

**LEMBAR HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW  
KARYA ILMIAH : JURNAL ILMIAH**

Judul Artikel Ilmiah : *The Influence of Parent's Perception on Their Interest to Send Their Children to PAUD*

Jumlah Penulis : 2

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**LEMBAR HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW  
KARYA ILMIAH : PROSIDING**

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**I. Hasil Penilaian Validasi**

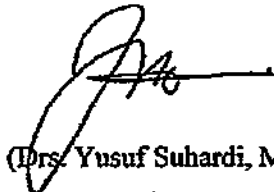
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Pendidikan terakhir : S2

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# The Influence of Parent's Perception on Their Interest to Send Their Children to PAUD

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**Abstract**—This study aims to find out how the influence of customer's perception (parents about early childhood education (PAUD)) to the interest of buying (sending their children to the PAUD). This research was conducted in Pisangan Timur, East Jakarta. Parent's perception as exogenous variables, measured by the teacher's quality, curriculum, teaching methods and infrastructure facilities that exist in early childhood education. The endogenous variable is parent's interest to send their children to PAUD measured with the parent's desire to send their children to PAUD, encourage children to attend school, provide learning facilities for children, and pay attention to children's learning progress. Data obtained by conducting surveys, interviews, and distributing questionnaires. The analysis tool uses PLS 2.0 program. Expected output for improving PAUD performance. The results showed that there is a significant positive effect of parent's perception about early childhood education to the parent's interest to send their children in early childhood education. The influence of parent's perception about early childhood education to the parent's interest to send their children in PAUD is 65.2%. While the influence of other factors not examined in this research amounted to 34.8%.

**Keywords**—*perception; interests; PAUD*

## I. INTRODUCTION

The child is a gift of God Almighty is priceless. Attitudes, behavior and character of the child is formed by the people closest to and the environment. The golden age of children (ages 0-8 years) is a crucial period so it is very easy to absorb the information because the child's capacity has reached 80% [1]. Basic education provided by parents to children will shape the child's personality, where the child will more internalize the habits of the parents. Early childhood education becomes the foundation for child development for the next. Children who get a good early education will be easier for further education. Psychologist Seto Mulyadi believes that infants or children who receive various mental stimuli in the form of rich experiences are more likely to have healthy mental development.

The family is an informal institution in providing education for their children. Currently there is a growing assumption in the community that schools can help families improve the physical, mental, and emotional development of children, so some parents want their children to get formal education early on. The development of educational institutions today seems to answer the wishes of parents, where they can put their children into pre-school education institutions. In addition, there is a change in the role of family members such as the role of a wife who because of economic conditions or other, not only acts as a housewife but also acts as a breadwinner. This affects the provision of education to children who then more entrusted to other educational institutions rather than entrusting to their extended family.

Ibuka in Patmonodewo argues, "The child should begin in the educator from birth" [2]. Various reasons underlie the importance of early childhood education, including rapid brain development formed at the age of under three years, so that many skills can be mastered. Another factor that encourages parents to include their children in pre-school education is the awareness of parents in education. The targets of learning in pre-school institutions are to encourage self-reliance, learn to give and share, be able to get along with others, learn selfcontrol, learn to understand themselves, and learn to understand new words. This is in line with the objectives of the Indonesian national education.

National Education aims to educate the life of the nation and develop the people of Indonesia as a whole, the people who believe and cautious against God Almighty and virtuous noble character, possessing knowledge and skills, physical and spiritual health, a solid and independent personality and sense of community responsibility and nationality. Early childhood education (PAUD) is part of the national education system (Law No. 20 of 2003 article 28 on National Education System), as an important part in preparing human resources in the future. PAUD is an effort to train children from birth up to six years old. This guidance is done through the provision of educational stimuli to help the growth and development of physical and spiritual children so that children have the readiness to enter the education level further. Soedijarto said, "The results of research in developed countries

shows the development of preschool age children is very determining the quality of learning outcomes and learning ability of children in elementary, junior, and one's life journey"[3].

Early childhood education can not be separated from the role and awareness of parents of children's education from an early age so that the interest to include their children in early childhood education institutions is increasing. So far more and more parents are choosing to send their children to pre-school institutions for a variety of reasons. The reason of the parents is not separated from the factors that encourage the emergence of perceptions about early childhood education among parents.

The number of ECDs located in the East Pisangan, Pulo Gadung sub-district of East Jakarta is more than twelve early childhoods, with the number of children being coached unevenly. This means that there are PAUD that the number of students much more than the capacity of early childhood, some are or in accordance with the capacity of early childhood, but there is also early childhood that the number of students decreased from time to time. The condition of this diverse number of students that encourages the holding of research on parents' perceptions about early childhood in the East Pisangan East Jakarta area. From the background above, the purpose of this study to find out how much influence parents' perceptions of early childhood to the interests of parents to send their children to the early childhood.

## II. THEORETICAL STUDIES

### A. Customer Perceptions

Perception is a process of recognizing or identifying something by using the five senses. The impression received by individuals depends on the whole experience that has been gained through the process of thinking and learning, and influenced by factors that come from within the individual. Perception is a psychological process as a result of sensing and the last process of consciousness. Perceptions also include stimulus receipts, organizing, and translation of stimuli.

