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Broadcast Media Contents in Shaping Audience Attitude Towards Environmental Sanitation in Nigeria

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Abstract. This study investigated Broadcast Media Content in Shaping Audience Attitudes towards Environmental Sanitation in Nigeria using Makurdi Metropolis as a case study. It sought to determine the effectiveness of environmental sanitation-related content in shaping residents' attitudes towards the environment. The study was anchored on the hypodermic needle theory. The survey research method was adopted to elicit information using a questionnaire as the instrument for data collection. Findings from the study reveal that residents use broadcast media as their source of information. Results also show that broadcast media produce consent relating to environmental sanitation, and such content shapes residents' habits towards the environment. Hence, the study concludes that broadcast media help shape audience attitudes on ecological sanitation. A considerable percentage of respondents to this study believe that the broadcast media shapes their attitude towards waste disposal and environmental sanitation. Therefore, the study recommends issuing an order by NBC to broadcast stations regarding environmental sanctions, recycling of waste, and government and non-governmental organisations' involvement in ecological sanitation.

Keywords: environmental sanitation; broadcast content; broadcast media; environment.

INTRODUCTION

As the development of different cities worldwide continues to evolve, environmental sanitation is an issue of concern due to its effects on living and non-living. The author [8] highlighted some of the world's environmental problems as global warming and the depletion of the ozone layer.

Broadcast media covers various communication methods, including television, Radio, Podcasts, Blogs, website online streaming and digital journalism. Broadcast media produces valuable information that can inform, educate and entertain [1]. Waste accumulation is a problem that has been addressed. Several systems have been implemented to address this issue. Several businesses and organisations have emerged to manage waste, including commercial, public, and non-governmental organisations (NGOs). Despite the media's increasing impact, particularly that of broadcast media in developing countries, it is still being determined how these media outlets have been used to raise community knowledge of development issues, such as efficient waste management. Authors [4] agree that Radio is a broadcast medium deemed the fastest affordable and best means of disseminating information to dispersed heterogeneous populations because it is flexible. It can cover a range of areas.

Authors [18] assert that the mass media play a crucial role in any nation's development. In playing an essential role in the story, the mass as a channel of information, education, and entertainment utilises all the above means in charting a course toward positivity.

The adherence to proper environmental sanitation conduct has become an issue of concern in developing countries such as Nigeria. Despite a notable improvement from what it was in the late 1980 and early 1990, living with rubbish as part of one's natural surroundings has become the norm in some parts of Nigeria [2].

The negative impact of environmental sanitation is enormous; individuals who fail to practice proper environmental habits end up adversely affecting their health. Environmental sanitation-related disease exacerbates poverty by diminishing productivity and household income [6].

Data from [17] indicates that more than 2.4 billion people worldwide currently lack adequate sanitation and are required to dispose of their waste in unimproved and unsanitary conditions. Those who suffer from this lack the majority of essential human needs and frequently suffer from poverty, illness, and a generally low quality of life. This forms a basis for social scientists and researchers searching for a possible way to improve the situation.

The power of the media cannot be (Radio and Television) are widely used in homes across Makurdi. Hence the researcher sought out the views of individuals on the influence broadcast media content have had on their environmental sanitation habit,

Statement of the research problem

Environmental sanitation is the responsibility of every citizen, and waste disposal and management is a problem affecting different developing cities in Nigeria. Every individual is a potential waste generator contributing to this problem.

The government often made efforts to ensure a responsible attitude towards waste disposal and management through the provision of waste cans in different locations, weekly environmental sanitation exercises and the condition of dump sites, though such efforts not proving to be enough with the current outlook of other neighbourhood streets and walkways.

Available literature indicates that several studies have been conducted on environmental sanitation, cleanliness and waste disposal. Yet, the ecological habits of inhabitants around different cities in Nigeria do appreciate; instead, environmental degradation through faulty patterns is rising in the wake of climate change around the globe.

In the wake of the above, it is essential to examine the importance of the broadcast media in charting a course towards proper environmental sanitation, which can reposition different cities and towns to a healthy environment. Also, this study is essential as a contribution to academics and knowledge. It will also reference the importance of broadcast media content in promoting environmental sanitation.

The study's overall objective was to determine the role broadcast media content relating to environmental sanitation plays in healthy livelihood around towns and villages in Nigeria. However, the specific goals of the study are:

1. To ascertain if respondents make use of broadcast media (Radio and Television) and how often

2. To verify if broadcast media communicate environmental-related content.

3. To determine the format in which the programmes relating to environmental sanitation are displayed.

4. To find out how they manage their waste.

5. To find out if the broadcast media content contributes to their habits towards environmental sanitation.

Theoretical Framework

The hypodermic needle theory forms the theoretical undertone of this study. According to [14], the theory states that mass media has a direct, immediate and consequential effect on its audience. The theory posits that mass media messages could reach an extensive group of people directly and uniformly to infuse change in thought, attitudes and behaviour.

Author [14] further explained that the theory, also known as the bullet theory, suggests that the messages are a bullet fired from the media' gun 'into the viewer's head with similar emotive imagery. The hypodermic needle model means that media messages are injected into a passive audience immediately influenced by the statements.

According to [1], the theory was propounded by Hareld Laswell. They further posit that the media needle injects into the audience's mind and hence can change audience behaviour and psyche towards the massages.

Authors [10] explain that the theory is based on the principle that the media affects the audience, and users are disarmed against it. The author further posits that The magic bullet theory states that a message is similar to a bullet that shoots from a gun (a form of media) to a person's brain (user or receiver). Therefore, media messages are needles that are directly injected into the bodies of passive users and immediately and deeply influence them.

Authors [5, 9] state that the theory to audience members is passive and at the mercy of mass media content. It, therefore, holds that persuasive media content achieves desired attitudinal change from the target audience.

Literature Review

The word "environment" comes from the French verb "environia," which means to surround. It refers to the biotic (living) and abiotic (physical or non-living) environment [11]. Environment refers to the physical surroundings of an organism. The environment and living things are two dynamic and intricate parts of nature. The environment controls how creatures, including people, live. Humans engage in more active interactions with their surroundings than other living things. Environment often refers to the elements and forces surrounding a living being [15]. The circumstances surrounding and impacting living things' lives are called the environment. It comprises the atmosphere, the hydrosphere, the lithosphere, and the biosphere. Its primary constituents include soil, water, air, living things, and solar energy. It has provided us with all the means necessary to live comfortably. According to [15], the environment is anything immediately surrounding an object and directly influencing it. According to [15], the environment is an outside factor that affects us. Therefore, "environment" refers to anything directly influencing an object's immediate surroundings. The things or organisations that, despite being external to us, impact our daily lives or activities are our environments. The environment surrounding and influencing man includes possible natural, artificial, social, biological, and psychological components [7]. Also, the surroundings or circumstances in which a person, animal, or plant lives or functions are known as the environment. All components of the physical and biological worlds and their interconnections are collectively referred to as the "environment." Since human life relies on the environment, the environment plays a crucial role in a person's life cycle. The environment has both economic and recreational importance. Many parts comprise the environment, including the atmosphere, hydrosphere, lithosphere, and biosphere. Nevertheless, it can be loosely classified into two categories:

a) Microenvironments. The term "microenvironment" refers to an organism's immediate local surroundings.

b) Macro environments. The term "macro environment" refers to all the external biotic and physical factors surrounding an organism.

It can also be classified into the

c) Physical environment. Abiotic factors or conditions such as temperature, light, rainfall, soil, minerals, etc., are referred to as the physical environment. It is made up of the hydrosphere, lithosphere, and atmosphere.

d) Biological environment groups. The term "biotic environment" refers to all biotic components or living things, such as plants, animals, and microorganisms [15].

Empirical review

Before now, social scientists and researchers in communication, media and environmental studies have examined the media's role in ensuring a healthy environment.

The author [4] examined the impact of domestic waste on the residential environment of some selected neighbourhoods of Akure. They studied two areas, Oke Aro and Isolo. Their findings show that individuals' health cannot be considered in isolation from the environment in which they live. Based on the results, they recommended public enlightenment, enforcement of environmental and waste disposal protection laws, and re-introducing old sanitary inspection with corresponding policy statements.

Authors [16] examined the role of broadcast media outlets in educating the public on solid waste management in Kigali. From the findings obtained from 385 respondents, they are encouraged to put policies in place and sensitise the people on the importance of a clean and healthy environment.

Authors [18] public awareness about solid waste management in Kota sought to find people's views regarding household waste disposal and their understanding of the problems associated with solid waste disposal. From the findings obtained through the questionnaire administration to 100 families, they recommended public participation, which he sees as a critical success to solid waste management.

METHODOLOGY

The researcher selected Makurdi because it is the state's capital, hosting more Broadcast stations than any other local government. Given that the state's estimated population, according to [13], stands at 500,797, the author used to reduce the sample size to 400, which is researchable.

The study adopted a multi-sampling technique in choosing respondents.

Accordingly, stratified sampling techniques, purposive sampling techniques, simple random sampling techniques, and chain referral techniques will be used to determine the population sample.

Firstly, stratified sampling was used to split Makurdi local government into Makurdi north and Makurdi south. The rationale is that they have a reasonable number of people affected by poor environmental practices living there.

Secondly, purposive sampling was used to select the council's chosen ward's headquarters. The reason is that residents of the centre of the local government are educated and exposed and can provide informed views on the role of influence broadcast media content in environmental sanitation and urban degradation.

Thirdly, a simple random sampling technique was used to choose communities in the selected council wards. North Bank Community was selected in the North Bank Council ward, and Wadata was set in Ankpa/Wadata. The reason for this selection is that the selected areas are representative of the people living in an environmentally degraded area in the Makurdi Area. The people living in these areas could provide detailed views on the broadcast media content's role in environmental sanitation and, thus, generate relevant data for the study. Finally, the chain referral technique was used to select household and individual respondents who will attend the questionnaire for the survey. In the chain referral technique, the researcher will choose 200 respondents from each area in Makurdi, bringing the total number of respondents to four hundred (400). This was adopted because it gives all items an equal opportunity of being selected in the sample.

A structured questionnaire covering demographics and research questions with close-ended questions serves as the researcher's primary data collection instrument. The closed-ended questioning was adopted to avoid the intrusion of variables; from the 400 questionnaires administered, 364 were returned, while 36 were not returned.

RESULTS AND DISCUSSION

Table 1 shows that a majority (i.e., 71%) of the respondents are male. In contrast, 105, which forms 29% of the respondents, are female, indicating that men use the media more than women in Nigeria, though it shows that the use of broadcast media cut across genders; male and female listens to Radio and watch television.

Table 1- Analysing the demographics of the respondents

No	Item	Analyses			
1	Questionnaire Distributed	Distributed 400 (100%)	Retrieved 368 (92%)	Not Returned 32 (8%)	Wrongly Filled -
2	Respondent Gender distribution	Male 259 (71%)	Female 105 (29%)		
3	Respondents age distribution	18-30 98 (27%)	31-40 79 (22%)	41 and above 187 (51%)	
4	Educational Background	No Formal Education 17 (5%)	Primary 26 (7%)	Secondary Level 55 (15%)	Tertiary 206 (73%)

Table 1 shows that 27% of the respondent respondents fall between 18-30 years, while 79 respondents representing 22%, are in the age bracket of 31-40, respondents representing 51% fall under the age bracket of 41 and above, which shows that respondents are mature enough to give valid response as it concerns the study.

Data in Table 1 represent the educational distribution of the respondents with no formal education has 17 respondents representing 5% of the samples. Primary education has 26 respondents representing 7%. Secondary education has 55 respondents representing 15%, while 206 respondents representing 73% of the total population, have tertiary educational qualifications. This implies that the respondents are educated and knowledgeable, and their opinion can be valid for the study.

Table 2 - Determining the use of Broadcast media

No	Items	Analysis			
1	Do you listen to Radio or Watch Television	Yes 364 (100%)	No -		
2	How often do you use the Broadcast Media	Daily 220 (60.4%)	Once a week 44 (12%)	Twice a week 70 (19.2%)	Non regular 30 (8.2%)

Analysis Table 2 shows that 364 (100%) respondents use broadcast media (Radio or Television). The acceptance of the broadcast media indicates that individuals depend on the media for information on a daily, so they tend to watch television or Radio.

Table 2 shows the frequency of the usage of broadcast media. It shows that the majority of the respondents, 220 (60.4%), make use of the broadcast media daily, while 44 (12%) patronise the broadcast media once a week, 70 respondents (19.2%) use the broadcast media twice a week while 30 respondents (8.2%) are not regular.

Table 3 – Ascertaining the format of the programme

No	Item	Analysis			
1	How do they communicate content relating to environmental sanitation	Programmes -	Jingle and PSA -	A and B 340 93.4%	Not sure 24 6.5%
2	Are the messages communicated every day	Yes -	No 316 100%	-	-

Table 3 shows that 340 (93.4%) of respondents consent that environmental sanitation-related contents are communicated through programmes, jingles, and public service announcements (PSAs) format 24 (6.5%) of the respondents alluded that they are not sure of the format of the contents. On the frequency of the commutation of environmental sanitation-related contents, 346 (100%) respondents disagree that the messages are not communicated daily, as shown in Table 4.

Table 4 – Finding out if Broadcast Media Contents Contributes to waste management and environmental sanitation

No	Item	Analysis			
1	Do you engage in routine environmental sanitation	Yes 346 (100%)	No -		
2	How do you dispose of your waste	Burning 210 (60.7%)	Dumpsite 106 (30.7%)	Waste collectors 30 (8.7%)	Inside Drainage -
3	Do Broadcast media awareness campaigns contribute to your waste disposal habit?	Yes 285 (82.3%)	No 33 (9.5%)	Sometimes 25 (8%)	

The data analysis shows that the residents' waste disposal habit in Makurdi is influenced by broadcast media content. The data in table 4 reveals that all the respondents engage in routine environmental sanitation in their homes to ascertain how their waste is disposed of 210 (60.7%) respondents burn their waste; 106 (30.7%) make use of dumpsites located in different parts of the city; (8.7%) dispose of their trash to waste collectors that move around the city often. Data show that 285 (82.3%) of respondents agree that awareness campaigns by broadcast media organisations have contributed to their waste disposal habits. 33 (9.5%) of the respondents stated that awareness campaigns do not influence their waste disposal habits, while 25 (8%) indicated that awareness campaigns affect their waste disposal habits.

CONCLUSIONS

After a critical analysis of the data collected during this study, following the findings gotten, the researcher:

1. To ascertain if the respondents use the broadcast media and how often, the study found that a reasonable number of people use the broadcast media, and respondents use the broadcast media at least once awake.

2. To determine the format in which contents relating to environmental sanitation are communicated, the study found that such contents are communicated through jingles, public service announcements and discussion programmes. Also, findings attest that such content should be displayed daily.

3. To determine how respondents dispose of their waste, the study finds that most respondents dispose of their waste un-hygienically without any recycling plan.

4. While the study attempted to determine if the broadcast media contents contribute to the respondent's habits towards environmental sanitation, findings reveal that such contents generally contribute to their waste disposal habit and ecological sanitation.

In summary, with the above findings, this study agrees that contents from broadcast media can convince residents to practice environmental sanitation and dispose of waste properly. Many respondents agree that ranges from the broadcast media influence their decision to ecological sanitation. This is an assertion with the hypodermic needle theory of this study, which states that mass media has a direct, immediate and consequential effect on its audience [10]. The study submits that the media positively influences people's decisions and attitudes.

The following recommendations are made based on research findings.

1. Broadcast organisations should be mandated by the National Broadcasting Commission, the governing body of broadcast stations in Nigeria, to produce content relating to environmental sanitation daily in their broadcast station, allowing all recipients to know the environment.

2. Recycling of waste should be encouraged by the government. The parliament should enact a bill to criminalise the country's burning of waste and improper sanitation.

3. Since findings show that content from the broadcast media contributes to environmental sanitation habits, the government and non-governmental organisations should buy airtime on broadcast stations to educate the listener about the adverse effect of improper ecological sanitation.

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Role of Newspaper in Political Mobilisation in Nigeria

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Abstract. This study investigated the role of newspapers in political mobilisation in Nigeria using Enugu South as a case study. The author seeks to discover how newspaper publications influence readers' thoughts and actions regarding political participation. The study is premised on the basic assumptions of the Agenda Setting Theory. A descriptive survey design was adopted to elicit information using a questionnaire as the instrument for data collection. Findings from the study reveal that newspaper content can influence locals to participate in politics and elections. Results also show that newspapers publish content related to politics and elections daily, and such publications shape readers' attitudes regarding politics. Hence, the study concludes that the newspaper is critical in building a sustainable democracy through advocating for political participation.

Moreover, a majority of respondents in this study believe that newspapers shape their attitudes toward political participation. Therefore, this study recommends that the government mandate newspaper organisations to present detailed publications regarding elections and politics in the buildup to an election which will help citizens understand their importance and role in electioneering. Political parties should use newspapers for campaign participation in elections rather than the newspapers to propagate their candidate alone, which will help citizens be aware of their importance in the political process.

Keywords: Newspaper; Political Mobilization; Mass Media; Elections.

INTRODUCTION

The core functions of mass media include informing, entertaining, and educating the audience, a power that is demonstrated by every mass medium [12]. It is impossible to understate the importance of the media in any democratic process. In every democracy that can last, journalists serve as the trustees of the public trust. As a mass medium, the newspaper is vital in political mobilisation. Author [2] opines that it is well-known that the mass media plays a crucial role in directing political rallies toward achieving national development. This is due to the mass media's role as a centre of social interaction, aiming to use the power of mass information to solve the problem of national cohesion and integration, both of which are essential to the development of healthy political mobilisation [2].

The newspaper in political dispensations elaborates on issues through an explanation of events. This could be done through different forms of writing and reporting. The author [15] explains that the media should ask and provide essential answers to questions that aid in clarifying complex topics, especially policies and leadership, through their commentaries, editorials, articles, reviews, columns, and public discussion forums. This can create further understanding, which will, in turn, mobilise political participation.

Problem Statement

The historical background of elections in Nigeria is characterised by the low turnout of voters, which has warranted the study role of newspapers as a mass medium in political mobilisation and the electoral process.

Often, newspaper publishers try to discuss issues relating to politics and elections, and this sets the agenda of topical issues for discussion in society among electorates. The different types of reportage, ranging from editorial, opinions, straight news, and investigative reports, allow the reader to learn more about candidates in elections, the electoral process, and politics in general.

Multiple studies have been carried out to determine the power of the mass media in informing and educating the electorates about elections and politics in Nigeria. Rather than the number of electorates increasing, the disparity between the registered and participating voters becomes a cause of concern.

Given the above, it is essential to study the role newspaper as a mass medium play in mobilising citizens for politicking, which can improve democracy in developing nations such as Nigeria.

The study's objective is to determine the role newspapers play in mobilising citizens for political participation in Nigeria.

The specific objectives of the study include the following:

1. To ascertain the frequency of respondents' patronage of newspapers during elections.

2. To ascertain if newspapers communicate politically-related content.

3. To determine the format of reporting used in communicating the content.

4. To find out how newspaper content influences residents' decisions regarding the practice of politics and participating in elections.

Theoretical framework

The basic assumptions of the Agenda Setting Theory (AST) provide the premises upon which this study is anchored. According to [13], the AST examines how the media impacts how a given subject is placed on the public's agenda. The public plan is the main topic or issue on which the general public or members of society are most focused. McCombs and Shaw are the ones who first used the phrase "Agenda Setting Theory." Elaborating further, author [8] states that the theory describes the connections between the emphasis that the mass media places on a problem and the media audiences' or the public's response to or perceptions of that problem.

The Agenda Setting Theory was initially used to explain how the influence of the media on political behaviour during elections changes [4]. The author [15] further explains that the AST continues to be an integral theory for mass communication and other related social science fields like political communication.

Therefore, The Agenda Setting Theory is very relevant to this study because the theory examines how the media can impact the political decisions of a given people.

Literature Review

The author [17] explains political rallies as a shift in people's attitudes, values, and expectations from those associated with the traditional world. It results from increased literacy, education, communication, mass media exposure, and urbanisation. Simultaneous engagement of large masses in activities with a primarily social or collective objective. Authors [6] opine that political mobilisation results from literacy, education, increased communication, exposure to the media, and urbanisation, that people's views, values, and expectations have changed from those associated with the old word.

The author [7] details political mobilisation to make the populace more aware and conscious of their role in the political process. It is the capacity for mobilising people's emotions, which fosters natural solidarity for a course of action. The author [16] gives further detail by stating that the process by which politicians, parties, activists, and groups persuade others to engage in politics to win elections, enact laws, and influence policy could be called mobilisation. The author [7] explains political rallies to be direct and indirect. Street canvassing and mediated political mobilisation, such as TV ads, direct mail, and phone calls, are all examples of immediate mobilisation.

The author's [7] position agrees with [11], whose study finds that media processes, though they may have some downsides, are effective ways of introducing social change in society because media helps in unifying both the government and the governed (i.e., the masses).

Authors [7] clarify direct and indirect mobilisation by adding that through the subscription to social networks, indirect lobbying occurs while people are indirectly mobilised by their family members, friends from their football club, or their local church or mosque.

Empirical review

Empirical studies abound in media communication and political studies, which examine the roles of the media in different aspects of life and politics around the world.

The author [11] surveyed the effectiveness of social media in unifying fragmented Nigerian societies, using the Ebonyi state as a case study. The study was anchored on the Media Ecology Theorysurveyeda sample of 384 respondents. Results showed that media has the potential to bring about social change in society. However, this study focuses on social media rather than print media, hence the need to fill the gap by conducting a newspaper (i.e., print media) study.

The author [17] studied the role of the media concerning Twitter as a tool for political mobilisation in Nigeria. The study finds that social media cannot be ignored in the political process. Therefore, they conclude that citizens increase their interest in articulation on digital media to affect the political, economic, social, and developmental changes they desire.

A web survey was conducted by [9] to examine whether online political express and moderates the effect of political media use on political participation. A total of 892 responded to the questionnaire. Findings revealed that online political expressions enhanced the effect of political mobile apps and traditional, offline, and online media.

The author [15] revealed the role of social media on community mobilisation, a desk review was employed as the methodology, and relevant literature was reviewed to identify central themes and extract knowledge gaps. The study found that the adoption of social media as a means of communication between government official's community members has an enormous impact on community mobilisation for security matters and other issues. Also, findings suggest that social media platforms have enabled the quick sharing of information. Social media platforms allow this community mobilisation cost-efficiently [15]. Further observed that although social media use offers enormous value in public relations, there needs to be more evidence that social networking sites are used to inform and involve governmental public opinion agencies.

METHODOLOGY

To collect samples from Enugu South, of Enugu State, Nigeria, the descriptive survey research design was adopted. The researcher selected Enugu South because the population density is high, and the region records a high amount of newspaper readership. According to [14], the state's estimated population is 4,411,119. Research [3] was used to reduce the sample size to 400, a researchable sample size.

The study used a multi-sampling methodology to choose respondents to get a representative sample. Considering this, the population sample was determined using the chain referral approach, simple random sampling, purposive selection, and stratified sampling techniques.

Firstly, stratified sampling was used to split Enugu South local government into Amechi I and Amechi II. The justification is that a sizable portion of the population there is educated and is a buyer of Nigerian Newspapers.

The second method was to choose the headquarters of the council ward selected using purposive sampling. Residents of the local government headquarters are exposed to and involved in many elections in Nigeria, which enables them to offer informed opinions on the role that newspapers play in political mobilisation.

Thirdly, localities within the council wards were chosen using a straightforward random sample technique. In the selected council wards, there are communities called Gariki and Obeagu. The decision was made because the chosen locations are typical of the residents in populated areas, whose political votes affect the outcome of state elections. In general, residents of these places could give in-depth opinions about the role that newspapers play in political mobilisation, which produced pertinent data for the study.

Finally, the household and individual respondents who filled out the study questionnaire were chosen using the chain referral technique. The researcher will select 200 respondents using the chain referral technique from each Enugu south neighbourhood, for a total of 400 respondents. This was chosen because it gives each item in the larger population an equal chance of being selected.

The researcher's primary tool for gathering data is a standardised questionnaire with close-ended questions, including demographics and research topics. The use of closed-ended questions is to prevent the introduction of extraneous variables. All 400 of the distributed questionnaires were returned with all the information.

RESULTS AND DISCUSSION

Analysis Table 1 reveals that 141 respondents (35.25 %) are female, compared to 64.8% of the male respondents. They suggested that men in Enugu State are more likely to read newspapers than women. Nigeria uses the media more than women in Nigeria, even though both men and women read newspapers.

Table 1 shows that respondents are old enough to give a meaningful response to the study.

Table 1 - Analysing the demographics of the respondents

No	Item	Analyses			
1	Questionnaire Distributed	Distributed 400 (100%)	Retrieved 400 (100%)	Not Returned -	Wrongly Filled -
2	Respondent Gender distribution	Male 259 (64.8%)	Female 141 (35.25%)		
3	Respondents age distribution	18-30 98 (24.5%)	31-40 79 (19.7%)	41 and above 223 (55.7%)	
4	Educational Background	No Formal Education 17 (4.2%)	Primary 26 (6.5%)	Secondary Level 120 (30%)	Tertiary 206 (51.5%)

The respondents' educational backgrounds are shown in Table 1. 4.2% have no formal education. 6.5% of the population have completed primary school, 30% have finished secondary school, and 51.5% have completed university education. This shows that the respondents are intelligent and that the study may rely on their opinions.

A review of Table 2 reveals that 100% of the respondents read newspapers, which suggests that they consistently rely on newspapers for information and do so by buying the newspaper.

Table 2 - Determining the use of Newspapers

No	Items	Analysis			
1	Do you Read Newspapers	Yes 400 (100%)	No -		
2	How often do you read Newspapers?	Daily 238 (59.5%)	Once a week 62 (15.5%)	Twice a week 70 (17.5%)	Non regular 30 (7.5%)

The frequency of respondents' newspaper reading is shown in the same table. The majority of respondents, 59.5%, say they read newspapers daily, followed by 15.5% who read them once a week, 17.5%, who read them twice a week, and 7.5% who don't read newspapers regularly.

Table 3 – Ascertaining the format of the programme

No	Item	Analysis			
1	How do the Newspapers Communicate information relating to politics and Elections?	Editorials 36 (9%)	Straight News Report 300 (75%)	Investigative Report 40 (10%)	Opinions 24 (6%)
2	Are the messages communicated every day	Yes 400 (100%)	No -	-	-

Analysis Table 3 shows that 9% of respondents agree that newspapers in Enugu South communicate political messages through written editorials. In comparison, a majority of the respondents, 75%, attest that straight news reports were the primary format of news writing used in communicating political messages, and 10% of the respondents agree that investigative reports were used to share news reports. 6% of respondents agree that opinions were used to communicate political messages. 100% of respondents agree that the messages are not displayed daily.

The analysis of data collected to answer research objective 4 shows that the political participation of respondents is influenced by the daily political content they consume from the Newspapers. Data from respondents on engagement in political mobilisations and conversation findings shows that all the respondents engage in political conversations.

Table 4 – Finding out if newspaper's political publications contribute to political participation

No	Item	Analysis		
1	Do you engage in political conversations	Yes 400 (100%)	No -	
2	How do you do that (if yes)	Community Meetings 210 (60.7%)	School visits 106 (30.7%)	Street Advocacy 30 (8.7%)
3	Do Newspapers messages contribute to your participation in politics	Yes 400 (82.3%)	No -	Sometimes -

To find out the means and avenues they use in march, Table 4 indicates that 60.7% of the respondents use community meetings, 30.7% of the respondents visit schools for mobilisations, and 8.7% use the street to advocate for a political rally.

Table 4 shows that 100% of the respondents agree that the power of the publications relating to the public has influenced their decisions towards politics. Also, these findings answer the specific objective of this empirical study.

CONCLUSIONS

After a critical analysis of the data collected during this study, following the findings gotten, the researcher:

1. When attempting to determine whether and how frequently respondents patronise newspapers, the study discovered that a respectable amount of respondents used newspapers at least once.

2. In an attempt to ascertain if newspapers communicate politically related content, findings revealed that political content is shared daily through newspapers in the Enugu state.

3. The study discovered that such content is distributed through editorials, short news reports, investigative reports, and opinions. Additionally, findings show that such statements are distributed daily.

4. In an attempt to determine if newspaper content influences residents' decisions regarding political participation and elections, the study finds that newspaper reports influence the findings of the respondents in Enugu state.

This study confirms that newspaper content can influence locals to participate in politics and elections. All respondents concur that political news in the newspapers impacts their decision to participate in politics. This is consistent with the agenda-setting theory of this study, which explains how the media's impact on political conduct during elections fluctuates. The study asserts that the media effectively influences public opinion and behaviour through ongoing coverage of elections and politics.

Given the above findings, the author recommends the following:

1. The government should recommend newspaper organisations present detailed publications regarding elections and politics in the buildup to elections, which will help citizens to understand their importance and roles in electioneering.

2. Political parties should use newspapers for campaigns to gain voters as much as they use newspapers to propagate their candidates. This will help political parties attract supporters from the grassroots.

3. Since findings show that newspaper content contributes to political participation, the government should give grants to publishing houses to reduce the advert rates given to politicians and political parties. This will help in sponsoring more politics-related content on newspaper pages. Also, this will further encourage political participation and strengthen democracy.

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Problems Using the Anonymous Witness

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Abstract. The article examines the procedural issues of using anonymous witnesses in national legislation and international Law. The study aims to improve the scientific and practical foundations for using anonymous witnesses. The countries' legislation allows exceptions from the direct examination of evidence in court, and anonymous witnesses should also be attributed to these exceptions, fulfilling specific requirements defined in the case law of the ECHR.

The term “pseudonym” should be enshrined in the CPC governing the participation of an anonymous witness in criminal proceedings. A pseudonym must meet the requirements of anonymisation and exclusion of identification and be distinguished by reliability. There may be cases when a pseudonym is chosen by a witness who, when selecting, cannot subconsciously choose a surname and letters that he often used, which increases the risk of recognising the witness.

During the trial, anonymous witnesses are usually located in a particular room for witnesses under a pseudonym. They remain invisible to the participants in the process but also to the court. This circumstance deprives the court of verifying the voluntariness of testimony and the absence of pressure on the witness. Various ways induce a witness to perjury and give the necessary testimony. Anonymising a witness may also arise after they have given evidence in the usual manner. Laws that allow anonymous witnesses do not consider the court's right to verify the testimony's circumstances, the voluntariness of the testimony and the absence of pressure on the witness. Classifying witnesses is regulated mainly by subordinate acts for official use. The method of classifying witnesses should be held by a particular law or supplemented by the CCP governing the use of anonymous witnesses. The court should have the right to check the voluntariness of testimony and the absence of pressure on a witness to give false testimony.

Keywords: anonymous witnesses; pseudonym; testimony; classifying of witness; security; pressures witness statement.

INTRODUCTION

Applying various pressures to persons who assist in the implementation of justice in criminal cases, including witnesses, victims, accused persons, etc., in severe crimes is one of the most dangerous means aimed at the violation of the justice system. Confidential testimony is not a legal arrangement, even if there is an exception. As C. Beccaria said that "The uncertainty of crimes hath sacrificed more victims to secret tyranny than have ever suffered by public and solemn cruelty" [7, p. 25].

In some cases, the effectiveness of justice depends on eliminating these pressures and protecting the security of process participants, including witnesses.

One of the ways to ensure the security of witnesses’ protection is by providing anonymity. The witness is one of the important participants in establishing truth in the case and elements of the crime by the absence of attitude to the investigation of crimes. Giving the witness testimony aggravating or facilitating the position of the accused or the victim, in some cases, puts him in a difficult place, puts him in a situation dangerous to his life and health, and requires him to protect the security in the pre-and post-justice administration periods. Anonymous witnesses appear mostly in cases related to organised and violent crime.

The defendant presently faced with the prospect of anonymous testimony against him is dependent on prosecution disclosure for the formulation of his defence and subject to the undeniable prejudice he will suffer in the mind of jurors. In granting a witness anonymity, the court has decided that the defendant or his associates pose a threat before the jury can consider this prosecution assertion independently [1, p. 91].

Within the Council of Europe framework, the principle of anonymity is applied for the protection of freedom of communication on the Internet and for the administration of justice. The 2003 Council of Europe Committee of Ministers Declaration on freedom of communication on the Internet defines the anonymity principle as the will of users of the Internet not to disclose their identity to ensure protection against online surveillance and to enhance the free expression of information and ideas.

Rule 33 of the Rules of ECHR determines that public access to a document or to any part of it may be restricted in the interests of morals, public order or national security in a democratic society, where the interests of juveniles or the protection of the private life of the parties or any person concerned so require, or to the extent strictly necessary in the opinion of the President of the Chamber in particular circumstances where publicity would prejudice the interests of justice.

According to the Rome Statute of the International Criminal Court, a trial has to conduct with due regard for the protection of victims and witnesses (article 64), and the court shall take appropriate measures to protect the safety, physical and psychological well-being, dignity and privacy of victims and witnesses. Grounds for such protection are age, gender as defined in article 7, paragraph 3, health, and the nature of the crime, in particular, but not limited to, where the crime involves sexual or gender violence or violence against children (article 64).

Despite legislative bases for anonymous witnesses, specific issues remained outside the regulation, calling into question the testimonies received from anonymous witnesses. For example, international instruments and national laws govern general questions regarding the use of anonymous witnesses, such as purposes, available measures, etc. Some requirements for anonymous witnesses are defined in the decisions of the ECHR. We believe that anonymous witnesses, as an exception to the direct examination of evidence, should find their detailed regulations at the national and international levels.

