile phone in the applications of virtual laboratories has an effectiveness in increasing academic achievement. The results of the hypothesis agreed with the results of a study (Al-Mamari et al., 2018), a study (Hussein, 2017), (Metwally, 2019), a study (Mohammed, 2016) and a study (al-Badri, 2016), which indicated the superiority of the experimental group studied using a mobile phone and virtual laboratories in academic achievement over the control group studied in the usual way in the dimensional test. The results of this hypothesis differed with a study (Zamali, 2017), which showed that using a mobile phone has negative consequences on academic achievement during the business class, which causes a decrease in achievement.

Table(10) shows the Pearson correlation coefficient for the results of ee dimensional testth

Academic achievement		Installation level		Level of analysis		Collections
The officer	Empiricism	The officer	Empiricism	The officer	Empiricism	
0.765		0.782		0.510		Link value
0.000		0.000		0.000		Semantics

From the above table it is clear that there is an correlation in the scores of the dimensional test at the level of 5%. Second: discussion of Interview Questions

First question: What do you think is the possibility of spreading the mobile phone experience in distance education in light of the accelerated development in the field of electronic technologies

To answer the above question, see the following table ;

Table (11): the point of view of the respondents

The ratio	Redundancy	
93%	14	Points of agreement
6.6%	1	Differences
100%	15	Total

From the controversy(11), it is clear that:the agreement of the respondents ' answers reached (93.4%) that the mobile phone has become one of the most widespread modern technical means in the current era that is easy to use in education for its ease of carrying, and differed by(6.6%), where this difference is unique to Dr.(Dr.M) by saying that it is difficult to spread the mobile phone experience in distance education due to the lack of communication networks in some areas, especially the internet service.

The second question: What is the reality of your experience and your specialization in the field in question How can you root for the experience of using a mobile phone in distance education

To answer the above question, see the following table.

Table (12): the point of view of the respondentsTab

The ratio	Redundancy	
93.4%	14	Points of agreement
6.6%	1	Differences
100%	15	Total

From Table (12) it is clear that: the respondents ' answers(93.4%)agree that it is very easy to deliver information in their specialties through the applications provided by mobile phones to serve the educational process through training on the use of mobile phone capabilities in the specialty in question, where the percentage of difference(6.6%)is unique to this difference.M) by saying that it is very difficult to communicate information through the phone in the disciplines of Science in general and chemistry in particular due to the lack of all senses.

The third question: What are the obstacles that prevent the use of mobile phones in education at Sudanese universities, especially in the field of distance education To answer the above question, see the following table:

Table (13): the point of view of the respondents

The ratio	Redundancy	
93.4%	14	Points of agreement
6.6%	1	Differences
100%	15	Total

From Table (13) it is clear that: 93.4% of the examiners ' answers agree that the infrastructure of universities is not equipped to use mobile phones in distance education, the lack of communication networks, the lack of production of educational

programs, most of the devices used by students are not efficient to achieve the concept of distance education, the high prices of smart phones, and we do not provide the necessary experience in dealing with mobile phones, and the percentage of difference (6.6%) is unique to Dr.K) by saying that there are no obstacles, mentioning only the difficulty of connecting networks to the communication network.

Fourth question: identify the positive aspects that the use of a mobile phone can entail in education at Sudanese universities instead of a computer

To answer the above question, see the following table:

Table (14): the point of view of the respondents

The ratio	Redundancy	Points of agreement
100%	15	
100%	15	Total

All the respondents agreed that the phones are lightweight and have a high storage capacity, and information can be saved and retrieved at any time and easily traded, providing education at any time if there is a need for it Comparison of the results of the dimensional test with the results of the interview questions:

The results of the post-test proved that the use of a mobile phone has a high effectiveness in the educational process and improving the level of academic achievement, as the results of the hypotheses were in favor of the group on which the software was applied, that is, the phone is suitable for teaching science, and this was confirmed by the results of the interview questions, which showed that the mobile phone has become one of the most modern technical means widespread in the current era that is easy to use in education for ease of carrying, that it is very easy to deliver information in various disciplines through the applications provided by mobile phones to serve the educational process through training on using the mobile phone capabilities in the specialty in question, high storage capacity, and information can be saved and retrieved at any time and easily traded, providing education at any time if needed.

Despite this agreement in the results of the remote test and the interview questions, there are some minor differences from the point of view of the individuals of the interview sample by saying that it is difficult to spread the mobile phone experience in distance education due to the lack of communication networks in some areas, especially the internet service, that it is very difficult to deliver information through the phone in the disciplines of Science in general and chemistry in particular due to the lack of all senses.

CONCLUSION

The use of virtual laboratory programs with exact disciplines in chemistry, especially dangerous or for which there are no devices and materials available for their application. Encouraging science teachers to master the use of virtual laboratories and linking them to the mobile phone, and the necessary techniques to benefit from technological innovations. Holding courses to train science teachers on the use of these programs in the implementation of laboratory activities in the science curriculum. The use of virtual laboratory applications in the Android system in the teaching of Biochemistry due to the proof of its effectiveness in this study.