Perception by Kotler, "Perception is the process by which people select, organize, and interpret in to form a meaningful picture of the world" [4]. While David & Richard Cruthfield in Rahmat divide perceptions in two factors, namely [5]: □ Functional, meaning the perception that comes from the needs, past experiences and other things that include personal factors that characteristic of people who respond to the stimulus.

- Structural, meaning perception derived from factors solely from the nature of the physical stimulus and the effects of conditions imposed on the individual nervous system.

Walgitto suggests that perceptions are influenced by factors of experience, learning process, horizon, and knowledge of psychological objects [6]. Rahmat suggests that perceptions are also determined also by functional and structural factors. Some functional factors or personal factors between individual needs, experience, age, past, personality, gender, and others that are subjective [5]. Structural factors or factors from outside the individual include: family environment, applicable laws, and values in society. Thus, the factors that influence perception consist of personal and structural factors. Personal factors include experience, learning process, needs, motives and knowledge of psychological objects. Structural factors include the environment of social circumstances, applicable law, values in society.

The parent is the father, mother or guardian who is responsible for the education of his child. While in Big Indonesian Dictionary, the parents are the father and the biological mother. Parents (Father and Mother) are the prime and proper educators. They are original educators, who accept their duty as the nature of God to educate their children. So the parent is an adult who has succeeded in building a household, who is blessed with a child by God who must be educated, mentored and fulfilled needs both physical and spiritual needs. The opinion emphasizes that parents are responsible for family survival. How the shape and color of the family will be determined by parental leadership. Parents are examples and role models for a child. The existence of a flesh-blood relationship between the child and the parent in the base of a genuine compassionate love can form the balance of the soul and emotions of a child well. The basic planting of moral, social and religious education is the cornerstone of life's guidance. Everything a child receives is a replica of the people around him, the family.

Perception leads to the actions of parents and the actions of parents eventually trigger a reaction from the child. The reaction of the child will trigger a particular thought. And this thought will shape the child's perception of himself. Finally, the child's self-concept is formed.

As parents we need to develop ourselves to improve ourselves by controlling our perceptions and re-examining the origins of those perceptions formed within us for the future of our children.

Based on the concepts of perception above, it can be concluded the parent's perception about early childhood is a process of how to see, view, and interpret the experience of self or others about early childhood and interpret it through the sensory of adults.

Parent perception about early childhood in this research is perception of:

1) *Teacher Quality*: Teachers are people who hang out each day directly with students in the classroom through the process of teaching and learning. Enrichment of the teaching and learning process in the classroom will only occur if the clever teachers use the opportunities and opportunities for students to always actively follow the lesson by including various learning resources that are available and possible to be utilized.

A teacher is only a facilitator, motivator and inspirator of the process of teaching and learning in the classroom, so that all the qualities of the students themselves will be open. All creativity lies within the children, because our children have a soul in which lies the source of all its potentialities. Because of ignorance then we as a teacher is a spiritual guide to help provide knowledge to the souls of our students. Involvement of the soul of a student in a teaching and learning activities, will provide a strong motivation to them. Our children will feel themselves worthy to do something that is impossible to be possible.

A teacher must be able to identify hobbies and natural abilities so that he can know who he is and motivate himself to be able to advance in the area of his talents and hobbies. How important the roles and responsibilities of teachers, let alone play group teachers (KB) as educators of children in the golden age (Golden Age). Therefore, it takes various efforts to improve the quality of teachers so that it will manifest early childhood intelligent, healthy, cheerful and noble and have the readiness both physically and mentally in entering further education.

The quality of PAUD educators can be improved through:

a) *Selection system (recruitment)*: where the selection system is to capture the quality of educators in accordance with their competence and have academic qualifications that can support the learning process. Competencies that must be owned by PAUD educators are:

- Competence paedagogik, namely the ability associated with the understanding of learners and participatory management of logical learning.
- Personality competence, namely the ability related to the personality of educators who are steady, stable, mature, wise, authoritative and noble character that becomes an example for learners.
- Social competence, which is the ability of educators as part of the community to communicate and get along effectively with learners.
- Professional competence, namely the ability to master the material widely and deeply.
  - b) *Supervision of learning*: The existence of supervision of learning is expected to educators can achieve mastery of increased knowledge and skills to the maximum.
  - c) *Activity response*: That can be done in the form of following seminars, education and training activities, comparative studies, working groups PAUD educators, and so forth.
  - d) *Facilities and infrastructure*: This is a factor supporting the process of organizing teaching and learning activities, such as the use of the Internet, libraries for educators, and so forth.
  - e) *Increasing Master's welfare*: This relates to salaries,

health benefits, education subsidies.

2) *Learning method*: Learning method is a design or design that describes the process of details and the creation of environmental situations that allow children to interact in learning, resulting in changes or developments in children. The components of learning methods include: concepts, learning objectives, materials / themes, steps / procedures, methods, tools / learning resources, and evaluation techniques.

The preparation of learning methods in early childhood education is based on syllabus developed into semester planning, weekly activity plan (RKM), and daily activity plan (RKH). Thus the learning method is a concrete picture that is carried out by educators and students in accordance with the daily activity plan.