METHODS

The article uses general scientific and particular methods: analysis and synthesis, formal-legal, comparative-legal, objectivity, legal research, and "case study" of legal forecasting. The detachment helped analyse the formation and development of the institute of anonymous witnesses based on states' legislative and practical problems. The method of systematicity was used for the determination of goals and priorities based on an analysis of the theory and practice use of anonymous witnesses. The method of legal analysis was used in the research, with the help of which the works of scientists and provisions of national legislation and international acts on anonymous witnesses were analysed. The formal-legal method was used to study the elements of unnamed witnesses, definitions, etc. The comparative law method helped to compare the legislative regulation of anonymous witnesses in other states or international documents. The "case study" method was applied to study the European Court of Human Rights practice on the application of the institution of anonymous witnesses or its elements. The legal forecasting method was used to propose amendments to national legislation and international acts to improve the use of anonymous witnesses and to make scientifically grounded forecasts about the future development of the institution of anonymous witnesses.

RESULTS AND DISCUSSION

The Law on State Protection of Participants in Criminal Proceedings to the security measures applied to process participants include changing the documents and external appearance of the protected persons. These measures are used in exceptional cases based on their consent when it is impossible to ensure the safety of the protected persons by other criteria. The protected persons receive identity and other documents with changed questionnaire data, and their external appearance is altered. The Law also stipulates that in the cases where the protected person is present, the trial will be held closed by the decision of the court (judge), interrogation of this person without the participation of the accused on the reasoned decision of the court (judge), one accused without the participation of another. Thus, the Law envisages interrogating witnesses and other participants without revealing accurate information about their identities but by announcing the changed, new information.

Article 51-2.1 of the CPM of the Republic of Azerbaijan provides the carrying out of criminal proceedings with security when there is a real threat to the life and health of process participants, using videoconference communication and preventing external influences on them.

Interrogation of process participants with ensuring the safety and use of anonymous witnesses are different. In interviewing anonymous witnesses' accurate information about identity, is not disclosed, and other trial participants do not see it.

The information about the identity of the witnesses is not known to the defence side when anonymous witnesses are used. The defence side needs an opportunity to verify the evidence of these witnesses, evaluate them, and doubt their truth. Since the information about the identity of the witness is hidden, it is impossible to assess the interest of the witness in the course of the case and the ability to correctly understand the circumstances in which the witness testified.

Using anonymous witnesses in the first approach leads to a violation of the principles adversarial of the court proceedings, ensuring the rights and liberties of a person and a citizen established by the Constitution, and assessing the evidence in criminal proceedings. According to para. II of Article 71 of the Constitution of the Republic of Azerbaijan, everyone's rights and freedoms have restricted the rights and freedoms of others. According to Article 19.4.5, the prosecuting authority shall secure the right of the suspect or accused to interrogate any witness against him.

According to the Article 125.1 of CPC Azerbaijan Republic, if there is no doubt as to the accuracy and source of the information, documents and other items and the circumstances in which they were obtained, they may be accepted as evidence. At first view, the interrogation of anonymous witnesses has violated the principle of the immediacy of the trial, of the perception of evidence by the court. The proximity of the examination of evidence means that all evidence is obtained from the source without outside help. They are examined directly in the trial, including the testimony of witnesses. The legislation of states allows for exceptions to the principle of direct examination even if it is objectively impossible to examine specific material evidence directly. For example, according to Articles 327 and 329 of the CPC of the Republic of Azerbaijan, the testimony of the accused and the witness may be made public or shown (Article 353 of the CPC of the Republic of Kazakhstan - read out the testimony of the victim and witnesses; Article 371 of the CPC of the Republic of Moldova - reading of the witness's testimony). The participation of anonymous witnesses in legal proceedings is also an exception to the principle of direct examination if specific requirements are met, defined in the case law of the ECHR.

"Indeed, Article 6 (art. 6) does not explicitly require the interests of witnesses in general, and those of victims called upon to testify in particular, to be considered. However, their life, liberty or security may be at stake, as interests generally come within the ambit of Article 8 (art. 8) of the Convention. Such interests of witnesses and victims are, in principle, protected by other substantive provisions of the Convention, which imply that the Contracting States should organise their criminal proceedings so that those interests are not unjustifiably imperilled. Against this background, principles of the fair trial also require that in appropriate cases, the interests of the defence are balanced against those of witnesses or victims called upon to testify" [18, par. 53; 10, par. 70].

The use of statements made by anonymous witnesses to find a conviction is not under all circumstances incompatible with the Convention [18, par. 52; 10, par. 69].

Regarding anonymous witnesses, the ECHR notes, "The underlying principle is that the defendant in a criminal trial should have an effective opportunity to challenge the evidence against him" [2, par. 127].

The ECHR has defined the criteria that the use of anonymous witness statements does not constitute a violation of the Convention. That is, it is allowed in cases where the sole purpose of anonymising witnesses is to ensure the life, liberty or health of witnesses and their relatives [18, par. 53]; finally, it should be recalled that a conviction should not be based solely or to a decisive extent on anonymous statements [18, par. 55]; regarding the place that the right to a fair administration of justice holds in a democratic society, any measures restricting the rights of the defence should be strictly necessary. If a less restrictive measure can suffice, then that measure should be applied [18, par. 58]. Given the place held in a democratic society by the right to a fair trial, limitation of the rights of the protection must be strictly necessary. If less restrictive measures are effective, then these measures should be used instead of strict measures.

The ECtHR notes that the national authorities must have adduced relevant and sufficient reasons to keep secret the identity of certain witnesses [18, par. 71; 3, par. 47]. However, if the anonymity of prosecution witnesses is maintained, the defence will face difficulties that criminal proceedings should not typically involve [18, par. 54; 10, par. 72]. An applicant should not be prevented from testing the anonymous witness's reliability [4, para. 29; 5, par. 42].

The ECHR indicated that, when assessing whether the procedures followed in questioning an anonymous witness had been sufficient to counterbalance the difficulties caused to the defence, due weight had to be given to the extent to which the anonymous testimony had been decisive in convicting the applicant. If this testimony was not powerful, the defence was handicapped to a much lesser degree.

According to par. 9 of the Article 352 of the CP of Ukraine, in exceptional cases, to ensure the security of a witness to be examined, the court, proprio motu or upon the motion of parties to criminal proceedings or the witness himself, passes a reasoned ruling to explore the witness concerned with the use of technical means from another premise, including outside court's building, or in other way making his identification impossible, and ensures parties to criminal proceedings the possibility to ask questions and hear answers thereto. If there is a danger that the witness's voice can be identified, the examination may be accompanied by acoustic disturbance. Before such a ruling is made, the court shall be required to establish whether the parties to criminal proceedings have any objections to examining a witness in the conditions making his identification impossible and, if found founded, decline to have the witness reviewed under the rules of this paragraph. And this completely excludes the tag of witnesses and victims, and the interrogated person becomes anonymous for the participants in the trial. Considering and resolving the criminal case on its merits, the court must identify such a person. But for the rest of the participants in the problem, the interrogated person remains anonymous.

Article 58(3) of the Turkish Code of Criminal Procedure provides more detail for the hearing of anonymous witnesses. Hearing in the presence of those present will constitute a grave danger to the witness and if this danger could not be prevented otherwise or if it will include a threat of revealing the material truth. The judge may hear the witness without the presence of those with the right to be present. Audio and video calls are made during the hearing of the witness. The right to ask questions is reserved.

Erol Tatar, the procedure of hearing, explains so: "Before the hearing of the secret witness, his real identity information is determined and recorded. The witness is given a different name to be used in the investigation or trial. The witness is invited by the given code name and is heard under this name. If necessary, are taken appropriate protection measures against him. Detected identity information and pseudonyms are not included in the main file but are recorded in a different job number. This report is kept in a separate and secure section. The duty of protecting the witness's personal information belongs to the public prosecutor during the investigation phase and the court during the prosecution phase. This information is not included in the file and is kept in a separate safe until the serious dangers are eliminated. When the obstacle is removed, it is put in the file - disclosure of this information before it is lifted is subject to criminal sanction. The anonymous witness may be heard face to face as stated in the ordinary procedure or heard without the parties. But identity information will not be disclosed in all cases. Since personal information is not disclosed, they are called "anonymous witnesses" [11, p. 288].

Criminal Evidence (Witness Anonymity) Act 2008, the kinds of measures that may be required to be taken about a witness include 2 (c)that the witness is not asked questions of any specified description that might lead to the identification of the witness.

A pseudonym, as practice shows, consists of a fictitious surname, a letter designation, which is indicated as one letter in quotation marks, two notes separated by a dot. We consider that for legal clarity term "pseudonym" has to be legally enshrined in the norms of the CPC governing the participation of an anonymous witness in criminal proceedings. A pseudonym must meet the requirements of anonymisation and exclusion of identification and be distinguished by reliability. An interesting fact is the choice of a pseudonym by the investigator or witness. There may be cases when a pseudonym is chosen by a witness who, when selecting, cannot subconsciously choose a surname and letters that he often used, which increases the risk of recognising the witness.

During the trial, anonymous witnesses are usually located in a particular room for witnesses under a pseudonym. They remain invisible to the participants in the process but also to the court. This circumstance deprives the court of verifying the voluntariness of testimony and the absence of pressure on the witness. There are various standard and non-standard ways of inducing a witness to perjury and giving the necessary evidence. Anonymous witnesses are liable for providing false testimonies and refusing to testify. Anonymising a witness may also arise after deposition in the usual manner. The above laws allowing the use of anonymous witnesses do not consider the specified circumstances of the use of anonymous witnesses.

CONCLUSIONS

As seen from the analysis of international documents, they regulate the general framework for anonymous witnesses in legal proceedings. Detailing the use of anonymous witnesses' international records refers to national authorities' authority. The precedents of the ECHR clarify the principles, conditions and purpose of using anonymous witnesses. But, the goals and grounds for applying measures to ensure the security of witnesses are common and verified by practice. The security measures for anonymous witnesses differ in the dangers to life, freedom and human rights. Under current conditions, ensuring anonymity is only possible with technical means. Technical means can change individual characteristics, including voice, appearance, and speech features, which help to identify a person. Classifying witnesses is regulated mainly by subordinate acts for official use. A special law should control the process of categorising witnesses. The court should have the right to check the voluntariness of testimony and the absence of pressure on the witness to give false testimony.

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Information Security Challenges in the Absence of ICT in Protecting Personal and Organisational Data in Nairobi County, Kenya

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Abstract. There have been several cases of lost documents and misplaced or inaccurate information belonging to individuals or organisations reported in recent times at global, national and regional levels. Nairobi county is one of the regions on the spot as many people travelling or working in the city have reported lost identification documents such as certificates and licenses, whether through criminality or negligence. Furthermore, most businesses and organisations dealing with huge volumes of data need help to protect and provide accurate information. Many still need help with the pre-digital data management systems, thus risking the loss of both personal and organisational data. This paper, therefore, sought to examine the information security challenges due to the inadequate application of ICT in managing personal and corporate data and their implications on individuals and organisations in Nairobi County. The target population included employees from Kenya Revenue Authority and Kenya Data Networks in Nairobi headquarters offices, police officers deployed at NPS offices headquarters and members of the public. The selected target groups were known to deal with enormous data for both personnel and businesses, and the police officers were part of this study because of their mandate to help in tracking lost personal and business documents. Lastly, the researcher engaged members of the public to share their experiences of losing business and personal records. The study employed purposive and simple random sampling techniques to select the required sample of 110 participants drawn from the four groups. A structured questionnaire was administered to the sampled police officers, employees of Kenya Data Network and Kenya Revenue Authority and members of the public. The researchers interviewed key informants from the three organisations, NPS, KRA and KDA, to complement the data collected using the questionnaires. The findings established that challenges were associated with the need for more ICT in managing personal information and organisational data.

Further, the paper revealed that the need for an integrated system is a challenge to tracking missing identities or verifying the validity of provided information, thus compromising the productivity and security of businesses and institutions. Results from this study provide a solution to tracking any missing documents and correcting inaccurate personal data by adopting an integrated ICT system.

Keywords: Information security challenges; personal data; information technology.

INTRODUCTION

Many scholars argue that information technology is the most potent tool governments and organisations use to promote data and security policy, ranging from taxation and border control to the payment of welfare benefits and other forms of social security. In recent years, through modern technology, information management has continually received increasing support and attention across the globe as governments and private sectors embrace information & communication technologies in managing their corporate data [8]. States of the West have invested heavily in research and development to bring more advanced technologies. As a result, this has increased the free flow of public information and sharing crucial information among government agencies has been a fundamental component that many citizens use to make informed and timely decisions [9].

Previous studies conducted to compare the data management systems used during the pre-digital era (traditional) to the modern world indicated that new technologies have been developed. The author [2] pointed out that conventional settings did not combine the strengths of tape and disks with policy-based and automated management of the various targets. Thus, personal data was easily misplaced and could not be accessible when needed in future.

International and national security have been threatening to call for the new development of databases to save the nations from related attacks urgently. For example, in the United Kingdom, the government introduced a biometric-based national identity card for the UK population in 2006. This intervention aimed at helping security agencies to track down lost documents and identities of citizens through verification of personal data as indicated on the cards. This formed an extensive, effectively centralised database (the National Identity Register) for all UK citizens above 16 years old. In addition, the invented register provided an audit trail of an individual's identity registration [11].

In Africa, most countries have focused on improving their citizens' quality of life by providing good governance and promoting the economy. As a result, in recent years, technology has immensely contributed to the transformation in these critical areas [25]. However, despite the tremendous efforts and resources allocated for development, more progress has yet to be made. Many African countries have yet to come close to developing and transforming their societies to the same standards as developed countries. According to [25], almost three-quarters of Africa are yet to implement electronic document management systems effectively. This has, however, resulted in many cases of identity document theft, loss of identity cards, and inaccuracy in filling out data regarding individuals has been rampant.

In Kenya, most operations have embraced modern technologies resulting in increased development in various sectors [24]. However, a report published by [25] pointed out that private and public sectors still needed to develop a comprehensive database that could provide adequate and meaningful information to the citizens.

Author [24] established that traditional data management constituted non-electronic media analogue technology such as radio, television, fixed-line telephones, facsimiles machines, and print media. According to these findings by [24], traditional data processing and protection platforms relied on something other than modern features such as automation, unified policies, or a single pane of glass to view, protect, and recover datasets from edge-to-core to cloud. These findings were echoed by [20], who observed that IT organisations had tactically added multiple redundant point solutions over the years to overcome individual problems. This amplified the complexities in traditional data centre environments, added risks and increased costs.

The author [15] identified the struggle of most agencies that deal with enormous amounts of data, such as Kenya Data Network (KDN) and Kenya Revenue Authority (KRA), due to failed database systems. In addition, more complaints have been recorded by the public day in and day out that documents are lost without a trace. Both personal and organisational data needed to be adequately secured, leading to data leakage, disappearance and damage. This has affected service delivery, corporate production, and employee performance and is a national security threat [15].

In addition, a report done in 2021 by International Data Corporation (IDC) showed that 65% of large organisations had put more than 9.5% of IT budgets on data protection compared with 17% recorded in 2019. As a result, IDC advised that tighter integration of storage, data protection and applications could enhance automation, orchestration and consistency. As a country, Kenya has been faced with data protection and therefore calling for government interventions to help the country rise above the information security challenges. This has been evident in developed countries that have integrated new technologies in data management systems to enhance data analysis, information retrieval and data loss prevention. This paper identified the challenges individuals and organisations go through in the event of data loss; as presented by previous studies, Kenyan institutions still need to work on manual data management systems due to a lack of adequate ICT integration. This resulted in an information itch that has affected national growth and slowed the efforts toward achieving Kenya Vision 2030. Therefore, this study sought to evaluate the information security challenges caused by the unavailability of Information Communication Technology (ICT) in protecting personal and organisational data in Nairobi County.

METHODOLOGY

The study adopted the descriptive survey design to enable the researcher to gather information, interpret, summarise, and present for clarity. This research design allowed the researcher to determine information security challenges in the absence of ICT in managing personal data in Nairobi County, Kenya.

The target population included all the employees of Kenya Revenue Authority and Kenya Data Networks in Nairobi headquarters offices, police officers deployed at NPS offices headquarters, and members of the public. The study targeted these institutions, for they were known to deal with enormous amounts of data for both personnel and businesses. The police officers were part of this study because of their mandate to help track lost personal and business documents. Lastly, the researcher engaged members of the public to share their experiences of losing business and personal records. The accessible population was 35 employees of Kenya Revenue Authority and 30 employees from Kenya Data Networks in Nairobi headquarters offices, 20 police officers deployed at NPS offices headquarters and 25 members of the public, totalling 110 participants.

The study employed purposive and simple random sampling techniques to select the required sample from the target population of 110 participants drawn from the study's four groups: the employees of Kenya Revenue Authority and Kenya Data Networks in Nairobi headquarters offices. Police officers deployed at NPS offices headquarters and members of the public.

Primary data was collected using a self-administered structured questionnaire administered to the sampled police officers, employees of Kenya Data Network and Kenya Revenue Authority and members of the public. The interview guide was used to conduct interviews with a key informant from the three organisations, NPS, KRA and KDA, to complement the data collected using the questionnaires. Three critical informants from top-level management of the organisations were interviewed, one from each.

Secondary data was extracted from the police Occurrence Book records. Qualitative data were analysed using thematic analysis, while quantitative data was analysed using descriptive and inferential statistics. Relevant ethical considerations were observed, such as obtaining authorising documents from relevant institutions and ensuring privacy, confidentiality and anonymity measures were in place. Lastly, data collected from the field was scrutinised and processed to ensure proper data management.

RESULTS AND DISCUSSION

The initial sample consisted of 110 participants. However, only 90 questionnaires were filled out and returned, while 20 were not received even after follow-up. The completed and returned questionnaires yielded a response rate of 81.8%.

In addition, the study conducted interviews with a key informant from each of the three organisations, NPS, KRA and KDA, to complement the data collected using the questionnaires.

The study examined the three vital demographic variables of the respondents, which included; gender, age and duration of employment.

The results revealed that male respondents formed the most significant portion of the sample size, 55.6%, while females were 44.4% of the respondents. Regarding age, the majority, 48% of the respondents, were aged between 26 and 35. Lastly, regarding the duration of employment, the study findings established that the majority (65%) had worked in these organisations for 1 to 2 years.

In examining the information security challenges due to inadequate usage of ICT in managing data, the researcher interrogated the following subthemes: Experience of data loss/ lost items, accessibility of ICT and indicators of unavailability of ICT for data management.

The researcher wanted to know the type of items the respondents had lost, whom or what caused the loss, and what impact the loss had on a person or organisation. The results were illustrated as sub-themes below:

The researcher asked the respondents whether they had ever lost their items. The responses are illustrated in Figure 1.

The study results showed that the majority, 89% of respondents, had experienced the loss of their documents, while only 11% of the respondents did not.

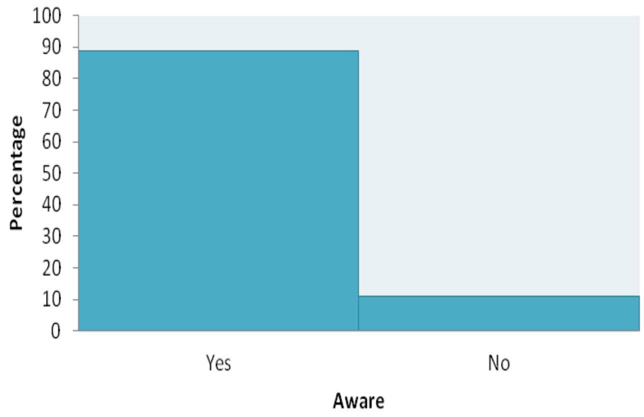

Figure 1 – Knowledge of lost items

Under this sub-theme, the study sought to describe who or what causes the loss of items belonging to an individual or organisation. The responses are illustrated in Table 1.

Table 1 – What or who causes the loss of things?

Cause	Frequency	%
Misplacing an item/document	25	23
Having a more portable item (you have to move around with it)	25	23
When a thing is not recognisable	15	14
Shared items/documents with colleagues not well documented	15	14
When a third party borrows/uses an item and fails to return it to its location	15	14
Usage of the thing by many persons	15	14
Total	110	100

Under this theme, the researcher asked the respondents whether losing an item or document influenced their lives and the organisation's performance. Findings from the interviews showed that most respondents indicated that they would spend so much time looking for lost items/documents, and retrieving items was a time wastage that could be spent on work. The participants expressed added pressure to their already busy schedule, resulting in stress during work hours and even overtime.

Furthermore, it can evoke annoyance and irritation that are sometimes involuntarily transferred to colleagues and clients. The participants expressed that having to look for items makes them feel guilty towards their clients, especially when they experience discomfort. Pain can be having to wait (for instance, waiting for a patient hoist to arrive) or not being able to communicate properly because they are without dentures, glasses or hearing aids. Some participants mentioned that they find it much worse when a client's belongings are lost than when the organisation's practical (and relatively easily replaceable) assets are lost.

Finally, looking for lost items can be privacy-infringing from the professional perspective, as often they have to search in the different rooms of the clients. Other findings indicated that the lack of a link between finders and owners of lost documents was a significant challenge. The first respondent reported that,

"Every day, I receive reports of citizens who have lost their national Identification Cards, ATM cards and other personal items that require police intervention to help them track the lost items. We have a room in offices that keep lost items collected or returned after someone accidentally picked the wrong items, and all these items are yet to find their owners".

These findings pointed out a gap in establishing a direct link between those who found lost documents and the owners. Thus, poising a challenge regarding the re-unification of papers and their respective owners is concerned. The author [23] established that challenges individuals and security bodies encounter to find the lost item tend to rise and become tedious, and the owner may fall into depression. The author developed an online lost item recovery application to assist individuals who had lost their items.

To establish the level of accessibility of ICT for data management, the researcher gave the respondents a few questions, and their responses were illustrated in Table 2.

Table 2 – Accessibility of ICT

Statement	Frequency	%
1. Does the organisation have any electronic data management system?		
Yes	105	95
No	2	2
Don't know	3	3
Total	110	100
2. Do you have formal logging-in/monitoring requirements for that system?		
Yes	35	32
No	60	55
Don't know	15	13
Total	110	100

Statement	Frequency	%
3. Do you have an antivirus management program to protect the system from destroying the content?		
Yes	30	27
No	70	64
Don't know	10	9
Total	110	100
4. Do you communicate with your customers online?		
Yes	30	27
No	65	59
Don't know	15	14
Total	110	100

Data analysis indicated that the majority, 95% of the respondents, said that their organisation had an electronic data management system, 2% said no, while 3% didn't know. In addition, data from the interviews established that those who had access to the data management system disclosed that there were specific policies controlling access to the design and that there was a formal logging-in procedure to access data or to use the system. So, security was provided to protect information from unauthorised users. These findings support the Innovation Diffusion theory, as illustrated by [28], that it attracts more users when something is not complicated. Thus, the results of this paper established easy accessibility of ICT in an organisation and made it possible for employee usage.

The study sought to determine how ICT's unavailability affected employee data management. The study analysed the following activities of data management in an organisation; assessing/analysing employee performance, record keeping, cost optimisation and service delivery. The unavailability of ICT in data management was considered using nine items. The responses were rated using a Likert scale of 1 to 5. The results are shown in Table 3.

Table 3 – Indicators of unavailability of ICT in data management

Statement	Response Rate Scale of 1-5, %					Mean	STDev
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5		
Record keeping							
Keeping records electronically reduced the loss of documents	0	0	7	44	48	4.41	0.63
The lack of adequate ICT facilities interferes with the recording of data.	0	0	13	26	61	4.48	0.72
Electronic assessment played an essential role in minimising the loss of organisational documents	0	0	44	44	11	2.63	1.32
					Aggregate	4.02	0.82
Employees performance							
Lack of ICT demotivates the employees	0	0	6	52	43	4.37	0.59
The use of ICT expedites data processing by employees	0	0	11	57	31	4.20	0.63
					Aggregate	3.19	0.65
Cost optimisation and service delivery							
The absence of ICT increases the cost of production in an organisation	0	0	7	39	54	4.46	0.64
ICT saves is costly to acquire and maintain	15	25	10	25	25	2.06	0.60
Lack of ICT slows down the service delivery of an organisation	0	0	5	40	55	4.48	0.62
					Aggregate	3.26	0.62

Data from the interviews discovered that most respondents perceived ICT as an effective tool that improved keeping records, as keeping records electronically reduced the loss of documents. Respondents also revealed that ICT enhanced the recording and keeping of organisational documents. They added that making electronic assessments was essential in minimising the loss of corporate documents. This implies that the availability of ICT enhances proper record-keeping.

Other findings indicated that most respondents (70%) confirmed that assessed work could easily be transferred electronically to the departmental head, and 30% did not accept it. Since the highest percentage, 70%, conformed to the statement, it implies that ICT plays a vital role in how records are kept and transferred from one office to another, i.e., from junior staff to departmental heads.

These findings concur with [27], who established that an electronic records management system allowed for easy comparison of registration status with other data, such as student's academic progress and ensuring proper time management.

CONCLUSIONS

Based on the findings of this study, the paper concludes that challenges resulting from inefficient use of ICT in data management both at personal and organisational levels in Nairobi County include: insufficient tracking methods of lost methods, high cost, time-consuming, poor record keeping, poor service delivery and poor employee/organisational performance. Losing items as an individual or in the organisation and not being able to (re)find these items is a real challenge in Nairobi County. From the findings, data loss has impacted employees' performance and the growth of an organisation and a nation. Therefore, data (personal and organisational) are supposed to be protected at all costs, and this study suggests that appropriate measures be put in place to prevent data loss or any other form of related information security challenges.

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Проблематика оцінки слідчим суддею доказів при розгляді клопотань про застосування заходів забезпечення кримінального провадження

Problems of Evidence Assessment by Investigating Judge when Considering Motions for Application of Measures to Ensure Criminal Proceedings

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Анотація. У статті проаналізовано проблематику оцінки доказів слідчим суддею на предмет їх належності, допустимості, достовірності, а сукупність зібраних доказів – з точки зору достатності та взаємозв'язку при розгляді клопотань про застосування заходів забезпечення кримінального провадження. Проаналізовано основні наукові позиції та практика суддів із зазначеного питання. Встановлено, що проблематика оцінки доказів слідчим суддею при розгляді клопотань про застосування заходів забезпечення кримінального провадження вимагає, як внесення змін до вже діючих норм КПК України, так і прийняття нових норм, направлених на вдосконалення регулювання окремих аспектів організаційної складової кримінального процесу (що визначають порядок застосування заходів забезпечення кримінального провадження). Запропоновано окремі питання вирішити на рівні Пленуму Верховного Суду шляхом прийняття роз'яснень рекомендаційного характеру.

Ключові слова: підозра; обґрунтована підозра; підозрюваний; слідчий суддя; докази; доказування; клопотання; захід забезпечення; кримінальне провадження.

Abstract. The article analyzes the problems of evaluation of evidence by the investigating judge in terms of their relevance, admissibility, reliability, and the totality of the evidence collected - in terms of sufficiency and interconnection when considering motions for the application of measures to ensure criminal proceedings. The leading scientific positions and practices of judges on this issue are analyzed. It is established that the problem of evidence assessment by the investigating judge when considering motions for the application of measures to ensure criminal proceedings requires both amendments to the existing norms of the Criminal Procedure Code of Ukraine and the adoption of new norms aimed at improving the regulation of certain aspects of the organizational component of the criminal process (determining the procedure for applying measures to ensure criminal proceedings). It is proposed that specific issues be resolved at the level of the Plenum of the Supreme Court by adopting clarifications of a recommendatory nature.

Keywords: suspicion; reasonable suspicion; suspect; investigating judge; evidence; proof; motion; interim measures; criminal proceedings.

ВСТУП

Здійсненню процесуальної діяльності слідчого судді у зв'язку із вчиненням кримінального правопорушення передує прийняття процесуального рішення, порядок якого визначений нормами Кримінального процесуального кодексу України. Рішення слідчого судді

– це спрямовані на досягнення цілей кримінального провадження акти застосування норм процесуального права, які відповідають вимогам законності та обґрунтованості, містять владні волевиявлення та висновки з правових питань, що виникають під час досудового розслідування.

Законність рішень слідчого судді означає, по-перше, їх відповідність (за формою та змістом) вимогам КПК України, по-друге – правильне застосування при їх винесенні норм процесуального закону. Обґрунтованим є рішення, ухвалене слідчим суддею на підставі об'єктивно з'ясованих обставин, які підтверджені доказами, дослідженими та оціненими слідчим суддею. Саме внаслідок оцінки доказів у слідчого судді формується переконання, що ним встановлено безпосередньо такі обставини, які дають підстави для ухвалення того чи іншого процесуального рішення.

Наявність обґрунтованої підозри являється однією з обов'язкових підстав для обрання будь-якого заходу забезпечення кримінального провадження, що передбачає необхідність оцінки матеріалів, якими доводиться наявність наведених у клопотання обставин. Однак, з огляду на те, що КПК України не містить чіткого визначення повноважень слідчих суддів, зокрема, й під час оцінки доказів, це породжує як дискусії в науковому полі, так і протиріччя у судовій практиці.

Питання доказування під час розгляду та вирішення слідчим суддею та судом клопотань про застосування заходів забезпечення кримінального провадження висвітлювалися у дослідженнях: В. Вапнярчука, І. Гловюк, В. Завтура, Т. Лукашкіної, М. Макарова, А. Палюха, Х. Слюсарчук, М. Стоянова, С. Шаренко, О. Шило, С. Шульгіна та ін.

Стаття присвячена питанню оцінки слідчим суддею доказів при розгляді клопотань про застосування заходів забезпечення кримінального провадження, визначенні проблем з якими стикається слідчий суддя під час оцінки доказів та наведені пропозицій по їх вирішенню.

РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Оцінка доказів визначається у профільній літературі як діяльність (процес) розумової чи практичної спрямованості. Зміст даного процесу полягає у визначенні ролі та значення зібраних доказів (як окремо, так і їх сукупності) для встановлення істини у кримінальному провадженні. Оцінити докази – це визначити, наскільки точно встановлений кожен із них, у якому взаємозв'язку зі справою та іншими доказами він перебуває, який саме значимий для справи факт він встановлює чи спростовує, і що означають у сукупності всі зібрані у справі докази [8]. Варто зазначити, що в наукових колах висловлювалися різні думки стосовно того сенсу, який необхідно вкладати у словосполучення «оцінка доказів».

Що стосується законодавчого визначення, то згідно ст. 94 КПК України оцінка доказів визначається наступним чином: «Слідчий, прокурор, слідчий суддя, суд за своїм внутрішнім переконанням, яке ґрунтується на всебічному, повному й неупередженому дослідженні всіх обставин кримінального провадження, керуючись законом, оцінюють кожний доказ з точки зору належності, допустимості, достовірності, а сукупність зібраних доказів – з точки зору достатності та взаємозв'язку для прийняття відповідного процесуального рішення. Жоден доказ не має наперед встановленої сили» [7]. Зіставлення назви ст. 94 КПК України «Оцінка доказів» та її змісту дає підстави зробити висновок про те, що сутністю оцінки доказів є визначення всіх їх властивостей: належності, допустимості, достовірності, достатності та взаємозв'язку, тому усунення будь-яких властивостей із змісту оцінки доказів видається неприпустимим. Фіксуючи у загальному вигляді правила оцінки доказів, Кримінальний процесуальний кодекс у Главі 4 КПК «Докази і доказування» розкриває їх зміст.

Слідчий суддя для розгляду клопотання про застосування заходів забезпечення кримінального провадження повинен приймати рішення на основі поданих йому доказів. Для слідчого судді подані докази є вичерпною сукупністю даних стосовно обставин, на які посилаються сторони кримінального провадження. Оцінюючи подані докази слідчий суддя приймає рішення, яке на підставі проведеної оцінки має бути єдино правильним, оскільки воно, попри проміжний характер, істотно впливає на весь подальший хід кримінального провадження.

Згідно ч. 5 ст. 132 КПК України під час розгляду питання про застосування заходів забезпечення кримінального провадження сторони кримінального провадження повинні подати слідчому судді або суду докази обставин, на які вони посилаються. Проте, КПК України не містить єдиної уніфікованої позиції стосовно моменту подання доказів, які обґрунтовують подання клопотання про застосування заходів забезпечення кримінального провадження. Вважаємо, що логічним є подання доказів не під час розгляду питання про застосування заходів забезпечення кримінального провадження, а до початку такого розгляду по суті, під час подання самого клопотання.

Аналіз положень КПК України вказує на те, що відносно одних заходів забезпечення кримінального провадження слідчому судді можуть подаватись лише копії матеріалів (щодо приводу особи, грошового стягнення, тимчасового обмеження у користуванні спеціальним правом, відсторонення від посади та ін.), стосовно других – копії та оригінали (щодо арешту майна), стосовно третіх існує правова невизначеність у зв'язку з тим, що законодавець залишив дане питання поза увагою (щодо тимчасового доступу до речей і документів).

Вищевикладене вимагає, в першу чергу, внести зміни до КПК України, спрямовані на вдосконалення регулювання окремих аспектів організаційної складової кримінального процесу (що визначають порядок застосування заходів забезпечення кримінального провадження), без якої неможливо ефективно провести розгляд клопотань про застосування зазначених заходів. Пропонуємо викласти ч. 5 ст. 132 КПК України наступним чином:

«До початку розгляду питання про застосування заходів забезпечення кримінального провадження сторони кримінального провадження повинні разом із клопотанням подати слідчому судді або суду докази обставин, на які вони посилаються. До клопотання додаються оригінали або копії матеріалів, якими сторони, інші учасники кримінального провадження обґрунтовують свої доводи».

Отримавши докази (копії матеріалів, а в деяких випадках – оригінали), якими обґрунтовуються клопотання про застосування заходів забезпечення кримінального провадження, слідчий суддя ретельно аналізує кожне з них окремо, виділяючи найбільш важливі та суттєві його характеристики, зіставляючи його з іншими.