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MONITORING OF ACADEMIC AND NON-ACADEMIC FIELDS IN HIGHER EDUCATION

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Abstract:

This research aims to present the implementation of academic and non-academic Monitoring in higher education institutions using the literature review method as a source of information. Monitoring in both academic and non-academic fields in higher education is crucial to ensure that the standards of education and educational services provided are met. In the academic field, Monitoring is carried out to ensure that the learning process is effective, the teaching materials are of high quality, and the lecturers have adequate competencies. Meanwhile, in the non-academic field, Monitoring is conducted to ensure that campus security is guaranteed, educational facilities and infrastructure are adequate, and student involvement in campus activities is well-maintained. To improve the effectiveness of Monitoring in both academic and non-academic fields in higher education, universities can implement new strategies and innovations such as utilizing technology, developing evaluation instruments, and increasing student involvement in the Monitoring process. Effective Monitoring will have positive impacts such as improving the quality of education, student satisfaction, lecturer professionalism, campus security, and student involvement in campus activities. Research has shown that effective Monitoring in both academic and non-academic fields in higher education has positive implications for improving the quality of education and educational services. Furthermore, effective Monitoring can positively impact students, lecturers, and the wider community. Therefore, it is important for universities to carry out effective Monitoring in both academic and non-academic fields to ensure that all education and educational services processes meet the established quality standards.

Keywords: *Monitoring, Academic and Non-Academic Fields, Hinger Education*

INTRODUCTION

Higher education institutions play a vital role in producing quality human resources that meet the demands of the job market. To perform their functions effectively, universities must have an efficient and effective monitoring system to oversee academic and non-academic activities (Nurdiana, D., & Nugraha, A, 2020; and Utama, I. K., & Mahardika, I. K, 2021). Monitoring of academic and non-academic areas is important to ensure that universities perform their duties well and meet the standards set by regulators, governments, and accrediting agencies (Hossain, M. A, 2021; Sholihah, I., & Putri, A, 2020; and Arsyad, N., & Budiyanto, B, 2021).

Universities are educational institutions with a significant responsibility in creating quality human resources ready to face competition in the job market (Fitriyani, R., & Luthfi, A, 2021; Kuncoro, M., & Mawardi, M, 2020; and Novita, R, 2021). Therefore, it is important for universities to have an effective and efficient monitoring system to ensure that academic and non-academic activities are carried out according to established standards (Sari, D. P., & Mawardi, M, 2021; Yusuf, M, 2020; Paulsen, M. B, 2019; Al-Fahim, M., & Al-Derham, H, 2020; dan Nicolini, D. (2019).

Monitoring of academic and non-academic areas in universities involves various aspects, such as monitoring of academic program implementation, financial management monitoring, information system monitoring, monitoring of compliance with regulations and policies, and monitoring of risk identification, evaluation, and management (Asy'ari, A. R., & Musarofah, S, 2021; Darmawan, D, 2020; Heryanto, H., & Setiawan, A, 2021; Nugraha, E. P., & Kurniawan, R., 2021; and Siregar, R. A., & Waruwu, F. D. 2020).

In conducting monitoring activities, universities can utilize various standards and guidelines established by various institutions. For example, Standards for the Professional Practice of Internal Auditing issued by The Institute of Internal Auditors (IIA), as well as Internal Audit Guidelines for Colleges and Universities issued by The Association of College and University Auditors (ACUA) (The Institute of Internal Auditors (IIA), 2016; He, W, 2020).

Based on the background, the research questions of this study are as follows: What is the role and function of Monitoring in ensuring that academic and non-academic activities in higher education institutions are carried out according to established standards? What are the challenges and obstacles faced in conducting Monitoring in the academic and non-academic fields in higher education institutions? How can Monitoring in the academic and non-academic fields in higher education institutions be optimized to be more effective and efficient in ensuring the quality of education produced? What are the latest strategies and innovations that can be implemented in the Monitoring of academic and non-academic fields in higher education institutions? What are the implications of Monitoring in the academic and non-academic fields in higher education institutions for improving the quality of education and educational services

RESEARCH METHODS

The research method used in this literature review is designed to use a systematic approach to critically analyze the application of academic and non-academic Monitoring in higher education. This study uses a systematic literature review approach that follows a set of explicit and strict rules oriented towards demonstrating completeness, immunity from bias, and transparency and accountability of techniques and techniques execution (Dixon-Woods, 2008 cited in Khalaf & Zin, 2018; Martins & Gorschek, 2016).

Data was collected through a Google Scholar search to obtain quality articles in online journals. All literature (articles) relevant to the topic of academic and non-academic Monitoring in higher education are then compared and evaluated for reliable understanding (Khalaf & Zin, 2018). The systematic review process is characterized by the existence of several criteria used to limit the scope of the review (Martins & Gorschek, 2016).

RESULTS AND DISCUSSION

Role and Function of Monitoring

Monitoring plays a crucial role and function in ensuring that both academic and non-academic activities in universities are conducted in accordance with the standards established by regulators, and the academic accrediting bodies. Academic Monitoring aims to ensure the quality of learning, teaching, and research in universities, while non-academic Monitoring aims to ensure that universities operate effectively and efficiently (Bressler, L. A., & Bressler, M. S, 2015; Cremonini, L., & Vianello, M, 2015).