There are several learning methods implemented in Early Childhood Education, including Classical Learning Methods, Group Learning Methods with Safety Activities, Learning Methods Based on Activity Angles, Area Learning Methods (music, drama, literacy, sand / water, art & Motor), and Learning Methods Based on Sentra (role play, cooking, nature & science, art center, block center, religion). The learning models generally use relatively the same steps in a day, namely: initial activities, core activities, rest, and end or closing activities.

Preliminary activities are the initial activities in learning that is intended to focus attention, generate motivation so that learners are ready to follow the learning activities. The core activities, is a process to achieve basic skills that are done interactively, inspiration, fun, challenging and participative. The core activities are carried out through the process of exploration, experimentation, elaboration, and confirmation. Closing activities are activities undertaken to end learning activities. Form of activities in the form of concluded, feedback and tindak advanced.

3) *The curriculum*: The curriculum is a set of subjects provided by an education provider that contains lesson plans that will be given to the participants in a period of education. The preparation of these subject devices is tailored to the circumstances and abilities of each level of education in the provision of such education. The length of time in a curriculum is usually adjusted to the purpose and purpose of the education system implemented. The curriculum is intended to be able to direct education toward the direction and objectives intended in the overall learning activities.

The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used as guidelines for the conduct of learning activities to achieve specific educational goals. The curriculum is the core of an educational institution. The right curriculum will result in integrated and holistic teaching and activities that lead to the vision and mission of the educational institution. This is where the importance of developing a visionary and prospective curriculum.

4) *Facilities and infrastructure*: Facilities and infrastructures are often called facilities. PAUD infrastructure means all the facilities provided to the early childhood students as a need to facilitate learning. The



infrastructure is related to all assets owned by PAUD organizers. Some forms of these facilities and infrastructure include PAUD land and buildings, learning tools consisting of educational games (APE), both indoor and outdoor, services, and so on.

### *B. Buying Interest*

Interests is a psychical aspect that someone has that creates a sense of interest or interest in something and is able to influence the person's actions. Interest is a feeling of love or interest in an object outside of itself which is followed by the emergence of attention to the object that causes a person has a desire to engage or be involved in the object because of a sense of meaning to himself so that there is hope of the object.

Interest by Higrad cited by Slameto is a constant tendency to pay attention to and remember some activities. Activities that interest a person are constantly cared for, accompanied by pleasure [7].

Interest is closely related to the motivation in a person, which then raises the desire to participate or engage in a particular interest. A person who is interested in an object will tend to pay great attention and be happy to engage with the object of interest. This is in accordance with the opinion of Holland as quoted by Slameto said interest is a high liver tendency towards something [7].

Interests contain the following elements:

- Interest is a psychological phenomenon. □ The presence of concentration of attention, feelings and thoughts of the subject karenatarik.
- The feeling of pleasure towards the object being targeted.
- There is a willingness or inclination in the subject to perform activities to achieve the goal.

### *C. Factors Affecting Interest*

In the interest there are elements of cognition (familiar), emotion (feeling), and conation (the will). The element of cognition in the sense of interest is preceded by the knowledge and information about the object being addressed by that interest. The element of emotion because in the participation or experience is accompanied by certain feelings (usually feelings of pleasure), while the constituent is a continuation of the two elements that is embodied in the form of willingness and desire to make a wish.

Factors that affect interest are the motivations and needs in which each person has different motivations and needs, and motivation is closely related to interest. Motivation is the desire to do something, while motivating is the need. Motivation is the desire that there is an individual who stimulates him to perform the actions or something that becomes the basis or reason someone behaves. Motivation is the impulse contained in people to try better in meeting their needs.

Motivation can be divided into two kinds: intrinsic motivation and extrinsic motives. Intrinsic motivation is a thing and circumstance that comes from within oneself that can encourage it to take action. The extrinsic motivation is the thing and circumstances that come from outside the individual who also encourages him to perform the activities.

In a cognitive perspective, intrinsic motivation is purer and lasting and does not depend on the encouragement or influence of others. The effort to cultivate interest among others is by the following ways:

- Awaken a need to appreciate beauty, to gain appreciation and so on.
- Connecting past experiences.
- Giving an opportunity to get good results, "nothing succeeds like succes". Nothing gives more good results than good results. For that need to be tailored to the ability of individuals.
- Use a variety of ways, with varying shapes.

In this way and great motivation, interest can develop in accordance with the goals and ideals desired. Interest arises because of the process and interaction with the environment. Miflen, FJ and Miflen, Fc suggest factors affecting interest are factors from within (carriage) and outside factors such as school, community, family [8].

Meanwhile, according to Crow & Crow in Dimiyati, the underlying factors of interest are [9]:

- The inner driving factor, namely the physical and spiritual needs.
- Social motive factor, that is the need to get an award and be recognized environment.
- Emotional factors, which is a measure of the intensity of a person in paying attention to an activity.

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Based on the above concepts, it can be concluded the interest of sending children to school is a feeling of pleasure or interest in the existing ECD institutions, which then encourage parents to include their children to the PAUD.

Parent interest indicators to send children to PAUD are:

- The desire to educate children in early childhood, namely the interest to provide the best child education that starts from an early age.

- Encourage children to enter early childhood, which is to motivate children to always attend school. □ Provide learning facilities for children, namely to finance and provide learning support facilities for children.