Аналіз приписів закону про підстави для застосування заходів забезпечення кримінального провадження, які мають наслідком найбільше обмеження прав і свобод людини, засвідчує, що обов'язковими умовами їх ужиття є доведення належним представником сторони обвинувачення наявності: 1) обґрунтованої підозри щодо вчинення особою кримінального правопорушення такого ступеня тяжкості, що може бути підставою для застосування заходів забезпечення кримінального провадження; 2) потреб досудового розслідування, що виправдовують такий ступінь втручання у права і свободи особи, про який ідеться в клопотанні слідчого, дізнавача, прокурора; 3) виконання завдання, для виконання якого слідчий, дізнавач, прокурор звертається з клопотанням. Кожну з визначених обставин/приводів/підстав потрібно доводити окремо з посиланням на конкретні матеріальні докази. Бездоказову констатацію існування певної обставини слідчий суддя повинен розглядати як припущення [19]. Оцінюючи матеріальні докази, слідчий суддя повинен керуватися правилами їх оцінки. Кожна із зазначених властивостей доказів має свої особливості прояву. Так, належність доказів передбачає вирішення питання щодо можливості встановлення на основі відомостей, які в них містяться, підстав для відмови у задоволенні клопотань про застосування заходів забезпечення кримінального провадження.

Результати аналізу юридичної літератури свідчать, що під належністю доказу прийнято розуміти таку внутрішньо властиву йому якість, унаслідок якої цей доказ здатен встановити обставини, що необхідні для повного і правильного вирішення кримінального провадження [5]. Автор Н. Сібільова називає властивість належності доказу його віднесеністю і визначає її як можливість використання доказів для встановлення фактів та обставин, які підлягають доказуванню у кримінальній справі, з огляду на існуючий між ними взаємозв'язок та визначає критерії, яким повинен відповідати віднесений доказ: 1) значення для справи обставин, що ним встановлюються; 2) значення цього доказу для встановлення саме цих обставин [20]. Схожої позиції дотримується Т. Лукашкіна, на думку якої належними є докази, за допомогою яких можна встановити обставини, які необхідні для вирішення справи або для прийняття певних процесуальних рішень [1]. Вчена Д. Сергєєва вважає, що належність доказу – це його придатність встановлювати обставини, що є предметом доказування, через логічний зв'язок між отриманими фактичними даними і тим, що потрібно доказувати. Тільки визначивши, які саме обставини кримінального провадження необхідно встановити, можна вирішити питання про належність конкретних фактичних даних до кримінального провадження, тобто їх належність для вирішення конкретної задачі [13]. Належним у контексті застосування заходів забезпечення кримінального провадження є доказ, який прямо чи непрямо підтверджує існування обставин, що обґрунтовують доводи, викладені в клопотанні про застосування заходів забезпечення кримінального провадження в межах локального предмету доказування.

Вітчизняне законодавство, в тому числі роз'яснення вищих судових інстанцій, лише частково дають відповідь на питання, пов'язані із визначенням належних доказів для підтвердження тих чи інших обставин, що обґрунтовують доводи, викладені в клопотанні про застосування заходів забезпечення кримінального провадження. Наголосимо, що окремі аспекти належності доказів при застосуванні заходів забезпечення кримінального провадження отримали застосування у вітчизняному кримінальному процесі завдяки рішенням Європейського Суду з прав людини. Проте більшість норм КПК та положень Касаційного кримінального суду стосуються безпосередньо запобіжних заходів, які є лише одним із існуючих в кримінальному процесі видів заходів забезпечення кримінального провадження. Практика свідчить, що слідчі судді, зважаючи на пробільність вітчизняного законодавства, застосовують ці норми за аналогією, що нерідко призводить до помилок та перегляду прийнятих рішень.

Допустимість є властивістю доказів, яка характеризує їх із точки зору законності джерела відомостей про фактичні дані, а також способів отримання і закріплення зазначених відомостей у порядку, передбаченому КПК України, стороною кримінального провадження в результаті проведення процесуальної дії при дотриманні норм закону, що визначає форми даної дії. В науковій літературі існує безліч позицій щодо властивостей доказів та їх взаємозв'язку. Наприклад, В. Савицький змішував допустимість доказів із належністю. Автор відзначав, що в процесуальній теорії терміном «допустимість доказів», зазвичай, позначають здатність джерела відомостей про факт (показання свідка, висновок експерта тощо) встановлювати факт, що має значення для справи [12]. При цьому, нинішній кримінальній процесуальній науці відомо, що здатність встановлювати значення фактів для кримінального провадження є одним із критеріїв визнання доказів належними. Критикуючи позицію про те, що допустимість відноситься і до процесуальної форми доказу, і до його змісту (через свій нерозривний зв'язок), Ю. Орлов пише, що такий зв'язок не відкидає їх відокремленої перевірки та оцінки, оскільки до них пред'являються абсолютно різні вимоги. Доказ цілком може бути придатний за формою, але не придатний за змістом, тобто неналежним (довідка про факт, який не цікавить слідство) і навпаки (знаряддя злочину, вилучене з грубими процесуальними порушеннями). Зв'язок між цими властивостями полягає в тому, що для визнання доказу придатним необхідно і те, й інше [10]. Ми дотримуємося тієї позиції, що допустимість доказів при розгляді клопотань про застосування заходів забезпечення кримінального провадження має безпосереднє відношення лише до їх процесуальної форми, змістовну сторону яких характеризують інші властивості доказів.

Виходячи зі ст. 62 Конституції України [6], Рішення Конституційного Суду України від 20.10.2011 р. № 12-рп/2011 [11] та § 1 Глави 4 КПК України [7] ми також можемо визначити практичний зміст, який вкладає у поняття «допустимість доказів» вітчизняний законодавець. У цих правових актах простежується позиція, згідно якої доказ визнається допустимим, якщо він отриманий у порядку, встановленому КПК України. Порушення порядку при збиранні доказів призводять до порушення процесуальної форми, яка є обов'язковою умовою визнання отриманих фактичних даних доказами. У разі відсутності однієї з умов визнання фактичних даних доказами, ці дані не можна визнавати доказами. Але КПК України все ж визнає їх такими, вказуючи, що докази, отримані внаслідок істотного порушення прав та свобод людини, гарантованих Конституцією та законами України, міжнародними договорами, згода на обов'язковість яких надана Верховною Радою

України, а також будь-які інші докази, здобуті завдяки інформації, отриманій внаслідок істотного порушення прав та свобод людини є недопустимими (ч. 1 ст. 87 КПК України). В інших статтях КПК України також йдеться про докази. Однак, як ми вже згадували вище, доказ є єдністю змісту і процесуальної форми. За відсутності належної форми отримання фактичних даних, вони не можуть бути визнані доказами, які потім визнаються неприпустимими доказами. Тому більш доцільно вести мову про неприпустимість фактичних даних.

Отже, допустимість ототожнюється із законністю отримання доказів, які є фактичним даними. Межі законності визначаються в нормативно-правових актах різної юридичної сили. Таким чином, характеристикою допустимості наділені ті докази, одержані відповідно до вимог кримінального процесуального законодавства, внаслідок дотримання прав та свобод людини і громадянина, гарантованих Конституцією та законами України, міжнародними договорами, згода на обов'язковість яких надана Верховною Радою України.

Про необхідність оцінки допустимості доказів слідчим суддею при розгляді клопотань про застосування заходів забезпечення кримінального провадження свідчать окремі положення КПК України. Так, згідно положень ч. 3 ст. 17 КПК України обвинувачення не можуть ґрунтуватися на доказах, отриманих незаконним шляхом. Крім того, слідчий суддя не може використати недопустимий доказ при прийнятті процесуального рішення. Ця вимога, в її загальному вигляді, передбачена ч. 2 ст. 86 КПК України, згідно з якою недопустимий доказ не може бути використаний при прийнятті процесуальних рішень, на нього не може посилатися суд при ухваленні судового рішення. Важко не помітити, що законодавець відділив судові рішення від інших процесуальних, однак, і для тих, і для інших встановив правила щодо врахування недопустимих доказів. Навіть не вдаючись до міркувань про те, яким суб'єктам і які процесуальні рішення дозволено приймати у кримінальному провадженні, очевидним є те, що недопустимість доказів повинна враховуватись під час прийняття таких рішень. А з урахуванням ч. 1 ст. 94 КПК України, можна зробити висновок про те, що і слідчий суддя, який є незалежним у своїй діяльності, не тільки може, але і повинен оцінювати докази з точки зору їх допустимості та робити відповідні висновки, які враховувати при прийнятті своїх рішень. Риторичне питання – як можна зробити висновок про недопустимість доказу, не визнавши його таким? В противному випадку, оцінка слідчим суддею доказів буде позбавлена всякого сенсу, адже не врахувати доказ при прийнятті рішення можна лише в разі визнання його недопустимим. Не чекати ж при цьому рішення за результатами судового розгляду, а лише потім, отримавши судову оцінку доказів, повертатись до вирішення питань, які повинні були передувати такому судовому розгляду [21]. Наведена ситуація, на наш погляд, показує абсурдність позиції щодо обмеження повноважень слідчого судді в оцінюванні доказів. Крім того, згідно з п. 1 ч. 1 ст. 194 КПК України отримавши клопотання про застосування запобіжного заходу слідчий суддя зобов'язаний встановити, чи доводять надані сторонами кримінального провадження докази обставини, які свідчать, в тому числі, про наявність обґрунтованої підозри у вчиненні підозрюваним, обвинуваченим кримінального правопорушення. У разі наявності відповідних підстав, слідчий суддя визнає саму підозру необґрунтованою та відмовляє в задоволенні клопотання, фактично оцінюючи подані докази на обґрунтування підозри з боку їх допустимості.

Цікавою в цьому випадку є судова практика. В окремих рішеннях апеляційних судів за результатами розгляду скарг на ухвали слідчих суддів про застосування заходів забезпечення кримінального провадження неодноразово зазначалось, що слідчий суддя на цьому етапі провадження не вправі вирішувати ті питання, які повинен вирішувати суд під час розгляду кримінального провадження по суті, зокрема, не вправі оцінювати докази з точки зору їх достатності і допустимості для визнання особи винною чи невинною у вчиненні злочину, а лише зобов'язаний на підставі розумної оцінки сукупності отриманих доказів визначити, що причетність особи до вчинення кримінального правопорушення є вірогідною та достатньою для застосування щодо неї обмежувального заходу [15, 16]. Зазвичай судді заперечують право слідчого судді оцінювати кожен доказ з точки зору його допустимості посилаючись на ч. 4 ст. 87, ст. 89 КПК України, текст яких вказує лише на одного суб'єкта, уповноваженого визнавати докази недопустимими: суд під час судового розгляду.

Двоїстість позиції прослідковується в ухвалах Вищого антикорупційного суду. Так, судова практика вже містить рішення, в яких, посилаючись на досвід ЄСПЛ зазначається, що вирішення питання щодо обґрунтованості повідомленої підозри, оцінка наданих слідчому судді доказів повинна здійснюватись не в контексті оцінки доказів з точки зору їх достатності і допустимості для встановлення вини чи її відсутності, доведення чи не доведення винуватості особи, що здійснюється судом при ухваленні вироку, а з метою визначити вірогідність та достатність підстав причетності тієї чи іншої особи до вчинення кримінального правопорушення, а також чи є підозра обґрунтованою, щоб виправдати подальше розслідування або висунення обвинувачення (справа № 991/7701/20, провадження № 1-кс/991/7915/20 [17]). Проте, існує й інший підхід. Наприклад, зі змісту ухвали Апеляційної палати Вищого антикорупційного суду (справа № 991/8424/21, провадження № 11-сс/991/23/22 [18]) вбачається, що на стадії досудового розслідування визнання доказів слідчим суддею недопустимими все ж є можливим. Суд допускає такий підхід у випадках, коли такі докази отримані внаслідок істотного та очевидного порушення прав та свобод людини і їх недопустимість обумовлена такими обставинами, які у будь-якому випадку не можуть бути усунуті в ході подальшого розслідування чи судового розгляду або шляхом надання додаткових матеріалів, які вже є у розпорядженні сторони кримінального провадження. Тобто, висновок про недопустимість відповідного доказу є категоричним навіть із врахуванням відповідних особливостей стадії досудового розслідування. Слідчий суддя на цій стадії може визнати недопустимими лише очевидно недопустимі докази, порушення порядку збирання яких не може бути спростоване будь-якими іншими матеріалами. Вважаємо, що наявні приписи КПК України та судова практика дозволяє слідчим суддям оцінювати допустимість доказів виходячи за рамки локального предмету доказування, а отже і відмовляти на цій основі в застосуванні відповідного заходу забезпечення кримінального провадження. Що стосується положень ст. 86 КПК України та ст. ст. 87, 89 КПК України, то тут прослідковується співвідношення загальної норми (ст. 86 КПК України) зі спеціальною (ст. ст. 87, 89 КПК України). Спеціальні норми стосуються оцінки допустимості доказів саме судом. Їх існування не відміняє того, що загальна норма встановлює заборону на використання слідчим суддею недопустимого доказу при прийнятті процесуального рішення.

Вважаємо, що неоднозначне тлумачення кримінальних процесуальних норм стало можливим лише через відмінності законодавчої техніки використаної різними авторами норм, які містяться в КПК України. Вищевикладене вимагає внесення відповідних змін до КПК України, спрямованих на усунення існуючої колізії в технічному викладені норм та положень кодексу, які стосуються оцінки доказів. Перш ніж це буде зроблено, питання повинно бути вирішене на рівні прийняття Пленумом Верховного Суду роз’яснень рекомендаційного характеру. Відзначимо, що на сьогоднішній день Єдиний державний реєстр судових рішень містить достатню кількість рішень слідчих суддів на основі аналізу і узагальнення яких Пленумом Верховного Суду зможе вирішити окреслене питання.

Зважаючи на необхідність подання стороною кримінального провадження доказів на підтвердження обґрунтованості підозри щодо вчинення особою кримінального правопорушення такого ступеня тяжкості, який може бути підставою для застосування заходів забезпечення кримінального провадження, виникає питання: чи має право слідчий суддя оцінювати допустимість та належність доказів, які обґрунтовують правильність кваліфікації саме того кримінального правопорушення, яке заявлене в підозрі? На сьогоднішній день наукові позиції стосовно даного питання розділились на два діаметрально протилежні табори.

Представники першого дотримуються позиції, згідно якої питання правильності кваліфікації дій підозрюваного слідчим суддею під час розгляду зазначеного клопотання не підлягає аналізу та оцінці, оскільки є предметом дослідження досудового розслідування та судового розгляду справи по суті. Судова практика їх підтримує, у зв’язку з чим зазначена позиція є домінуючою. У більшості своїх рішень, присвячених перевірці скарг на рішення про застосування заходів забезпечення кримінального провадження, суди відзначають, що перевірка правильності кваліфікації кримінального правопорушення не входить до повноважень слідчого судді.

Що стосується представників другого табору, то їх позиція полягає в тому, що необхідність оцінки допустимості та належності доказів, які обґрунтовують правильність кваліфікації, передбачена забороною КПК України (ч. 3 ст. 132 КПК України) стосовно застосування заходів забезпечення кримінального провадження без доведення обґрунтованої підозри щодо вчинення кримінального правопорушення такого ступеня тяжкості, який може бути підставою для застосування заходів забезпечення кримінального провадження. Що стосується нашої позиції, то вона не така категорична. Вважаємо, що правильність та «доведеність» кваліфікації хоч і впливає на обґрунтованість підозри, але не у такій мірі, щоб у разі неправильної кваліфікації приймати рішення щодо її необґрунтованості і, як наслідок, безальтернативній відмові у задоволенні клопотання. Більш правильною видається позиція, за якої слідчий суддя, встановивши, що кваліфікація не підтверджується поданими доказами приймає рішення, виходячи саме із «доведеної чи встановленої» кваліфікації. Звісно, бувають випадки, коли судом встановлюється така «низька» кваліфікація, що не дає змоги застосувати заходи забезпечення, у такому випадку, – по клопотанню приймається рішення про відмову у задоволенні. Проте такі випадки майже не зустрічаються на практиці.

Згідно положень КПК України сукупність зібраних доказів при розгляді клопотань про застосування заходів забезпечення кримінального провадження повинна бути оцінена слідчим суддею з точки зору достатності та взаємозв'язку для прийняття ним відповідного процесуального рішення. На основі цієї оціни слідчий суддя визначає чи досягається належний рівень його внутрішнього переконання у достатності наданих йому доказів у необхідності застосування заходу забезпечення кримінального провадження. Достатніми є докази, які у своїй сукупності є необхідними для встановлення наявності чи відсутності фактів та обставин, що мають значення для кримінального провадження та підлягають доказуванню, й ухвалення слідчим суддею відповідного процесуального рішення при розгляді клопотань про застосування заходів забезпечення кримінального провадження.

Оцінка сукупності доказів з точки зору достатності та взаємозв'язку повинна проводитись як окремо, по кожній групі доказів отриманих слідчим суддею в межах визначених ч. 3 ст. 132 КПК України умов, які підлягають доведенню належним представником сторони обвинувачення, так і враховуючи взаємозв'язок зазначених груп доказів. Відсутність певної сукупності доказів виключає можливість здійснювати їх оцінку з точки зору достатності, а одного доказу за відсутності будь-яких інших, які б могли його доповнити, підтвердити, або спростувати, недостатньо для обґрунтування певного правового висновку та як наслідок прийняття процесуального рішення [14]. Достатність та взаємозв'язок сукупності зібраних доказів визначаються слідчим суддею за його внутрішнім переконанням і полягають у вирішенні того, чи достатньо цих доказів для прийняття відповідного процесуального рішення, чи взаємодоповнюють дані докази один одного у своїй сукупності, чи відсутні між ними будь-які неузгодженості або суперечності, чи достатньо таких доказів для задоволення клопотання про застосування заходів забезпечення кримінального провадження.

Законодавець не встановлює правила про те, яка сукупність зібраних доказів має бути визнана достатньою. Така ситуація пояснюється не пробілом законодавчої техніки, а фактичною неможливістю передбачення всіх ситуацій, які виникають на практиці, сучасним рівнем розвитку кримінальних процесуальних норм. При цьому кожен доказ, що входить до сукупності зібраних доказів, повинен бути належним, допустимим і достовірним. Тобто, на достатність та взаємозв'язок слідчий суддя оцінює докази, які вже були ним перевірені на належність, допустимість та достовірність.

Оцінка сукупності зібраних доказів є заключним етапом комплексної оцінки доказів при розгляді клопотань про застосування заходів забезпечення кримінального провадження, яка знаходить своє відображення у прийнятті слідчим суддею процесуального рішення. Отже, лише тоді, коли зібрано всю необхідну і достатню сукупність доказів, що дозволяє прийняти одні докази і пояснити, чому інші докази були відкинуті, висновок слідчого судді, заснований на такому підході, є єдино правильним, а прийняті процесуальні рішення – законними, обґрунтованими та вмотивованими.

ВИСНОВКИ

Слідчий суддя для розгляду клопотання про застосування заходів забезпечення кримінального провадження повинен приймати рішення на основі поданих йому доказів. Для слідчого судді подані докази є вичерпною сукупністю даних стосовно обставин, на які посилаються сторони кримінального провадження. Оцінюючи подані докази слідчий суддя приймає рішення, яке на підставі проведеної оцінки має бути єдино правильним, оскільки воно, попри проміжний характер, істотно впливає на весь подальший хід кримінального провадження. Висновки слідчого судді ґрунтуються на логічному осмисленні всіх доказів, як окремо, так і в їх сукупності, з урахуванням вимог закону та практики доказування. Сутністю оцінки доказів є визначення всіх їх властивостей: належності, допустимості, достовірності, достатності та взаємозв'язку, тому усунення будь-яких властивостей із змісту оцінки доказів видається неприпустимим. Оцінюючи матеріальні докази, слідчий суддя повинен керуватися правилами їх оцінки.

Належним у контексті застосування заходів забезпечення кримінального провадження є доказ, який прямо чи непрямо підтверджує існування обставин, що обґрунтовують доводи, викладені в клопотанні про застосування заходів забезпечення кримінального провадження в межах локального предмету доказування.

Допустимість доказів при розгляді клопотань про застосування заходів забезпечення кримінального провадження має безпосереднє відношення лише до їх процесуальної форми, змістовну сторону яких характеризують інші властивості доказів.

Достовірний доказ при розгляді клопотань про застосування заходів забезпечення кримінального провадження це доказ, допустимий за формою і не спростований за змістом. У всіх випадках, коли мова йде про усунення сумніву в достовірності фактичних даних, мається на увазі сумнів, породжений порушенням процесуальної форми отримання фактичних даних, тобто недотриманням правил допустимості. Слідчий суддя може визнати недопустимими лише очевидно недопустимі докази, порушення порядку збирання яких не може бути спростоване будь-якими іншими матеріалами.

Достатніми є докази, які у своїй сукупності є необхідними для встановлення наявності чи відсутності фактів та обставин, що мають значення для кримінального провадження та підлягають доказуванню, й ухвалення слідчим суддею відповідного процесуального рішення при розгляді клопотань про застосування заходів забезпечення кримінального провадження. Достатність та взаємозв'язок сукупності зібраних доказів визначаються слідчим суддею за його внутрішнім переконанням і полягають у вирішенні того, чи достатньо цих доказів для прийняття відповідного процесуального рішення, чи взаємодоповнюють дані докази один одного у своїй сукупності, чи відсутні між ними будь-які неузгодженості або суперечності, чи достатньо таких доказів для задоволення клопотання про застосування заходів забезпечення кримінального провадження.

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О коммуникативных средствах, реализующих стратегию речевого ответа

Communicative Means That Implement a Speech Response Strategy

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Аннотация. В статье рассматриваются коммуникативные стратегии языкового ответа. Новизной исследования является детальное изучение психологического воздействия и аналитические возможности ответных речевых тактик. В статье использован описательно-сравнительный метод лингвистики. Учитывая психологическую природу речевого общения, рассматривается отношение человеческого характера к речевым стратегиям, и, в том числе, стратегиям речевого ответа. Отмечается, что повторяющиеся вопросы в качестве ответа имеют синтагматический характер.

Ключевые слова: коммуникативные стратегии; психологическое воздействие; речевые ответы; речевые тактики; синтагматика; повторные вопросы.

Abstract. The article examines the communicative strategies of language response. The novelty of the research is the detailed study of psychological impact and the analytical possibilities of response speech tactics. The article uses the descriptive-comparative method of linguistics. Considering the psychological nature of speech communication, the human character's relation to the speech strategies, including the speech response strategies, is considered. It is noted that repetitive questions as a response are syntagmatic.

Keywords: communication strategies; psychological impact; speech responses; speech tactics; syntagmatics; repeated questions.

ВВЕДЕНИЕ

Нет в мире более или менее развитого языка, который на основе своих материалов не изучал бы дискурсивное обучение, в том числе психологическую и лингвистическую природу дискурса. В целом изучаются вопросы акта речи, а также вопросы происхождения и передачи, принятие и усвоения речи. В последние годы темы дискурса стали более актуальными. Н. Э. Энквист заявил, что «Дискурс — это набор контекста с текстом и ситуационным компонентом» [5, с. 270]. Уклонение от прямого ответа происходит от дискурса.

Следует отметить, что средства коммуникации, служащие стратегии уклонение от прямых ответов, вообще не изучались в азербайджанской лингвистике. Хотя в некоторых исследованиях отдельных авторов рассматривались некоторые способы уклонение от прямого ответа, этот вопрос рассматривается эпизодически. В данном исследовании впервые комплексно исследуются средства коммуникации, которые используются при уклонении от прямого ответа.

Вопросы создания, передачи, принятие и усвоения других языковых структурных единиц любого уровня, а также речевых высказываний подробно изучены М. Аскеровым. Разработана и успешно применяется новая теория психологических проблем языка, названная теорией лингвопсихологического единства. На основе этой теории мы проводим наше исследование [1; 2; 3].

Практически не изучены некоторые вопросы азербайджанского языкознания, особенно речевая стратегия и, в частности, стратегия в дискурсивном исследовании, лингвопсихологические элементы коммуникативной стратегии, влияние целенаправленных или случайных изменений функции коммуникативной единицы на общий процесс общения.

МЕТОДЫ И МАТЕРИАЛЫ ИССЛЕДОВАНИЯ

При анализе коммуникативных стратегий, которые реализуют стратегию ответа, были использованы языковые факты и диалогические ситуации, выступающие в качестве речевого шаблона. При анализе речевых ситуаций автор опирается на теоретическую базу лингвистических исследований, используя описательно-сравнительный метод.

РЕЗУЛЬТАТЫ ИССЛЕДОВАНИЯ

Речевые тактики в когнитивном освещении. Как известно, область когнитивной лингвистики в последнее время приобрела большую популярность в мире языкознания. В частности, научные исследования дискурса стали одной из актуальных тем современной лингвистики. Автор М. Холлидей характеризует дискурс по четырем признакам: 1) создание текста; 2) Установление ситуативного контекста через текст; 3) Создание потенциала, скрытого за текстом; 4) Создание культурного контекста в конкретной ситуации [10].

Основными тактиками и приемами, служащими уклонению от прямого ответа, являются повторение, затягивание ответа, смягчение решимости в ответе и обобщение. В некоторых ситуационных ситуациях такие виды поведения, как скрытое неприятие, глухота, насмешки и намеки, также могут считаться типами тактик, служащих для уклонения от ответа. В некоторых ситуациях такие виды поведения, как скрытое неприятие, делать вид, что не слышал, насмешки и намеки, также могут считаться типами тактик, служащих для уклонения от ответа. Для ухода от прямого ответа можно использовать невербальные средства, а также комбинированные, смешанные тактики.

Наиболее активной и наиболее распространенной тактикой ухода от прямого ответа в процессе общения является повторение. Человек, использующий эту тактику, иногда хочет, чтобы вопрос был повторен, либо вместо ответа повторяет вопрос, как есть, либо частично искажая его.

Вместо того чтобы задавать вопрос или отвечать на него, повторение вопроса в том виде, в котором он есть, помогает выиграть время для *более подходящего* или правильного ответа. Когда мы произносим *более подходящий ответ*, мы не всегда имеем в виду точный ответ. В некоторых случаях, чтобы избежать прямого ответа, можно найти ответ более подходящий и формальный, но имеющий иной смысл. «В сфере субъективно-логической коммуникации повторение и повторяющиеся запросы обычно считаются излишними» [9], поскольку они не добавляют новой информации. Однако, в рамках стратегии избегания прямого ответа, тактика повторения и повторяющихся запросов является наиболее распространенной. Она позволяет говорящему уйти от прямого ответа, но также содержит дополнительную информацию о его эмоционально-экспрессивных возможностях. Тактика повторения и повторяющихся запросов, в первую очередь, представлена визуальными средствами лексического языка. При этом тактику повторения и повторных вопросов можно охарактеризовать как парадигмальную, поскольку они основаны на сочетании выбранных говорящим слов и словосочетаний с другими словами, близкими по смыслу, но не представленными в произношении. Тактика повторения и повторяющихся вопросов представлена средствами языковой выразительности, т.е. средствами специальных синтаксических конструкций, особенно эллиптических и параллельных структур, экспрессивных, риторических вопросов, повышающих выразительность речи и эмоциональность.

Национальные и этнокультурные особенности дискурса. «Сам дискурс имеет национальные и культурные особенности» [7]. В качестве основных признаков дискурса можно рассматривать национальность, этнокультурные особенности. Конечно, эти особенности распространяются не на все виды дискурса. Национальность, этнокультурные особенности более характерны для художественного дискурса. Поэтому, определяя художественный дискурс, Т. Ван Дейк исходил из его прагматической функции [4].

Вместо ответа повторение вопроса с его частичным изменением и искажением служит формированию вопроса в соответствии с его целью.

Произнесение разных слов и предложений, не передающих никакого смысла по существу вопроса, или повторение фраз и выражений, менее относящихся к делу, также является внутренним элементом той же тактики. Примером могут служить исполнения мейханы (азербайджанская народное музыкально-поэтическое творчество), ставшие довольно популярными в последнее время. Основной целью мейханы является создание нового стихотворения, нового стиха, состоящего из четырех строк, в соответствии с заданной рифмой и ритмом. Создание этого поэтического произведения, являющегося сущностью интеллектуальной речи, требует некоторого времени. Чтобы выиграть это время, трактирщик или поддерживающая его группа повторяет рифмованный куплет с барабанами в соответствии с соответствующим ритмом или гармонией музыки и таким образом дает время так называемой поэту-мейханщику создать новое стихотворение в соответствии с этой рифмой и ритмом.

Активные речевые тактики уклонения от прямого ответа. Одной из наиболее активных тактик уклонения от прямого ответа в процессе коммуникации является тактика отсрочки ответа. Отсрочка ответа на самом деле служит трем разным целям: во-первых, выиграть время для *более точного ответа*, во-вторых, выиграть время для более подходящего ответа и, в-третьих, сделать вопрос менее актуальным во времени и «измерить пульс» общество.

Отсрочка ответа, чтобы выиграть время для более точного ответа, – одна из самых распространенных тактик в реальной жизни. В некоторых моментах нормально подумать, прежде чем ответить. Мы видим это в некоторых конкурсах знаний, таких как всемирно известные конкурсы «Кто хочет стать миллионером», «Остров чудес» («Колесо фортуны»), а также конкурсы для детей и школьников «Отлично», «Знайка и его друзья». В этих соревнованиях дается время, чтобы найти ответ на вопрос.

Но бывают случаи, когда это воспринимается как слабость, беспомощность или даже некомпетентность, чтобы люди чувствовали, что вам нужно время подумать, чтобы ответить на вопрос. В эти моменты становится необходимым потратить время на размышления, прежде чем кто-либо что-либо почувствует. Выиграть время для размышлений можно за счет повторения, как упоминалось в предыдущем абзаце. Но иногда использование этой тактики неприемлемо. По этой причине необходимо заполнить время, необходимое для размышлений, более интересными средствами, которые привлекут внимание аудитории или другой стороны. Пример тому – состязание ашугов. Чтобы выиграть время ашуг или его ученик наигрывают музыкальную мелодию *gözəlləmə*, сыгранную без слов. Это дополнительное время или пауза используется для того, чтобы дать ашугу подумать.

Опять же, самый точный и правильный ответ в некоторых случаях не является самым подходящим ответом. Другими словами, в некоторых случаях лучший ответ может быть не самым точным, в зависимости от местоположения и обстоятельств. В связи с этим, какой бы метод или способ ни применялся для уклонения от ответа, главная цель здесь не в том, чтобы найти более точный и правильный ответ, а в том, чтобы найти наиболее подходящий ответ, наиболее подходящий к месту и обстоятельствам.

Вопрос, заданный с отсроченным ответом, иногда неактуален с точки зрения времени. В некоторых случаях вопрос теряет свою первоначальную актуальность из-за вмешательства других сторон и открытия дискуссий вокруг вопроса, в то время как, с другой стороны, происходит «измерение пульса» публики.

Тактика снижения решимости в ответ также является одной из активных тактик, служащих стратегией уклонение от прямого ответа. Понижение решимости, в сущности, служит для того, чтобы придать ответу, а в некоторых случаях и самому вопросу такую цель. Тактика снижения решимости в ответ часто встречается в политическом дискурсе, в быту и в художественной литературе.

Эту тактику, широко используемую в политическом дискурсе, иногда называют «заточкой». Как известно, язык политики, как правило, далек от эмоций, стабилен и позитивен. При построении политического дискурса иногда возникают вопросы, слова и утверждения, которые намеренно показывают обратное сказанному. Таким образом, в официальной переписке, отражающей межгосударственные отношения, особенно в нотах, имеет место негласная или открытая попытка зашлифовать острые грани международных отношений. Для достижения этой цели в политическом дискурсе нормой является давать округлый, отточенный, гладкий ответ даже на самый определенный и строгий вопрос, и именно это понимается под тактикой снижения решимости в ответе.

Одной из тактик, служащих стратегии уклонения от прямого ответа, является тактика обобщения. Ответ, данный в соответствии с этой тактикой, как правило, не является прямым ответом на вопрос. Более ожидаемая реакция служит для оправдания поведения, к которому она относится. В этом случае делается отсылка к существующим законам, нормам, обычаям и традициям, и в подобных ситуациях принято, что так должны поступать все.

Эта тактика более распространена в политико-правовом дискурсе и имеет множество примеров в быту и литературе. Например, в некоторых уголовных делах, связанных со смертью или телесными повреждениями, адвокаты подсудимых часто пытаются привести защиту в соответствие с общими нормами, такими как *самооборона, неприкосновенность личного имущества* или *состояние аффекта*. Такие попытки также можно считать примером применения тактики обобщения.

«Эта тактика часто используется в повседневной жизни» [8]. Классические отговорки учеников, которые не знают или плохо знают урок: *тема была очень сложной, я не мог найти книгу, в нашем районе выключили свет* – такие ответы являются распространенными отговорками.

Примерами тактики обобщения являются министры, советующие наказывать родственников во имя сохранения престола в рассуждениях и речах о правовых и политических ситуациях, описанных в литературе. Это также тактика обобщения, когда короли и султаны, пытающиеся узаконить свое угнетение, говорят, что «*предыдущие правители поступали так же*».

Влияние человеческого характера на речевые тактики. Чтобы избежать прямого ответа, в некоторых случаях тема, человек или ситуация «табуируются» и открыто воздерживаются от разговора о них индивидуально или имплицитно. В таких случаях, как правило, пытаются уклониться от прямого ответа или отказаться от ответа на вопрос буквально под предлогом активной агрессии, застенчивости, неуверенности в себе, нарушения личных идеалов и др.

Человек, пытающийся уйти от прямого ответа, заняв активную наступательную позицию, обычно говорит: *вам не стыдно задать мне такой вопрос*...; *что ты думаешь обо мне* ...; *я ровесник твоего отца (матери, сына, дочери), как ты можешь такое говорить*... Агрессивными ответами он пытается остановить процесс общения, изменить его ход, содержание и суть.

Робкий человек обычно говорит: *боюсь об этом говорить*...; *когда я его вспоминаю, мне становится плохо*... Он избегает прямого ответа, используя такие выражения, или по этим причинам решительно отказывается отвечать на поставленный вопрос в истинном смысле.

Человек, пытающийся уклониться от прямого ответа, приняв застенчивую позицию, часто говорит: *мне стыдно, я умер от стыда*...; *как ты можешь задавать мне такой вопрос*...; *что ты думаешь обо мне*... Такими словами он пытается уйти от темы. В любом случае человек, который должен ответить на конкретный вопрос, старается оставить его без ответа.