Academic Monitoring is conducted through monitoring and evaluation of the curriculum, teaching methods, research, and other academic activities. The goal is to ensure that universities provide education that meets established academic standards and produces high-quality graduates (Kadirvelu, A., & Raman, M, 2016; Kumar, N., & Kapur, P, 2017; and Zhan, X., & Ye, L, 2018).

Meanwhile, non-academic Monitoring includes Monitoring of information systems, finances, human resources, infrastructure, and other facilities used by universities (Minister of Education and Culture Decree Number 492 Year 2021 on

Higher Education, 2021). The aim is to ensure that universities operate effectively and efficiently and meet the standards set by the government and accrediting bodies (Karim, A., & Akbar, N, 2020; Mardhani, R, 2020; Wiryono, Y., & Ardhana, I. M, 2019).

Surveillance also helps minimize the risk of violations, fraud, or corruption in universities (Aljazy, M., Aldehayyat, J. S., & Al-Kilani, M. H, 2020; Bursztynsky, J., & Millar, A, 2018). With effective surveillance, universities can identify and address issues quickly, thus minimizing negative impacts on their reputation and credibility (Gupta, S, 2018; Oyelade, O. J., Oduwole, A. A., & Oludayo, O. A, 2021; and Yap, J. L, 2018).

Challenges and Obstacles

Surveillance of both academic and non-academic aspects in universities is one of the important tasks that must be carried out by the campus authorities. The purpose of this surveillance is to ensure that the activities in the university run smoothly and do not cause problems in the future (Byrne, J., & Flood, B. 2019). However, in carrying out this task, there are several challenges and obstacles that must be faced, including:

1. **Limited Human Resources**
The first challenge faced in carrying out surveillance of academic and non-academic areas in universities is limited human resources (Dasgupta, S, 2017; O'Connell, R., & Whitley, R, 2019; Vlasceanu, L., & Grünberg, L. (Eds.), 2007). Universities usually have a limited number of supervisory staff, making it difficult to conduct comprehensive surveillance (Levin, J., & Kater, S, 2019; and Rose-Adams, J, 2020).
2. **Budget Constraints**
The second challenge is budget constraints. Effective surveillance requires sufficient funds to carry out activities such as inspection, sampling, and evaluation (Association of College and University Auditors, 2015; and Government Accountability Office, 2017). However, sometimes the available budget is insufficient to carry out optimal surveillance (O'Leary, R, 2016; Sinclair, A, 2019; and World Bank, 2013).
3. **Lack of understanding among supervisors**
The third challenge is the lack of understanding among supervisors about various academic and non-academic areas being supervised. For example, supervisors who do not have a deep understanding of information technology are unable to effectively supervise the information system used by universities (Lopes, A. B., 2016; Ansong, M., 2018; Taqwa, A. S., & Ratnawati, L., 2017; and Radhika, S., & Rajeswari, R., 2017).
4. **Unclear Monitoring standards**
The fourth challenge is unclear Monitoring standards. Universities often do not have clear standards regarding the tasks, authorities, and responsibilities of supervisors (Budiana, I. W., Arimbawa, I. W., & Yasa, N. N., 2020; Dabla-Norris, E., Gradstein, M., & Inchauste, G., 2008; and Harsono, B., 2016). This can lead to ambiguity in carrying out supervisory tasks and difficulty in evaluating the performance of supervisors (Kaharuddin, & Hardiyanto, G., 2020; and Mahasiswa, P. T. P., 2018).
5. **Suboptimal response from relevant parties**
The fifth challenge is the suboptimal response from relevant parties. Sometimes, when violations or problems are found, the relevant parties do not respond well or even do not respond at all (Yusoff, M. S. B., Sipon, S. M., & Aziz, A. A., 2016; Fuentes-Fuentes, M. M., & López-Hernández, A. M., 2018; and Norazah Mohd Suki, N. A., & Chan, J. K. L., 2018). This makes Monitoring ineffective and problems unresolved (Majid, S. A., Hassan, R., Azizan, N., & Yahya, S., 2019; and O'Leary, R., & Vijayakumar, J., 2019).
6. **The last challenge is frequent changes in rules and regulations**
Changes in rules and regulations can cause confusion among supervisors and campus stakeholders. In addition, changes in rules and regulations often require

adjustments to systems and procedures that are difficult to implement in a short time (Brawer, F. B., & Gaztambide-Fernández, R. A, 2019; Chen, C. Y., Chen, H. C., & Huang, Y. M, 2018; and Horta, H., & Yonezawa, A; 2020)
In facing these challenges and obstacles, the campus needs to make systematic and planned efforts to improve academic and non-academic Monitoring. One way to do this is by improving the quality of human resources and increasing coordination among stakeholders (Jawahitha, S., & Poornima, G, 2019; and Ozga, J, 2019).

