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Passage Towards ASEAN Community 2015
Bridging Science, Technology, and Humanities

International Conference on Business, Economics, and Social Sciences (ICBESS 2013)

Abstract Book

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On behalf of the Organizing Committee of the 2nd ASEAN Academic Society International Conference (AASIC), it is an honor to welcome you all to the International Conference on Business, Economics, and Social Sciences (ICBESS 2013). The main conference, the 2nd AASIC, consists of a keynote speech, plenary speeches, and also parallel presentations which focus on economics and social sciences as well as related fields.

The 2nd ASEAN Academic Society International Conference having a theme of "Passage Towards ASEAN Community 2015: Bridging Science, Technology and Humanities" consists of three International Conferences of which one of them is ICBESS 2013. The theme stresses on bridging of all community of experts in research and innovation in facing of ASEAN Community 2015. All papers submitted to the 2nd AASIC have been reviewed by more than 15 international scientific committee members from over 10 different countries ensuring the quality of the accepted papers.

The ICBESS 2013 is organized by Indonesian Student Association in Thailand, in cooperation with the International Studies Center and Faculty of Agriculture of Kasetsart University, with a partial financial sponsorship by the Embassy of The Republic of Indonesia in Bangkok. I would like to express my deep gratitude to above mentioned organizations that made the conference possible. In addition, I would like also to thank all International Scientific Committee for assisting the Organizing Committee to review papers submitted to the conference. This conference will not be possible without the participation of the authors, to whom I would like to express my thankfulness.

Last but not least, I would like to thank all of you for coming and wish you a pleasant stay in Bangkok and a fruitful conference.

Canggih Puspo Wibowo
Chairman of 2nd AASIC

StakeHolders' Perception Behind The Index of Human Resources Development for Villages in Klaten Regency, Central Java - Indonesia

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Abstract

The purpose of this study was to express an opinion of the stakeholders in Klaten Regency behind the Index of Human Resources Development for Village (IHRDV). The IHRDV was composed by three key indicators, namely indicators of health, education indicators and economic indicators derived from data available in the villages context in Klaten Regency covering 26 sub districts and 391 villages. Each indicator consists of some variables derived from secondary data published by Statistics Indonesia on the document of Subdistrict in the Vigures 2012.

Among the 3 (three) indicators, indicator of education in Klaten Regency gave the biggest contribution to the IHRDV. Meanwhile, the indicator of economic provided the smallest contribution to the IHRDV. Instead, based on the opinion from stakeholders, there have been found that from the five of development aspect for measuring the progress of villages development, economic aspects ranks first (35.6%), followed by social aspects (31.1%), the physical aspects of infrastructure (20.9%), the government aspect (7.4 %) and political aspects (4.9%). Although the formulation result from the index side indicated that the indicator of economic contributed the smallest value on IHRDV, but most stakeholders argued that most desirable for village development should be focused on economic development.

Keywords: rural development, indicator of village development, Central Java - Indonesia

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Stakeholders' Perception Behind the Index of Human Resources Development for Villages (IDRDV) in Klaten Regency, Central Java - Indonesia

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Abstract— The purpose of this study was to express an opinion of the stakeholders in Klaten Regency behind the Index of Human Resources Development for Village (IHRDV). The IHRDV was composed by three key indicators, namely indicators of health, education indicators and economic indicators. The index system and the model of Analytical Hierarchy Process (AHP) have been applied in this study. Among 3 (three) indicators, indicator of education in Klaten Regency have given the biggest contribution to the IHRDV. Meanwhile, based on the opinion from stakeholders, there have been found that economic aspects placed in first rank (35.6%). Stakeholders argued that most desirable for village development should be focused on economic development.

Keywords—rural development; indicator of village development, central java – Indonesia

I. INTRODUCTION

The results of macro indicators of development in Indonesia, especially when compared with the other countries shows that of the 14 kinds of development indicators, the most prominent ranking in Indonesia is an indicator of the population, ranks 4th out of 237 countries, with a total population in the year 2010 about 237,6 million. On the other hand, the numbers of population are not proportional with the level of prosperity of the population and the quality of Human Resources Development (HDR). Gross Domestic Product (GDP) per capita as a reflection of the level of prosperity of a nation, including in the category of low, amount to U.S. \$ 4,300; ranks 154 out of 237 countries. While the human quality level as measured by the Human Development Index (HDI) included the low category, ranks 108 out of 169 countries [1].