Иногда человек, столкнувшийся с ситуацией, противоречащей его идеалам, который старается уйти от прямого ответа, иногда открыто заявляет, что не будет отвечать на вопрос, не соответствующий его образу жизни, а иногда его ответы ясно показывают, что он находится в этом положении.

В процессе общения либо игнорирование вопроса, либо действие так, как будто вы не понимаете сути вопроса, рассматриваются как тактики, служащие стратегии уклонения от прямого ответа.

Ведение себя так, как будто вы не слышите вопрос, – это самый короткий и простой способ избежать ответа на него. В такие моменты важно сменить тему разговора и не повторять вопрос. Следует отметить, что даже если человек, использующий эту тактику уклонения от прямого ответа, не может изменить направление разговора и забыть вопрос, он все равно успеет ответить на него более точно или уместно.

В результате формируется очень неприятное мнение о человеке, который делает вид, что не понимает сути вопроса и в некоторых случаях вынужден отвечать. По этой причине эта тактика, служащая стратегии уклонения от прямого ответа, используется только тогда, когда неподготовленный прямой ответ с большей вероятностью приведет к более горьким последствиям, чем личное смущение.

«Эта тактика обычно используется параллельно с тактикой делать вид, что не слышит, и в этом случае возможность личного смущения либо полностью исключается, либо в достаточной степени затушевывается» [7]. Для достижения такого эффекта, в некоторых случаях спрашивающего можно критиковать за то, что он не может достаточно выразить свое мнение.

Глумление над вопросом в процессе общения также может считаться одной из тактик, служащих стратегией уклонения от прямого ответа. Использование данной тактики в политико-правовом дискурсе недопустимо. Таким образом, использование тактики глумления в политико-правовом дискурсе, независимо от намерений и целей, может привести к дополнительным конфликтам и проблемам. Многочисленные примеры применения этой тактики можно найти в быту и литературе.

В качестве традиционного шаблона для применения этой тактики используются саркастические выражения: *не в бровь, а прямо в глаз*; *такого быть не может*... и т.д. Намек вместо ответа в процессе общения также можно рассматривать как одну из тактик, служащих стратегией ухода от прямого ответа. Намек используется, когда нужно скрыть или прикрыть прямой ответ.

Активное использование этой тактики в политико-правовом дискурсе недопустимо. Однако и здесь иногда используются намеки. Существует множество примеров тактики намека, служащей стратегией ухода от прямых ответов, которые находят свое отражение, как в реальной жизни, так и в художественной литературе.

Для ухода от прямого ответа можно использовать невербальные средства, а также комбинированные, смешанные тактики. В некоторых случаях используются невербальные средства, чтобы избежать прямого ответа в процессе общения.

Существуют разные виды и формы невербальных средств общения. Эти средства, заменяющие прямой ответ, правильнее рассматривать по их виду и формам.

Мимика. Мимика происходит от греческого слова «мимос», что означает изменение черт лица, подражание или выражение. Черты лица в целом, особенно брови, глаза, щеки, губы и нижняя челюсть, способные двигаться, являются областями лица, способными активно создавать выражение. Эти участки называются основной зоной мимикрии. Считается, что вообще с помощью черт лица можно выразить семь различных эмоциональных состояний. На мимику также может влиять неповторимая индивидуальность лица каждого человека.

Интонация, тон и тембр голоса. Интонация, тон и тембр являются основными акустическими средствами общения. В процессе общения тон голоса, тембр и общая интонация речи могут иметь такое же значение, как и слова, произносимые говорящим. Иногда выразительно-эмоциональный тон речи, специальные логические ударения, паузы и другие акустические средства выражают большее, чем само, значение.

Язык тела. Язык тела играет большую роль в обмене информацией. Коды языка тела выражаются через различные положения тела и жесты.

Дистанция общения также играет особую роль в процессе общения. Общение на расстоянии 10-50 см – показатель очень близких отношений, общение на расстоянии 50-150 см – показатель дружеских отношений, общение на расстоянии 150-350 см – показатель деловых отношений, а общение на расстоянии 350 см и более является показателем чуждости отношений. Каждая из этих дистанций имеет свои правила и нормы. Эти правила требуют культуры общения с учетом ограничений на каждой дистанции.

В некоторых случаях одновременно используются две и более тактики, чтобы избежать прямого ответа в процессе общения, и это называется комбинированной тактикой.

Одной из основных составляющих жизнедеятельности человека является речевая деятельность. Речь является результатом создания отдельного слова, в том числе имеет определенную коммуникативную направленность и является частью коммуникативного поведения, осуществляемого посредством понятий «стратегия» и «тактика». Коммуникативная стратегия определяется как тип поведения одного из партнеров в диалоговой среде, связанный с планом достижения коммуникативных целей в рамках типичного сценария [11]. Цели могут быть организованы иерархически.

Можно различать стратегические или глобальные цели, образующие вершину эпизода, и следующие за ними тактические или локальные цели, соответствующие отдельным этапам, конкретным этапам всего коммуникативного события [12]. Так, в рамках коммуникативной стратегии тактики различаются как локальными риторическими приемами, так и правилами речевого поведения [6].

В рамках речевой деятельности говорящий может использовать десятки различных коммуникативных стратегий. Анализ поведенческого этикета повысил престиж средств общения, используемых при реализации дипломатического протокола. Таким образом, в ситуации «вопрос-ответ» диалогический конфликт может скрываться в уходе от очевидного ответа, поэтому важно научиться механизмам дипломатического, косвенного ухода от прямого ответа. «Стратегии уклонения от прямого ответа – это коммуникативные выборы и языковые средства речевых действий, позволяющие говорящему скрыть истинное значение решений, ответных действий или избежать прямого ответа. В косвенном речевом акте стратегия уклонения от прямых ответов может быть реализована за счет тактики повторного и повторяющегося расспроса» [12].

ВЫВОДЫ

Тактика повторения и повторяющихся вопросов может быть охарактеризована с синтагматической точки зрения – она основана на линейном расположении частей, от которых зависит эффект речи.

Основными тактиками и приемами, служащими стратегии ухода от прямого ответа, являются повторение, отсрочка ответа, смягчение решимости в ответе и обобщение.

В большинстве случаев тактика повторения используется, чтобы снизить стабильность и быстроту реакции. Иногда такие повторения могут сопровождаться одной или несколькими тактиками личного имплицитного отторжения, и говорящий может делать вид, что не слышал, глумление, намеки, использования невербальных средств.

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Социокультурные аспекты американского варианта английского языка

Sociocultural Aspects of the American English

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Аннотация. В рамках исследования анализируются социокультурные аспекты американского варианта английского языка. Автор идентифицирует и анализирует влияние социальных факторов на этот язык. В исследовании использованы исторически-сравнительный, исторически-описательный методы исследования лингвистики. Дается подробная картина развития и формирования американского английского языка.

Ключевые слова: американский вариант; языкознание; английский язык; США; исторический контекст; формирование языка.

Abstract. The study analyses the socio-cultural aspects of the American version of English. The author identifies and analyses the influence of social factors on this language. The study uses historical-comparative, historical-descriptive methods of linguistic research. A detailed picture of the development and formation of American English is given.

Keywords: American variant; linguistics; English; USA; historical context; language formation.

ВВЕДЕНИЕ

В XVII–XVIII веках английские крестьяне вместе с представителями мелкой и средней буржуазии пересекли океан. Если бы мы могли отправиться в Америку того времени, мы бы встретили много иммигрантов, говорящих на испанском, французском, немецком, голландском, норвежском, шведском и даже русском языках. Все эти люди столкнулись с трудным положением – тогда им предстояло осваивать землю, строить дома, строить производственные объекты, привыкать к новым природным и социально-экономическим условиям. «Основная группа неологизмов, введенных в английский язык, используемый в Америке в XVI-XVII веках, была связана с новым образом жизни здешних английских колонистов. Многие новые слова появились в результате хозяйственной деятельности иммигрантов из Англии. Например, отдаленное поселение, созданное группой семей в глубине леса, именовалось в американском английском *back-settlement* [7, с. 17].

Нужен был общий язык. Потому что снабжать новые земли в одиночку было невозможно. Им приходилось объединяться, общаться и вместе преодолевать жизненные препятствия. В таких условиях англичане стали объединяющей силой среди иммигрантов. Английский язык в то время не был одинаковым даже внутри самой Англии: были сильные различия в речи аристократов, крестьян и буржуазии. Даже письменный английский отличался от писателя к писателю. Эта разница еще больше проявлялась в социальных слоях. Разные народы, иммигрировавшие в Америку, принесли с собой разные культуры. Главная причина, по которой Америка сегодня является такой развитой страной, — это приток образованных и интеллигентных людей из разных стран на этот континент.

В таком историческом контексте в Америку пришла не элегантная аристократическая версия английского, а язык, используемый крестьянством и буржуазией. Другие иммигранты, переехавшие сюда, столкнулись с проблемами, которые отличались от проблем англичан. Таким образом, там, где они жили, их окружала иная флора и фауна, иначе развивалась история, в приоритете становились другие вещи, и в людях стали цениться другие качества. В такой ситуации язык просто не мог помочь американцам усвоить реалии жизни и стал стремительно меняться.

В статье выполнен сравнительный анализ американского и британского английского языка на современном этапе развития стран.

МЕТОДЫ И МАТЕРИАЛЫ ИССЛЕДОВАНИЯ

Материалом исследования были выбраны специфические слова и выражения в американском варианте английского языка, которые глубоко отличаются своими семантическими и функциональными особенностями. Для анализа языкового материала были выбраны историко-сравнительный и историко-описательный методы лингвистики. В качестве теоретической базы использованы релевантные научно-теоретические исследования.

РЕЗУЛЬТАТЫ ИССЛЕДОВАНИЯ

Социальные факторы развития американского английского языка

Между американским и британским английским больше сходства, чем различий. Но есть некоторые особенности. В первые дни народы Америки нуждались в очень простом языке для общения с иммигрантами. И без того упрощенный «крестьянский» английский стал еще проще. Тот факт, что реалии американцев сильно отличались от реалий британцев, обусловил иную лексику.

Второй по значимости фактор – влияние других языков на английский в США. Наиболее сильное влияние было особенно со стороны испанцев на юго-западе страны. Вот почему есть много слов, которые обычно используются в Соединенных Штатах, но неизвестны в Англии. В разговоре с современным американцем вы можете услышать английские слова, которые давно не употребляются в Англии.

«Супердержава мира Америка имеет менее 300 лет истории. Также известно, что большую роль в развитии этого государства сыграло население других стран, осевшее позже в США. Причина прогресса американской культуры в том, что в эту страну тянутся наиболее развитые люди из других стран. Даже сами американцы это прекрасно понимают и выражают свое мнение в следующей пословице: *As American as apple pie* (Известно, что яблочный пирог тоже является образцом американской кухни, но история этого пирога не имеет отношения к Америке)» [1, с. 75].

Социолог И. Валлерстайн считает, что культура всегда была оружием сильных людей. По данному поводу он пишет так: «Мы видим, что эта идея отражает реальность в наше время. Соединенные Штаты, как ведущая страна мира, теперь распространяют свою культуру в других частях мира. Эта культура передается на всю планету через американские гигантские СМИ» [5, с. 273].

Язык, принесенный в Вирджинию Ч. Смитом в 1607 г. и в Массачусетс в 1620 г., был шекспировским и спенсеровским английским. В течение следующих полутора столетий большинство колонистов, поселившихся в Новой Англии, были британцами, но Новый Амстердам был создан голландцами и удерживался до 1664 года, когда его завоевали британцы. 17 сентября 1787 года 13 колоний на атлантическом побережье подписали Федеральную конституцию, и там проживало уже четыре миллиона англоговорящих людей. Эти люди жили в основном на востоке Аппалачей. В лингвистическом отношении это был первый и решающий этап в истории английского языка в США.

В начале, между Великобританией и Соединенными Штатами было мало трафика, но после Второй мировой войны отношения по ту сторону океана активизировались. Начиная с этого времени, американское искусство и культура распространилась по всему миру. В частности, с распространением американского кинематографа по миру в XX веке американизм, в том числе и реалии, стал разноситься за океаном. Под влиянием кино стали употребляться термины *okay; you, guys; gee* и т.д. В результате американского влияния в фильме дикая лошадь *brumby* (по-английски) была заменена на *branco* (мустанг), а пастуха мелких рогатых животных вместо *drover* и stockman стали называть ковбоем. Эти слова до сих пор считаются «американизмом».

Война также сыграла важную роль в распространении американизмов. Присутствие американских войск в Великобритании во время Второй мировой войны привело к взаимным отношениям между британским и американским вариантами языка. «Именно после этого события стали проявляться различия в значениях и особенностях развития слов в лексике языка.

Развитие воздушного транспорта, путешествия англичан в дальние страны, а также увеличение числа приезжих в Англию из других стран привели к появлению новых терминов, обогащающих словарный запас языка. Использование таких терминов в языке и их различные значения также зависят от некоторых исторических условий. Иногда новое слово всеми принимается и оправдывается» [6, с. 48].

Между 1961 и 1986 годами усилился переход американских слов на английский язык. Появление джазовой музыки в Америке также способствовало распространению американизма на мировых языках. В целом реалии американской версии стали быстрее распространяться на разные языки в XX веке.

А. Гаджиева пишет: «Американский английский и британский английский отличаются произношением и лексикой. Между ними также есть различия в форме и грамматике. Первые английские колонии обосновались в Америке в 17 веке. Развитие английского языка в Америке также началось в это время» [4, с. 225].

Некоторые ученые назвали американскую версию независимым языком. «Однако, на наш взгляд, совершенно неправы те, кто считает американский вариант самостоятельным языком. Как бы ни отличался американский вариант, как бы ни отличалось его произношение, принимать его как самостоятельный язык было бы неправильно. Потому что самостоятельный язык должен иметь свою самостоятельную грамматику, лексику и фонетику» [1, с. 110].

«Американский вариант английского языка стал использоваться во всех сферах жизни общества – финансах, экономике, образовании, здравоохранении и технологиях. Эти процессы продолжаются до сих пор. Именно это сделало американскую версию главным конкурентом британской версии» [3, с. 79].

Первыми английскими колонистами, поселившимися в Северной Америке, были современники У. Шекспира, Э. Спенсера, Дж. Мильтона. Они были носителями английского языка в Северной Америке во времена, когда английский язык развивался, когда формировался английский национальный язык, когда великие писатели создавали бессмертные произведения. «Процесс формирования английского национального языка был основан на лондонском диалекте, и этот процесс начался в 15 веке. Однако к 16 веку этот диалект уже закрепился и был принят английской интеллигенцией. Но этот процесс не закончился так быстро» [2, с. 80].

После того, как европейцы обосновались в новом мире – Америке, возникла новая версия английского языка с большими лексическими отличиями. Различие исходило из разных источников, как лингвистических, так и экстралингвистических. Лингвистические факторы были связаны с наличием слов из разных английских диалектов, которые в процессе формирования американского английского языка стали литературными словами американского английского.

В настоящее время ряд американских литературных слов играет роль диалектики в британском английском. Например, *loan* (долг) – это архаизм в английском языке, тогда как в Соединенных Штатах это литературное слово. Слово *to guess*, которое раньше означало «рассматривать», «думать», «предположить», является архаичным в современном британском английском языке, хотя оно распространено среди американцев.

Лексические различия между американским и британским английским

Основным источником лексических различий является американское словообразование. Например, слово «мотель» представляет собой сочетание первой части слова «мотор» и второй части слова «отель». Это слово относится к месту отдыха на колесе. Или слово *smog* (смог) состоит из первого элемента слова *smoke* (дым) и последней буквы последнего слова *fog* (туман).

Новый образ жизни стал важным источником многих новых слов в американском английском. Мы можем видеть много слов для обозначения американских видов флоры и фауны: *moose* (лось) (*deer* – олень в американском английском); *live-oak*, вечнозеленый дуб, растущий в Вирджинии; *gap* – трещина, горный перевал.

Backwoods (дальний, уединенный лес) – дремучий лес; буйвол, *caribou* (североамериканский олень); *opossum* (мешковая крыса, живущая в Америке) (*rat* — крыса). Многие из этих слов дали начало американскому сленгу и фразеологизмам, используемым в эмоциональном языке, например *to buffalo «to lie* — солгать*, to get smb. buffaloed* — обманывать, обвивать», «лгать», *possum play* «поступать как больной», «притворяться больным», «притворяться мертвым» и т. д.

Многие реалии американского английского отражают образ жизни и экономическую жизнь первых американцев. Например, *back-settlement* – отдаленное поселение в густой части леса, *lot* (участок) – часть земли.

Многие американизмы произошли от хинди. Например, слово *squaw* (*woman* – женщина), взятое из языка хинди, означало индейских женщин (индеанок).

Первоначально *Pow-wow* понималось как священник или лекарь. В течение 50 лет данное слово использовалось для описания церемонии, в ходе которой практикуется магия наряду с пиршеством и танцем. Сто лет спустя это слово приблизилось к своему современному английскому значению и стало использоваться для описания собрания индусов. В настоящее время это слово относится к любой встрече.

История слова *Mugwump* также показывает, что слова могут иметь собственную жизнь. Оно происходит от хинди слова *muqquomp*, что означает «великий лидер». Позже это слово приобрело юмористический смысл, а в 1884 году сторонники республиканца Джеймса Дж. Блейна использовали его, чтобы высмеять республиканцев-сепаратистов, бросивших вызов Гроверу Кливленду, кандидату от демократов. На самом деле шутка была против них, потому что Кливленд выиграл. С тех пор *mugwump* положительно используется в американской политике для описания свободного (независимого) кандидата, а также политика, о котором не может быть и речи или который готов поддерживать обе стороны.

С выражениями сочетались интересные слова из индуистских языков. В наше время руководители корпораций могут сказать, что они будут «раскурить трубку мира» (заключить мирные соглашения). Это выражение метафорически связано с соглашением двух враждующих сторон.

Кроме того, индусское слово *fire-water* («огненная вода») в прошлом было переводом американского слова «виски».

Первые иммигранты также приняли тысячи местных индуистских топонимов. Названия 26 штатов имеют индуистское происхождение: *Arizona* – *arizonac* малая река», *Idaho* – *Edahoe* «свет в горах», *Illinois* – «река людей». Iova – «мечтательный народ», *Kansas* – «люди южного ветра», *Kentucky* – (кен-тан-тех) «земля завтрашнего дня», *Massachusetts* – «маленькое место на большом холме», *Michigan* – (мичи гама) «большая вода».

Названия рек: *Mississippi-maesi sipu* «рыбная река», *Nebraska* «большая река», *Oklahoma* «красные люди». *Sachem, sagamore* индуистское слово, используется для обозначения индуистского вождя. Итак, происхождение некоторых языковых единиц, которые мы принимаем сегодня за американские реалии, восходит к хинди.

Многие американизмы взяты из языков европейских иммигрантов. Немецкие слова: *pretzel-simit* – запеченное и соленое печенье, *Jarge-beer* – пиво, хранящееся в течение нескольких месяцев перед употреблением, *wienie* – сезонный сорт колбасы, *hamburger*.

Индийский вариант слова *Moose* (лось) становится частью словосочетания *fit as a bull moose* («здоров как бык»). Фраза стала настолько популярной, что во время выборов 1912 года ее образно использовали для обозначения Партии Прогресса: *Bull Moose Party*. Сторонники партии получили прозвище *Bull Moosers*.

Лексическая единица *Tomahawk* (*axe-baltra*), переведенная с хинди на американский английский, метафорична в следующих выражениях. Например, *to bury the tomahawk “to ment”* – зарыть томагавк, *to dig up (to raise) the tomahawk* – выкопать (поднять) томагавк, «Начать боевую операцию» и так далее. *Pemmikan* («сухое мясо, смешанное с маслом»), происходящее от индусов, также означает «лаконичное высказывание» (слово).

Взятое американцами из языка хинди *Sachem* (глава индуистского племени) приобрело производное значение, используемое в речи как «политический босс».

Toboggan (лыжи), взято из местного языка: – означает «транспортное средство, управляемое собаками». Конверсионная производная от слова теперь используется как глагол *toboggan*, означающий «водить», а также стала частью фразеологизма: *prices tobogganed* – раньше означало «резко упали цены».

Многие современные слова и выражения, используемые в США, существовали и в древнеанглийском языке. Конечно, есть много американских выражений, которые используются, но не выходят за пределы страны. Например, *blue plate special* – особая синяя доска (дешевый набор из мяса и овощей – подается на тарелке), *lead-pipe cinch* – свинцовая труба (легкая и успешная работа) и *presto change* – (это результат) в США широко распространен, но может сбивать с толку в других англоязычных странах.

Специфические фразеологические единицы американского английского языка

В американском варианте английского языка встречаются больше количества фразеологических единиц и выражений, которые специфичны только для географии США. Рассмотрим несколько из них.

Back-seat driver – водитель на заднем сиденье. Метафорически это означает «критик со стороны». Это выражение происходит от раздражающих привычек некоторых людей, которые дают нежелательные советы водителям. Это выражение появилось в США в начале 20 века, когда автомобили получили широкое распространение.

Bats in the belfry – летучие мыши на колокольне. Летучие мыши, конечно, неустойчивые летающие млекопитающие, а «колокольни» – это башни наверху церквей. «Колокольни летучих мышей» используется для людей, которым кажется, что летучие мыши летают над их головами.

The *customer is always right* – клиент всегда прав. Это фраза в торговой политике компании, которая гласит, что она ставит своих клиентов превыше всего. В последние годы это выражение получило интенсивное развитие и в азербайджанском языке. Несколько розничных продавцов использовали этот слоган с начала 20 века. Этот лозунг ассоциируется с США, особенно с универмагом *Marshall Field's* в Чикаго (основан в конце XIX века). Хотя магазин является символом города, в 2006 году он был переименован в *Macy's* после того, как его приобрела другая компания. Гарри Гордон Селфридж (1857-1947), основатель лондонского магазина *Selfridge* в Соединенном Королевстве (открыт в 1909 году), любит использовать этот термин. Предприниматели внушали своим клиентам ощущение своей правоты, даже когда их не было рядом.

Zero tolerance – Нулевая толерантность (выносливость). «Полицейский метод работы, при котором не игнорируются ни преступления, ни антиобщественное поведение». Этот термин был придуман в Соединенных Штатах в 1970-х годах как форма полицейской деятельности. Этот метод часто предполагал отправку дополнительных сотрудников правоохранительных органов в районы, где совершались такие преступления, как воровство или проституция, с последующим применением строгих и бескомпромиссных правовых норм.

Wild and Wooly – Дикий и шерстистый (сленг: очаровательный). «Незаконный и некультурный». Этот термин имеет американское происхождение и, кажется, описывает «дикую» природу страны во время золотой лихорадки в Калифорнии в 1850-х годах.

What's not to like? – Что еще нужно для счастья? «Риторический вопрос, утверждающий, что он не виноват". Многие люди используют слова «проснись и почувствуй запах кофе», «посмотри правде в глаза» в ответ на это клише, которым злоупотребляют.

Wear the trousers – Быть главой семьи (быть главой семьи). "*Be in charge*" – Быть ответственным за что-то.

Wearing the trousers – Быть в «штанах» означает быть правящим членом семьи. Это выражение указывает на то, что женщина контролирует своего мужа.

Spring forward, fall back – изменить время на летнее. «Мнемоника – перехода на весеннее время, то есть часы переводятся на час назад до весны и на час назад осенью». Это выражение отражает печаль американизации английской культуры.

Sold down the river — продан вниз по реке. «Предательство или обман». Это выражение возникло в районе Миссисипи в США во времена работорговли. Проблемных рабов продавали для работы на нижних полях Миссисипи, где условия были более суровыми, чем в северных рабовладельческих штатах.

Pull the wool over your eyes – натянуть шерсть на глаза. «Обмануть». Естественно думать, что это выражение произошло от ношения шерстяного парика, модного как у мужчин, так и у женщин в XVI и XVII веках. Сам термин восходит к 19 веку и имеет американское происхождение. Происхождение слова «парик», вероятно, верно, но элемент сомнения на этот счет есть, с начала XIX века ношение париков в США практически исчезло. Эта традиция сохранилась в Европе. Судебные чиновники в нескольких странах носили парики в суде.

A no-brainer – Легко – Ежу и так ясно. «Ясно». Вещи, которые не требуют больших умственных усилий и интеллекта для выполнения или понимания. В азербайджанском языке эквивалентом этого выражения можно считать языковую единицу «ясно как день».

No dice – нечего делать! (у меня нет работы). «Непринятие предложения равносильно «ничегонеделанию». Это выражение пришло в США и возникло в начале XX века. Азартные игры в кости были запрещены во многих штатах, поэтому игроки пытались спрятать кости, когда их обвиняла полиция. Иногда суды отказывались рассматривать дела, если кости не представлялись в качестве доказательства. Есть несколько судебных протоколов, в которых утверждается, что игроки проглотили кости, чтобы избежать ареста.

Make a bee-line for – срезать путь (к чему-либо). «Иди прямо». Это выражение происходит от поведения пчел. Когда медоносная пчела находит источник нектара, она возвращается в улей и сообщает другим пчелам о местонахождении меда, исполняя танец, называемый «качающимся танцем». Тогда другие пчелы могут лететь прямо к источнику нектара. Этот танец — невероятно сложное средство общения для существа с таким маленьким мозгом. Пчела, доставляющая пищу, совершает короткие вибрирующие пробежки — отсюда и название, а пробежка указывает направление, время и расстояние до наполненных нектаром цветов.

Lame duck – хромая утка. Слабый человек. «Человек или вещь, которые не в состоянии работать должным образом. Человек, который не в состоянии взять на себя ответственность за это. Особенно те, которые ранее были способны». Термин «хромая утка» относится в основном к политикам, срок полномочий которых подходит к концу, когда их коллеги и избиратели в последние дни своего правления ищут преемника, который заменит его. Этот термин иногда используется для обозначения должностных лиц, проигравших выборы, но еще не ушедших в отставку.

«Считается, что многие вещи обладают магической силой: подкова (*horse shoe*) или кроличья лапка (*rabbit's foot*) известны как приносящие удачу (*for good luck*). Повесив над дверью подковы, они хотят, чтобы их счастье не покинуло дом. Еще одно американское поверье гласит, что «счастливая копейка» (*a lucky penny*) в кармане приносит удачу. По мнению студентов, выход на экзамен в старом галстуке успешен» [8, с. 11]. Это убеждение американцев находит свое отражение в реалии.

ВЫВОДЫ

Основное различие между американским английским и британским английским языком заключается в простоте. Американская версия английского языка проще стандартного английского.

Со временем американская версия отошла от стандартного английского. С годами разница между британским английским и американским английским увеличилась.

Многие реалии американского английского отражают образ жизни и экономическую жизнь первых американцев.

Во фразеологических выражениях американского английского языка сочетались интересные слова из языков местных индейцев. Например, руководители корпораций могут сказать, что они могут «раскурить трубку мира» (заключить мирные соглашения).

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Populist Rhetoric in Political Interviews

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Abstract. The article attempts to study a political interview as part of political and ideological media content. The purpose of a political discussion is to explain and promote a specific political ideology. The politician also aims to shape the image of the party he/she represents. The interviewer is a journalist whose task is to monitor the changing roles of communicants. In such an interview, a politician tries to win the initiative. The interviewer strives to ensure that the addressee perceives the discourse of the interviewed politician. The politicians expect that they will be allowed to substantiate their position. The ultimate goal of political interviews is to reach an understanding with the audience on critical issues related to domestic and foreign policy issues. Among the main types of political communication, let us single out political communication, which is carried out by journalists and with the help of journalists. Such communication is also designed for a mass audience. Examples include interviews and analytical articles in the press written by journalists, political scientists or politicians (often with the help of media specialists). In this case, journalists draw the audience's attention to the current issue, suggest ways to solve it, report on the attitude of political organisations and their leaders to it, and help politicians achieve their goals. In this case, journalists draw the audience's attention to the existing problem, propose ways to solve it, report on the attitude of political organisations and their leaders to it, and help politicians achieve their goals. Politically passive citizens perceive political information mainly in the form presented in the media.

Keywords: populism; political discourse; rhetoric; media; political interview.

INTRODUCTION

Political speech has been the subject of interdisciplinary research. Many domestic and foreign experts concur that because speech is a show of solidarity with other speakers of the same language, it is inherently "politically loaded." The desire to comprehend political discourse has given rise to a new field called political linguistics. In the linguistic literature, the political discourse is interpreted broadly and specifically. According to experts who use a broad definition, political discourse is any speech with a political theme, audience, or topic matter. A set of discursive strategies for identifying participants in political debate or framing a specific political communication topic.

A narrow definition of political discourse adheres in particular to Van Dijk, who believes that “political discourse is a class of genres, a limited social sphere, namely politics” [30, p. 134]. Parliamentary debates, party programs, government deliberations, and politicians' speeches belong to the sphere of politics.

A political interview is the most common event genre in all forms of political discourse. It is a crucial component of political speech since obtaining and maintaining power is political communication's fundamental problem and goal. This paper aims to demonstrate the function of populist discourse in political interviews. Since political discussions are one of the most common genres of political communication, they have a unique relevance.

The communicative function of the political interview genre is to persuade and convince the audience. In all interviews, the interviewer is the spokesman for the people who ask questions. The interviewer represents public opinion. But the respondent's role, in turn, is expressing their opinion and defending their points of view [23].

There are some specifics of the political interview as a speech genre. Political discussions are highly conventional (socially "conventional"), public speech genre with a challenging distribution dividing the speech roles of direct participants, in which the journalist reveals or seeks to disclose publicly significant traits of a politician, including "dangerous" ones. In contrast, the latter, answering the journalist's questions, seeks to convince society of its "demand".

The cultural situation of the political interview

The cultural situation of the political interview includes some aspects of it. There are the following of them:

1) an action scene, including a) setting: time, place; b) conditions: physical context, social context;

2) a cultural episode, including a) action event/event reflecting participants and their actions: group "We", group "They"; b) consequences: positive, negative.

The peculiarity of political interview results from the combination of signs in its characteristics inherent in both political discourse and media discourse, as well as features inherent in a dialogue text.

METHODOLOGY

For this research, we used transcripts of interviews given by prominent US politicians and political figures from the Democratic and Republican parties — Hilary Clinton, Barack Obama, Jeb Bush, and Mitt Romney.

1. Full transcript of the interview with Hillary Clinton. The interviewer – Maria Elena Salinas, 12.08.2015.

2. Full transcript of BBC interview with President Barack Obama. The interviewer – "North America", editor Jon Sopel, 22.07.2015

3. Full transcript of the interview with Mitt Romney, interviewer – Ashley Parkerjan (New York Times), 01.18.2014.

4. Full transcript of interviews with Jeb Bush (an exclusive interview conducted on the former Florida governor's campaign bus in New Hampshire for "Politico". The interviewer is Glenn Thrush, 02.08.2016

5. Full transcript of the interview with Hillary Clinton. Interviewer – "Nightline", anchor Cynthia McFadden, 29.01.2013.

6. Full transcript of the interview with Hillary Clinton. Interviewer – Brianna Keilar, 12.07.2015.

In this study, we used conversational analysis with the elements of critical discourse analysis [8]. We studied political interviews from a communication and interaction point of view, considering the social context in which political discussions occur.

The samples of political interviews were studied and analysed thoroughly. The content of the political discussions may vary widely, depending on the intended audience and occasion. Some discourse markers (DMs) that we studied in these interviews are:

- personal pronoun: *I*

- verbs of mental activities: *I think, I believe, I know, I hope*;

- words of indefinite semantics: *some, other, places, people*;

- negative particle: *not*.

RESULTS AND DISCUSSION

Some features of the political interviews. There are some features of the political interview: persuasiveness, particular targeting, two-subject character (the authors of the text are both interlocutors), the vector of addressing (from the interviewer to the interlocutor and from the interlocutor to the interviewer, on the one hand, and from them both to a potential reader - on the other), informativeness, spontaneity, authorship.

Thus, the political interview is a particular genre of political discourse with a wide variety. Research interviews cannot be limited to general principles since every interview has its cultural situation. In the present time, due to the popularity of this genre, its boundaries are expanding, and discussions are transferring from specific political communications into the general environment of political discourse.

Mitigation Strategy. A political interview, being a communicative interaction process, aims to achieve a particular result in the interaction. To achieve the necessary goals, communicators use specific communication strategies and tactics. For successful communication, the addressee must be guided by principles of communicative cooperation, firstly, a politeness that forms the basis of cooperative communication.

In this context, the phenomenon of mitigation is significant – communicative comfort.

The term mitigation was introduced in 1980 by Fraser [14]. Mitigation has become a language phenomenon. As for the "mitigation process", defined as practical, cognitive, and linguistic behaviour, its primary goal is to reduce vulnerability [24] and is synonymous with courtesy [6].

Mitigation is a communicative category, the main content of which are prescriptions, attitudes, and rules determined by the maxims of politeness and aimed at minimising communication risks in interaction, implemented in communication by mitigating strategies and tactics marked by ethnocultural specifics.

In a political interview, a politician very often expresses value judgments about his/her actions or actions of opponents, as well as about various events that become the subject of discussion. It is evident that the politician is interested in self-presentation and creating a positive image. In this regard, mitigation, or communicative mitigation, acquires special significance. The mitigation strategy of mitigation assessment is the most frequent in political interviews. This strategy is implemented using the following tactics:

The tactic of underlining the opinion subjectivity. By making a specific statement, the politician emphasises that it reflects his/her personal opinion that he/she does not claim to be accurate but only expresses his/hers own point of view. To clearly illustrate the use of this tactic, we can study the following examples. For instance, here is the part of the interview with the American politician Hillary Clinton, the interviewer — Maria Elena Salinas, 12.08.2015, and the amount of the BC interview with the American politician, attorney and former President of the United States of America, Barack Obama, the interviewer – "North America", editor Jon Sopel, 22.07.2015; Mitt Romney, interviewed by Ashley Parkerjan (New York Times), 01.18.2014:

"Salinas: What's your biggest challenge in these next few months?"