Paying attention to the progress of children's learning, namely the concern of parents to the development of children's learning. Please do not alter them. You may note peculiarities. For example, the head margin in this template measures proportionately more than is customary. This measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire proceedings, and not as an independent document. Please do not revise any of the current designations.

#### *D. Early Childhood Education (PAUD)*

Education according to RI's Law no. 20 of 2003 on National Education System Chapter I Article 1 is a conscious effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have the power spiritual religious, self-control, intelligence, noble character and skills necessary for him, Society and nation. The purpose of education is to develop the potential of learners to become human beings who believe and pious to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become citizens of democratic and responsible.

Early Childhood Education is one form of education that focuses on laying the foundation toward growth and physical development (fine and coarse motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), emotional (attitude and behavioral as well as religion) language and communication, in accordance with the uniqueness and stages of development traversed by early childhood.

Early childhood education (PAUD) according to Law no. 22 of 2003 on the National Education System is a coaching effort aimed at children from birth up to children aged six years conducted through the provision of educational stimulus to assist growth and physical and spiritual development so that children have readiness in entering the level of further education. This can be seen through the characteristics that appear in Early Childhood (AUD), among others: □ Early age is the most important age in the stage of human development, because that age is the period of laying the foundation of a personality structure built for the rest of his life. Therefore, it is necessary education and appropriate services.

- Initial experience is very important, because the initial basis tends to persist and will affect the attitude and behavior of children throughout life, in addition to the initial baseline will quickly develop into a habit. It is therefore necessary to provide a positive initial experience.
- Physical and mental development is experiencing tremendous speed, compared to its age. Even the age of 0 - 8 years experienced 80% of brain development compared afterwards. Therefore, it is necessary physical and mental stimulation.

### III. RESEARCH METHODOLOGY

The research was conducted in East Pisangan, Pulo Gadung, East Jakarta. The study was conducted in April 2016 until September 2016.

Population in this research is whole family in East Pisangan Pulo Gadung District, East Jakarta. The sampling technique used is purposive sampling. In this case the considerations used are residing in the village of East Pisangan, already married, have a religion of Islam, have a child who was cared for a maximum of six years old. The number of samples in this study 100 respondents.

In this research parent perception about early childhood is exogenous variable in this research with indicator of research of teacher quality, curriculum, learning method, and infrastructure facilities. While the endogenous variables are the interest of parents to send their children to PAUD with an indicator of the desire to send their children to the PAUD, to encourage children to attend school, to provide learning facilities for children, and to pay attention to children's learning progress.

This study uses analytical tools with the help of computer software Smart PLS 2.0 program, to determine the effect of parents' perceptions about early childhood education to parents to send their children to PAUD. Researchers used path analysis in this study because path analysis allowed researchers to test theoretical propositions on causality.

### IV. RESEARCH RESULTS

The result of validity calculation for parental perception variable indicates that there is one item of question or statement that is not valid, so the item must be eliminated in data processing. As for the variable interest of parents to send their children in early childhood, all items are valid questions, so that all items can be used in further data processing.

The results of reliability processing by using smart PLS 2.0 shows that both variables are declared reliable.

Based on the data obtained in this study indicate that the educational level of the parents either fathers or mothers who send their children in early childhood in the village of East Jakarta East Pisangan still dominated at the level of high school. Yet for now where we have entered the era of globalization, should the minimum level of education is the same level of undergraduate.

The results showed that the majority of mothers who include their children in early childhood is the mother who works as a housewife. This should be an opportunity for the housewife to be close to the child because the housewife has spare time and long time to be with the child.

The influence of parents perception on the interest of parents send their children to PAUD of 65.2%. That is the perception of parents about early childhood affect the interests of parents to send their children in early childhood education by 65.2%, while 34.8% are influenced by other factors not examined in this study, such as the environment and so forth. Judging from the level of significance, parents' perceptions about early childhood have a significant influence.

So the hypothesis of his research is accepted means there is a significant positive influence of parents' perceptions on the interests of parents to send their children to early childhood education.

The dominant indicator that influences parents perception about early childhood is educative means, that is equal to 7.73%. This means that educational facilities that apply in early childhood is very influential on parents' perceptions about early childhood.

For the variable of interest of parents entering their child in early childhood, the indicator is dominated by parents' encouragement to their child for school in PAUD, that is 80%. This means that the majority of parents want their children to enter school at an early age and give encouragement of their children to school in early childhood.

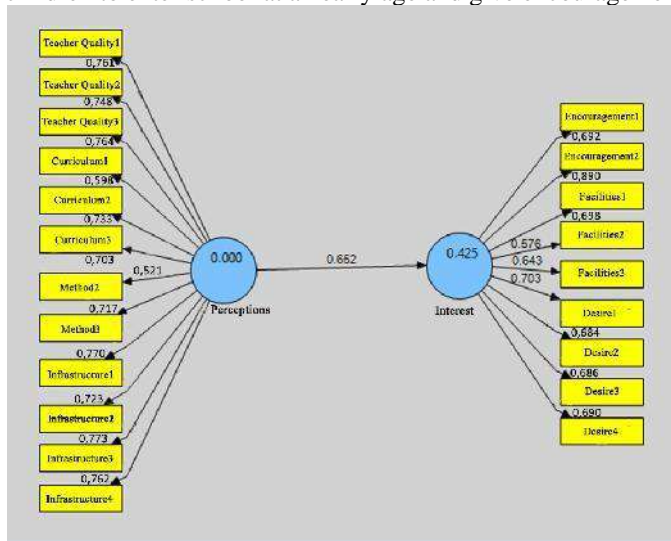


Fig. 1. Model result of parent perceptions of parents interest in parents schooling children in early childhood.