On the other hand, the national income as a result of the implementation of national development, if it is distributed into the rural and urban areas still have a relatively large inequality. It shows by high levels of poverty in rural areas compared with urban areas. In 2011, the poor in Indonesia reached 30.02 million people or about 12.49% of the overall population; where about 18.97 million people or approximately 15.72% were in rural areas. Province of Papua and Maluku have large numbers of poor people in rural areas, about 35.20% [1].

Measuring to the progress of economic development indicator in the form of an index, usually uses data at the state level, provincial, district / city, and hasn't applied to the government in the lower levels such as at the level of village government. In the context of Indonesia, the national development policy in related with the field of regional development among others, is aimed to reduce the gap of development among the villages in Indonesia.

The purposes of this study was to construct the IHRDV for measuring and evaluating the progress of human resources development for village in Klaten Regency and then compared it with the opinion from stakeholders related with the process of village development.

II. LITERATURE REVIEW

In several years ago, Morris as in [2] had developed the composite indices called by the Physical Quality of Life Index (PQLI). This effort has been continued by Mahbub ul Haq as in [3] by composing indices called by the Human Development Index (HDI) in year 1990s.

Morris [2] had used two main indicators, namely health indicator and education indicator. Both of these indicators were measured by infant mortality rates, life expectancy at age one, and literacy percentage rates. Meanwhile, Mahbub ul Haq in 1990s [3] had also developed the Morris's model by adding other indicator, namely the indicator of income that measured by GDP which corrected by Power Purchasing Parity (PPP).

In recent years, there were a lot of composite indices for measuring the progress of development in the specific areas. For examples: Indicators of Good Governance (IGG) has developed by Philippine Institute for Development Studies [4], and Urban Governance Index (UGI) has arranged by UN-HABITAT for the Global Campaign on Urban Governance [5].

For measuring the progress of development in People's Republic of China (PRC), Wang as in [6] had developed a Regional Development Index (RDI) by using 10 (ten) field

indices (and one reference index) to measure the regional development in different fields in the government of province. On the other hand, BAPPENAS (Indonesia - State Planning Agency) as in [7] had also constructed a Regional Development Index (RDI). This RDI was developed to measuring the regional development in 26 provinces in Indonesia by using secondary data in years 1994, 1996 and 1998.

Khalifa and Connelly as in [8] had also constructed the Local Indicators of Sustainable Development and Local Human Development Index in the case of rural in Egypt. They has used 5 (five) indicators and 12 sub-indicators to get guideline for evaluating the criteria for the success of rural development. Meanwhile Emilija and Meyers as in [9] also had implemented the the assessment for measuring the regional indicators for the development of the villages in Lithuania. They used 4 (four) aspects, then derived into 9 (nine) indicators.

III. METHODOLOGY

In this study, authors developed the IHRDV that it was constructed by using a simple average method from 3 (three) indicators, namely: (i) Health Indicators, (ii) Education Indicators, and (iii) Economic Indicators. And after then, it compared with the perception of stakeholders.

Health indicators were composed by: (i) Ratio of the number of health facilities to the number of population times by 1,000, (ii) Ratio of the number of medical staff to the number of population times by 1,000, (iii) Percentage of the number of toilet ownership by family to the number of households, (iv) Infant bird rate per 1.000, and finally (v) Infant mortality rate per 1,000.

Education Indicators were composed by: (i) Ratio of the number of primary school building to the number of pupils times by 100, (ii) Ratio of the number of pupils to the number of teachers in primary school level, (iii) Ratio of the number of pupils in primary school to the number of school age population 7-12 years times by 100, and (iv) Percentage of population with educational attainment in senior high school and over to number of population age 5 year over.

And finally, Economic Indicators were composed by: (i) Ratio of the number of trading and finance facilities to the number of population times by 1,000, (ii) Ratio of the number of micro, small and medium enterprises to the number of population times by 1,000, (iii) Percentage of the number of employment in agriculture sector to the total number of employment, (iv) Percentage of the number of employment in industry sector to the total number of employment, (v) The number of cars and motorcycles to the number of households times by 100, (vi) Ratio of length of roads asphalted to the total number of length of roads times by 100, (vii) Ratio the total number of length of roads to the land area of village, and (viii) Ratio the number of telecomunication facilities to the number of house-holds times by 100.