"Clinton: I think the biggest challenge is earning every vote I can.

<…> You know, I really believe elections should not be about personalities, although I know that's where they often end up. I think you should have to present an agenda to the country <…>. And I hope that that will earn the support of a majority of Democrats and then of Americans" [29].

"Sopel: And you're going to talk about entrepreneurship at this summit in Nairobi. Is there any link between security and entrepreneurship?"

"Obama: I think there is. I believe that when people see opportunity, <…> then they're less vulnerable to the propaganda and twisted ideologies that have been attracting young people particularly now being turbocharged through social media" [2].

"I think people see him as a real straight shooter, who pulls no punches and tells it like it is, and I think the American people like that" (Mitt Romney)

"… with candidates who I think have the best prospects of getting the country on the right track." (Mitt Romney)" [26].

In these cases, Hillary Clinton, Barack Obama and Mitt Romney, with the help of the personal pronoun "I" and mental activity verbs, highlight their opinion's subjectivity. The first-person singular pronoun highlights the authorship of the speaker. Verbs of mental activities used in these examples (*think, believe, know, hope*) contain a subjective-value component in their semantic structure.

The tactic of indefinite reference. These tactics imply the use of nominations, which are not included in the knowledge fund of the interlocutors. Let's study the following examples - the part of the interview with the American politician Jeb Bush, an exclusive interview conducted on the former Florida governor's campaign bus in New Hampshire for "Politico", the interviewer – Glenn Thrush, 02.08.2016, and the part of the interview with Hillary Clinton, interviewer – "Nightline" anchor Cynthia McFadden, 29.01.2013:

"Thrush: Can you talk a little bit about that? I mean, is that kind of what you're seeing? Do you agree with that?"

"Bush: Angst and anxiousness—about the future, that it's not working. Some people are angry because they think it's working for some at their expense" [27].

"McFadden: The administration has been criticised by some as having what has been referred to as an 'ad hoc' foreign policy, a sort of whack a mole foreign policy. What is the Obama doctrine as you understand it as regards to foreign policy?"

“Clinton: Look for every way you can to bring together coalitions so that yes, America will and must lead, it is the indispensable nation, but other countries have to step up and start taking responsibility, and they are starting to do that. We saw that certainly in Libya, we're seeing it in other places, in Africa and beyond” [1].

In these examples, words of indefinite semantics, such as *some, other, places, and people*, serve as examples of the essential mitigation methods. They decrease the certainty of expression, which allows us to avoid mentioning the object of assessment directly. In the second example, the journalist needs to identify who exactly criticises the administration, using the indefinite pronoun *some*. Hillary Clinton also doesn't critically assess the particular, supposedly inactive countries from which she awaits determined actions.

The tactic of using litotes as a mitigation. This tactic's purpose is to depreciate the damaging degree of the object being assessed. That allows for escaping conflict situations and saving the communication participants face. Here is a part of the interview with the American politician Jeb Bush, an exclusive interview conducted on the former Florida governor's campaign bus in New Hampshire, for “Politico”, the interviewer – Glenn Thrush, 02.08.2016:

“Thrush: But isn't it possible that your party right now is in such a state of transition that it might not be capable of making the appropriate decision”?

“Bush: Well, if it's in transition, it's in transition to something, and my intention is for it to be in transition to something that allows people to rise up again. That's my mission. <…> That's what I'm fighting for, and I don't really – you know, all this stuff that swirls around it is not really relevant to me” [27].

As one can see from the examples mentioned above, this tactic is implemented with the help of the negative particle “*not*”. The strategy of undefined reference is used as well – *transition to something*.

The tactic of euphemistic substitutions and the use of politically correct language. Here you can see the part of the interview with the American politician Hillary Clinton, the interviewer – Maria Elena Salinas; the interview took part on 12.08.2015:

“Salinas: Do you think that this [your new education program] would be approved by a Republican led Congress?”

“Clinton: I do, because I think what I would do is to have rich people pay more to make sure that hard-working young people can go to college. <…> And that would be particularly important for Hispanic students because Hispanic students are now going to college at a much higher rate. But they still face a lot of financial burdens” [29].

Politicians today use more politically correct language and various euphemisms to avoid conflict situations and mitigate negative assessment. In the example given above, Hillary Clinton, under the phrase *hard-working young people* means people from low-income families. Politicians try to focus their attention on this population segment's diligence and hard work, thus mitigating the negative aspect of their lives — poverty. Hillary Clinton also uses the word, *Hispanic students*, trying to be politically correct as much as possible. It demonstrates the willingness of the politician to show her goodwill towards all American people, regardless of their background. Furthermore, this statement is mitigated by underlining opinion subjectivity (*I think*).

The tactic of avoiding the question. In the interview process, some situations may occur when the question of the journalist is uncomfortable for the politician when the politician is not ready to answer or doesn't consider it necessary. In this case, he/she uses the tactic of avoiding the question. Let's study the part of the interview with Hillary Clinton, interviewer — Brianna Keilar, 12.07.2015:

“Keilar: Senator Sanders has talked about how, if he's president, he would raise taxes. In fact, he said to CNN's Jake Tapper, he would raise them substantially higher than they are today, on big corporations, on wealthy Americans. Would you?”

“Clinton: I will be laying out my own economic policies. Again, everybody has to run his or her own campaign. And I'm going to be telling the American 139 people what propose and how I think it will work and then we'll let voters make up their minds”[10].

As we can see from this example, the politician avoids an uncomfortable question to maintain a friendly relationship with the journalist and save her face. In this case, the tactic of avoiding the question is combined with the tactic of underlining opinion subjectivity (*I think*).

Avoiding the question is rare in the political discourse interview because it is characterised by a low degree of interaction and leads to the distancing of the interlocutors. This threatens the whole process of the interview progress.

The conducted research on political interviews leads to the conclusion that the most widespread tactic among mitigation strategies is the tactic of opinion subjectivity. This tactic is shown in 50% of the analysed fragments.

The purpose of this study was to gain a better understanding of political interviews. Our findings indicate that political interviews are one of the most important genres of political discourse. Also, we aimed to demonstrate tactics to lower negative features in the context of American culture. Thus, our analysis has brought forward the following results: the context of the political interviews that have been studied in this research tells us about the inexhaustible optimism of the American people, and mitigation strategies in them are aimed at the mitigation of the negative sides of the statements, reflect one of the most significant American — the respect of the opponent's opinion as an individual.

CONCLUSIONS

The role of populist rhetoric in a political interview is very significant. The vital interest of linguistics in the studies of discourse, pragmatics and rhetoric has resulted in the growing popularity of research of certain genre forms. Our findings highlight that the choice of strategy and tactic in a political interview is closely connected with the ethnic and cultural specifics of the behaviour of the interview participants. The results strongly imply that national values must reflect themselves in the language as the essential and crucial components of the culture. Fragments of the interviews with American politicians analysed in this paper with extraordinary evidence demonstrate the impact of the sociocultural factor on the choice of strategies and tactics. The mitigation strategy of the mitigation assessment is consonant with the central values of American society. Thus, the tactic of underlining opinion subjectivity through populist rhetoric reflects individualism and self-reliance, which are inherent to the American people.

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Implementation of Managerial Supervision During the COVID-19 Pandemic at Bayan 1 Public Vocational School, North Lombok Regency, Indonesia

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Abstract. This study aims to describe the planning, implementation, evaluation, and reporting of managerial supervision during the Covid-19 pandemic at Bayan 1 Public Vocational School in 2021. This research uses a qualitative descriptive method with a single case study design. The primary data source for the research was obtained from informants using snowball sampling. The secondary data were in text, literature and other supporting files. Data collection techniques were used in the form of interviews, observation, and documentation. Testing the validity of the data included testing credibility, transferability, dependability, and confirmability.

The study results show that at the planning stage, it is carried out independently or in groups both online and offline by only involving school supervisors, which is carried out at the beginning of the school year. At the implementation stage, managerial supervision consists of the school principal and vice principal. The evaluation phase is carried out on the same day after the implementation of administrative management in schools, accompanied by follow-up problem-solving on the supervisor's findings related to the condition of the assisted schools. At the reporting stage, it is used as material for school supervisors to provide recommendations to the Education and Culture Office.

Keywords: Managerial Supervision; Planning; Implementation; Evaluation; Reporting; COVID-19 Pandemic

INTRODUCTION

Education is a conscious and planned effort [1, 13]. National education functions to develop capabilities and shape noble national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen [4, 9].

In improving the quality of education, the teaching staff is a very influential component. These educator components contribute to each other between teachers, principals and school supervisors [3, 6]. Furthermore, school supervisors who are educational staff are given the task, responsibility and authority to carry out supervision or supervision in the academic and managerial fields.

Leadership is functional because it is directly related to the learning process and guidance to teachers and principals so that the education process in schools will be run by the demands of national education standards [7, 11, 12].

School supervisors' role in improving education quality is to carry out academic and managerial supervision [5]. The main activity of school supervisors in carrying out educational management is to foster school personnel, especially teachers, so that the quality of learning can increase. It is hoped that it will impact student achievement and indirectly improve education quality [8, 10].

Permendiknas Number 12 of 2007 states that the scope of school supervisors is to carry out academic and managerial supervision. Authors [2] say that the lowest scores were in administrative management and academic supervision competencies of the six competencies that must be possessed by school supervisors that were tested. Even though carrying out maintenance is one of the main tasks of school supervisors.

Short visits have become commonplace for school supervisors. The supervisor only came to meet the school principal, chatted a bit and then ended his visit without informing the teachers or school administrative staff about the purpose of the visitation. In addition, most supervisors still need documents on the results of the implementation of educational supervision in each target school because they only record activities carried out during academic management in the official guest book. This is supported by the results of research submitted by the Director General of Quality Improvement and Education Personnel 2009, which shows that an academic supervision competency is the lowest achievement (52.8%) of other competencies that a school supervisor must master. Only 1.7% of supervisors visited for more than 2 hours.

Well, one of the focuses that are examined is the aspect of managerial competence. This aspect includes preparing school plans, organizational development, creating a school climate and culture, managing relations with the community, and monitoring, evaluating, and reporting program implementation with appropriate procedures.

The implementation of educational supervision at SMK Negeri 1 Bayan, North Lombok Regency, only ran for a maximum of two years (early 2020 to 2021).

In these conditions, the implementation of educational supervision, both academic management and managerial control, may experience various obstacles so that it does not run normally. The components of administrative control that experience problems include school planning and management, education financing, educational facilities and infrastructure, and management of educators and education staff.

The focus of the problem in this study is the Implementation of Managerial Supervision During the COVID-19 Pandemic at Bayan 1 Public Vocational School, North Lombok Regency, Indonesia.

METHOD

This study used a qualitative approach. Qualitative research, as a complex picture, examines words and reports in detail from respondents' views and conducts analyses in natural situations. This research only has one variable, namely managerial supervision by vocational supervisors. This data was obtained through interviews with the informants using snowball sampling. Using this technique, the researcher selected one informant, the school supervisor. He is a source of information to guide further and is a competent informant who can provide the correct data. The data collection technique used is interview, observation and documentation.

RESULTS AND DISCUSSION

Managerial Supervision Planning Stage. Several sources have been questioned and stated that the time for preparing managerial supervision plans was carried out at the beginning of the school year. The planning for administrative supervision was carried out at the Education and Culture Office in North Lombok. The aspects planned were school management, educators and education staff, infrastructure facilities, and monitoring of the implementation of educational standards. Planning for managerial supervision is prepared in a work program for supervisors based on the results of care in the previous year. Supervision plans are designed independently or in groups, both online and offline. During the Covid-19 pandemic, the preparation of planning experienced minimal obstacles.

Supervision planning is intended to develop semester and annual work programs. This plan at least contains several things, including a description of supervision activities, problems, goals, success indicators, techniques or methods, activity scenarios, resources used, assessment instruments and follow-up plans. Managerial supervision planning is carried out independently or with online and offline supervisory working groups. In preparing the supervision program, the School Supervisor is obliged to explain regarding:

1) The main issues in preparing work programs must be specific, explicit and focused on achieving goals. The work program compiled can motivate the parties involved to carry it out,

2) The selected programs and activities must be measurable, and the indicators of achievement or success should be quantitative and observable;

3) The chosen programs and activities must be a reality.

A managerial supervision program plan is prepared at the beginning of the school year concerning the effects of supervision in the previous year. This activity was carried out at KCD North Lombok and also at home. To obtain initial data, more is needed for a supervisor to have unilateral information from the target school. However, you must find out by being present at Bayan School to get comprehensive data for planning managerial supervision.

Managerial Supervision Implementation Stage. The research results show the early stages of supervision; school supervisors assist their target schools in planning and preparing vision, mission, goals, school guidelines, and school work plan about three or four months after the learning process. Managerial supervision is carried out in each target school. In this case, the supervisor assists Bayan School. Supervised aspects are generally related to school management, such as the current condition of the school, the state of teachers and administration, infrastructure conditions, financial conditions, and other necessary matters.

The initial activities of implementing managerial supervision at Bayan School were conveying the aims and objectives, explaining the format and agreeing on an assessment scenario in the core activities of the supervisor monitoring and assessing the implementation of educational standards.

In the early stages, administrative leadership was carried out to assist the target schools in developing the school's vision, mission and guidelines, work plans and budget. Furthermore, supervision is carried out routinely to ensure and monitor the implementation of educational standards during the Covid-19 pandemic. The aspects that are supervised at Bayan School are

1) aspects of school management, including the vision and mission and school programs, applicable curriculum documents, division of tasks for teachers and administration,

2) aspects of educators and education staff at Bayan School, including analysis of needs and the ratio of teachers to workload,

3) the aspects of facilities and infrastructure are intended as a reference for schools when building facilities and infrastructure in schools to support the quality of education and make it easier for schools to provide the facilities and infrastructure needed by students,

4) aspects of financing, use and financial reporting must be by directives and technical instructions from the government.

Managerial Supervision Evaluation Stage. The evaluation of administrative supervision is carried out directly on the same day after the maintenance at Bayan School. All aspects are evaluated jointly with the school. Several problems are the most urgent to solve, namely the need for teachers because they are directly related to the learning process and the condition of facilities and infrastructure. The evaluation was conducted with many open and amicable discussions to find solutions to the problems.

Evaluation activities are intended to determine the success of implementing school administration within a certain period. The primary purpose of the evaluation is to

a) assess the level of implementation of school programs or activities,

b) determine the success of the program,

c) obtain materials for subsequent planning,

d) justify schools.

Evaluation of managerial supervision is carried out after supervision activities, with the review results followed by follow-up activities involving the school. From the description above, the evaluation and follow-up program should apply all elements interested in Bayan School, especially teachers, administration, and school committees.

Managerial Supervision Reporting Stage. The supervision implementation report is prepared independently or in groups at the North Lombok KCD. Aspects or contents of administrative supervision report all the results of control and problems related to school management to be reported to the West Nusa Tenggara Education and Culture Office with the hope that they can be followed up. The substance of the supervision results report is a comprehensive description of the implementation of activities which are the main tasks of the supervisor, and the condition of the assisted schools based on the results of managerial supervision in the form of coaching, monitoring and assessment results, and supporting and inhibiting factors for the implementation of care. All the problems that we prioritize, especially the need for educators, must be realized as soon as possible. Manager supervision reports are prepared independently or in groups, both online and offline. The preparation of the supervision report goes according to the time available, and everything is fine if all the supporting documents are complete.

CONCLUSIONS

Based on the research and discussion results, organizational supervision planning is intended to develop semester and annual work programs carried out at the beginning of the school year based on the results of supervision in the previous year.

Managerial supervision planning is carried out independently or with online and offline supervisory working groups.

Implementation of administrative control at Bayan School carried out to assist assisted schools in developing the vision, mission, and school guidelines, work plans and school budgets.

Furthermore, supervision is carried out routinely to ensure and monitor the implementation of educational standards during the Covid-19 pandemic.

Evaluation of managerial supervision activities is carried out at the end of supervision activities accompanied by follow-up.

Evaluation is intended to find problems encountered during the implementation of supervision, while the follow-up is in the form of discussions with the school to find a way to solve problems at Bayan School.

Furthermore, activity reporting is intended as evidence that supervisors have carried out their primary obligations and duties and material for reflection on the implementation of supervision in the next year.

The supervision report also contains recommendations to leaders in formulating educational policies on the results of implementing managerial leadership at Bayan School.

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Exploration of School Management Model in Applying Quality Education

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Abstract. One way to achieve Education Quality Standards is to apply management consistently. This study aimed to determine the school management model in implementing the quality of education and to find out the inhibiting factors at SMP Negeri 2 Bayan. This research uses a qualitative approach with a case study method. Data collection techniques using observation, interviews and documents. The data analysis technique uses an interactive model: data collection, data reduction, data presentation and conclusions. The results of the study indicate that in implementing the quality of education at SMP Negeri 2 Bayan, the principles of independence, partnership, participation, openness, and accountability are the characteristics of the SBM model. In implementing the quality of education at SMP Negeri 2 Bayan by applying the School-Based Management model, the inhibiting factors in implementing quality are: 1) an assessment system that is not implemented properly; 2) a rigid and bureaucratic budgeting system; 3) the professionalism of personnel; 4) environmental conduciveness.

Keywords: model exploration; school management; education quality.

INTRODUCTION

In the current era, education service providers face competitive challenges in providing quality education [10]. The need for quality education is a significant factor for parents [2] with the hope of providing quality education for their sons and daughters.

A long and systematic process is undoubtedly needed to achieve quality in educational institutions. This can be realised by increasing efforts and changing habits. School management gathers all education-related information to concentrate on tips to achieve the specified educational goals [6].

Education quality problems are interrelated in an interactive system of education units. If the school's input is good and appropriately processed, it will produce sound output as well [7].

As stated in Law number 20 of 2003, good education planning is expected to realise the process of developing the personal quality of students as the nation's next generation in the future. This is stated as one of the strategic steps of education in Indonesia, including 1) Equitable quality education; 2) facilitating the development of children from an early age; 3) increasing the accountability and professionalism of educational institutions; 4) Involving the role of the community autonomously.

In implementing quality education in schools, many obstacles must be overcome. Barriers are due to the need for more commitment of school quality assurance institutions to meeting and improving education quality standards [1]. The above can be seen from the consistency of management and teachers less committed to implementing a quality culture in schools. This is one of the factors that cannot maintain the school's accreditation score in the following visitation process.

From the initial observation process at SMP Negeri 2 Bayan (further - the Bayan), researchers found that in the accreditation visitation process in 2012, the Bayan got a score of 91 with an A (Excellent) Accreditation Rating. Furthermore, in 2019 this school got a score of 95 with an A (Excellent) Accreditation Rating, which means that there has been an increase in quality or this school has been able to maintain the quality of education very well.

The Bayan is one of the favourite schools in the Bayan District, North Lombok Regency. In maintaining and improving accreditation ratings for two periods, this school became a model among junior high school managers in North Lombok. Then, it became interesting to study the management model schools implementing quality education. This study aims to identify the school management model in implementing the quality of teaching and identify the inhibiting factors in implementing the quality of education at SMP Negeri 2 Bayan.

METHOD

The approach used in this study is a qualitative approach with the Case Study method.

The type of data in this study is the type of primary data secondary funds. Preliminary data is information about how schools carry out essential management functions, including planning, organising, actuating, and controlling. So that the management model used by schools can be formulated in implementing the quality of education based on the application of 8 national education standards (known with SNP). And collecting data in the form of information about problems which become an obstacle in implementing the quality of education, the structure of the data is in the form of communication from words, perceptions, opinions and behaviours that occur in SMP Negeri 2 Bayan, North Lombok Regency. Secondary data or supporting data is data about the school management model in implementing the quality of education.

Sources of data in this study are research subjects and informants. The subjects in this study were the principal, the head of the TPMS team, the deputy principal for facilities and infrastructure, and the Bayan teachers. Informants in this study were school supervisors and the treasurer of the Bayan.

Data collection techniques in this study are observation, Interview, and Documentation Techniques. Data analysis in this study used a qualitative data analysis interactive model with the following stages: data reduction, data presentation, and conclusion drawing/verification.

We were checking the validity of the data, namely: credibility (internal validation); transferability (external validation), dependability (reliability); confirmability (objectivity).

RESULTS AND DISCUSSION

School Management Model in Implementing Education Quality at SMP Negeri 2 Bayan

Based on information from interviews and results of document studies, it is known that schools make program plans to meet achievements in development facilities and infrastructure standards. From the observations, the researchers found a new classroom built in March 2020, sourced from the Special Allocation Fund (known as DAK) of the North Lombok Regional Budget.

The school is renovating the science laboratory and has a complete science practice facility. It is known that the budget is also sourced from the DAK APBD in the same budgeting package. The school is also renovating the school garden and has several sports facilities that are quite complete, such as a basketball court.

Data about the school management model in implementing the quality of education will then be displayed in tabular form (Table 1).

Table 1 – School Management Model in Implementing Education Quality

Subject / Informant	Result Description	Category	Conceptualisation
Subject / 1	The principal explained that to achieve the 2020 education standard, the school formed a special team named TPMS and then analysed the 2019 quality report card. These data are used as references in implementing quality implementation activities in the form of programs in the RKAS or making proposals to the regional or	Principal forming a special team, namely TPMS. TPMS analyses the previous year's quality report card. The principal forms and divides the tasks of implementing activities from the elements of teachers and employees. The primary school programs are the quality implementation plan in the RKAS (School Budget Work Plan).	Independence (implementing quality implementation independently by forming TPMS) Accountable (have a reference document for the application of quality) Participatory (utilise

Subject / Informant	Result Description	Category	Conceptualisation
	central government. The principal then forms and divides the tasks of implementing the activities.		existing resources to participate in implementing quality) Responsible (have a reference document for the application of quality in the form of RKAS)
Subject / 1	The principal explained that the principal and the school committee play an active role in implementing quality, from planning to supervising the entire process to ensure activities are carried out correctly.	The principal and the school committee work closely together, from planning to supervising the entire quality implementation process.	Partnership (partnering with school committees and other stakeholders)
Subject / 1	The principal explained that since 2020, they have been working on several programs, such as the construction of new classrooms, rehabilitation of the park, and improvement of sports facilities and science laboratories, which were budgeted for through the APBD, namely the Special Allocation Fund (DAK).	The school principal used budget assistance from the regional and central governments to fulfil facilities and infrastructure.	Partnership (partnering with the government in terms of the development of supporting infrastructure)
Subject / 2	The chairman of the TPMS explained that he was appointed as the chairman of the TPMS in 2020, with his team, carried out activities to analyse quality report cards, and then made recommendations for actions to achieve quality standards which were the weaknesses of the NSP.	The principal forms a TPMS (School Quality Assurance Team). TPMS makes quality implementation guidelines based on the analysis of quality report cards in the form of weaknesses in SNP achievements.	Independence (implementing quality implementation independently by forming TPMS) Accountable (have a reference document for the application of quality)
Subject / 2	The head of the TPMS explained that based on the analysis of the quality report card, it was found that the school's weaknesses in SNP achievements were then used as a reference in the School Budget Work Plan (RKAS). The TPMS team the quality report card analysis results involving all parties, including the principal, vice principal, TU, teachers, school supervisors and school committees, and discussed the follow-up plan for its activities. The team collects activity proposals that become recommendations to the school principal for implementing quality.	TPMS found weaknesses in the achievement of SNP from the results of the quality report card analysis process, and then became a guide in preparing the RKAS. The TPMS team disseminates the quality report card analysis results to all stakeholders. The TPMS team discusses the plan for follow-up activities and collects proposals.	Accountable (have a reference document for the application of quality in the form of RKAS) Openness (there is communication as a form of transparency to the public) Participatory (stakeholder involvement in providing input)
Subject / 2	The head of the TPMS explained that the principal determines the person in charge of the activities that have been planned. Each person in charge will plan follow-up activities in the form of activities	The principal determines the person in charge of the planned activities.	Participatory (involvement of HR implementing quality implementation)

Subject / Informant	Result Description	Category	Conceptualisation
	that can support the achievement of quality.		
Subject / 2	The head of the TPMS explained that by the results of the analysis of the quality report card, there were areas for improvement in SNP achievements, namely in process standards, facilities and infrastructure standards and financing standards.	TPMS informs policymakers that there are areas for improvement in SNP achievements, namely in process standards, facilities and infrastructure standards and financing standards.	Openness (the school has built communication as a form of transparency to the public)
Subject / 2	The head of the TPMS explained that to analyse the quality report card, the SNP achievement score interval was used from 0-70 with categories. First, if the school's score on a standard (indicator/sub-indicator) was 1-3 stars, it was considered a weakness, and if the score was in the 4-5 stars, it was considered a strength. Second, if the school's score on a standard (indicator/sub-indicator) ranges from 4-5 stars, then four stars are regarded as weaknesses, and five stars are considered strengths. Third, if the school's scores on a standard (indicator/sub-indicator) are all five stars, there are indicators/sub-indicators whose values range from 6.67-6.99. All scores below seven are considered weaknesses.	TPMS analyses the quality report card using the SNP achievement score interval from 0-70.	Accountable (have a reference document for the application of quality)
Subject / 2	The head of the TPMS explained that the principal and supervisors, as well as the school committee, play an active role from planning to supervising the quality implementation process.	The principal and other stakeholders play an active role in planning and supervising the entire process of implementing quality.	Participatory (stakeholder involvement in quality implementation)
Subject / 3	Analysis of the quality report cards showed the standard of facilities and infrastructure is one indicator of the weakness in achieving school quality standards. In 2019, the number of class VII study groups was five groups, while the classrooms owned were four rooms, finally using the science laboratory as classrooms. In 2021 schools will receive APBD funds through the Special Allocation Fund for the construction of new classrooms and laboratory rehabilitation, procurement of sports facilities and garden repairs.	Schools receive APBD funds through the Special Allocation Fund for the construction of new classrooms and laboratory rehabilitation, procurement of sports facilities and garden repairs by proposing to the KLU Regional Government.	Partnership (partnering with the government in terms of the development of supporting infrastructure)
Subject / 3	Activities from planning to quality implementation involved many parties, including school committees.	Principals involve all stakeholders from planning to implementation.	Participatory (stakeholder involvement in planning to monitor)

Subject / Informant	Result Description	Category	Conceptualisation
Subject / 3	The principal carries out activities to meet quality standards directly in the RKAS.	The principal carries out activities to meet quality standards directly in the RKAS.	Accountable (have a reference document for the application of quality)
Subject / 3	During the construction of facilities and infrastructure, the primary supervisor and school committee checked the quality of the building and whether it was being built, whether it was correctly, as shown in the drawings, referring to the building drawings and RAB.	Principals, supervisors and school committees play an active role in assisting and supervising the quality implementation process. The principal superintendent and the school committee check the quality of the building under construction and whether it is correct, as shown in the drawings and the allocation of funds, referring to the graphics of the buildings and their RAB.	Participatory (stakeholder involvement in planning to monitor) Accountable (have a reference document for the application of quality)
Subject / 4	The class teacher explained that during a meeting with the principal stakeholders, the principal showed low achievement of process standards. One of the points was the learning process sub-indicators regarding the differences in student learning needs.	The principal invites stakeholders to a coordination meeting to discuss the weaknesses of the SNP's achievements. The school principal divides the person in charge of each quality fulfilment activity/program.	Openness (communication as a form of transparency to the public) Participatory (involving human resources to solve quality problems in schools)
Subject / 4	The class teacher explained that during the coordination meeting, the principal gave teachers the task of increasing supervision and utilising authentic assessment results.	The principal asks teachers to improve supervision and use authentic assessment results.	Participative (involving stakeholders in decision-making and others)
Information 1	The School Supervisor explained that the Bayan had analysed quality report cards around February 2020.	The Bayan School Supervisor has implemented the implementation of quality education.	Independence (implementing quality implementation independently)
Information 1	The school supervisor explained that the process carried out by the school was in the form of making an activity plan from the weaknesses known from the analysis of the quality report card. During the implementation of activities, supervisors and school committees are involved in monitoring the extent to which the process has been implemented and is correct or not.	TPMS makes an activity plan from the known weaknesses from the analysis of the quality report card. Supervisors and school committees are involved in assisting the implementation of activities.	Accountable (have a reference document for the application of quality) Participatory (involving stakeholders in decision-making and others)
Information 2	The Head of the School Committee explained that in 2020 a quality report card analysis had been carried out involving policymakers in the school. The results were included as a work plan on the RKAS.	TPMS analyses the 2020 quality report card. The results of the quality report card analysis are contained in the RKAS.	Independence (implementing quality implementation independently) Accountable (have a reference document for the application of quality)
Information 2	The Head of the School Committee explained that several programs	SMP Negeri 2 Bayan has received funding from the Regional	Partnership (partnering with the

Subject / Informant	Result Description	Category	Conceptualisation
	were submitted to the Regional Government, such as the construction of new classrooms, rehabilitation of science laboratories, sports facilities, garden arrangements (have been implemented), and sports facilities and park arrangements (have not been implemented).	Government to construct facilities and infrastructure.	government in the development of supporting infrastructure)
Information 2	The Head of the School Committee explained that the principal had planned activities to support quality achievement through the RKAS (such as Class Meetings for students). Some activities that were not prepared in the RKAS are still being carried out. It usually carries out at the time of disbursing BOS funds at each stage by loading them in the RPD (Fund Use Plan).	Principals plan activities to support quality achievement through RKAS and RPD.	Accountable (have a reference document for the application of quality)

National Education Standards (SNP) include graduate competency standards, content standards, process standards, educators and education personnel standards, facilities and infrastructure, management, financing, and assessment standards.

Implementing quality at the Bayan begins by analysing the quality report card from the EDS (School Self-Evaluation) activity in 2020. This activity shows that the weaknesses of quality achievement are contained in three standards: process, facilities, infrastructure, and financing. These weaknesses are found in each indicator and each sub-indicator.

Based on the data on the weakness of the achievement of the school's quality standards above, staff at the Bayan implement quality implementation with the following steps:

Implementing quality at the Bayan was started by forming the TPMS Team (School Quality Fulfillment Team). Based on this, the school has demonstrated the independence of its human resources to implement quality implementation to fulfil the National Education Standards.

The Bayan has built partnerships with the Regional and Central governments to obtain budgetary support through the Special Allocation Fund so that schools can create new classrooms, school parks and sports facilities and others to support the teaching and learning process in the school.

Implementing school quality at the Bayan involves all stakeholders in a participatory manner, such as the principal, school supervisor, teachers, and administrative staff to school committees. This is done to increase the contribution and empower the ability of all school members to implement quality education.

To build public trust, especially with stakeholders on the quality of education, the principal of the Bayan communicates through coordination meetings with all stakeholders, supervisors, teachers, TU and committees.

To support the quality implementation process, the Bayan makes a School Budget Work Plan as a reference in implementing quality implementation. Besides that, the school also makes guidelines for implementing quality implementation activities so that the activities carried out can be accounted for accountable.

The process the Bayan goes through in implementing the quality of education mentioned above emphasises independence in decision-making to meet the needs of improving school quality by involving all stakeholders in the school.

This proves that the school management model in implementing the quality of education at the Bayan tends to be the School-Based Management Model (SBM). Authors [5] explain that School-Based Management is essentially a decision-making process to meet the need to improve school quality by involving all relevant stakeholders in utilising existing resources independently. This is also in line with the government's mandate (No. 57 of 2021), which states that planning, implementing and supervising early childhood education activities and primary and secondary education levels implement school-based management, as shown by independence, partnership, participation, openness, and accountability.

An overview of the inhibiting factors in implementing the quality of education at the Bayan.

Data on the inhibiting factors in implementing the quality of education described above will then be displayed in tabular form (Table 2).

Table 2 – Inhibiting Factors in Implementing Education Quality

Subject / Informant	Result Data	Category	Conceptualisation
Subject / 1	The principal explained that the inhibiting factor in implementing the quality of education was that teachers sometimes needed to carry out authentic assessments in the standard process. Then the learning process could have been carried out correctly. Lacked facilities and infrastructure such as classrooms and school finances needed to be increased. So proposed financing through the Special Allocation Fund or DAK.	Teachers need to carry out authentic assessments. Schools need more facilities and infrastructure due to a lack of budget.	The assessment system is not implemented correctly. Rigid and bureaucratic budgeting system in the government.
Subject / 2	The head of the TPMS explained that the inhibiting factor in implementing quality was the need for more understanding of personnel about their primary duties and functions and how important the process was to be carried out. In addition, the facilities and infrastructure need to be sufficiently supportive, for example, the unavailability of counselling and student rooms and computer laboratory rooms.	Teachers and employees must understand their duties and responsibilities to be less motivated and committed.	Personality Professional
Subject / 3	Currently, the counselling room is still using the teacher's room which is separated into a counselling and student guidance room. In 2021 an application for funds for the development of the BK room was submitted to the Regional Government. Due to budget refocusing due to the COVID-19 pandemic until now, there has been no information regarding the proposal's progress. In addition, the facilities and infrastructure need to be sufficiently supportive.	The COVID-19 pandemic has resulted in a refocusing of the budget at the Regional Government. There needs to be more information regarding the development of the proposal.	Environmental Conduciveness
Subject / 4	Class teachers admit they have not fully paid attention to individual differences in students, be it their intellectual development, background experience, learning style, interests and talents. The class teacher also explained the action plan that had previously been made, but in its implementation, it had not run optimally because of the COVID-19 pandemic.	Teachers need to pay attention to individual differences in students fully. The COVID-19 pandemic has made activities not carried out optimally. The teacher needs to be maximal in authentic assessment.	Personality Professional Environmental Conduciveness Personality Professional
Information 1	The School Superintendent explained that one of the inhibiting factors was the individual factor. Sometimes, this event could have been more enthusiastic due to other activities at school, and because the COVID-19 pandemic entered Indonesia in 2020, all processes in schools were limited.	The organisers of the activities are less enthusiastic because of other activities at school. Due to the COVID-19 pandemic,	Personality Professional Environmental Conduciveness

Subject / Informant	Result Data	Category	Conceptualisation
		all processes in schools have been restricted.	
Information 2	The Head of the School Committee explained that the inhibiting factor was that the School Treasurer was sometimes confused in determining the name of activities for certain activities. So he chose activities that were easy to budget for in the RKAS and did not violate the technical guidelines for BOS funds.	The BOS treasurer needed clarification about the names of activities in the RKAS. So he chose activities that were easy to include in the RKAS, so priority programs were planned outside the RKAS.	Rigid and bureaucratic budgeting system in the government.