## V. CONCLUSION

Based on the above results, it can be concluded that parents' perceptions about early childhood have a positive effect on the interest of parents send their children to PAUD at 65.2%, while 34.8% is influenced by other factors. Educational facilities that apply in early childhood is very influential on parents' perceptions about early childhood. And encouragement of parents to their children to school in early childhood is very influential on the interests of parents enter their children in early childhood.

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1988 : Tamat S-2 Program Studi Marketing, Fakultas Pasca Sarjana  
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### **PENGALAMAN BEKERJA :**

1982 – 1985 : Departemen Perdagangan Republik Indonesia  
1982 – Sekarang : Dosen Pada Sekolah Tinggi Ilmu Ekonomi Indonesia Jakarta  
1989 – Sekarang : Dosen Pada Fakultas Ekonomi Universitas Pancasila Jakarta  
1991 – 1996 : Tenaga Ahli pada Kantor Konsultan Management PT. Indo Consult  
Pratama Jakarta  
1994 – 2004 : Direktur Operasi pada Kantor Konsultan Management PT. Teras  
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2005 – Sekarang : Komisaris dan tenaga ahli pada PT Adima Consulting Jakarta  
2011 – Sekarang : Ketua Sekolah Tinggi Ilmu Ekonomi Indonesia Jakarta

### **PENGALAMAN SEMINAR / TRAINING :**

No.	Tema Seminar /Workshop & Training	Penyelenggara	Tempat dan Waktu	Tahun
1.	Country-Level Workshop on Planning of Shipping Service	The United Nations Economic and Social Commission for Asia and The Pacific	Jakarta, 25 Mei – 5 Juni 1981	1981



2.	Training di Bidang Moneter Angkatan III	Pemerintah Indonesia bekerjasama dengan Harvard Institute for International Development	Jakarta, 29 Mei-19 Juni 1982	1982
3.	Penataran Pengembangan Kurikulum dan Sistem Kredit Semester	Institut Keguruan dan Ilmu Pendidikan (IKIP) Jakarta	Jakarta, 22-27 Agustus 1983	1983
4.	Penataran Peningkatan Kompetensi Peneliti	Institut Keguruan dan Ilmu Pendidikan (IKIP) Jakarta	Jakarta, 17 Oktober – 11 November 1983	1983
5.	Training / Seminar Perencanaan Pengembangan Perdagangan Internasional	Departemen Perdagangan bekerjasama dengan United Nations Development Programme	Jakarta, 18-27 Februari 1985	1985
6.	Seminar / Lokakarya dengan Tema “ Penyegaran Pengetahuan tentang Teori Ekonomi dan Penggunaan Peralatan Kuantitatif”	Pusat Antar Universitas Ilmu Ekonomi Universitas Indonesia	Jakarta, 19 Februari – 7 Maret 1988	1988
7.	Seminar / Lokakarya dengan Tema “ Penyegaran Teori Ekonomi dan Teori Desentralisasi”	Pusat Antar Universitas Ilmu Ekonomi Universitas Indonesia	Jakarta, 9 – 11 Agustus 1988	1988
8.	Seminar Nasional dengan Tema “ Pengembangan Strategi Perdagangan Luar Negeri dan Industri Barang Ekspor Indonesia Dalam Repelita V”.	Fakultas Ekonomi Universitas Pasundan Bandung & ISEI Cabang Bandung	Bandung, 9 Juli 1988	1988
9.	Lokakarya Bimbingan Pembuatan Karya Tulis Akhir Mahasiswa STEI	STEI	Jakarta, 26 Agustus – 3 September 1988	1988
10.	Diskusi Panel tentang “ Peranan Administrasi dalam menunjang proses belajar mengajar”	STEI	Jakarta, 8 Oktober 1988	1988
11.	Diskusi Panel tentang “Peranan Penasehat Akademik dalam menunjang proses belajar mengajar”	STEI	Jakarta, 5 November 1988	1988