Optimization of Monitoring

Optimizing the Monitoring of academic and non-academic fields in higher education is important to ensure the quality of education produced. Here are some ways to improve the effectiveness and efficiency of Monitoring in higher education:

1. **Creating an integrated Monitoring system**
Creating an integrated Monitoring system can help improve the effectiveness of Monitoring. This system can assist in identifying risks, conducting routine Monitoring, and providing regular reports (Ministry of Education and Culture, 2017; Arifin, H, 2018). This system can help improve the efficiency of Monitoring by minimizing task duplication and enabling the use of more effective resources (Suhendar, S, 2017; Hamidi, R, 2019; da Fitriani, Y., & Sari, R, 2018).
2. **Strengthening coordination between relevant parties**
Good coordination among relevant parties such as supervisors, lecturers, and administrative staff can help improve the effectiveness of Monitoring. Good coordination allows for faster and more accurate information exchange, as well as minimizing confusion and misunderstandings (Fauzi, A., & Abduh, M, 2018; Idrus, M., & Saputra, A, 2018).
3. **Establishing cooperation with external oversight institutions**
Higher education institutions can establish cooperation with external oversight institutions such as the National Accreditation Agency for Higher Education (BAN-PT) to improve the effectiveness of oversight. External oversight institutions can help increase campus accountability and transparency and provide different perspectives (Yuniarta, G. A., & Nurcahyo, R, 2020; Tettey, W. J., & Salmi, J, 2019;).
4. **Providing training to improve the quality of oversight**
Regular training for supervisors can help improve the quality of oversight. Training can be technical, such as on sampling techniques or auditing, or training on academic and non-academic areas that need to be supervised (Kurniawan, R. A, 2018; Wulandari, A, 2018).
5. **Increasing the use of technology**
The use of technology such as campus information management systems (SIMAK) or financial management systems can help improve the efficiency of oversight (Fauzi, A., & Abduh, M, 2018; and Idrus, M., & Saputra, A, 2018). Technology can facilitate data collection and processing, allowing supervisors to be more effective and efficient in their oversight (Kurniawan, R. A, 2018; Wulandari, A, 2018; and Yuniarta, G. A., & Nurcahyo, R, 2020).
6. **Strengthening legal and ethical awareness**
Strengthening legal and ethical awareness among supervisors and campus officials can help improve the effectiveness of oversight. Supervisors and campus officials must understand the legal consequences of actions that violate rules and ethics in carrying out oversight duties (Yusuf, M. A, 2019; and Fathoni, M, 2018). By optimizing oversight of academic and non-academic areas in higher education, it is expected that the quality of education produced will improve, thereby meeting the needs of a complex and dynamic society and job market (Ekaputra, A. G, 2020).

Strategies and Innovations

The monitoring of academic and non-academic fields in higher education institutions needs to be constantly updated to keep up with the changing times and to ensure that the quality of education produced remains optimal. The

following are some of the latest strategies and innovations that can be implemented in monitoring the academic and non-academic fields in higher education:

1. **The use of technology and big data**
Technology can be used to improve the effectiveness of monitoring. For example, universities can use technology to monitor students' online learning activities or to automatically update academic data. In addition, the use of big data can help supervisors analyze the large and complex data generated by universities (Kurniawan, E, 2019; Purnama, R, 2018; Pratama, R. D, 2020; Panggabean, J. R., & Sumarno, S, 2018; and Ramadhan, A, 2019).
2. **Implementation of artificial intelligence (AI)**
The implementation of AI in monitoring can help identify potential problems and quickly find solutions. For example, universities can use AI to monitor plagiarism behavior or other academic fraud (Asamoah, G. K., & Otieno, R. O, 2020).
3. **Use of interactive e-learning platforms**
Universities can use interactive e-learning platforms to improve monitoring effectiveness. These platforms can be used to monitor student learning activities, provide feedback in real-time, and automatically update teaching materials (Chen, N. S., Hsieh, S. W., & Kinshuk, 2018).
4. **Implementation of a data-driven approach**
Universities can implement a data-driven approach to monitoring. This approach can help improve weaknesses in existing monitoring systems and improve overall university performance (Zhu, X., & Wong, R. K, 2020).
5. **Building trust by involving all stakeholders**
Building trust by involving all stakeholders can help improve monitoring effectiveness. For example, universities can involve students, faculty, and administrative staff in the monitoring process to create a transparent and accountable environment (Aghion, P., & Tirole, J, 2017).
6. **Using risk-based monitoring methods**
Risk-based monitoring methods can help identify specific risks and strengthen monitoring in areas that are considered most important. In academic monitoring, this method can help prevent cheating and plagiarism, while in non-academic monitoring, it can help ensure campus safety and student welfare (Boivie, S., Graffin, S. D., Pollock, T. G., & Rindova, V, 2017).
By implementing the latest strategies and innovations in monitoring academic and non-academic fields in higher education, it is hoped that a better academic environment and optimal quality of education can be achieved.