Author [8] explained that financing is one of many problems contributing to the low quality of education. Lack of planning and implementation also due to the assessment system that is not implemented correctly to measure the effectiveness of the learning process based on the applied curriculum.

In general, author [8] explains that several things, including 1 causes several factors causing the low quality of education) the curriculum needs to be designed correctly; 2) poor utilisation of facilities; 3) environmental conduciveness; 4) poorly planned management; 5) lesson hours need to be better organised; 6) personality professionalism.

The author [3] identified several factors that hindered the quality of education in Indonesia, including 1) dualism in the organisation of education; 2) management at the junior high school level that is not well centralised; 3) a rigid and bureaucratic budgeting system that is entrenched in several government agencies; 4) school management that does not work well due to the lack of professionalism of the principal.

The inhibiting factors in each process of implementing the quality of education at Bayan are as follows:

1) The assessment system needs to be implemented correctly. Teachers need to fully understand the assessment process and the use of authentic assessment results. 3) Teachers still need clarification about the assessment process that must be done daily to provide an overview of attitudes, knowledge and skills associated with students' real life outside of school.

Permendikbud explains that: "Authentic assessment is an assessment that requires students to be able to show attitudes, use the knowledge and skills obtained from the learning process in applying tasks in actual conditions".

The results of research [1] showed that implementing authentic assessment in the 2013 MIN 2 Mataram City curriculum experienced obstacles in assessing attitudes, knowledge, and skills. Constraints include insufficient time, many assessment formats and teachers who could be more intensive in conducting assessments.

The same thing is also known from the research results [2] that the obstacle for teachers in implementing authentic assessments is the format that needs to be simplified, and the time for compiling and carrying out accurate estimates is minimal. So teachers could be more optimal in collecting and carrying out authentic assessments. Inspection must be carried out simultaneously with the learning process, thus making teaching and learning less effective.

Based on the two research results above, the problem of implementing authentic assessment does not only occur in Bayan but also becomes an external factor that becomes a weakness in the achievement of quality education in other schools.

2) One of the restrictions on using BOS funds is that schools are prohibited from using BOS funds for infrastructure with moderate and heavy damage categories, building new buildings or rooms. Based on this, schools must refrain from using BOS funds to create new classrooms. So schools must wait for the realisation of special allocation funds from the central and local governments to build new classrooms.

3) Teachers and employees must understand their duties and responsibilities to be less moti-

vated. Competence is a factor in developing the quality and activities of educational staff. Organisational commitment is needed to structure the division of labour and the installation of the working relationship. The author [9] explains that the relationship between competence and work commitment is positive and significant.

4) The COVID-19 pandemic has resulted in a refocusing of the Regional Government budget. So the application for constructing new classrooms is pending and diverted to handle the COVID-19 pandemic. In addition, the COVID-19 pandemic has resulted in the teaching and learning process failing to run as it should.

CONCLUSIONS

The school also plans the process of implementing quality in an accountable manner so that it has transparent and responsible guidelines. These characteristics of the School-Based Management Model are indicated by independence, partnership, participation, openness, and accountability.

Inhibiting factors in implementing the quality of education at Bayan include an assessment system that is not implemented correctly, a rigid and bureaucratic budgeting system in the government, professionalism of the personnel, and environmental conductivities.

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Educational Facilities Management in Increasing the Quality of Learning at SMK Negeri 1 Mesjid Raya, Indonesia

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Abstract. This research aims to know the management of educational facilities at SMK Negeri 1 Mesjid Raya. The type of research is a qualitative approach; data collection techniques used observation, interviews and documentation. Participants in this study were: school principals, deputy heads of facilities, deputy heads of curricula and teachers in charge of majors.

The sampling technique used purposive sampling. Management of educational facilities at SMK Negeri 1 Mesjid Raya made various efforts using: 1) planning is carried out at the beginning of each year by holding an internal meeting with the development team; 2) procurement which is fully regulated by the school principal and asking competent parties to analyze it; 3) Storage using an empty building to maintain the quality of educational facilities; 4) Inventory which is only carried out in general notebooks without coding each item; 5) Elimination by looking at educational facilities that are no longer functioning so that there is no waste of budget to repair them; 6) The responsibility for arranging educational facilities is fully assigned to the teachers in charge of each department; 7) The suitability of teachers who teach does not meet the standards of Permendiknas No. 16 of 2007 because there are still teachers who teach not based on their major, so this dramatically affects the quality of learning; 8) Equipment for educational facilities still needs to be increased because the number of educational suggestions is inversely proportional to the number of students available. So the need for existing equipment will impact the quality of learning at SMK Negeri 1 Mesjid Raya.

Keywords: model exploration; school management; education quality.

INTRODUCTION

Education is an essential thing in life. Every human being needs education, both formal and non-formal. Education is a supporting factor in overcoming all life problems within the family, community, nation and state. Students' success in education is influenced by several factors, including curriculum, learning methods, educators and educational staff and adequate facilities [1].

Author [2] explained that educational facilities and infrastructure are essential resources in supporting schools' learning process. The success of academic programs in schools is strongly influenced by the condition of educational facilities and infrastructure owned by schools and by optimising their management and utilisation.

According to [3], facilities and infrastructure are the needs of infrastructure related to the type and specifications, quantity, time, place, price, and sources that can be accounted for. The author [4] explains that the management of educational facilities at the school is a process of utilising all the facilities and infrastructure owned by the school.

Several studies related to the management of educational facilities in improving the quality of learning have been carried out by [5], explaining that the management of facilities and infrastructure must be utilised optimally in improving the quality of education. The author [6] illustrated that the management of infrastructure includes: planning, procurement, inventory, storage, arrangement, use, maintenance, and deletion. Similar research was also carried out by [7], who argued that managing facilities and infrastructure at Vocational High School Negeri 1 Sintang includes planning for facilities and infrastructure. Several previous studies have only examined in general terms related to educational facilities and infrastructure.

Mesjid Raya State Vocational School (Mesjid Raya) is one of the state schools located in Neuheun Village, Mesjid Raya District, Aceh Besar District.

Mesjid Raya is one of the schools that can be said to be complete in the field of facilities it has. However, researchers still see several issues that must be explored. This article aims to determine the directions of educational facilities at Mesjid Raya: planning, procurement, storage, inventory, deletion, arrangement and supervision.

METHOD

This research uses a qualitative approach [8]. Data collection techniques used in this research are observation, interviews and documentation. The sampling technique is purposive sampling, where the researcher first determines the criteria for participants as subjects in the study. There are participants: the Head SMK, deputy head of curriculum, deputy head of educational facilities, and administrative and authoritative department teachers.

The study results are presented in detail, accompanied by several sentences directly from the respondent and some information from interviews conducted in the field.

RESULTS AND DISCUSSION

Planning the need for educational facilities

An analysis of the needs for consumable educational facilities is carried out by holding a meeting of the entire teacher board, staff, and employees so that all members can convey ideas or suggestions and notify what facilities need to be purchased or procured (Observation, 25 July 2022). This is what was explained by the principal as follows:

"In planning, there are usually meetings. We accommodate ideas or proposals for procuring school equipment that will be submitted. Integrate the needs plan with available funds or school budget" (Interview with the school principal, 26 July 2022).

Planning for facilities and infrastructure is carried out at the beginning of the new school year. This statement parallels what was conveyed by the deputy head of facilities:

"So there is an internal meeting of the school development team to discuss the planning of this facility. We may only propose what is needed, so what program do we have, and then what needs do we need to complete" (Interview with the waka of facilities, 26 July 2022).

Based on the results obtained from the research, it can be understood that planning for educational facilities is carried out by compiling a program in advance, primarily related to the needs needed for educational facilities. So the first step is to hold a meeting attended by every element of the leadership so that it is easy to analyse every need regarding the educational facilities needed.

Therefore, every idea and proposal are accommodated together. The common ground is sought in seeing what needs should be prioritised.

In the opinion of the researchers, the steps taken by the school were appropriate. With discussing, it will undoubtedly be easier to see urgent needs related to educational facilities. Moreover, each aspect of leadership has different duties, principles and functions.

This concept is in line with what was stated by [9] that the first planning of educational facilities is carried out by analysing and evaluating what educational facilities are needed to support the learning process in and outside the classroom.

This, in general, is also in line with the theory put forward by [10], which essentially states that an analysis of educational facilities and infrastructure needs is carried out in the planning process. The study of educational facilities and infrastructure involves class teachers and subject teachers. Still, the role of class teacher in analysing needs has a greater responsibility than the subject teacher. The author [3] explains that the effectiveness of planning educational facilities in schools can be assessed or seen by how far the procurement can meet school needs in a certain period. The planning process can adequately meet educational facilities' needs so that the quality of learning can improve as expected.

Procurement of Educational Facilities

Procurement of educational facilities at Mesjid Raya is carried out to meet the needs of educational facilities so that teaching and learning activities can run well and support improving the quality of learning. The school principal can appoint officers to procure the required facilities in the procurement process. As the TU staff put it:

"Regarding the procurement, the school principal asks for help to buy a printer or computer equipment. Then we carry it out according to his directions. But if we buy everyday items such as paper or markers, we buy them later and report to the school principal" (Interview with TU, 27 July 2022).

Based on the results of observations, the facilities that have been procured are used according to the school's needs and put in place.

Concerning the procurement of educational facilities carried out on Mesjid Raya, the principal seeks to regulate after the necessary needs have been deepened and analysed. So, in this case, the principal will select a specific team of experts who look at the specifications of each item needed. As with the need for computers, before procurement is carried out, the principal will ask a team of experts to review related devices that can support the smooth running of learning activities in ICT.

The procurement steps by the Mesjid Raya school align with what was conveyed by [11] that procurement is all activities to provide all the goods/objects/services needed for carrying out tasks. This is supported by [12], which essentially states that the determination of educational facilities refers to a goal for holding these educational facilities - the main objective in the decision to meet the needs of the learning process in the classroom.

These findings are supported by the results of [13], which essentially state that in the case of procuring educational facilities, funds are used from the government and private parties that are directly related to educational institutions. The findings above are in line with the theory expressed by [14], which essentially reveals that sources of procurement of facilities and infrastructure can be through purchasing, self-manufacturing, receiving grants or loans from private parties, leasing, and loans from institutions related to schools. The results above are also in line with [10], which essentially reveals that the procurement of educational facilities and infrastructure is carried out in several ways, namely: purchasing, self-manufacturing, leasing, so, in this case, Mesjid Raya is procuring educational facilities so that the necessary needs can be met so that teaching and learning activities run well and the quality of learning can be increased.

Storage of educational facilities

According to [15], storage is an activity carried out to accommodate the procurement results of state-owned banks (purchases, grants, gifts) in the containers/places provided. This is in line with what the principal said:

"In storing goods, we sort out first between new and damaged goods. We have a lot of empty buildings available that we can use for storage" (Interview with the school principal, 26 July 2022).

This statement is reinforced by the results of interviews with teachers in the textile department who stated that:

"For batik clothes, headscarves and others that students made from previously white cloth then became work. These will be stored in a certain place and displayed later at the exhibition" (Interview with Textile Teacher, 27 July 2022).

From the interview results, it can be concluded that facilities are stored in a separate warehouse between learning needs, clothing, electronic equipment, building materials, and between new items and damaged goods. It is carried out by teachers in charge of their respective departments, supervised by the Deputy Head of Facilities.

The process of storing educational facilities at Mesjid Raya is by making a selection first. The school, especially the waka means, is trying to examine damaged goods and new items. Sorting it out makes it easier for the school to store it according to the type of item. Storage of educational facilities is carried out in addition to maintaining the quality of existing educational facilities and part of utilising an empty building so that indirectly every existing facility within the scope of the school can be utilised.

From the description above, the researcher understands that the storage process in Mesjid Raya is carried out to maintain the quality of goods. However, if the goods are damaged, the storage is carried out so that each educational facility is clean because it has been placed in a particular storage location. According to the researcher, the repository of educational resources is always to maintain the quality and the security of the educational facilities that have been purchased.

In line with the concept put forward by [16] that storage is carried out to avoid unorganised accumulation so that it can realise the security of every item used. The author [17] explains that the storage of educational facilities needs to pay close attention to the warehouse to be selected so that storage is carried out not only because of security but also because the quality of the owned facilities can be adequately maintained.

It can be understood that educational facilities at Mesjid Raya are stored in particular warehouses arranged according to each department. Likewise, student work is held to maintain the quality of the work so that when needed for a performance, the result is still intact, and its quality is maintained.

Registration

Inventory is an activity to record and compile a list of goods or educational facilities that regularly exist according to applicable regulations. The purpose of the inventory is to maintain and create an orderly administration of educational facilities owned by schools and to save school finances both in procuring and preserving school education facilities. As explained by the Deputy Facility:

"It is done by taking notes of all inventory items in the logbook" (Interview with Waka of facilities, 26 July 2022).

So, all inventory items at Mesjid Raya are not properly recorded because the book has been mixed with other general records.

The inventory carried out is limited to recording the existing items without coding them. No specific code is given to objects, so finding things to be purchased is challenging. It was searched for that the form of recording inventory items was recorded manually and registered in the inventory book.

According to the researcher, improving inventory at Mesjid Raya is necessary, especially in providing item codes. This is to the theory put forward by [10], which essentially states that inventory activities control educational facilities by recording facilities and infrastructure and making codes. Parallel to what was expressed by authors [14], the point is that after recording and coding each educational facility held, the aim is for all school parties to easily recognise school equipment again, both in terms of ownership and up to the person in charge and supervision. According to [16], inventory is carried out to improve effective management and control of educational goods or facilities owned by schools. Therefore, inventory recording is essential to do.

Elimination of educational facilities

This deletion aims to prevent or at least limit losses/waste of costs for the purposes used. The results of interviews with the principal said that:

"Removal of learning facilities is carried out yearly by school management" (Interview with the school principal, 26 July 2022).

This information is in line with what was conveyed by the Deputy Head of Facilities:

"The write-off program has been running well so far. So for items that are damaged and can't be repaired in the inventory list, we delete or eliminate them" (Interview with Waka of facilities, 26 July 2022).

The author concludes that the removal of facilities at Mesjid Raya has been done well, but the method is still done manually. There needs to be special training or guidance for teachers in charge of this section.

According to the researcher, the deletion practice is conducted once a year. The deletion process is carried out directly by officers appointed by the deputy head of educational facilities.

This is in line with the theory of [14], which essentially states that the deletion procedure must pay attention to steps such as: forming a team, identifying the types of items to be deleted, recording the facilities and infrastructure to be removed, and approval from the school. In line with the concept put forward by [18], the consideration for deletion is due to the item's condition. So, the steps taken for omission are appropriate because if repairs are carried out, it will cost a considerable amount of money, and there will be a waste of money.

Arrangement of educational facilities

The arrangement of school equipment includes the collection of equipment in the principal's room, administrative room, teacher's room, classroom, BP room, library room, etc. These spaces need to be arranged in such a way as to create a good impression on the education providers who are carried out and create feelings of pleasure and comfort for both the teachers who teach and the students who are learning. Physically, the facility must guarantee hygienic conditions; psychologically, it can generate interest in learning.

The results of the interview with the school principal stated that:

"Regarding the arrangement of the facilities, we give full authority to the teacher in charge of the department. It's up to the teacher to arrange how the study room looks neat, pleasing to the eye, safe and comfortable" (Interview with the school principal, 26 July 2022).

This is also in line with what was conveyed by the teacher in charge of the woodworking department, who said:

"Regarding the arrangement of facilities, it is left to the teachers in charge of their respective majors. How it is arranged is up to us. It is not regulated by the school principal or the waka of facilities, but at most only advised on how good it is" (Interview with Wood Workshop Teacher, 27 July 2022).

In this case, the authors conclude that for the arrangement of facilities at Mesjid Raya, it can be seen from the results of observations that all departments in the school are well organised and comfortable, including the principal's room, administration room, teacher's room, classroom, BP room, library room and others.

The researchers obtained information the teacher understands the atmosphere in the classroom so that students can learn comfortably. Therefore, the teacher gets freedom regarding implementing the class, while the leadership, such as the vice principal, only gives suggestions.

The teacher understands better what needs to be arranged to realise class comfort, especially during the learning process. Talking about the influence of the arrangement of educational facilities on the quality of learning, of course, has an indirect effect because students who spend time in class will feel more comfortable.

The concept is in line with what was stated by [3]. One implementation of the arrangement of educational facilities and infrastructure is the arrangement in the study room which is done as attractively as possible so that the learning process is easier to carry out because the conditions are comfortable for each student. Parallel to what was conveyed by [17] that the arrangement of educational facilities is carried out in such a way as to create a good impression on the education providers that are carried out in schools and create feelings of pleasure and comfort for teachers who teach and students who study. The author [19] stated the purpose of the arrangement in addition to providing convenience for the user and can later add aesthetic value.

Appropriateness of teachers who teach

Success depends on quality human resources; they can use the available educational facilities well. The results of the interview with the school principal stated that:

"Teachers who teach are linear, meaning that they are by the field of study they are carrying out, except for general teachers. They teach general subjects, not majors. If the majors are taught by teachers in charge of the department in question" (Interview with the school principal, 26 July 2022).

In contrast to what was conveyed by the teacher in charge of fashion, he said:

"There are also teachers who teach in departments even though they are not linear or not in their department. But because they are considered capable and knowledgeable in the subject they teach, they are allowed to teach in that department" (Interview with Fashion Design Teacher, 27 July 2022).

From the results of interviews and observations, the authors conclude that the suitability of teachers in the field of study with academic backgrounds is assessed as needing to meet the standards. Some teachers still teach outside their majors because they can lead the intended department. This statutory constraint has implications for government recognition in the form of educator certification, which requires it to comply with applicable educational standards.

From the explanation above, obtaining good quality learning is inseparable from educators with mature human resources. Because with quality human resources, it is certainly easier to achieve the quality of education as expected. Mesjid Raya consistently looks at the capacity and development of the abilities to teach staff according to their respective expertise, especially in the majors they will be responsible for.

The information that the researchers obtained from the principal explained that every teacher who teaches at Mesjid Raya is a teacher who has skills in a predetermined field. This step was taken so that the application of internal learning was easy to do so that students found it easy to accept any material being taught. The teacher is not burdened with the responsibility to have skills in general learning. The Regulation of the Minister of National Education Number 16 of 2007 states that every teacher must meet the academic qualification standards and competencies that apply nationally.

According to [20] that in the process of improving the quality of learning, the efforts made by educators must be able to choose, establish and develop methods or strategies to achieve the desired learning outcomes. The author [21] explains that educational institutions take responsibility for the quality of graduates, and the teacher's ability to provide learning is the primary basis.

Available equipment

In the education process, the quality of education is also supported by the facilities that are standard for schools or related educational institutions. Facilities significantly affect the ability of students to learn. The results of the interview with the Curriculum Deputy Head conveyed that:

"Regarding equipment availability, we still need to improve the number of equipment available" (Interview with Deputy Head of Curriculum, 26 July 2022).

The teacher in charge of the woodworking department also conveyed the same thing. He said:

"For the new majors, there are still many deficiencies in tools and equipment" (Interview with Wood Workshop Teachers, 27 July 2022)

The equipment in Mesjid Raya is still in the stage of revamping because many of the existing departments are newly established departments. Likewise, with the suitability of educational facilities, the quality of the currently owned is still standard. The school must try to improve inadequate educational facilities to obtain learning quality.

The information that the researchers obtained from the school principal explained that equipment availability in the school was still minimal. This can be seen when compared to the number of students available. The assistance that is often obtained from the government every year is the addition of buildings. Although based on the reality that there are additional educational facilities that must be implemented.

In addition, almost every major in Raya is a new department, so it still takes time to complete the required educational facilities. This situation will undoubtedly affect the quality of school learning.

The author [22] explains specific problems in the field of education, which are obstacles to improving the quality of learning, including the low level of educational facilities provided. Likewise, [] argues that the completeness of educational facilities is a basis that indirectly supports the implementation of the educational process in schools. Therefore, the equipment is a supporting unit for the performance of the learning and teaching process properly and optimally.

CONCLUSIONS

Based on the results of the research and interpretation of the results of the study above, the management of educational facilities is recognised as very important by the principle of Mesjid Raya in improving the quality of learning.

Management of educational facilities carried out is by applicable educational facility management process rules, namely;

1. Planning for educational facilities and holding internal meetings with the development team to understand what is needed.

2. Procurement of educational facilities. The school principal arranged to ask the competent party to analyse the needed materials.

3. The storage of educational facilities using an empty building; the staff seeks to sort out the items to be stored in advance.

4. Inventory of educational facilities recording is only carried out in the general book, not through a particular book.

5. The elimination of educational facilities is carried out by looking at facilities that are no longer functioning.

6. The arrangement is the teacher's responsibility in each department.

7. Appropriateness of teachers who teach in Raya does not meet the Permendiknas standards 16 of 2007 because many teachers still teach not based on their major.

8. The facilities available in the school still need to be improved.

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The Influence of Quality of Work Life on Job Satisfaction of Contract Employees at Mataram University

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Abstract. This study aimed to determine the effect of quality of work life on the job satisfaction of contract workers at the University of Mataram. This research is quantitative research with the ex-post facto method. The population of this study were all contract workers at the University of Mataram, amounting to 1152 people. The research sample was 91 contract workers who were taken using a proportionate random sampling technique. The study results are that an 8.2% quality of work life influences the job satisfaction of contract workers at the University of Mataram. Thus, the better the quality of work life, the job satisfaction of contract workers at Mataram University will increase.

Keywords: quality of work life; job satisfaction; contract workers.

INTRODUCTION

Institutions need to make employees comfortable with work and the work environment so that employees are satisfied at work. Job satisfaction is a positive statement about what the institution has done for its employees [1]. Job satisfaction can motivate employees to remain good employees at the institution. Job satisfaction is a person's pleasant or unpleasant feelings at work [2]. Job satisfaction is shown through individual attitudes towards superiors and their attitudes towards their work.

A person feels satisfied when completing his work well and getting praise. A person's satisfaction can be seen from his work performance, such as the success of employees completing work, overcoming problems, and efforts to survive at work [3].

Mataram University is one of the largest universities in Eastern Indonesia. Mataram University is also the only State University in West Nusa Tenggara under the auspices of the Ministry of Research, Technology and Higher Education. The progress of the University of Mataram is inseparable from the role of permanent and contract employee status employees. Thus, employee satisfaction at the University of Mataram is essential to note so that they feel comfortable working and performing well.

Mataram University has a vision of becoming an internationally competitive research-based higher education institution in 2025. The concept of a research-based and internationally competitive university is based on piety, independence, and scholarship. The University of Mataram realizes that the institution is starting a new chapter full of challenges and must be managed with modern and professional management while upholding academic, religious, moral, social and cultural ethics. To realize this achievement, educational development efforts, academic support infrastructure, sincerity and hard work are crucial things that continue to be encouraged. They are even expected to become the culture of the Mataram University academic community.

In carrying out academic development, in addition to leaders and lecturers, the academic division of education staff has a crucial role. Institutions need to continue to pay attention to educational staff in the theoretical section, those with civil servant status and contract employees, to have better working abilities. Currently, the University of Mataram has 1152 contract workers with academic qualifications for the minimum educational section of S_1 and maximum of S_2. So far, the average ability of contract workers to work is in a suitable category. For this reason, to maintain and improve workability, it is necessary to pay attention to the job satisfaction of contract workers. Their job satisfaction is essential to note, so that employee performance is getting better.

Many things need to be considered to achieve employee job satisfaction. One is paying attention to Quality of Work Life (QWL), which is the employee's perception of their physical and psychological well-being in the institution where they work. QWL includes allowing employees to make decisions related to their work, the design of their workplace, and their need to be more creative. QWL discusses how employees feel safe, prosperous, and able to develop themselves [4]. With a good QWL, employees will be more active in their work [5]. Conversely, with a low QWL, employees will need help completing work [6]. Thus, increasing QWL can positively impact employee job satisfaction in an organization.

Several QWL components help increase employee job satisfaction: wages, health insurance, job security, alternative work schedules, and work stress [6]. These components increase employee job satisfaction at the University of Mataram.

Based on the explanation about QWL, it is exciting to do research at the University of Mataram. This aims to maintain and improve the performance of contract workers by paying attention to their job satisfaction. Thus, this research was conducted to know the effect of QWL on satisfaction contract labor at the University of Mataram.

METHOD

This research was conducted at the University of Mataram, located in Mataram City, West Nusa Tenggara Province. This research is a quantitative study in which the researcher describes the phenomena observed in more detail using quantitative and qualitative data [7]. This study uses an ex-post facto approach, meaning that the researcher does not use the treatment of the research variables but examines the facts that have occurred.

The population in this study were contract workers at the University of Mataram, totalling 1152 people. This study is part of the research object, namely a portion of the number of contract workers at the University of Mataram obtained using a proportionate random sampling technique. The number of samples in this study was 91 contract workers at the University of Mataram.

To find out whether the QWL variable has an influence on employee job satisfaction variables, a t-test is carried out. The calculation of the t-test value in this study used the SPSS version 17.0. The quantitative effect of the QWL on job satisfaction is calculated by analyzing the form of a simple linear regression.

RESULTS AND DISCUSSION

Thirty-six item statements measure QWL, each consisting of four tiered choices with a score of 1 to 4, so the theoretical score ranges from 36 to 144. Then the score is converted to a scale of 100 so that the value ranges from 25 to 100. Based on the processing results from the data, the lowest value for QWL is 63, and the highest value is 98. The QWL frequency distribution for contract workers at the University of Mataram is shown in Table 1.

Table 1 – Frequency Distribution of QWL contract workers at the University of Mataram.

Class	intervals		X_t	Frequency		
				absolute	%	cumulative
1	63	68	65.5	9	9.89	9.89
2	69	74	71.5	12	13.19	23.08
3	75	80	77.5	21	23.08	46.15
4	81	86	83.5	21	23.08	69.23
5	87	92	89.5	14	15.38	84.62
6	93	98	95.5	14	15.38	100
Amount				91	100	
Description: X_t = Middle value						

The number of intervals in Table 1 above is grouped into three categories, namely classes 1 and 2 are used as the low interval group, grades 3 and 4 were made into groups medium interval, and grades 5 and 6 are used as high interval groups so that it can be concluded that the opinion of respondents about the QWL of Mataram University contract workers is 23.08% in the low category, 46.15% in the medium category, and 30.77% in the high class.

Twenty-seven statement items measure the job satisfaction of Mataram University contract workers, each consisting of four tiered choices with a score of 1 to 4, so the theoretical score ranges from 27 to 108. Then the score is changed to a scale of 100 so that the value ranges from 25 to 100. Based on the data processing results, the lowest score for job satisfaction for contract workers is 67, and the highest score is 95. The frequency distribution of job satisfaction for contract workers is shown in Table 2.

Table 2 – Distribution of the Frequency of Satisfaction of contract workers at the University of Mataram

Class	Intervals		X_t	Frequency		
				absolute	%	cumulative
1	67	71	69.5	11	12.09	12.09
2	72	76	74.5	22	24.18	36.26
3	77	81	79.5	22	24.18	60.44
4	82	86	84.5	18	19.78	80.22
5	87	91	89.5	12	13.19	93.41
6	92	96	94.5	6	6.59	100
Amount				91	100	
Description: X_t = Middle value						

The number of intervals in Table 2 is grouped into three categories, namely classes 1 and 2 are used as the low interval group, grades 3 and 4 were made into groups medium interval, and grades 5 and 6 are used as high interval groups. So that it can be concluded that the opinion of respondents about the job satisfaction of contract workers at the University of Mataram amounted to 36.26% in the low category, 43.96% in the medium category, and 19.78% in the high class.

The tested hypothesis reads there is an influence QWL (X_1) on job satisfaction (Y) contract workers at the University of Mataram. Based on the results of a simple linear regression analysis with the SPSS, the results are shown in Table 3.

Based on Table 3, the t-count value of 2.817 is greater than the t-table value of 1.663. So that there is an influence QWL on the job satisfaction of contract workers at the University of Mataram. A significant value was obtained of 0.006, which is smaller than 0.05 (Sig. <0.05). Quality of Work Life significantly positively affects the job satisfaction of contract workers at the University of Mataram: R^2 value of 0.082 - this means that QWL has an effect of 8.2% on the Job Satisfaction of Contract Workers at the University of Mataram, while other factors influence the rest.

Table 3 – Results of the QWL Simple Regression Analysis on Job Satisfaction of Contract Workers at the University of Mataram

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R^2
		B	std. error	Betas			
1	(Constant)	61,073	6,843		8,925	.000	082
	Quality of Work Life	.236	084	.286	2,817	006	
a. Dependent Variable: Job Satisfaction							

The analysis results in Table 3 show that the regression coefficient b is 0.236, and the constant a is 61.073. Thus, the form of the regression equation QWL (X_1) on job satisfaction (Y) for contract workers at the University of Mataram is $Y = 61.073 + 0.236X_1$. This means that a change follows a change in one unit of perception on the QWL variable in job satisfaction of Mataram University contract workers of 0.236 units in the same direction with an intercept of 61.073. The graphical form of the regression equation is given in Figure 3.

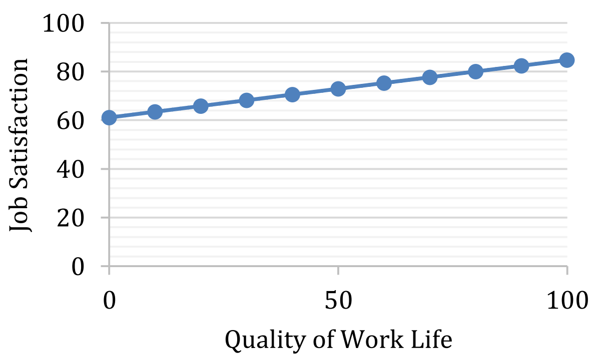

Figure 3 –Effect of QWL on Job Satisfaction of Mataram University Contract Workers

The results of this study are from the research by [8] that QWL has a significant effect on job satisfaction. There is a positive and meaningful relationship between quality of work life and job satisfaction (there is a positive relationship between quality of work and job satisfaction) [9, 10]. The results of this study are also supported by [11, 12, 13], which states that QWL affects job satisfaction.

The magnitude of the contribution of QWL to the increase in job satisfaction of contract workers at the University of Mataram was 8.2%. This percentage is indeed tiny but based on the analysis results. It shows that QWL still has a role in increasing the job satisfaction of contract workers at the University of Mataram. The low percentage is also because the job satisfaction of contract workers at the University of Mataram has been quite good. This is evidenced by the constant job satisfaction of contract workers based on the analysis results, which are above 50 %, due to other factors that can increase job satisfaction besides QWL.

Many factors can improve employee performance in an institution [14, 15, 16]. Quality of Work Life is a picture of the quality of personal relationships with overall working conditions. Creating a quality work environment is the task of all components in the organization. The QWL components used in this study are 1) available facilities, 2) work environment safety, 3) employee involvement, 4) balanced compensation, 5) communication, 6) career development, 7) a sense of security at work, and 8) a sense of pride in the school.

Good QWL in an organization is defined as a systematic effort to provide opportunities for employees to influence their work and contribute to overall organizational effectiveness. An organization that has a good QWL is an organization that has good supervision, good working conditions, fair pay and compensation, and makes work interesting, challenging and full of rewards [6].

A good QWL in an organization is fundamental that must be appropriately implemented because a good QWL will have an impact on employee job satisfaction. Likewise, contract workers at the University of Mataram will have reasonable satisfaction if they get certainty in working and hope for the future, a component of the QWL itself. The main goal of QWL is to develop the best possible work environment for all organization members to create a good and conducive working atmosphere [15]. Thus, the University of Mataram must be able to make a good QWL.

The important thing that needs to be considered in improving the QWL of contract workers at the University of Mataram is Occupational Safety and Health (OSH) (K3) at work. Based on respondents' opinions, 21% of respondents stated that they disagreed with OSH at the University of Mataram. This proves that OSH standards at the University of Mataram are not appropriate. Departing from these results, currently, the University of Mataram has prepared adequate work safety for the academic community at the University of Mataram. Various health facilities have been established to maintain employees' health at the University of Mataram, such as a clinic and the University of Mataram Hospital, where all employees can seek treatment for free by utilizing the BPJS Card from the University of Mataram. However, nevertheless, the leadership of the University of Mataram needs to pay attention to the performance of Unram clinics and hospitals so that they seriously pay attention to the health of employees at the University of Mataram. Because occupational safety and health aim to provide a conducive climate for workers to excel, every incident, whether mild or fatal, must be accounted for by the parties concerned [17].

According to the respondents, the indicators that contributed the most to increasing QWL at the University of Mataram were communication and career development. If there is good communication, personal relationships with others are maintained and, of course, impact the satisfaction of someone who works in the organization [13, 18].

In addition, according to respondents, career development also has a perfect role in increasing QWL at the University of Mataram. This is evidenced that all contract workers at the University of Mataram are allowed to participate in the selection of permanent employees at the University of Mataram (BLU Employees) so that they will no longer have the status of contract workers. In addition, contract workers are also allowed to take the CPNS test at relevant agencies to support their future careers.

CONCLUSIONS

Based on the results of the study, it was concluded that there was a positive effect of QWL on the job satisfaction of contract workers at the University of Mataram. QWL has an impact of 8.2% on the Job Satisfaction of Mataram University Contract Workers, while other factors influence the rest. Thus, the better the quality of work life, the better the job satisfaction of contract workers at the University of Mataram.