Secondary data which adopted from the document of Kecamatan Dalam Angka (Sub-District in the Vigures) Year 2012 in Klaten Regency covering 26 sub districts and 391

villages was used to construct the IHRDV. To derive the aggregation of field indices and the overall index (the IHRDV), data need to be normalized, so all the basic indicators are transformed into a 0-10 score. The scores 0 and 10 indicate the positions of the relevant villages at the lowest and highest levels of village development. Equation of the index system can be formulated as follows [10, 11]:

$$I^{th}\ village = \frac{V_i - V_{min}}{V_{max} - V_{min}} \times 10 \quad \text{..........................} \quad (1)$$

For negative indicators (smaller numbers reflect a higher level of village development), the following formula is used:

$$I^{th}\ village = \frac{V_{max} - V_i}{V_{max} - V_{min}} \times 10 \quad \text{..........................} \quad (2)$$

Equation (1) and (2) will be applied into basic variables before the IHRDV will be resulted.

Meanwhile, the tool of the Analytical Hierarchy Process (AHP) was applied to get the preferences of 25 stakeholders that included academia, government, business and society. There were 5 (five) criterias used to know the aspect that determined the progress of villages development, namely economic aspects, social aspects, the physical aspects of infrastructure, the government aspect , and political aspects.

IV. RESULT

By using three indicators, namely: (i) Health Indicators, (ii) Education Indicators, and (iii) Economic Indicators; from Figure 1, we can see that the indicator of education provides the greatest value toward the value of IHRDV (score 5.7019), followed by the health indicator (score 3.5672), and the economic indicator (score 2.3695).

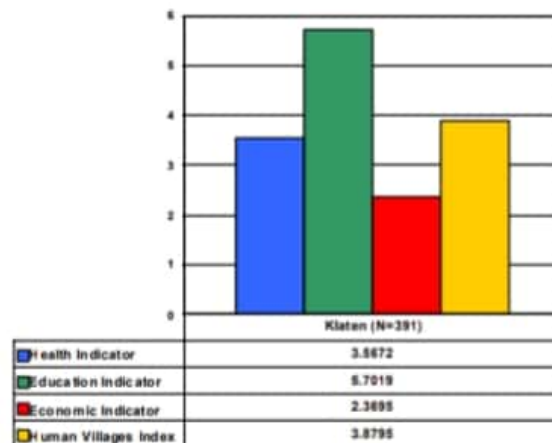|	Klaten (N=391)
Health Indicator	3.5672
Education Indicator	5.7019
Economic Indicator	2.3695
Human Villages Index	3.8795

Fig. 1. Value of IHRDV and Its Constituent

On the others hand, when each of indicator that forming the IHRDV was correlated with IHRDV, from Figure 2 we can see that the indicators of economic has the highest correlation with the IHRDV (value 0.608), followed by the indicator of health (value 0.573) and indicator of education (value 0.536).
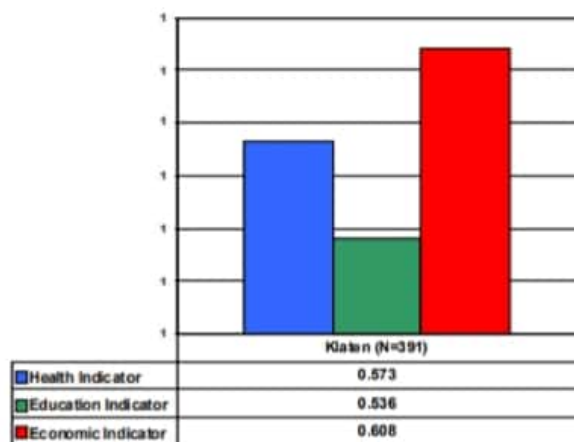

	Klaten (N=391)
■ Health Indicator	0.573
■ Education Indicator	0.536
■ Economic Indicator	0.608

Fig. 2. Value oDegree of Correlation of IHRDV and Its Constituent

Based on the results of AHP analysis, it has been found that the largest weight value on the rural development strategy was economic aspect (1) with a value of 35.%. The next aspect was Social Aspect (2) with a weight value of 31.1%; Physical and Infrastucture aspect (3) with a weight value 20.9,%; the fourth aspect was Governmental Aspect (4) with a weight value was 7,40%; whereas the last sequence was the political Aspects (5) with a weight value of 4.90%. Explanation on diagramatic can be seen in Figure 3.