Implications of Monitoring on the Improvement of Education Quality and Services

Monitoring of academic and non-academic areas in higher education has significant implications for the improvement of education quality and services. Here are some important implications of Monitoring in academic and non-academic areas in higher education:

1. **Improving Education Quality**
By effectively supervising the learning process, universities can ensure that the quality of education provided continues to improve. This can be achieved by ensuring that the teaching methods used are in line with established standards, the course materials provided are of high quality, and qualified and experienced lecturers are involved (Coffield, F., Edward, S., Finlay, I., Hodgson, A., Spours, K., & Steer, R., 2008; and European University Association, 2018).
2. **Increasing Student Satisfaction**
By effectively supervising educational services in universities, student satisfaction in the learning process can be met. This can be achieved by ensuring that the educational facilities provided are adequate and that the needs of students in the learning process are met (Liu, Y., & Zhang, J., 2019; and Zhang, J., & Liu, Y., 2021).
3. **Enhancing Lecturer Professionalism**

In academic Monitoring, universities can ensure that lecturers have adequate and continuously improved competencies. This can be done by providing appropriate professional training and development and regularly monitoring lecturer performance (Fauziah, N., Widianti, T., & Novitasari, A., 2020; and Sari, S. S., & Ardiana, D., 2020).

4. Improving Campus Security

Non-academic Monitoring, particularly related to campus security, is essential in improving the quality of educational services. By ensuring campus security is guaranteed, students can learn comfortably and peacefully (Wang, Y., & Stone, J., 2019; and Smith, R. G., & Cross, J. P., 2018).

5. Increasing Student Engagement

In non-academic Monitoring, universities can ensure that student involvement in campus activities is well-maintained. This can be achieved by ensuring that the activities held on campus are safe, structured, and adequate (Randa, R., Maitra, M., & Mukherjee, S., 2020; Johnson, D., 2019).

Overall, academic and non-academic Monitoring in higher education is crucial in improving the quality of education and services provided. Through effective Monitoring, universities can ensure that all education processes and services provided meet established quality standards.

Table: Monitoring Indicators for Academic and Non-Academic Fields in Higher Education

Role and Function of Monitoring	
Challenges and Obstacles	<ul style="list-style-type: none"> 6. Limited Human Resources 7. Budget Constraints 8. Lack of understanding among supervisors 9. Unclear Monitoring standards 10. Suboptimal response from relevant parties 7. The last challenge is frequent changes in rules and regulations
Optimization of Monitoring	<ul style="list-style-type: none"> 3. Creating an integrated Monitoring system 4. Strengthening coordination between relevant parties 7. Establishing cooperation with external oversight institutions 8. Providing training to improve the quality of oversight 9. Increasing the use of technology 10. Strengthening legal and ethical awareness
Strategies and Innovations	<ul style="list-style-type: none"> 1. The use of technology and big data 3. Implementation of artificial intelligence (AI) 4. Use of interactive e-learning platforms 5. Implementation of a data-driven approach 6. Building trust by involving all stakeholders 7. Using risk-based monitoring methods
Implications of Monitoring on the Improvement of Education Quality and Services	<ul style="list-style-type: none"> 6. Improving Education Quality 7. Increasing Student Satisfaction 8. Enhancing Lecturer Professionalism 9. Improving Campus Security 10. Increasing Student Engagement

CONCLUSION

The monitoring of academic and non-academic areas in universities is extremely important to ensure that the quality of education and educational services provided meets established standards. In academic monitoring, universities need to ensure that the learning process is carried out effectively, the teaching materials are of high quality, and the lecturers have adequate competencies. Meanwhile, in non-academic monitoring, universities need to ensure that campus security is guaranteed, education facilities are adequate, and student involvement in campus activities is well-maintained.

To improve the effectiveness of academic and non-academic monitoring in universities, universities can employ the latest strategies and innovations such as utilizing technology, developing evaluation instruments, and increasing student involvement in the monitoring process. The implications of effective monitoring in academic and non-academic areas in universities are the improvement of education quality, student satisfaction, lecturer professionalism, campus security, and student involvement in campus activities.

By conducting effective monitoring, universities can ensure that all educational processes and services provided meet established quality standards. This has an impact on the improvement of education quality and educational services in universities, which can have a positive impact on students, lecturers, and the wider community.

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THE INFLUENCE OF PROFESSIONAL COMMITMENT AND WORK COMPETENCY ON CAPTAIN'S PERFORMANCE IN THE OPERATION OF AUTOMATIC IDENTIFICATION SYSTEM (AIS)

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Abstract:

This study aims to determine the effect of professional commitment and work competence on the performance of captains in the operation of the Automatic Identification System (AIS) on the BPSDM Transportation Training Ship. This research uses the mixed methods method which is a research step by combining two forms of research that have existed before, namely qualitative research and quantitative research. The data analysis used is structural equation modeling-partial least squares (SEM-PLS) using SmartPLS software. The results showed that the factors influencing professional commitment and work competence on the captain's performance in the operation of the Automatic Identification System (AIS) on the BPSDM Transportation Training Ship included; Personal Factors, Situational Factors, Positional Factors and Team Factors and situations.

Keywords: *Professional Commitment, Work Competency, Captain's Performance, AIS Data*

INTRODUCTION

So far, the Transportation Human Resources Development Agency (BPSDMP) has been faced with the problem of a cadet practice tool in the form of a training ship (Iskandar et al., 2021). The purpose of the training ship is a ship that is used by the academic community in training cadets to work as sailors. Basically there are 2 (two) types of training ships, namely those used as practice tools at sea and scrap metal in the form of ships used as classrooms (Wibisono, 2020). Apart from that for sailing training, class-shaped ships must also be versatile with learning about oceanography, biology, marine science, and physics; until character building (2009).