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Supervisors' Strategy to Improve Teacher's Pedagogic Competence in the Implementation of the Independent Curriculum at High School in Banda Aceh City, Indonesia

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Abstract. The school supervisor has the main task of monitoring, supervising and evaluating the implementation of education. This research aims to describe high schools in Banda Aceh City: 1) Supervisor coaching program for teacher pedagogic competence; 2) Supervision strategies for improving teacher pedagogy; 3) Evaluating the Superintendent training program; 4) The supporting and inhibiting factors found by the supervisors in increasing the pedagogical competence of teachers.

This research uses a type of descriptive qualitative research method. The subjects in this study consisted of supervisors, principals and teachers. The research was conducted at the driving schools of Negeri 3 and Negeri 7 Kota Banda Aceh. Collecting data with the method of interviews, observation and documentation. The results of the study can be concluded: 1) the preparation of the supervisory program is carried out at the beginning of the school year, consisting of a Managerial Program Plan (known as RPM) and an Academic Program Plan (known as RPA); 2) the implementation of the academic supervision program has stages and a structured schedule; 3) program evaluation is about evaluating the results of academic supervision, especially on the educational competencies carried out by school principals and supervisors for teachers; 4) follow-up and solutions to these obstacles are coaching from school supervisors and principals, attending training, sharing in the MGMP and increasing the intensity of class visits to regular and continuous academic supervision.

Keywords: strategy; pedagogic competency; implementation of the independent curriculum.

INTRODUCTION

Education is an essential component that must be owned by every individual and is a benchmark to see the progress of a nation in the world. This progress can be seen in the educational institution's quality. Indonesia is a developing country, so educational institutions in Indonesia, both formal and non-formal educational institutions, are still far behind compared to developed countries. For this reason, various efforts need to be made so that Indonesia produces intelligent people, not only intellectually brilliant but also emotionally and spiritually intelligent through education.

According to the Law on the National Education System Number 20 of 2003, National education functions to develop abilities and shape noble national character and civilisation to educate the nation's life and aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent , and become a democratic and responsible citizen.

Education is a means to develop intellectual, emotional and spiritual intelligence for each individual as well as have an impact on the progress of a nation.

In Indonesia, the implementation of the curriculum has undergone various changes and improvements, namely in 1947, 1994, 1997, and 2004 (Competency-Based Curriculum) and the

2006 curriculum (Educational Unit Level Curriculum) [1].

A new independent curriculum was presented that provides opportunities for students to study in a calm, relaxed, fun, stress-free and pressure-free way to show their natural talents. One of the programs presented by the Ministry of Education and Culture is the driving school program. This program is designed to support each school to create generations of lifelong learners with the personality of Pancasila students for the success of all that require the role of a teacher.

The independent curriculum program as a form of education reform focuses on cultural transformation because school culture should not only focus on an administrative approach. It must also be oriented towards innovation and student-focused learning, hoping that the graduates produced align with the Pancasila student profile. This driving school program will later become the gateway to a curriculum oriented towards the needs of students with the suitability of the student's character and the characteristics of the school environment in Indonesia. The authors [2] have researched implementing the independent curriculum. The research results obtained that the implementation of the Merdeka Belajar Curriculum is more optimal than the 2013 Curriculum, even though it has only been implemented for one year.

Based on the description above, it can be concluded that the driving school program is one solution that is expected to answer the desire to move education in Indonesia to make changes for the better. Schools serve as catalysts for realising the goals of education in Indonesia. Driving schools are schools that prioritise improving student learning outcomes holistically.

Many factors are vital in advancing education in an institution: teachers, principals and supervisors. These three factors are very influential in education, which is growing daily. With the cooperation of the three elements that participate in education, it is hoped that the Indonesian state can develop daily and one day stands on an equal footing with developed countries.

Professional teachers are teachers who prioritise quality and quality of education. Teacher services must meet the needs of the community, nation and users and maximise the abilities of students based on the potential and skills possessed by each individual. The quality of education and graduates often depends on the teacher's role in managing the teaching components used in the teaching and learning process, which are the school's responsibility.

Based on the author's observations, several high schools in Banda Aceh City have problems. For example, several teachers develop learning tools (Learning Implementation Plan - RPP). Still, when the teaching and learning process occurs, the methods, strategies and evaluations practised in class are not those described in the RPP. Teachers must prepare for administration because this is part of the teacher's professional pedagogical competence. Sometimes teachers are less creative in using appropriate methods and media in the teaching and learning process in the classroom. Teachers often do not use the learning press and only use the lecture method. The author [3] suggests, "One way to improve school quality is to improve teacher performance through academic supervision. Teacher performance is very closely related to the competence possessed by the teacher himself. This means that to show good performance, the teacher must also have good competence".

A teacher's competence is highly demanded to answer the challenges of the times in the field of education to succeed in bringing the country in a more advanced direction. A teacher must possess consist of 4, namely pedagogic competence, professional competence, personal competence, and social competence. These four competencies largely determine the success of teachers in carrying out their profession. These four competencies have a very close relationship with one another. Still, pedagogical competence for a teacher is the main requirement that must be mastered and becomes a benchmark in the development and success of students both individually and in groups.

The pedagogical competence of a teacher is a set of abilities that a teacher must own to carry out his teaching duties properly. Thus, it takes determination and a strong desire for each teacher or prospective teacher to become a professional teacher with accountability in carrying out these four competencies.

In addition to teachers, the presence of the school principal plays a vital role in carrying out their managerial and high professional integrity duties, as well as democratic for essential decision making. In independent learning, the principal is 'the key person' in an educational institution. The author argues that implementing the ambitious teacher program requires a school principal with managerial skills, who greatly determine the school's dynamics towards success and progress in all areas of life. The principal's intellectual, emotional, spiritual and social capacity significantly influences his leadership's effectiveness.

Principals must be able to increase school productivity. Productivity can be seen from education output as an educational atmosphere. Besides that, the principal must always provide authority and space for the teacher to make the desired changes. The principal must be prepared for the sudden modifications made by the ambitious teacher in the curriculum to make the class more enjoyable. Therefore, the principal must continue to mature intellectually, emotionally, spiritually and socially. In an era of independent learning, school principals must continue to a higher level, be active in discussion forums, be intense in social organisations, and be diligent in worship so that their leadership is physically and spiritually successful. His leadership brings formal structural and cultural changes that affect a person's behaviour. According to [4], school principals' management and leadership styles are closely related and significantly impact teacher-teaching performance.

Supervisors also play a role that is no less important for a school's progress. To make the independent learning program successful, school supervisors function as partners or partners for enlightening discussions for school principals and teachers. Supervisors have an equally important task in improving the quality of education in Indonesia, namely in guiding teachers to carry out teaching and learning in the classroom. School supervisors act as educational supervisors with the task of carrying out academic supervision in the form of professional assistance to teachers [5]. Teachers can improve the quality of learning to improve student learning outcomes. To carry out the supervisory function, school supervisors must have qualifications and skills superior to teachers.

The progress of education, which is increasingly rapid, requires school supervisors to expand, renew and deepen their competence [6].

METHOD

Descriptive qualitative research explores and clarifies phenomena by describing variables related to the problems studied. In this case, the researcher seeks to explain the supervisor's strategy for increasing the educational competence of teachers in the mobilising high school in the city of Banda Aceh.

This descriptive qualitative method is used because of several considerations. First, adjusting the qualitative approach is more accessible when dealing with multiple realities. Second, this method is more sensitive and adaptable to a lot of shared influence on the value patterns encountered.

The subjects in this study consisted of supervisors, principals and teachers. In each school, the researchers took two teachers to carry out academic supervision by observing teaching and learning activities in class. Then the researcher interviewed one teacher different from the one marked and questioned the principal and supervisor to get further information. The sampling technique in this study was purposive sampling.

The instruments used in this study were interview and observation guidelines. The interview guide contains questions that will be asked of research subjects, namely supervisors, principals and teacher boards at two public high schools in Banda Aceh as driving high schools. The observation guideline is an observation sheet that contains supervisory observations on school principals and teachers. This aims to determine the supervisor's strategy for teachers' pedagogical competence in schools.

In the data analysis process, the author will describe and disclose data regarding the assessment of educational competence in the two Mobilization High Schools in Banda Aceh City. Considering the formulation and research objectives above, this research includes non-statistical analysis, namely using data that is not in the form of numbers but in the form of descriptive reports.

RESULT AND DISCUSSION

The role of school supervisors as supervisors has the responsibility and duty to guide teachers to improve their competence. Therefore, the supervisor's duties consist of planning, implementing and assessing academic supervision programs for teachers.

The supervisor development program and the supervision program at the driving high school in Banda Aceh City have been carried out according to plan and made at the beginning of the school year. The supervisor's academic supervision program is prepared at the beginning of the school year and consists of training in a learning program, including the annual program, semester program, teaching modules and other learning tools the teacher must prepare.

Supervisor planning to improve teachers' pedagogical competence at the school is based on a systematic work plan. At the same time, the implementation of coaching for teachers is carried out by assisting teachers in preparing learning scenarios, from developing lesson plans to implementing learning evaluations. And coaching evaluation is carried out by carrying out monitoring and follow-up programs. Both planning, implementing and evaluating academic development for teachers involve supervisors, school principals, deputy principals for curriculum and teachers. The results of this research [7] state that the supervisor's strategy in improving the academic competence of teachers at the Bungcala State Madrasah Ibtidaiyah, Aceh Besar District, involves school principals, curriculum representatives and senior teachers.

Undeniably, the governance system will heavily influence the excellent and impaired quality of education. The education governance system will develop well when implemented through suitable mechanisms. Therefore planning a performance development program in educational institutions is an essential step in understanding the duties, responsibilities and expectations for the future. Planning must be formulated through the active role of all stakeholders in educational institutions, both school principals, supervisors and teachers. Planning in the management of educational organisations is to develop a target for the future. Planning is the process of thinking through and carefully determining directions, goals and actions and assessing the appropriate resources and methods. The existence of a plan in an educational institution function as an outline and details the objectives to be identified. Planning is also a guide in establishing and carrying out educational activities. So careful planning always produces the right and best resources in implementing the plan.

The supervisor's task is to implement the planning through coaching implementation. To carry out coaching for teachers, human resources are needed that meet professional standards. Supervisors, to coaching, must have professional competence, which includes three dimensions.

The dimension of coaching has several aspects and indicators:

- master the field of study/group of subjects by the work area.
- guides its target teachers to develop subject groups.
- implements, fosters, assess and develops the school curriculum, including the curriculum in the field of science.
- responsive to efforts to improve and/or perfect the curriculum and learning/guidance.
- evaluates teacher competence and performance and utilises the assessment results to improve learning/guidance services.
- provides counselling and/or study assistance.

Supervision is assistance supervisors provide to teachers so that the learning process can be carried out correctly. Supervisors must be able to understand the teacher's very complex tasks. Therefore, supervisors' skills and knowledge are needed to identify the problems teachers face individually and in groups.

One of the competencies that a supervisor or supervisor usually has is mastering various techniques that will be applied in teacher development. Each teacher certainly has different needs to improve their performance. However, teachers may have coaching needs on the same subject.

Individual techniques in implementing supervision at the school are supervision of class visits, private meetings and class observations. Class visits and comments are coaching activities by school supervisors and principals to observe the learning process and obtain data for teacher coaching programs.

Conducting visits and observations guides teachers' weaknesses and maintains those already good. So that it does not seem that the implementation of supervision is only looking for teacher mistakes in carrying out tasks but is more directed at the coaching process as assistance. The point is that coaching performance must be based on democratic principles, namely, assistance services provided to teachers by building togetherness to share ideas, share experiences, support, and stimulate each other. Supervising the pedagogical competence of school teachers is done by maximising two individual and group techniques. The unique methods used are supervision of class visits, private meetings, and class observations. At the same time, the group techniques used were MGMP meetings, training, and teacher meetings. The primary reasons for using these two techniques are effectiveness and efficiency.

Implementing competency improvement is carried out in several ways, namely assisting teachers in compiling teaching modules and monitoring classroom teaching and learning activities. Supervisors can provide instructions on how the teaching and learning process uses a competency-based curriculum and how to activate students in each lesson.

There are four stages in carrying out the charge of class visits and observations. The first step is the preparatory stage. In this phase, the supervisor prepares a visit plan and determines the class visit's time, purpose and objectives. The second stage is the observation stage, where the supervisor observes the ongoing learning process. The third stage is the final stage, where the supervisor and teacher agree to discuss the observations' results. And the fourth is the follow-up stage, namely in the form of decision-making on the continuation program.

Individual techniques in the form of private meetings are carried out to provide the possibility of solving the problems the teacher faces. In this meeting, the supervisor offers an opportunity for the teacher to share the issues in teaching and learning. Familiarity will be built through personal meetings, positively impacting interpersonal communication between supervisors and teachers.

From group supervision techniques, supervisors and principals focus on empowering MGMPs and school meetings. Through the teacher's professional forum in the form of Subject Teacher Consultations, it is hoped that the effectiveness of supervision can be fulfilled. The MGMP empowerment effort manifests the urgency of a network that can be used as a model in coaching teachers to improve the quality of their performance. In this forum, teachers can learn to self-evaluate and learn to communicate problems experienced in teaching and learning activities. The supervisor and the principal carry out academic supervision activities every semester. If, in the odd semester, the teacher feels he is still lacking and needs coaching, then there is still a chance to improve in the even semester.

To overcome the problems supervisors face in fostering teachers to improve their professionalism, they need to create strategies that are expected to be very effective as a solution. The leading explanation is effective communication between all participants involved in implementing supervision. It is built on mutual trust, a supportive attitude, empathy, sympathy, and an open attitude. Supervisors, principals and teachers can discuss obstacles in the field during the implementation of supervision by referring to the REACH principle (Respect, Empathy, Audible, Clarity, Humble). Reach means respect and respect for the privacy and interests of others. When this attitude is built in communication between supervisors, principals and teachers, each other feels valued and considered necessary. Empathy is the ability to put oneself in situations and conditions faced by others. Empathy is a caring attitude, which will make it easier for someone to catch the message being conveyed. Supervision services need this attitude, where supervisors will openly accept the actual conditions of teachers and teachers are ready to understand the requirements faced by supervisors. Audible is an effort so that the message can be heard correctly. To be heard and understood properly, it is necessary to be a good listener beforehand — clarity means clarity. Make the message conveyed clear, precise and convincing and flexible. And the last is Humble, which is humility. If one of the supervisors or teachers in the implementation of supervision tries to inflate himself by discouraging other people, the possibility of harmonisation of the relationship will occur.

The next stage of the program is the evaluation of teacher development, which is reflected in an evaluation of academic coaching. Evaluation is carried out to see the reliability of the implementation of coaching by supervisors and other stakeholders. Coaching activities that have been designed in such a way must be implemented in practice in the field as expected in the plan. Evaluation of coaching for teachers can be interpreted as a systematic collection of facts to determine whether there has been a change in the teacher concerned.

It can be seen that supervisors focus more on the supporting and inhibiting factors of IKM learning practices in schools. Supporting factors include:

1. The motivation of all school members, starting from supervisors, principals, and especially teachers in running the IKM. This is shown by a

high willingness to learn and continue to learn in gaining knowledge and updating information. Also, this is the main requirement in accelerating understanding in implementing the independent program curriculum in the classroom so that teachers can more easily motivate and transfer knowledge to students.

2. The availability of adequate facilities and infrastructure in schools, such as wifi, to gather the information that students and teachers need.

3. Collaboration and cooperation between supervisors, principals, teachers, and all school members.

The existence of inhibiting factors is unavoidable in implementing IKM in schools, including the problem of time, which is often an obstacle because supervisors, principals and teachers each have tasks that cannot be avoided. Then there are still several teachers who do not master IT, which is also an obstacle in running the IKM program. This is where collaboration and cooperation between all school members play a new role in the success of the IKM program.

CONCLUSIONS

Based on the results of the research, it can be concluded as follows:

1. The school superintendent's plan to improve teacher pedagogic competence began with systematic planning.

2. Planning is carried out at the beginning of the odd semester. According to the coordinators, the main idea in planning to improve teacher pedagogical competence is the implementation of academic supervision.

3. Strategies for increasing teacher pedagogical competence are carried out in implementing the relevant program, which has been carried out routinely to foster school teachers in providing direction so that the four competencies that educators must possess can be implemented. Teachers must be skilled in making learning objectives flow, teaching modules, summative and formative assessments, and trained in being a facilitator in the implementation of the Pancasila student profile project.

4. Evaluation of supervisory activities aims to identify problems that impede teachers' implementation of academic supervision. Furthermore, the findings of the evaluation results, both on program planning and on the results of the performance of academic supervision of teachers, are immediately followed up to meet the targets by what has been programmed. The follow-up of the supervisory program for teachers is based on monitoring the suitability of the implementation of learning to the administration of learning.

Obstacles that occurred in the implementation of the supervisory program were:

1) there was a lack of information from the Education Office and LPMP;

2) there was a time conflict between the school principal and teachers (principals and teachers had busy lives); lack of interpersonal communication is done.

3) a few teachers' uses of technology and communication facilities are still minimal due to their limited knowledge of how to use IT, especially for teachers nearing retirement age.

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Identification of Factors that Influence Organisational Citizenship Behavior Teachers and Educational Personnel at Madrasah Aliyah State in Mataram City, Indonesia

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Abstract. Effective resource management produces good performance. Organisations that want to achieve goals must properly utilise and manage their resources. This research was conducted to determine what factors influence the Organizational Citizenship Behavior of teachers and education personnel at Madrasah Aliyah Negeri in Mataram city. This study uses a quantitative descriptive method with a sample of 95 respondents, the entire population of teachers and education personnel at MAN Mataram City. The analysis used is factor analysis with the Guttman scale. It can be concluded that the factors that influence Organizational Citizenship Behavior dominantly in teachers and education personnel are; factors of job satisfaction, motivation, organisational culture, and gender.

Keywords: Identifications; Organisational Citizenship Behavior; Education.

INTRODUCTION

Educational institutions in Indonesia have a vital role, namely, the nation's intellectual life. Juridically, educational institutions provide knowledge and develop intelligent thinking. While practically, educational institutions play a role in organising teaching, education, and improving behaviour and social behaviour. Every educational institution must carry out management functions properly and directly - implementing education's vision and mission by optimising all existing resources.

Education development is significant to improve the quality of human resources to achieve a better quality of life. Quality education is connected to educators guiding during school teaching and learning activities.

Effective resource management results in good performance and performance results. This also results in excellent organisational performance. The organisation wants to improve its quality by providing the best performance to all its employees. So it is essential to create a pleasant work environment where all employees can contribute through the best quality of work they have. The organisation will benefit if it has employees who behave positively, support the organisation, and have good morals to follow all the rules.

In this context, the problems faced by educational institutions generally concern one of the three critical behaviours of an employee in an organisation, namely good organisational behaviour, commonly known as Organizational Citizenship Behavior (OCB). OCB is an independent individual behaviour that is not directly rewarded by the formal reward system. This is free and voluntary, not limited by role requirements or job descriptions, which are expressly required in the contract with the organisation but rather a personal choice.

In the school context, OCBs were found to play a role in student achievement and increase school effectiveness. They free up resources for more productive purposes, help coordinate organisational activities, and are more effective at environmental change.

Schools are responsible for developing OCB for each of its members, including teachers and education staff. This shows that OCB has a critical position in an organisation and is one indicator towards a better organisation. Good employees (good citizens) display Organizational Citizenship Behavior in their work environment, thus improving the organisation.

Two important things need to be considered in improving the OCB of teachers and education staff, namely: 1) Internal factors (teachers and education personnel) such as morale, motivation, commitment, job satisfaction, and positive attitude; 2) External factors such as management system, leadership, organisational culture. Schools will be more effective and successful if teachers do do not only their main tasks but also do extra work. Pro-social behaviour or additional actions that exceed the job description specified in the school are referred to as OCB.

METHOD

This research took place at the Madrasah Aliyah Negeri in Mataram. The time of research was carried out from June to August 2022. This study used a quantitative descriptive approach. The informants in this study were the principal, teachers and education staff, amounting to 106 people. While the sampling technique used in this study is saturated because all population members are used as samples [1]. Still, only 95 people filled out the questionnaire because some of the teachers had the status of employed teachers.

Technique Data collection in this study used three ways: observation, questionnaires, interviews, and documentation. Data analysis in quantitative research was based on a statistical approach. Descriptive analysis is used to determine the characteristics of respondents and descriptions of respondents' answers to the indicators of each research variable, including Organizational Citizenship Behavior.

The data obtained by the compiler were transformed in the Guttman scale (Table 1).

Table 1 – Percentage of Category constants

Percentage	Category
90–100	Very high
61–89	Tall
50–60	Enough
35–49	Low
Less than 35	Very low

RESULTS AND DISCUSSION

There were the analysis results of the eight OCB factors: job satisfaction, motivation, organisational culture, gender, leadership style, tenure, corporate perception and fairness factors.

The general rule is that the hypothesis is accepted if the Chi-Square count> Chi-Square Table. Otherwise, the analysis result is rejected.

Table 2 is the result of the analysis Chi-Square test of job satisfaction (Asymptotic Significance 2-sided). Table 2 shows that all the factors influence OCB in MAN Mataram City.

Table 2 – Chi-Square Test of job satisfaction (Asymptotic Significance 2-sided) for all factors

Criteria	Factor							
	Job satisfaction	Motivation	Organisational culture	Gender	Leadership Style	Years of service	Organisational Perception	Justice Factor
Pearson Chi-Square	.010	.010	.008	.022	.033	.022	.000	.000
Likelihood Ratio	.154	.154	.416	.060	.185	.651	.018	.090
Linear-by-Linear Association	.000	.000	.001	.003	.001	.001	.000	.000

Factor Analysis. The method used in this research is principal component analysis (PCA). An eigenvalue approach is used to determine the number of components. Only elements with an eigenvalue of at least one are maintained. The factor analysis model does not include other details with an eigenvalue of less than 1.

After all, variables have sufficient values. The next step is to carry out the core process of factor analysis, namely extracting a set of existing variables so that one or more factors are formed. The method used in carrying out this extraction process is Principal Component Analysis. After eight elements are included in determining which of the eight variables will enter which factor, a rotation process is carried out using the varimax method, as shown in Table 3.

Table 3 – KMO & Bartlett's Test of Sphericity

Faktor's	KMO OF MSA	Bartlett's Test of Sphericity		
		Approx Chi-Square	df	Sig
Job satisfaction	.973	84,608a	75	.010
Motivation	.973	84,608a	75	.010
Organisational culture	.671	70,913a	45	.008
Gender	.554	35.590a	30	.022
Leadership Style	.830	63,892a	45	.033
Years of service	.947	83,946a	60	.022
Organisational Perception	.857	127,792a	60	.000
Justice Factor	.764	111.728a	60	.000

Internal Factors Affecting OCB. There are variables on internal aspects that affect OCB. From the results of data processing carried out, data obtained that the percentage and interpretation of numbers for each variable are factors that increase the OCB value for teachers and employees of MAN Mataram City.

These results indicate that job satisfaction as an indicator that is not included in the work obligations of an employee undoubtedly affects OCB at MAN Mataram. If school leaders provide higher satisfaction levels to educators and education staff, they will automatically work voluntarily even though they are not part of their formal work.

Research [2] supports this study's results, which state that job satisfaction significantly affects OCB. According to the theory by [3], satisfied employees seem more likely to speak positively about their organisation and help others or co-workers. They far exceed normal expectations in their work [2]. Research [4] also states that job satisfaction positively and significantly affects OCB. An employee with a high level of satisfaction will show a positive attitude or behaviour towards work. For employees who do not get job satisfaction, negative attitudes or behaviour will arise, leading to frustration. Unlike employees who get pleasure, they can work well, are enthusiastic and can improve work achievements. Research results [5] show that job satisfaction positively and significantly affects organisational commitment.

The study's results by [6] show that two components form the motivational factor, first direction and purpose. Motivated employees intend to do work, be active in carrying out work to fulfil their needs and want to develop themselves within the company so that employees have definite goals in doing their job.

The motivation of MAN Mataram city's teachers and teaching staff can be categorised as high.

Based on the data research, there is no influence of sex factors on OCB in MAN Mataram City. Based on the study [7] proves that there are differences in perceptions of OCB between men and women. Women perceive OCB as part of their in-role behaviour more than men. This evidence shows that women tend to internalise group expectations, a sense of community, and helping activities as part of their work. Furthermore, the results of research [8] state that the OCB of men is higher than that of women. This indicates that men are more concerned about the organisation, including organisational data such as important documents and messages from the organisation, so it is more sporty to share knowledge.

The study shows a relationship between tenure and an influence on OCB in MAN Mataram City. Conceptually, tenure is the period or length of an employee devoting himself to a company or organisation [8]. The tenure can be seen from how long the workforce devotes themselves to the company and the relationship between the company and its crew. Author's opinion [9], often called seniority, is the number of years of continuous service in an organisation. This research is supported by [10], which states that the results shown on the characteristics of the respondents obtained that all respondents in the category of long working have the same high level of OCB, so it cannot prove that employees with longer working hours show higher levels of OCB.

Test analysis indicates that perceptions of organisational justice have a positive and significant direct effect on organisational citizenship behaviour. This finding provides a reasonably clear picture that teachers' perceptions of organisational justice also determine the strengths and weaknesses of Organizational Citizenship Behavior. If the teacher perceives the organisation can treat its employees fairly, it can strengthen organisational citizenship behaviour. On the other hand, if the teacher perceives the organisation as not showing fairness to its employees, it can weaken the employee's Organizational Citizenship Behavior.

Justice organisation refers to a person's assessment of the extent to which he is treated fairly by the organisation. Justice can be implemented in the form of distributive justice, procedural justice, and interactional justice. When the organisation treats employees fairly, whether distributively, procedurally or interactionally, employees will perceive it positively so that they feel treated humanely and with dignity. Such feelings can encourage employees to be willing to do something outside their primary role as an employee. In this case, OCB reflects employee actions carried out voluntarily outside of their parts that positively contribute to the organisation's development and effectiveness. This role includes altruism, conscientiousness, sportsmanship, decency, and benevolence. The effect of organisational justice on OCB also applies in the context of the educational environment. Suppose the teacher is treated fairly by the school or the leadership as the holder of the school authority. In that case, it will be assessed positively so that the teacher is willing to take generous, polite, and virtuous actions beyond the role that a teacher at school should carry out.

External Factors Affecting OCB. Based on the results, it is known that organisational culture affects Organizational Citizenship Behavior by 85%. It means that a solid corporate culture is internalised in teachers and education personnel, contributing 85% to increasing Organizational Citizenship Behavior in teachers and education staff influenced by other factors. The results concluded that Organizational Citizenship Behavior has a linear relationship with organisational culture.

Organisational perception factors influence OCB in MAN Mataram City. Perception is a process by which an individual gives meaning to the environment. It involves organising and translating various stimuli into a psychological experience. A person's perception can be seen from a person's attitude in looking at a given task, feelings in doing the work, motivation in doing work, and the resulting behaviour in doing work [11].

The results of [12] also show a significant direct effect of perceived organisational support on organisational citizenship behaviour. The results [4] state a positive and significant influence between perceptions of transformational leadership and corporate culture on organisational citizenship behaviour. This shows that perceptions of transformational leadership and organisational culture can improve employee Organizational Citizenship Behavior. Referring to the theory put forward by [13], the Organizational Citizenship Behavior of a person is usually influenced by things outside the individual that have a direct influence, such as transformational leadership and organisational cultural climate. Besides OCB being the result of external forces, Organizational Citizenship Behavior can also be seen as the result of individual internal processes, either directly or indirectly. These factors include job satisfaction, soft skills, and emotional intelligence [4].

In general, the results show that the factors that affect the OCB of teachers and teaching staff have only a significant difference in internal factors regarding fairness and external factors regarding perceptions of the organisation.

Furthermore, it can be conveyed the results of the research that teachers and educators already have Organisational Citizenship Behavior. But, it among teachers and education personnel has yet to appear optimally. By knowing this, school management can improve the existing leadership style so that Organizational Citizenship Behavior in teachers and education can be implemented optimally.

CONCLUSIONS

Based on the results of studies, to increase job satisfaction, the leadership needs to provide a fairer reward system for outstanding employees to motivate employees to work better. Also, heads must provide more significant opportunities for teachers and education personnel to attend training to develop their competencies.

Increasing organisational commitment from teachers and education personnel must always be the subject of attention from leaders, namely by paying attention to employees, participation in all activities as a form of trust from superiors, and consistent implementation of every regulation and policy that exist, fostering togetherness values, as well as loyalty to both work and the organisation.

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Academic Supervision of the School Principal in Improving the Performance of Elementary Teachers in Clusters I-II in Bandar Dua, Pidie Jaya District, Indonesia

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Abstract. The teacher is the person who deals directly with students. Teacher performance determines the success of learning and the achievement of educational goals. One way to improve teacher performance is to carry out academic supervision. As supervisors in academic supervision, principals must be competent in improving their teachers' performance. The purpose of this study was to find out in Clusters I-II in Bandar Dua, Pidie Jaya Regency: 1) the implementation's level of school principals' academic supervision in improving the performance of elementary school teachers; 2) the evaluation of the school principal's academic supervision program in improving the performance of elementary school teachers; 3) follow-up of the school principal's academic supervision program in improving the performance of elementary school teachers. Data collection techniques through observation, interviews, and documentation studies. The subjects of this study were school principals and teachers at SDN 1 and SDN 8 Bandar Dua.

The results of the research are 1) implementation of academic supervision by the principal is carried out in three stages, namely: initial survey before carrying out academic management; class visits to find out the course of learning; reviewing the results of class visits. Second, the evaluation of the school principal's educational supervision program provides by evaluating teachers' ability to improve the following program by using coaching to offer the right solution in overcoming the problems teachers face. Thirdly, follow-up of the school principal's academic supervision program in improving teacher performance makes by making a follow-up plan which will be given training, workshops, and guidance with MGMP.

Keywords: supervision; principals; teacher performance.

INTRODUCTION

Academic supervision is the main task of the principal to improve the quality of education sustainably at a school [1]. Quality learning process services will be achieved by carrying out programmed and continuous academic supervision [2].

Learning led by qualified teachers will improve student achievement. Schools, as an organization that carries out the educational process with all its functions and results, have tools that realize their duties and tasks through educational management that has been used. According to [3], school is the core of the formal education process, so if explored, there is the interaction between various components, including the principal, teacher and students.

For schools to carry out their main functions and tasks properly, it is necessary to build a school system that can provide basic abilities for students. Empowerment of academic units is achieved by establishing school autonomy by the proportions operationally driven by the school principal, who supports teachers and other school components. As a managerial executor and a leader in the school organization, the principal is the key to success in carrying out the educational process [4, 5]. As the manager of a formal educational institution, the principal must have more knowledge to understand the functions, duties, and responsibilities inherent, namely the functions of leader, educator, supervisor, motivator and innovator.

One of the duties of the principal is as a supervisor [6]. Supervision carried out by the principal is a bridge of communication between the teacher and the principal [7] in monitoring teacher teaching activities by seeing how they explore lesson material, use a variety of teaching methods, carry out evaluations and assist teachers in translating the curriculum according to the interests, needs and potential of students. So, the principal is the determinant of the progress and reversal of teaching and learning activities because the principal's job is to overcome all problems that hinder the course of teaching and learning activities by conducting continuous and directed supervision [8, 9].

Academic supervision is the activity of the school principal to assist, direct and supervise teachers in developing, improving and improving the quality of learning carried out by teachers. This supervision aims to solve learning problems by guiding teachers to make them more professional. The above was stated by [10], namely that academic supervision is essential to be carried out by school principals because it is to know and understand the extent of educator performance and correct deficiencies in findings, including the teacher's ability to manage classes online. Academic supervision is professional assistance to teachers through cycles of systematic planning, careful observation, and prompt and objective feedback [11, 12].

Supervision in schools today is more likely to carry out inspections. In its implementation, the supervisor tends to find fault with the teacher without any coaching, justification, or improvement of something that has been blamed. In addition, it is often seen how ineffective the principal is in dividing his time at work. Where most of the time is used to carry out routine administrative tasks in the office, while the teacher does not get enough good supervision in the learning process, or the principal carries out the supervisor only modestly without any effort to develop and improve the workings of the teaching staff.

State Elementary Schools (SD) in Clusters I and II of Bandar Baru District, Pidie Jaya Regency, consist of several elementary schools. In Cluster I there are SD Negeri 1 Bandar Dua, SD Negeri 3 Bandar Dua, SD Negeri 6 Bandar Dua, and SD Negeri 12 Bandar Dua. The SDs in Cluster II consist of SD Negeri 8 Bandar Dua, SD Negeri 2 Bandar Dua, SD Negeri 4 Bandar Dua, and SD Negeri 9 Bandar Dua. According to the initial observation, SD Negeri 1 Bandar Dua and SD Negeri 8 Bandar Dua are model schools for other schools in their respective clusters. Thus, by researching the two primary schools, it is considered that they have represented other elementary schools in their clusters.

From initial observations made in several public elementary schools within the scope, it was found that some teachers still needed to carry out the learning process properly, such as teaching without preparation and lack of homework checks given to students. And still found an evaluation system for a student that needs to be by learning. These causes are suspected to be due to the non-implementation of academic supervision tasks in an ideal and directed manner. And principals generally carry out professional supervision with an inspection approach that successfully looks for errors from the teacher without intending to assist.

Some negative behaviour have a significant impact on teaching and learning activities in schools, which in turn will also negatively impact students' quality of education. This problem, indeed, cannot be separated from the authority and success of the principal in supervising teaching and indicates that the principal still needs to be more effective in carrying out the supervision process in the school he leads.

METHOD

This study used a qualitative approach with a descriptive research type. Data sources in the survey were documents, work equipment and the social environment at the research location, which can provide data and information by improving teacher performance. The subjects of this study were school principals and teachers at SDN 1 Bandar Dua and SDN 8 Bandar Dua.

The instruments used to collect data were observation guidelines, interview guidelines, and documentation studies by asking questions that the research objectives had formulated.

Data analysis was carried out by organizing the data obtained into categories and describing data into units.