EKONOMI	.356	
SOSIAL	.311	
POLITIK	.049	
PMRINTAH	.074	
FISPRA	.209	

Note: (1) EKONOMI (Economic Aspect); (2) SOSIAL (Social Aspect); (3) POLITIK (Political Aspect); (4) PMRINTAH (Goverment Aspect); (5) FISPRA (Physical and Infrastructur Aspect)

Fig. 3. Five Aspects to Achieve the Successful of Rural Development

V. CONCLUSION

The IHRDV can be used to measure the performance of village development in Indonesia. It is necessary because the government of Indonesia has increased the expenditures of its national budget from central to local government (provinces, regencies, and cities) year by year up to now.

The IHRDV can be instruments for knowing the level of development in the villages context. In particular to knowing the level of equity and equality of the village development.

The result of this research can provide the new ideas in applying the model for measuring the succeed of the human development for villages.

Although the indicator of economic contributed the smallest value on IHRDV, but most stakeholders argued that most desirable for village development should be focused on economic development. This step can be started by the increase of the revenue fund of village, improve of allocation fund for village, and finally by monitoring governmental funds in the villages.

Finally, modelling for this human resources development for villages can be alternative in formulating the policy of village development, specifically in determining of the target of indicators, providing the key variables, and collecting the data for supporting and creating the good administrative in the village government in the future

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To Increase Student Understanding About
History Lesson Use Constructivist Method

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Summary

Background of this research is to know student ability at YPE Senior High School on understanding history lesson and answer essay question. Researcher use qualitative method and constructivist learn model. Set of problem of this research is it is known that history lesson is boring and memorize. The result of this research is that students able to understand history as a science, make history explanation which are consist of who, what, when, and where chronologically.

Key words: History Lesson, Constructivist learn model, Student Understanding

I. Introduction

History lesson is one of lessons at both junior high school and senior high school. Empiric observation shown that student gave little attention for history lesson. It is known that history lesson is boring and memorize lesson. History lesson evaluation also not satisfied for teachers. It is the background the research on student understanding on lesson history at YPE Scholl at Semarang City Middle Java Province of Republic Indonesia. Research aim is to know about student ability to answer essay question on history lesson. This question also related with question about how teacher teach history lesson for student.

II. Methodology

There are various learn theory. One of them is cognitive theory. According this theory learn is way of thinking process to achieve, remember and use knowledge. Gestalt said that learn is depend on understand [2]. Other theory is Constructivist. Constructivist theory said that someone must built his own knowledge and ability actively from any information from outside. These theory were the theoretical framework of this research.

It is known that history is the story of man [5]. So teaching history lesson is explain about the story of man. Depend on Constructivist theory, lesson is gave with concepts [7]. There are various concepts on history like event, past time, human life on past time. So depend on constructivist theory, history is knowledge about event on human life at the past. Event of human life like culture, kingdom, government, war, conqueror also ideas at the past is history. These are history lesson subject.

Constructivist theory said that lesson is gave with concepts. This research was practiced constructivist learn model. Researcher gave history lesson that consist history concept. Researcher gave history concept to student. Aim of this learn model was the students are built their own knowledge and understanding about history and history lesson. Researcher than gave open questionnaire to students to be answered.

Sample of this research are the student of class X and XI. They were collected together in class. Researcher gave history lesson; what is history, history explanation (who, what, where, when, How), Indonesian history, and with little touch about cause and impact in history. Researcher then gave explain the questions and ask students to answer the question.

III. Research

Researcher gave history lesson. History lesson is study about events and human activities on the past. Every events on the past is history. Events like trade, culture, conflict, war, governance on the past is history. It is long time period of the past. That is means also long time of the past to storied. So there are time division history on period. In Indonesian history it is began with prehistoric period.