12.	Seminar dengan Tema "Perkembangan Teori Ekonomi Mikro dan Aplikasinya di Indonesia"	ISEI cabang Jakarta	Jakarta, 30 Mei 1989	1989
13.	Penceramah dalam rangka penyelenggaraan Program Pra Study	STEI	Jakarta, 21-24 Agustus 1989	1989
14.	Seminar on "Economic Systems and Reform"	ISEI Jakarta Chapter in Cooperation with The Konrad – Adenauer – Foundation, Federal Republic of Germany	Jakarta, 24-25 Juli 1990	1990
12.	Seminar dengan Tema "Penyediaan Kebutuhan Sarjana Ekonomi Dalam Dasawarsa 1990-2000"	Univ. Krisnadwipayana; UGM; Hiroshima University of Economics; dan Yayasan Tenaga Kerja Indonesia	Jakarta, 29 Agustus 1990	1990
13.	Pembicara dalam Seminar "Hasil-hasil penelitian pusat penelitian STEI"	Pusat Penelitian STEI	Jakarta, 20 Maret 1991	1991
14.	Seminar "Neraca Pembayaran Luar Negeri dan Permasalahan Hutang Luar Negeri Republik Indonesia"	STEI	Jakarta, 16 Oktober 1991	1991
15.	Seminar "Tantangan Perekonomian Indonesia dalam Menghadapi Era Globalisasi Abad ke – 21"	STIE Gideon	Jakarta, 26 Mei 1994	1994
16.	Seminar Berkala 1994-1995 Agama dan Pembangunan Kajian 03 Ekonomi	Ikatan Cendekiawan Muslim Se-Indonesia (ICMI) Organisasi Wil. DKI Jakarta bekerjasama dengan Bank Muamalat Indonesia (BMI)	Jakarta, 18 Juni 1994	1994
17.	Seminar "Putaran Uruguay – Gatt dan Penerapannya pada Ekspor Tekstil / Pakaian Jadi"	Badan Pengembangan Ekspor Nasional (BPEN) Departemen Perdagangan dan Jakarta	Jakarta, 11-12 Juli 1994	1994



		International Trade Fair Corporation (JITC)		
18.	Seminar Nasional Dua Hari "Strategi Peningkatan Mutu Pendidikan Tinggi"	STEI	Jakarta, 24 & 25 Oktober 1994	1994
19.	Instruktur dalam Program Pendidikan dan Latihan Prajabatan tenaga pengajar baru STEI	STEI	Jakarta, 5 Juni s/d 5 Juli 1996	1996
20.	Workshop Klinik Proposal Penelitian dan Abdimas 2018	STEI	Jakarta, 16 Agustus 2018	2018
21.	Workshop Implementasi ISO 9001:2015 "Risk Based Thinking"	STEI	Jakarta, 13 November 2018	2018
22.	Seminar Nasional dengan tema "Arah Kelembagaan yang Ideal untuk Menyongsong Indonesia 2045"	Kementerian PPN/Bappenas	Jakarta, 4 Desember 2018	2018
23.	Kuliah Umum "Prospek Perekonomian Indonesia 2019 : Tantangan & Peluang Perang Dagang Amerika Serikat dengan China"	STEI	Jakarta, 19 Desember 2018	2018
24.	Seminar Implementasi Industri 4.0 dalam Desain Kurikulum Manajemen	FMI	Bogor, 27 Februari 2019	2019
24.	Seminar Nasional dengan Tema " Reformasi Hukum dan Tertib Hukum di Indonesia dalam Menghadapi Era Disruption serta Finalisasi Pembentukan Lembaga Akreditasi Mandiri (LAM) Hukum".	APTISI dan UNTAR	Jakarta, 27-28 Februari 2019	2019
25.	Seminar Nasional "Revolusi Perizinan DIKTI Membuka Program Studi & Merger hanya 15 hari kerja"	APTISI ; Universitas Bina Sarana Informatika dan UKRIM	Yogyakarta, 20 Februari 2019	2019
26.	Workshop "Implementasi Industri 4.0 dalam Desain Kurikulum Program Studi Akuntansi dan Manajemen".	STEI	Jakarta, 02 April 2019	2019
27.	Workshop "Penelitian dengan Pendekatan Kualitatif dan Diskusi Hasil Penelitian Hibah bagi Hasil Sistem Mato"	STEI	Jakarta, 02 Mei 2019	2019
28.	Bedah Buku "Sustainable Financing : Industri Jasa	ISEI dan Bank BTN	Jakarta, 19 Juli 2019	2019



	Keuangan dalam Pembiayaan Berkelanjutan”			
29.	Seminar Nasional Akuntansi Publik dengan Tema “Kurikulum Akuntansi Publik dalam Prespektif Praktis dan Teoritis”	Universitas Mercubuana bekerjasama dengan IAI KAPD dan APSAE	Jakarta, 17 Juli 2019	2019
30.	The International Seminar	Amity Global Institute	Singapore, 14 Agustus 2019	2019
31.	Workshop “Klinik Proposal Penelitian dan PKM 2019”	STEI	Jakarta, 07 Agustus 2019	2019
32.	The 13th Bulletin of Monetary Economics and Banking International Conference and Call For Papers “Maintaning Stability, Strengthening Momentum of Growth Amidst High Uncertainty in the Digital Era”	Bank Indonesia Institute	Bali, 29-30 Agustus 2019	2019
33.	Sidang Pleno ISEI XX & Seminar Nasional 2019 “Menavigasi Era Digital : Tantangan dan Strategi Mengawal Stabilitas dan Mendorong Momentum Pertumbuhan Ekonomi Nasional”	ISEI	Bali, 27-29 Agustus 2019	2019
34.	Seminar Nasional dengan tema “Penguatan SPMI dan Pengisian Borang 9 Standar, (Best Practice & Coaching), Pembuatan Surat Perjanjian Kerjasama (SPK) & Bursa Visiting Lecture”	APTISI	Batam, 11-13 Desember 2019	2019

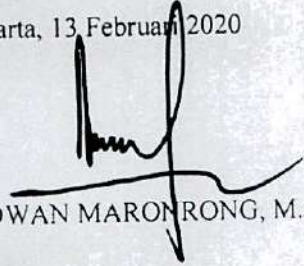
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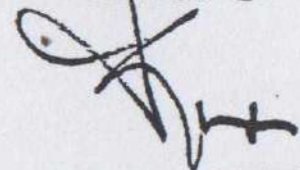
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dengan baik dalam ilmu Manajemen  
jurusan Ilmu - ilmu Sosial

sehingga kepadanya diberikan derajat  
Sarjana Utama

dan segala hak wajib yang melekat pada derajat tersebut.