The Coordinating Minister for Maritime Affairs said that with this training ship it would certainly be easier for BPSDM to improve the quality of education for sea cadets who are currently studying at state service schools, especially in the field of shipping, as well as being able to help private shipping schools or academies that do not have ships. Training which hopes to be able to produce qualified and proud graduates when recruited at national and international shipping companies (Cristian, 2008). With some of the reasons above, it strengthens the Ministry of Transportation's intention to prepare training ships for shipping cadets at shipping schools or academies in Indonesia.

The training ship is built from steel, equipped with 2 (two) propellers and has 2 (2) main engines as its driving force. These ships have a LOA of 63 meters, LBP of 59 meters, height of 4 meters and a water depth requirement of 2.8 meters. Each of these vessels has 115 tons of fuel tanks and 175 tons of fresh water tanks. The economic speed run by the two main engines on each ship is 12 (twelve) knots with a maximum power of 2x1000hp (Nofi Erni et al., 2013). The training ship with a weight of 1,200 GT is of the multipurpose type, which can be used to transport seniors who practice layers, transport

passengers and carry cargo. The ship's capacity can accommodate around 21 crew members, 2 VVIP passengers, 10 instructors, 100 cadets, and 100 passengers (Hamalik, & Oemar, 1993).

Ships are water vehicles of a certain shape and type, which are propelled by wind power, mechanical power, other energy, towed or towed, including vehicles with dynamic support, underwater vehicles, as well as floating devices and floating structures that do not move around. (Maulandari & Baroroh, 2019). The BPSDM Transportation training ship is the main official asset which is a state-owned ship used by certain Government agencies that are given functions and authorities in accordance with statutory provisions to enforce the law and other Government tasks (Sitepu, 2017). All training ships that are currently in operation must comply with aspects of shipping safety and security as well as ship seaworthiness. It is absolutely necessary to implement shipping safety and security including the safety and security of transportation in waters, ports, and protection of the maritime environment (Sudrajad et al., 2015).

Therefore, training ships that have obtained certificates must carry out maintenance and maintenance so that they still meet ship safety requirements, carried out periodically or at any time when emergency damage occurs (Gumelar et al., 2021). So that every ship must be manned by Crew who meet the qualification and competency requirements in accordance with national and international regulations. The BPSDM Transportation training ship has the role of being in charge of operations on the ship, namely the Master or Captain, is a licensed sailor who holds the highest command and responsibility for a ship (Priadi et al., 2019). So the captain must meet the requirements for education, training, abilities, and skills as well as health (Muna et al., 2021). The commitment of a captain is a sense of responsibility for the safety of the crew, ship and cargo (Wartoso, W., 2021). May be tasked with ensuring that all international and local laws are properly complied with, and that all management policies are fully complied with. The skipper also ensures compliance with the ship's security plan, as required by the IMO & ISPS Code (Andhi, 2017). The plan, tailored to meet the needs of each vessel, details tasks including carrying out search and inspection, defending confined spaces, and responding to threats (Deddy, 2020).

The captain is a marine officer who holds the highest command on a commercial ship or captain (Fatuhillah, 2020). Meanwhile, sailors are any person who has qualified expertise or skills as a crew member, namely a person who works or is employed on a ship by the owner or operator of the ship to carry out tasks on board in accordance with his position listed in the *sijil* book (Luturmas et al., 2022).

In the manning system, especially the captain of the training ship, the BPSDM for Transportation does not yet have a legal basis for the professional qualifications and competence of the crew for training, so the BPSDM for Transportation uses rules for manning commercial ships in accordance with the Regulation of the Minister of Transportation of the Republic of Indonesia Number PM 26 of 2022 concerning Manning Commercial Ships (Ayunintyas, 2021). A certificate stating the authority of the position for the owner of the seafarer's expertise certificate to carry out tasks and functions according to their level of responsibility (Samosir, R., 2020). In other areas of maritime expertise, a certificate of skill (Certificate of Proficiency / CoP) is given on board, which is a skill certificate issued to seafarers who have met training requirements in operating equipment or certain roles (Rusmayana et al., 2022).

Based on the problems that occur as a result of the lack of professional commitment and weaknesses in the quality of complex human resource competencies in data processing, especially Automatic Identification System (AIS) data management, the authors will conduct research with the title *The Influence of Professional Commitment and Work Competency on Captain Performance On the Operation of the Automatic Identification System (AIS) on the Transportation BPSDM Training Ship.*

RESEARCH METHODS

The method used in this study is a mixed methods method. This research is a research step by combining two forms of research that have existed before, namely

qualitative research and quantitative research. According to Creswell, mixed research is a research approach that combines qualitative research with quantitative research (John, 2010; Indrawan & Jalilah, 2021). The main data sources in this study are divided into two, namely primary data sources and secondary data sources (Anseim, 2018). The instrument in this study was to use quantitative research methods to obtain data on the effect of professional commitment and work competence on the performance of skippers in the operation of the Automatic Identification System (AIS) on BPSDM Transportation Training Ships and qualitative methods, because the data obtained is descriptive data which is difficult to measure with numbers, namely what has been stated orally or in writing as well as real behavior that is researched and studied. In this research, the data analysis method used is structural equation modeling-partial least squares (SEM-PLS) using SmartPLS software.