RESULTS AND DISCUSSION

Implementation of Principal Academic Supervision in Improving Elementary Teacher Performance in Clusters I and II in Bandar Dua, Pidie Jaya Regency

In the context of teacher training, performance continues to be strived to improve constantly. One indicator of good teacher performance is the field of discipline. The forms of teacher discipline are timely attendance, teaching by lesson plans, and compiling learning tools such as practical week details, lesson plans, annual programs, semester programs, and minimum completeness criteria. Teacher work discipline is closely related to obedience in implementing school regulations. Teacher work discipline is essential to development because it benefits the school and the teacher himself.

However, the teacher's performance can be influenced by several factors, including himself or the environment in which the teacher teaches. This is what [13] conveyed, that teacher performance can be influenced by various factors. Sometimes these factors can come from oneself in the form of low work motivation, knowledge, and insight. It can also go from oneself in the form of colleagues, leaders, and the environment around the workplace. Usually, teachers can be affected by the enthusiasm of their co-workers. A comfortable work environment will also significantly affect the teacher's morale.

Implementation of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 1 Bandar Dua. The School Head has conveyed the implementation process from planning, implementing, and evaluating to providing feedback. Academic supervision was implemented after taking several stages, namely the planning stage and preparing the instruments. At the planning stage, the schedule for the educational management of teachers to be supervised is discussed. After everything is complete and neatly arranged, we conduct supervision activities. In the case of the step before preparing the instrument, the head must formulate objectives, prepare a grid, and make the points of the tool. This statement follows what was said by [14], namely:

The steps that must be followed in preparing the instrument are: 1) We are formulating the objectives to be achieved with the instrument to be developed. 2) Make a grid that contains details of the variables and types of instruments that will be used to measure the part of the variable in question. 3) They are making instrument points. 4) They were editing instruments.

Implementation of the planning, both instrument planning and supervision planning, is carried out at the beginning of each semester, meaning that in a year, we carry out academic supervision planning twice. This planning is carried out through meetings with the teaching council. Then at the meeting, the teachers are allowed to provide input to the school principal regarding the schedule supervision. Teachers have different schedules, so the principal accepts this input to suit his work schedule.

The school principal has mentioned the planning process for academic supervision being carried out. The principal and vice principal also conveyed the same thing regarding the supervision planning process. At the beginning of each semester, the principal, together with all teachers, attended a special meeting regarding supervision planning to be carried out. The planning discussed essential matters, such as conveying supervision procedures to teachers in general, supervision objectives, schedule approval by each teacher, and aspects that need to be assessed by supervisors. Because the essence of academic supervision is to focus on the learning process carried out by teachers and students. This is following what was said by [13], who stated:

Academic supervision focuses on observing academic problems, namely observations made directly within the scope of learning activities carried out by teachers to help students when in the teaching and learning process so that learning objectives can be achieved perfectly.

After the planning stages have been carried out, the next stage is the implementation of supervision by the school principal. Supervisors' performance is carried out based on the assessment instruments that have been prepared, and from these assessments will continue to be monitored, assessed and followed up so that it will have an impact on improving teacher performance both in class and outside the classroom.

Most of the academic supervision is carried out on effective days in the principal's office, or the teachers' room with an approach adapted to the teacher's situation, with a relationship pattern that instils a strong sense of responsibility and belonging to teachers towards the school. The principal supervises during effective hours, usually carried out directly to the class when the teacher is teaching, and the principal provides input to the teacher after finishing teaching. Information is given in the office when the teacher is called in for feedback and improvement.

In practice, supervision monitors whether teachers/staff carry out their duties as well as possible by the instructions or provisions outlined and works with teachers to improve the teaching and learning process. By [15] stated:

1) Good supervision directs attention to the basics of education and ways of learning and their development in achieving the general goals of education.

2) The purpose of supervision is the improvement and development of the teaching and learning process in total; this means that the purpose of control is not only to improve the teaching quality of teachers but also to foster the growth of the teaching profession in a broad sense including the provision of facilities that support the smooth teaching and learning process, improve the quality of knowledge and skills of teachers, provide guidance and coaching in terms of implementation, curriculum, selection and use of teaching methods, learning tools, teaching evaluation procedures and techniques and so on.

3) The focus is on learning settings, not people or groups.

The conclusion from the implementation of academic supervision by the head of SD Negeri 1 Bandar Dua, Pidie Jaya Regency, in improving the teacher's performance is that it has been good. This is evidenced by the teacher's responses and direct explanations by the principal about the stages of implementing academic supervision. Besides that, the teacher also feels that the responsibility to teach correctly and correctly is his responsibility and is assisted by the principal. In this case, through supervision, the principal helps the teacher to correct the teacher if there are errors in teaching and preparing teaching materials.

Implementation of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 8 Bandar Dua. The investigation of the school principal's academic supervision to improve the performance was carried out directly through interviews and direct observation in the classroom. The principal makes plans for educational management, carried out periodically and continuously, aiming to motivate teachers to improve competence, including curriculum development, encouraging teacher involvement in work teams, and can be used as teacher references in action research.

In preparing the plan for academic supervision, the principal does it at the beginning of the school year. The planning stages for the principal's educational management start from the preparation of the academic supervision semester program. Then through a meeting with the teacher council, the principal directly conveys the program. As for the focus in planning for academic supervision delivered by the school principal, among others: teacher administration, implementation of learning, grade books, teacher development, and teacher report cards. The principal and vice principal formulated a schedule for implementing academic supervision based on supervisors' technical guidelines.

The conclusion from implementing academic supervision carried out by the head of SD Negeri 8 Bandar Dua is that it begins with preparing an academic supervision schedule based on referrals from the department so that the implementation content is by official standards. At the same time, the plan for supervising class visits can be determined twice every semester from the beginning of the semester and the end of the semester. The expected results from the preparation of the school principal's academic supervision program are that the implementation of the supervision can run smoothly by what has been determined to improve teacher performance in preparing learning tools, carrying out learning, evaluating learning outcomes, and getting solutions to problems experienced during the learning process.

Implementation of supervision that is right on target certainly requires a strategy from a supervisor. Likewise, [16] states, "Academic supervision is related to activities in creating conducive situations in the implementation of learning, so supervisors can use various supervision techniques which include individual and group techniques".

During academic supervision, the principal sets clear goals before carrying out maintenance. The teacher council has various characters and abilities, so educational supervision activities are carried out according to what was planned. Activities carried out can be in the form of meetings with the principal as a supervisor with teachers inside and outside the classroom or even in the field.

In implementing academic supervision, the principal emphasizes the importance of mastery of the teacher's work/tasks. Therefore, the principal pays attention so that the teacher tries to improve performance in carrying out his duties so that the learning objectives at SD Negeri 8 Bandar Dua can be adequately achieved.

Evaluation of the Principal's Academic Supervision Program in Improving Elementary Teacher Performance in Clusters I and II in Bandar Dua, Pidie Jaya Regency

Supervisors have carried out academic supervision evaluation activities. In this case, the school principal carries out academic supervision of teachers based on the results of the control that has been carried out.

Evaluation of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 1 Bandar Dua. Evaluation should be carried out on all programs that have been prepared, including the school principal's academic supervision program that has been implemented. The school principal evaluates academic supervision at the end of the semester inviting the teachers involved in the evaluation, including the principal and deputy principal.

The evaluation results are used as a reference for subsequent planning, especially regarding findings that need to be followed up. After the principal evaluates the academic supervision that has been carried out on the teachers, then evaluates it. Because with the evaluation, we find information/findings that can be used as an essential reference for planning academic supervision in the following year. In addition to the evaluation results, I will follow up on the deficiencies in the teacher, both in the field of ability to convey subject matter and academic knowledge.

The school principal must process and analyze the findings and data from teachers' assessments in their duties and functions to evaluate and follow up on supervision. The processing and analysis involve specific methods or techniques according to the data type and the study's purpose. This way, accurate and useful information will be obtained to improve teacher performance.

This study discovered that school principals evaluate the implementation of academic supervision in improving teacher performance twice a year, namely at the end of the odd semester and the end of the even semester. By going through the stages of discussing the results of supervision of learning administration, implementation of learning and assessment of learning outcomes, then proceed with an analysis of the results of the performance of academic management.

Evaluation of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 8 Bandar Dua. Supervision activities carried out by the Principal can be described as a cycle, starting from planning, implementing, and evaluating. Evaluation should be carried out on all prepared programs, including the school principal's academic supervision program, which is carried out after the program's implementation. Then only sometimes, after carrying out academic supervision, is the teacher immediately evaluated. The teacher can be evaluated after all evaluation programs in one semester have been completed because the basis of the implementation of the supervision evaluation is whether the follow-up steps set for the teacher are practical or not after the implementation of the academic supervision is carried out. This can be seen in whether or not the teacher's performance has improved after management and follow-up.

In conclusion, an evaluation of supervision needs to be done because this evaluation will find findings/information that can be used as a basis of reference for planning academic management in the following year. In addition, the supervision evaluation results will follow up on the deficiencies in the teacher, both in the field of ability to convey subject matter and academic skills.

Follow-up of Principal Academic Supervision in Improving Elementary Teacher Performance

According to [17], several things must be considered in implementing academic supervision regarding follow-up, namely as follows:

a) In carrying out academic supervision follow-up activities, the main target is teaching and learning activities;

b) The results of the analysis and supervisor's notes can be used to develop the teaching skills of teachers or to increase the professionalism of teachers and staff, at least to reduce the obstacles that arise or may arise;

c) Feedback will assist supervisors in carrying out follow-up supervision;

d) This feedback can also create a communication atmosphere that does not lead to assertiveness, highlighting their authority and providing opportunities to encourage teachers to improve their appearance and performance.

Based on the research results in the previous section, the principle in supervising the implementation of learning in schools must be balanced with control and carried out daily. Additionally, the school principal plays a vital role in implementing supervision as a supervisor so that they can work together to achieve school organizational goals. No less important is the performance of academic management by the school principal as the supervisor does not mean only receiving administrative reports. However, follow-up on the results of the supervised evacuation is also essential.

Follow-up of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 1 Bandar Dua. The principal of SD Negeri 1 Bandar Dua did not only plan, implement, and evaluate my academic supervision, but he also followed up on what was found during the implementation of the inspection. The results of the analysis, the principal's notes, are used to determine the weaknesses and strengths of teachers. Based on these conditions, the school principal can develop a program to build teacher teaching skills or increase teacher professionalism. The author [17] argues that:

The ways to follow up on the results of academic supervision are as follows: a) Reviewing the summary of research results; b) If it turns out that the goals of academic supervision and learning standards have not been achieved, then it is better to reassess the knowledge, skills and attitudes of the teachers who are the goals of coaching; c) If it turns out that the goal has not been achieved, then start re-designing the teacher's academic supervision program for the next term; d) Make an action plan for the subsequent academic supervision; e) Implement the action plan in the next period.

Direct coaching activities are carried out after the principal has finished observing learning in class or post-observation meetings. The meeting between the principal and the teachers aims to provide feedback to help develop teacher behaviour in the learning process. This feedback can also create a communication atmosphere that does not cause tension, does not highlight authority, and provides opportunities to encourage teachers to improve their appearance and performance.

Furthermore, indirect coaching is the school principal giving examples to teachers, discussions, training, and consultations. Then the school principal has also made a group of teachers with problems that have been identified. In those components, follow-up can be given by giving examples, discussions, training, and consultations.

There are various types of follow-up given by the principal to teachers based on the findings of the results of academic supervision carried out by the school principal. Among them are the provision of coaching by the head and senior teachers entrusted by the school principal. Apart from this coaching, the school principal often sends teachers to the school to attend training in the district. The Education Office organized the training.

Based on the results of the discussion of the research above, the school principal has carried out various ways to follow up on findings during the academic supervision he carried out.

Follow-up of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 8 Bandar. The results of supervision need to be followed up so that it has a real impact on increasing teacher professionalism. This real impact is expected to be felt by all stakeholders. The follow-up is in the form of strengthening and rewarding given to teachers who have met the standards, educational reprimands given to teachers who have not met the criteria and teachers are allowed to take part in further training/upgrading. The principal has taken various ways to follow up on the results of his findings in implementing academic supervision. Among them is compiling steps for coaching, which is the main target in the follow-up of the head of SD Negeri 8 Bandar Dua, namely the teacher's teaching and learning activities. Because according to the head, the teacher's good performance can be seen in his learning process. This is what was said by [18], namely:

Another thing done in the follow-up plan activity is to develop the steps for fostering the next supervision program. The main target of implementing follow-up academic supervision is teaching and learning activities. The results of the analysis, notes the supervisor, can be used to develop teacher teaching skills or improve the performance of teachers and employees, at least to reduce the obstacles that may arise.

Implementation of follow-up from the analysis results is utilizing the results of supervision. SD Negeri 8 Bandar Dua follows up on the maintenance results by increasing coaching, mentoring and direction to teachers using the continuous professional development program and the school's Teacher Working Group facilities with various activities such as workshops and seminars.

From the results of the discussion and references above, the researcher can conclude that the head's good determination to improve his teachers' performance is very high. We can see this from the principal's motivation in following up on the findings during academic supervision.

The interview data obtained at the follow-up to the implementation of academic supervision has been confirmed by other sources that are not included in the list of interviewees.

CONCLUSIONS

Based on the results of the research, the following conclusions can be drawn:

1. The implementation of academic supervision is carried out by the principal, deputy head and senior teachers who are considered experienced in teaching, which is carried out at the beginning of the school year. Meanwhile, the plan for the school principal's academic supervision program is prepared to refer to the identification of problems faced by teachers based on the results of the previous year's supervision, such as assessment, coaching and assisting teachers with difficulties, then poured into the Academic Supervision Plan program according to teacher needs.

2. Academic supervision at SD Negeri 1 and SD Negeri 8 Bandar Dua is carried out using several techniques, namely direct and indirect techniques, such as; class visit techniques, scheduled and programmed, unscheduled temporary courses, private discussions / individual talks, group discussions, and school meetings as well as by presenting the school supervisor as a speaker in solving problems.

3. Academic supervision by the school principal is carried out in three stages: an initial survey before academic management, class visits to find out the progress of learning, and reviewing the results of class visits. Technical guidelines and the planned educational supervision program have carried out academic supervision.

4. The principal evaluates academic supervision at the end of the semester by inviting the teachers involved to assess the principal and deputy principal. The evaluation results are a reference for subsequent planning related to the findings that must be followed up. The school principal evaluates the implementation of academic supervision in improving teacher performance twice a year, namely at the end of the odd semester and the end of the even semester. By going through the stages of discussing the results of supervision of learning administration, implementation of learning and assessment of learning outcomes, then proceed with an analysis of the results of the performance of academic management.

5. The notes of the school's principals are used to determine the weaknesses and strengths of teachers. Based on these conditions, the school principal can develop a program to build teacher teaching skills or increase teacher professionalism. The principal, in direct action, carries out two follow-up techniques, and the principal immediately provides improvements when the teacher has been supervised. There are also indirect actions, namely the principal giving examples to teachers, discussions, training, and consultation with school supervisors.

6. Follow-up was carried out by the heads of SD Negeri 1 and SD Negeri Bandar Dua to improve teacher performance by utilizing continuous professional development programs and workshops and participating in training conducted by the Pidie District Education Office Jaya.

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The Effect of Country of Origin and Country of Manufacture on Perceived Quality and Purchase Intention on Toyota Cars in West Nusa Tenggara, Indonesia

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Abstract. This study aims to determine and analyze the influence of Country of Origin and Country of Manufacture variables on Purchase Intention and Perceived Quality, as well as the impact of Perceived Quality variables on the Purchase Intention of Toyota Cars in West Nusa Tenggara. The type of research used is causal research. The population in this study was all consumers interested in buying a Toyota car at the Toyota Dealer in West Nusa Tenggara. The sample volume was 115 people, and the data analysis used was Structural Equation Modeling PLS. The results showed that the Country of Origin positively and significantly affects Purchase Intention and Perceived Quality. Variable Country of Manufacture has a positive and significant influence on Purchase Intention but has no significant impact on Perceived Quality. Perceived quality has a positive and significant effect on Purchase Intention. The results of this research can be input and consideration for companies in implementing development strategies.

Keywords: Country of Origin; Country of Manufacture; Purchase Intention; Perceived Quality

INTRODUCTION

In the global economy, many large companies carry out production activities abroad. To obtain lower production costs, multinational companies carry out the relocation process by moving their production bases from developed to developing countries. This phenomenon makes a new division of labour system more profitable for developing countries, especially regarding the internationalization of capital and technological absorption. Many foreign companies have emerged in developing countries; one example is Toyota's emergence in Indonesia. Toyota is known as a car originating from Japan, which has better quality than similar products from other countries. In addition to Indonesia, Toyota has been marketed to 27 countries worldwide.

Since companies made their manufacturing in developing countries, marketing researchers began to discuss the topic of Country of Origin and distinguish between Country of Manufacture and Country of Origin [1]. This is because each country has a different image of each consumer in another country. In addition, consumers use the Country of Origin as an indicator to assess a product [2]. The name of a country as a Country of Origin of a product is usually associated with the product's perceived quality and the country's name as a "brand". In the perception of a global consumer audience, each country is associated with specific attributes that influence the decision-making process [3].

Furthermore, recently the term "multiple images" has emerged, where consumers consider not only the image of the Country of Origin to evaluate the product but also the image of the Country of Manufacture of the product [4]. Previous research has stated that the Country of Manufacture positively influences the perception of quality [5, 6, 7]. The perception of quality will create confidence in the minds of consumers in a brand product, and the new information thought will determine the purchase [8]. When consumers have a good perception of the country that is the Country of Manufacture, the perceived quality of the product consumers will be better. In addition, previous research by [9] stated a positive relationship between perceptions of product quality and buying intentions. That is, the better the perception of the quality of a product, the more likely the public is to make purchase intentions.

Literature review

The Effect of Country of Origin on Purchase Intention. Country of Origin is any form of consumer perception of a country's products based on the consumer's previous perception of the advantages and disadvantages of production and marketing of the country concerned. An imported product will not be separated from where the country of origin of the product. The country of origin of a product, commonly referred to as the Country of Origin, is contained in one of the elements of product attributes that can become stimuli in the minds of consumers and are closely attached to the product. This stimulus can give rise to a perception regarding the product itself. It is this perception that will determine a person in making a purchase decision. The research results reinforce this statement [10] that the Country of Origin affects Purchase Intentions. Similarly, a study by [11, 12] found that Country of Origin affects Purchase Intentions. Thus, the first hypothesis of this study is as follows:

H_1: The higher the Country of Origin, the higher the Purchase Intention.

The Effect of Country of Manufacture on Purchase Intention. Country of Origin Manufacture is a general consumer assessment of the country where the product is manufactured based on information received from various sources. Multinational corporations need to determine the country chosen as the Country of Manufacture. This is because each country has a different image of each consumer in another country. Previous research states that the Country of Manufacture positively influences purchasing interest [6]. Thus, the second hypothesis of this study is as follows:

H2: The higher the Country of Manufacture, the higher the Purchase Intention.

The Effect of Country of Origin on Perceived Quality. Some good or service consumers will see the country where the product is produced before determining what to buy. The country of origin of a product is called the Country of Origin, which is generally considered part of the characteristics of a product. This Country of Origin will cause a perception of a product's good and bad quality. The perception of this quality will affect the views of potential consumers on the products offered by the manufacturer (Perceived Quality). A study by [13] found that Country of Origin affects Quality Perception. Similarly, author [3] found that Country of Origin affects Perceived Quality. Thus, the third hypothesis of this study is as follows:

H3: The higher the Country of Origin, the higher the Perceived quality.

The Effect of Country of Manufacture on Perceived Quality. A Country of Manufacture is where products are manufactured or assembled. The concept suggests that some global and transnational companies are no longer doing the entire production chain in their countries. The production series is carried out in other countries but still refers to the land of origin. The image of the product's country of origin is a certain amount of trust in people, ideas, and impressions about the product's country of origin.

In contrast, the image of the country where the manufacturer is located is a certain amount of trust in people, ideas and impressions about the country where the product is produced. A country that is perceived to have a positive image will also contribute positively to everything that comes from and is associated with the country's name. This is in line with the view of [14] that the country's image is very positive as a source that contributes to the perception of the quality of the country's brand of positive value. Thus, the fourth hypothesis of this study is as follows:

H4: The higher the Country of Manufacture, the higher the Perceived quality.

The Effect of Perceived Quality on Purchase Intention. To build long-term relationships with consumers, marketers must ensure that the perceived quality of their products among consumers is high and remains so. The perception of quality will affect the views of potential consumers on the products offered by producers or what is commonly called perceived quality. Ultimately, consumers will involve in the following process, namely purchase intention. The purchase intention process includes the desire and plans to buy. Consumers will make considerations before finally deciding whether to buy a product according to their wishes. This statement is from the research conducted by [15], which states that Perceived quality affects consumer purchasing decisions. Similarly, the research results by [3] showed that Perceived quality affects consumers' purchasing decisions. Thus, the fifth hypothesis of this study is as follows:

H5: The higher the Perceived Quality, the higher the Purchase Intention.

Based on the above explanations, the empirical model in this study is presented in the following Figure 1.

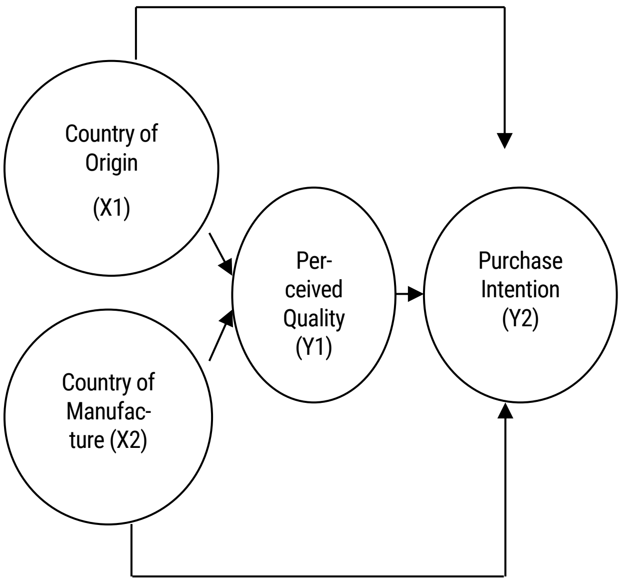

Figure 1 – Conceptual Framework

METHOD

This research is a quantitative study that explicitly uses a causal approach. The population is all consumers interested in buying a Toyota car at the Toyota Dealer in West Nusa Tenggara, Indonesia. The total sample was 115 people. The sampling technique used was accidental sampling. In this study, the sample is consumers who happen to be visiting the location of the research object, namely in Krida Toyota, West Nusa Tenggara. The data analysis used was Structural Equation Modeling based on covariance, namely PLS (Partial Least Square) with SmartPLS. The PLS model contains two measurement elements, namely the design of a structural model or called an inner model, and a measurement model or called an outer model. The internal model provides an overview of the association between exogenous and endogenous variables. In contrast, the external model deals with the validity of each manifest variable compiled to describe each variable.

RESULTS AND DISCUSSION

The study collected responses from 115 respondents. The characteristics of respondents vary widely. More data can be seen in Table 1.

Table 1 – Characteristics of Respondents

Variable	Description	Sum.	%
Gender	Male	81	70
	Female	34	30
Age	<31	8	7
	31-40	52	45
	41-50	30	26
	>50	25	22
Income	<Rp 5 million	11	10
	Rp 5–7mln	68	59
	>Rp 7 mln	36	31
Education	High School	14	12
	Diploma	4	3
	Bachelor	87	76
	Master	10	9

Test Results of the Measurement Model (Outer model) are presented in Table 2.

Table 2 – Loading Factor's Value

Variable	Item	Outer Loading	Criteria
Country of Origin (X1)	X1.1	0,618	Valid
	X1.2	0,663	Valid
	X1.3	0,710	Valid
	X1.4	0,598	Valid
	X1.5	0,574	Valid
	X1.6	0,683	Valid
	X1.7	0,606	Valid
Country of Manufacture (X2)	X2.1	0,733	Valid
	X2.2	0,726	Valid
	X2.3	0,723	Valid
	X2.4	0,700	Valid
	X2.5	0,648	Valid
Perceived Quality (Y1)	Y1.1	0,633	Valid
	Y1.2	0,681	Valid
	Y1.3	0,792	Valid
	Y1.4	0,823	Valid
	Y1.5	0,779	Valid
	Y1.6	0,761	Valid
	Y1.7	0,828	Valid
Purchase Intention (Y2)	Y2.1	0,758	Valid
	Y2.2	0,810	Valid
	Y2.3	0,793	Valid
	Y2.4	0,833	Valid

Since all items are valid, these indicators are then used in model testing. Furthermore, researchers conduct validity and reliability tests. The test results can be seen in Table 3.

Table 3 – Quality Criteria

Variable	Average	Composite Reliability	Cronbach's Alpha
Country of Origin (X1)	0,407	0,827	0,757
Country of Manufacture (X2)	0,500	0,833	0,749
Perceived Quality (Y1)	0,577	0,905	0,876
Purchase Intention (Y2)	0,638	0,876	0,811

The discriminant validity test in this research was carried out using the Average Variance Extract (AVE) value. To be valid, the first condition that must be met is that the AVE value must be greater than 0.50 or close to that value. In Table 3, it can be seen that the AVE value of most variables is > 0.50, and one of the variables has a value close to 0.50, so the first condition is fulfilled. Based on the data, it can also be concluded that all items meet the requirements, so all items are valid and can be used to test this research model. Furthermore, the composite reliability value of each variable is more significant than 0.70. Likewise, the value of Cronbach's alpha is by the recommended value (>0.70). Therefore, it is concluded that internal consistency has been fulfilled so that all of the variables in this study are reliable.

Test Results of the Structural Model (Inner Model) are presented below. Testing the Path Coefficient and Coefficient of Determination (R^2). In this test, a test of the path coefficient and the coefficient of determination are carried out. The test results can be seen in Table 4.

Table 4 –R^2 Value

Variable	R^2 Adjusted
Perceived Quality	0,230
Purchase Intention	0,485

Based on the total coefficient of determination of purchase intention, which is 0.485, the diversity of data that this research model can explain is 48.5%. In addition, the total coefficient of determination of perceived quality is 0.230, which means that the diversity of data that this research model can explain is 23%. At the same time, the rest is explained by other variables from outside the model that was not included in this research model.

The Bootstrapping algorithm is used to determine whether or not the hypothesis proposed is acceptable. The hypothesis will be supported at a significance level of 0.05 if the p-value is less than the critical value of 0.05 (5%). The test results can be seen in the following Figure 2 and Table 5.

Table 5 – Results of Structural Model Test

Influence between Variables	Coefficient	T Stat	P Value	Conclusion
Country of Origin -> Purchase Intention	0,248	2,127	0,018	Significant
Country of Manufacture -> Purchase Intention	0,278	3,312	0,001	Significant
Country of Origin -> Perceived Quality	0,363	2,777	0,003	Significant
Country of Manufacture -> Perceived Quality	0,175	1,047	0,149	Insignificant
Perceived Quality -> Purchase Intention	0,337	3,388	0,001	Significant

Through hypothesis H_1 testing with PLS, the test result shows that the coefficient value is 0.248 with a p-value of 0.018 (lower than the error tolerance of 5%/0.05), which means that the Country of Origin is proven to have a positive and significant effect on purchase intention. The first hypothesis is accepted.

Through hypothesis H_2 testing with PLS, the test result shows that the coefficient value of 0.278 with a p-value of 0.001 (lower than the error tolerance of 5% (0.05), which means that the Country of Manufacture is proven to have a positive and significant effect on purchase intention. The second hypothesis is accepted.

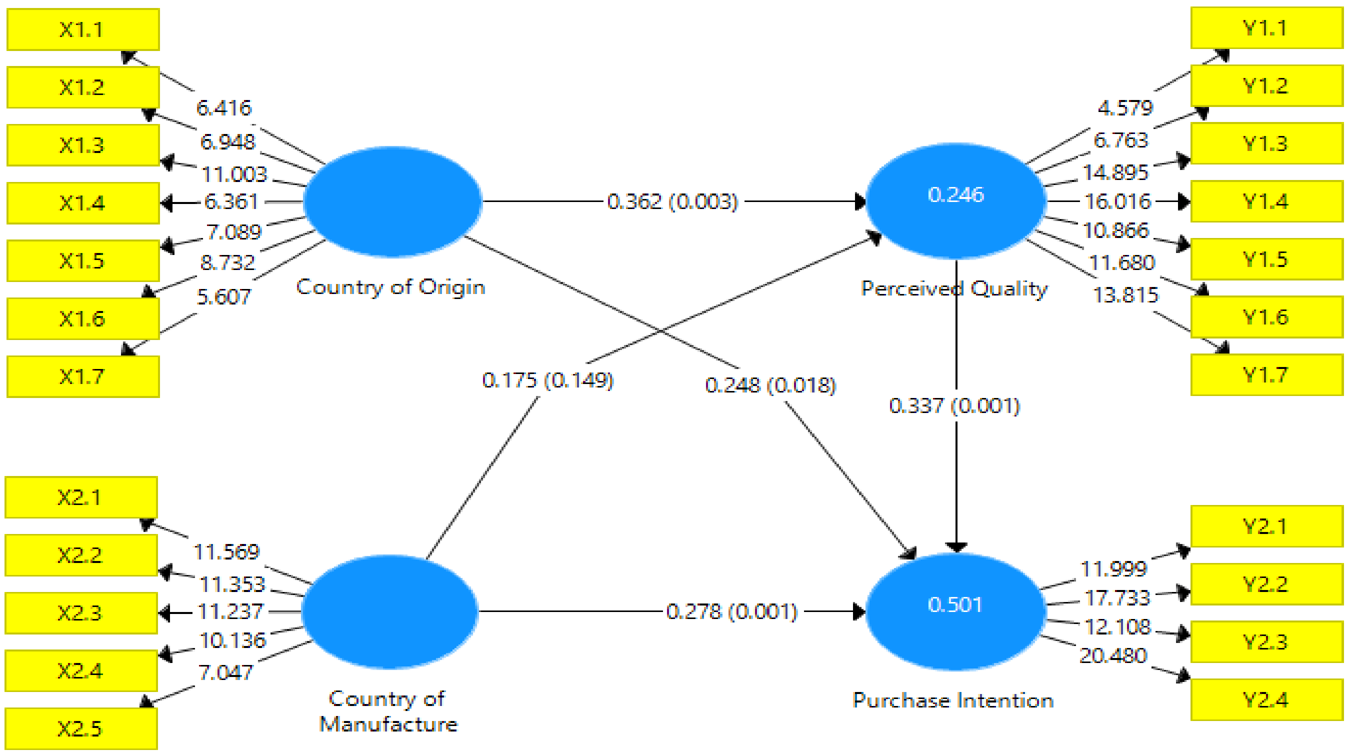

Figure 2 – Structural Model

Through hypothesis H_3 testing with PLS, the test result shows that the coefficient value is 0.363 with a p-value of 0.003 (less than the 5% error tolerance (of 0.05), which means that the Country of Origin is proven to have a positive and significant effect on perceived quality. The third hypothesis is accepted.

Through hypothesis H_4 testing with PLS, the test result shows that the coefficient value is 0.175 with a p-value of 0.149 (more significant than the error tolerance of 5% (0.05), which means that the Country of Manufacturing doesn't have a substantial effect on perceived quality. The fourth hypothesis is rejected.

Through hypothesis H_5 testing with PLS, the test result shows the coefficient value is 0.337 with a p-value of 0.001 (lower than the error tolerance of 5% (0.05), which means that Perceived quality has a positive and significant effect on Perceived Quality. The fifth hypothesis is accepted.

The results showed that the Country of Origin positively and significantly affects the Purchase Intention of Toyota Car Consumers in West Nusa Tenggara. The higher the country of origin, the higher the Consumer purchase intention. Conversely, the lower the Country of Origin, the lower the consumer purchase intention. This can be explained as buying interest can be formed through stimuli, one of which is the Country of Origin. The results state that the Country of Origin affects Purchase Intentions.

In addition, it was also found that the Country of Manufacture had a positive and significant effect on the Purchase Intention of Toyota Car Consumers in West Nusa Tenggara. That is, the higher the perception of the Country of Manufacture in Toyota Car, the higher the Consumer Purchase Intention. On the other hand, the lower the perception of the country of manufacture of Toyota Car, the lower the consumer purchase intention.

The results of this study also show that the Country of Origin has a positive and significant effect on Perceived Quality. That is, the higher the perception of the Country of Origin of Toyota cars, the higher the perception of the Quality of Toyota Cars. On the other hand, the lower the perception of the Country of Origin of Toyota, the lower the Consumers' Perceived quality.

Other results in this study show that the Country of Manufacture has a positive but not significant effect on Perceived Quality. This means that the Country of Manufacture will not significantly impact perceived quality. This is different from the view of [16] that a country's positive image can contribute to the perception of the quality of the country's brand. This means that the idea of the country and the Quality of Toyota Car products that are already positive are independent of the concept of the country where they are produced (namely Indonesia). This also means that Toyota can make cars anywhere in the world, and the appearance of product quality will remain positive in the minds of their consumers.

It was also found that Perceived quality positively and significantly affects Purchase Intention. The higher the Perceived Consumer Quality of Toyota Cars in West Nusa Tenggara, the higher the Purchase Intention toward Toyota Cars. On the other hand, the lower the Perceived Consumer Quality of Toyota Cars in West Nusa Tenggara, the lower the Consumer Purchase Intention. Thus, when developing a marketing strategy, marketers should consider every factor related to the perception of quality.

CONCLUSIONS

It can be concluded that the Country of Origin has a positive and significant effect on Purchase Intention and Perceived Quality. Country of Manufacture positively and considerably influences Purchase Intention. Still, it has no significant impact on Perceived Quality, and Perceived quality has a positive and significant effect on Purchase Intention. The results of this research can be input and consideration for companies in implementing Country of Origin and Country of Manufacture in their company development efforts.

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