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Rektor



Prof. Dr. Koesnadi Kardjasoemantri, S.H.



Dekan



Prof. Dr. Ir. Mochamad Adnan





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Tanggal  
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Pembimbing utama  
Major adviser : Drs. Gunawan Adisaputro, MBA

Lulus S-1 dalam bidang ilmu : U m u m  
First University degree in

Penilaian ditentukan dengan dasar berikut  
Grade point are awarded on the following basis :

Nilai Grade	Harkat Weight	Arti Meaning
A	4	Istimewa Excellent
B	3	Baik Good
C	2	Cukup Fair
D	1	Kurang Poor
E	0	Gagal Fail

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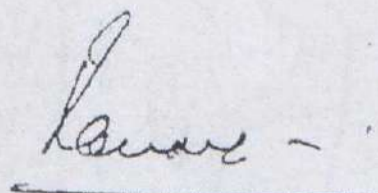
Yogyakarta, 20 Agustus 1988

Disahkan oleh  
Certified by

Tandatangan  
Signature

Nama terang  
Printed name

Jabatan  
Occupation



: Prof. Dr. Ir. Mochamad Adnan

: Dekan

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65

# UNIVERSITAS INDONESIA

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*Yusuf Suhardi, drs.*

lahir pada tanggal 1 Mei 1960 di Cianjur

ijazah

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dalam Ilmu Komunikasi

dengan segala hak dan kewajiban yang terkait dengan gelar akademik ini.

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MENTERI PENDIDIKAN NASIONAL

Menimbang : bahwa yang namanya tersebut dalam keputusan ini memenuhi syarat untuk penyesuaian dalam jabatan fungsional Dosen dan angka kreditnya, sesuai dengan Keputusan Menteri Negara Koordinator Bidang Pengawasan Pembangunan dan Pendayagunaan Aparatur Negara Nomor 38/Kep/MK.WASPAN/8/1999 tanggal 24 Agustus 1999.

Mengingat : 1. Undang-Undang Nomor 8 tahun 1974 jo Nomor 43 tahun 1999;  
2. Peraturan Pemerintah Nomor 96 tahun 2000 dan Nomor 99 tahun 2000;  
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4. Keputusan Menkowsabangpan Nomor.38/KEP/MK.WASPAN/8/1999;  
5. Keputusan Bersama Mendikbud dan Kepala BKN Nomor . 61409/MPK/KP/1999 dan Nomor 181 tahun 1999;  
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Angka kredit untuk kenaikan pangkat/ jabatan berikutnya	: 550
Unit kerja	: Sekolah Tinggi Ilmu Ekonomi Indonesia
Jenis pendidikan yang ditangani	: Akademik

Kedua : Apabila terdapat kekeliruan dalam keputusan ini, akan diadakan perbaikan sebagaimana mestinya.

Keputusan ini diberikan kepada yang bersangkutan untuk diketahui dan dipergunakan sebagaimana mestinya.

Ditetapkan di : Jakarta  
Pada Tanggal : 30 Mei 2001

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Koordinator Urusan Mutasi Dosen dan  
Tenaga Lainnya Biro Kepegawaian  
Sekretariat Jenderal,



TEMBUSAN disampaikan kepada YTH

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3. Kepala Biro Kepegawaian di Jakarta;
4. Ketua Yayasan Pendidikan Fatahillah di Jakarta
5. Ketua Sekolah Tinggi Ilmu Ekonomi Indonesia di Jakarta.

Drs. H. Asaat Esyam, MM  
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	a. Pendidikan dan Pengajaran	160	90,5	250,5
	b. Penelitian	100	95	195
	c. Pengabdian Pd. Masyarakat	60	9	69
	Jumlah	320	194,5	514,5
	2. UNSUR PENUNJANG			
	Penunjang Tridharma Perguruan Tinggi	80	30	110
	JUMLAH UNSUR UTAMA DAN UNSUR PENUNJANG	400	224,5	624,5
III	Dapat diangkat dalam jabatan Tenaga Pengajar: Lektor Kepala Madya dalam mata kuliah Manajemen, terhitung mulai tanggal 1 Mei 1997			

Kepada  
 Yth.: Ridwan Maronrong, SE. M.Sc.  
 Alamat: STIE Indonesia  
 di Jakarta.

Ditetapkan di Jakarta  
 Pada tanggal 30 April 1997

Menteri Pendidikan dan Kebudayaan



*Handwritten signature*

Prof. Dr. Ing. Wardiman Djojonegoro

TEMBUSAN disampaikan kepada:

1. Koordinator Kopertis Wil. III di Jakarta.
2. Sekretaris Panitia Penilai Jabatan Tenaga Pengajar Pusat
3. Ketua STIE Indonesia di Jakarta.
4. Arsip.

psd/ags/97.