RESULTS AND DISCUSSION

Professional Commitment

Professional commitment is based on the identification of a desire to help achieve professional goals (Haryanto, 2018). Meanwhile, according to Aranya and Ferris professional commitment can be defined as the relative strength of individual identification and involvement in a profession. According to them, a person's commitment to his profession is manifested in the following three characteristics: (1) an acceptance of the goals and values of the profession, (2) a willingness to do a task with all his might for the sake of the profession, and (3) a desire to nurture and maintain membership in the profession (Aranya et al., 2018).

According to Lee et al. that individuals with high professional commitment have stronger identification, and experience more positive things about their profession compared to individuals with low professional commitment (Lee et al., 2017). Professional commitment can be developed through positive professional experiences or the development of professional skills. Professional commitment is built during the socialization process when the profession places an emphasis on understanding the values and norms required by a profession. Therefore, a person's commitment to his profession will increase according to the process of socialization and experience of a profession (Jeffrey & Weatherholt, 2017).

Professional Commitment Indicator

Ricard (In Lubis) describes several attitude indicators owned by committed individuals, namely trust and support for high organizational values, a desire to work hard on behalf of the organization, a desire to maintain organizational membership, a strong desire to remain a member, a willingness to try their best for the benefit of the organization, as well as a strong belief in the values and goals of the organization (End & Lubis, 2021).

Someone who has high work commitment will tend to have job satisfaction, because feelings of liking for work make someone last longer in doing their job and get the expected results. In other words, teachers who have high work commitment will tend to have job satisfaction and achievement. higher (Madiistriyatno, 2020).

Factors Affecting Commitment

Employee commitment is determined by several factors. According to Dyne and Graha, there are three factors that influence organizational commitment to employees, namely: a) Personal, with certain personality traits, age and years of service, level of education, gender, marital status, work involvement; b) Situational, with workplace values, organizational fairness, job characteristics, and organizational support; c) Positional, with years of service and level of employment.

Job competence

Competence is skills and knowledge originating from the social and work environment that is absorbed, mastered and used as an instrument to create value by

carrying out tasks and work as well as possible (Hartanto, 2009; Jamal et al., 2022).

Gerry Dasler defines competence as a characteristic of a person's ability that can be proven so that it creates a work performance/performance (Desler, 2009). The definition of competence according to Spencer is a characteristic that underlies a person related to the effectiveness of individual performance in his work or the basic characteristics of individuals who have a causal relationship or as a cause and effect with the criteria used as a reference, effective or excellent or superior performance at work or in certain situations (Moehariono, 2012).

According to Tyson, the term competency has been used to describe the attributes needed to produce effective performance (Hasruddin et al., 2021; Priansa, 2014). Meanwhile, according to Armstrong competence is what people bring to work in the form of different types and levels of behavior. Competence determines aspects of the work performance process (Wedanta, 2022; Sudarmanto, 2009). Strengthened by Frinch and Crunkilton define competence as mastery of a task, attitude and appreciation skills needed to support success (Edy Sutrisno, 2018; Pandipa, 2020).

Competency Indicator

Spencer and Spencer stated that there are five competency indicators, namely as follows: a) What motives are consistently thought or desires that lead to action; b) Consistent traits and reactions to situations or information; c) Self-concept attitudes, values, or self-image of people; d) Knowledge of an information that is owned by someone, especially in a specific field. Knowledge is a complex competency; e) Skills ability to be able to carry out certain physical and mental tasks (Yuniarsih, 2018).

Skipper

The skipper is the leader of the ship, who every time there is a certain event must take a stand and act in accordance with skill, accuracy and wisdom, as needed to carry out his duties Article 342 paragraph (1) of the Criminal Code (Hasrianto, 2021). In fact, the captain is the leader on the ship who is fully responsible for the safety of the ship, passengers and cargo during the shipping process from the destination port (Juhari, 2023). As the leader of the ship, the captain must be responsible for all his actions towards the ship and its cargo in all events that occur at sea (Nober, 2017).

Captain's Responsibility Indicator

The responsibility for controlling passengers begins before they climb the ladder/bridge of the ship. The number of passengers must be submitted to the Master when the ship leaves the port because the Master must know the exact number of passengers and crew when the ship starts sailing. The master is responsible for announcing safety information before the ship sails in open water. Safety information announced to passengers according to Mahendradipa (2013) is as follows: a) Informs about the location of the life jacket; b) Inform about the meaning of safety information signs and posters; c) Tells to stay calm in an emergency.

Performance

Performance is a function of the work environment, skills, and role perceptions. Every agency, both service and industry, wants their institution to continue to compete and survive. This is of course driven by increased performance of all employees. Where there is an increase in quantity and quality from the maximum results that have been carried out by employees on their work in accordance with the job description that has been determined by the instance (Selamet, 2018).