MENTERI PENDIDIKAN NASIONAL

MENGINGKANG:

- a. bahwa sebagai pelaksanaan dari Keputusan Menteri Negara Pendayagunaan Aparatur Negara Nomor 59/HENPAN/1987 tanggal 13 Juni 1987 dan nomor 13/HENPAN/1988 tanggal 27 Februari 1988 dipandang perlu untuk mengangkat Sdr. Drs. Yusuf Suhardi, M.Si., dalam jabatan Lektor Kepala Madya;
- b. bahwa Sdr. Drs. Yusuf Suhardi, M.Si., dengan tugas sebagai Lektor telah memenuhi syarat untuk diangkat sebagai Lektor Kepala Madya dalam mata kuliah Komunikasi Bisnis, Sosiologi dan Politik pada STIF Indonesia di Jakarta.

MENGINGAT:

1. Keputusan Presiden Nomor 234/M Tahun 2000;
2. Keputusan HENPAN Nomor 59/HENPAN/1987 tanggal 13 Juni 1987 dan Nomor 13/HENPAN/1988 tanggal 27 Februari 1988;
3. Keputusan MENDIKNAS Nomor 201/P/1999;
4. Keputusan MENDIKNAS Nomor 010/O/2000.

MEMPERHATIKAN:

Surat Edaran Bersama MENDIKRIB dan Kepala BAKN Nomor 61395/MPK/1987 dan Nomor 21/SE/1987 tanggal 28 September 1987 tentang Angka Kredit Bagi Jabatan Tenaga Pengajar Perguruan Tinggi.

MEMUTUSKAN

MENETAPKAN,

PERTAMA : Terhitung mulai tanggal 1 Desember 2000 mengangkat,

Nama : Drs. Yusuf Suhardi, M.Si.  
N I P : -  
K A R P F G : -  
Pangkat/Gol. Ruang : -  
Angka Kredit : 607  
Unit Kerja : STIF Indonesia di Jakarta.  
dalam jabatan Tenaga Pengajar : Lektor Kepala Madya dalam mata kuliah Komunikasi Bisnis, Sosiologi dan Politik;

KEDUA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam keputusan ini, akan diadakan perbaikan sebagaimana mestinya;

KETIGA : Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan dan diindahkan;

Ditetapkan di JAKARTA  
pada tanggal 30 November 2000

Mengetahui dan Menyetujui,  
Menteri Pendidikan Nasional  
Kepala Biro Kepegawaian  
Sekretariat Jenderal,

Drs. H. Mudji Jusuf.  
NIP. 130541714

KEPUTUSAN disampaikan kepada:

1. Dirjen DIKTI Depdiknas di Jakarta
2. Ketua Tim Penilai Jabatan Tenaga Pengajar Pusat di Jakarta.
3. Koordinator Kop. Mil. III di Jakarta
4. Ketua STIF Indonesia di Jakarta

KEPUTUSAN disampaikan kepada:

1. Koordinator Tim Penilai Jabatan Tenaga Pengajar Pusat di Jakarta.
2. Koordinator Kop. Mil. III di Jakarta.
3. Ketua STIF Indonesia di Jakarta.



PENETAPAN ANGKA KREDIT  
MENTERI PENDIDIKAN NASIONAL  
NOMOR : 8223/A2.TT.1/KP/2000

Hasa Penilaian: Tgl. 1 Juli 1997 s.d. 30 November 2000

I		KETERANGAN PERORANGAN		
1. Nama	Drs. Yusuf Suhardi, M.Si.			
2. N I P	-			
3. KARPEG	-			
4. Pangkat/Gol. Ruang/T.m.t.	-			
5. Tempat dan Tgl. lahir	Cianjur, 1 Mei 1960			
6. Jenis Kelamin	P r i a			
7. Pendidikan Tertinggi	Pasca Sarjana (S2)			
8. Jabatan Tenaga Pengajar/T.m.t.	Lektor, 1 Juli 1997			
9. Unil Kerja	STIE Indonesia di Jakarta			
II		LAMA	BARU	JUMLAH
1. UNSUR UTAMA				
a. Pendidikan dan Pengajaran	160	65	225	
b. Penelitian	100	120	220	
c. Pengabdian Pd. Masyarakat	60	7	67	
J u m l a h	320	192	512	
2. UNSUR PENUNJANG				
Penunjang Tridharma Perguruan Tinggi	80	15	95	
JUMLAH UNSUR UTAMA DAN UNSUR PENUNJANG	400	207	607	
III		Dapat diangkat dalam jabatan Tenaga Pengajar: Lektor Kepala Madya, dalam mata kuliah Komunikasi Bisnis, Sosiologi dan Politik, t.m.t 1 Desember 2000		

Kepada  
Yth. : Drs. Yusuf Suhardi, M.Si.

Alamat: STIE Indonesia  
di Jakarta

Ditetapkan di Jakarta  
Pada tanggal 30 November 2000

Mengetahui Menteri Pendidikan Nasional  
Sekretaris Jenderal,



Prof. Dr. Ir. H. Hidayat Syarif, MS  
NIP. 130516871

TERRUSAN disampaikan kepada:

1. Sekretaris Panitia Penilai Jabatan Tenaga Pengajar Pusat di Jakarta.
2. Koordinator Kop. Wil. III di Jakarta.
3. Ketua STIE Indonesia di Jakarta.