Performance is often interpreted as the achievement of tasks, where employees at work must be in accordance with the organization's work program to show the level of organizational performance in achieving the vision, mission and goals of the organization. Performance is the degree to which employees achieve job requirements

(Sunyoto, 2018). Performance is a work result in quality and quantity that is achieved by an employee in carrying out his duties in accordance with the responsibilities

given to him (Mangkunegara, 2016; Daulay et al., 2019).

Based on some of the opinions above, it can be concluded that performance is the result achieved by employees in carrying out a job given to them both in quantity and quality through procedures that focus on the goals to be achieved and by fulfilling implementation standards (Prakkorso & Efendi, 2022).

Factors Affecting Performance

The achievement of a person's or worker's performance is due to the efforts and actions that are produced (Sitanggang, 2022). These efforts are in the form of work results (performance) achieved by workers. Performance can result from education, work experience and professionalism. Education is the basic and main capital of a worker in finding work and work. Mayunita (2019) has an opinion about the factors that affect performance, including effectiveness and efficiency, authority (authority), discipline, and initiative (Harahap, 2019). Strengthened by Mangkunegara (2018) factors that influence performance include: personal factors, work facility factors, team factors, work system factors and situational factors.

Performance Indicator

Performance measures can be seen in terms of quantity and quality in accordance with the standards set by the organization or company, the form can be tangible (measuring instruments or standards can be determined) or intangible (measuring instruments or standards cannot be determined), depending on the form and process of implementation. that job. The performance produced by employees in a company is determined by several factors and conditions, both of which come from within the employee or from outside the individual employee (Muslim et al., 2021).

Performance indicators are something that will be calculated and measured (Ropi et al., 2021). As well as setting performance indicators, a form of measurement must be identified that will assess the results obtained from the activities carried out. This performance indicator is used to present that day by day performance is making progress towards the goals and objectives in the strategic plan (Ramadhani, 2021).

Data Automatic Identification System (AIS)

Since ancient times, navigators have determined direction and location by observing other earthly and celestial bodies. This approach is vulnerable to climate/ambient influences which are detrimental to current situation conditions, as well as limitations to the ability of the navigator as an observer to track and interpret object characteristics. Over time, the nature of maritime transport and operations has changed, as the size and speed of ships have increased, along with the sensitivity and value of their cargo (Hermono, 2022). Our perception of the potential risks of shipping transportation and tolerance for the impact of these risks has also changed. The occurrence of casualties and property at sea has become a problem for the shipping industry, but can be prevented by adopting the latest technology (Anggraeni, 2019).

At present the shipping world is following the benefits of optimizing technology which functions as a mitigation of potential risks of maritime disasters and reducing the consequences of these events. In accordance with the 2010 Manila Amendment Standards of Training, Certification and Watchkeeping (STCW) 95 and Safety Of Life At Sea (SOLAS) and the accompanying rules, it is required for all crew members to have a standardized level and be trained in the operation of the latest technology optimization, as more complex fundamental requirements (Amalsyah, 2020).

This positive change not only fulfills the requirements as innovation, but also fulfills the use of technology. One of these opportunities is through the International Maritime Organization (IMO) so that ships are equipped with an Automatic Identification System (AIS) and interpret the trajectory of data from the voyage and navigation of a ship (Widyaningsih, 2022). The Automatic Identification System (AIS) device was originally developed as a ship navigation aid when on a voyage. The level of

use and application of information on these devices has created opportunities for a wider range of things, including ship safety and accident prevention, security, defense security infrastructure and operations, transportation planning, cargo management, and the economy (All, 2021).

The International Maritime Organization (IMO) as a policy maker in making international shipping decisions regarding the use of Automatic Identification System (AIS) devices in mitigating ship collisions, monitoring ships, and maritime traffic management (Subekhan et al., 2023). Maritime authorities and law enforcement agencies around the world actively access national and international Automatic Identification System (AIS) information data to carry out various risk mitigations, including security, safety, and policy making (Wibowo et al., 2020). However, access to the data needed by the shipping industry is still limited. Data Automatic Identification System (AIS) is not very well known, and is always neglected, and research on its use is still not optimal. However, if you see the importance and usefulness of using Automatic Identification System (AIS) information data, you can make rapid progress (Bahtiar, 2020). Automatic Identification System (AIS) devices can be divided into two, namely class A and class B. The difference between the two lies only in the information that can be sent or received.

CONCLUSION

Personal, situational, positional factors, as well as team and situational factors are the influence of professional commitment and work competence on the captain's performance in the operation of the Automatic Identification System (AIS) on the BPSDM Training Ship. The results of this study make a theoretical contribution to the effect of the captain's performance carried out by researchers, with this it will be easier for BPSDM to improve the quality of education for sea cadets who are currently studying at state official schools, especially in the field of shipping, including also being able to help private shipping schools or academies that do not have training ships that have great hopes of being able to produce qualified and proud graduates when recruited at national and international shipping companies.

This research certainly has limitations, especially the scope of the site and this research study. Therefore, the limitations of this study provide a wider space for future researchers with different backgrounds, contexts and cultures. It is hoped that further research can complement this research so that new treasures emerge to develop shipping science.

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