Researcher asked the student what they know about history and Indonesian history lesson before this research began. Almost gave no reaction. They gave reaction after researcher gave history and Indonesian history lesson. These are their answer after researcher gave lesson with constructivist model;

- History is explain from the first problem to the end. History is science that remember of the past.

- History is important because we can know about the past both happy and sad.

It is shown that the student (class X) had able to understand that history is the study about past time. But they were not gave yet further explain and gave example. Anyway, with ability to make different between happy and sad it is basic of wise attitude from history study. It is the basic of character education that study about hero.

From this answer rise question about how the teacher gave history lesson. The teacher gave explain about history lesson as "the science which study changing process on human life and surround through time and place dimension that constructed   and

scientific study. It's subject is changing process of human activities and surround at the past, since prehistoric to contemporary include various aspects like politic, economic, social, culture, religion etc,". This explain was to wide. The explain suppose to be depend on basic concepts of history. History is the story of man and events on man living on the past. From these continue to time and place and scope dimension. Students have their own knowledge about history as past time and then with gave concepts about events and man activities, they will able to make construct of mind that history is the story of events and man activities in the past. They will be able to find example of history.

Researcher gave explain to student that history was explain chronologically. It is storied from beginning time to the end time. The student made progress from not knowing about chronology to be understand what is chronology. It is shown from the answer:

-       Explain in series manner
-       My opinion, to make history story must detail and slowly because history matter is not little but a lot and sometime make us puzzle.
-       Chronology on history means events that classified and constructed depends on time serial of these events.
-       Storied clearly and exactly.

These answers shown that student (class X and XI) had understand that history explanation is chronologic. But there is little ambiguity with classification. History basically depends on time. Classification on history also depend on time. There is question how the teacher's teaching. The teacher gave explain about chronologic as "explain chronology through arrange on time period, of course there different argument among period. But if make division history into period, every division history into period must one unity, there must be basic that make continuity". The explain is so wide. The explain must depend on basic history study that chronologic is history explain depend on series time.

Researcher gave explain to student that history is a science which its object is events of society life at the past time. The student understand with this explain but not understand yet that history is a science. It is shown with their answer;

-       My teacher represent events at the past and various human at the past and fossil at the past, the way they get food and arm they use. And various kingdom and tribes. So there is many change in human life at history. My teacher explain that.
-       History study is to know the life of the past and the way they life.

The answer shown that the student now understand that history is discuss about events and life of society at the past and gave example. This is a good progress of this research. Then this is good to make further discussion that history is a science. As a science history is have a subject. It's subject is events and life of society at the past.

There is question how the teacher teach history lesson. The teacher gave explain that " history was various events at the past, is story or narration that being constructed depend on interpretation to events of the past. On the other hand there are different interpretation of history". This explain is to wide. The explain must be depend on basic history is a study to events on the past and make it as history explain depend on time growth. This is simple and correct explain for the student. The student not confuse with history interpretation.

Then, the student able to understand that history lesson is lesson that teach about events at the past. It shown with their answer;

-For me, history lesson is fun because history lesson is about the past to recent times. So I like to study history ages. There unstable of earth on the past so with the life. There changing form of animal from short neck to long neck. Like Giraffe.

This is a surprise reality from this research that student love history lesson. History lesson become fun and lovely lesson. It is gave wise attitude on life. And there a student that achieve such a progress than other. So the researcher gave advice to teacher to explain what this student opinion until he satisfied. The achievement of this research is it is achieve the basic understanding that history is study of events, it is gave knowledge and wise attitude and fun lesson. And rise there is bright student among them that spoke about evolution theory. This is active and creative

student. He must get perfect serve from the teacher.

There is question how the teacher teaching. The teacher gave explain that " on teaching I must have commitment. How? 1. Teacher brings a handbook from publisher then student must bring a literature book that had been told. 2. Students were given motivation then take them story together and ordered them to read the literature and student make story etc". This is a good step on teaching. The researcher gave advice that this good step teaching will be better followed with good history teaching. And teacher must read a lot of book that connect with history. So the teacher can gave good explain to bright student.

The researcher then continued this research step with practice constructivist teaching model on history explanation. First, the researcher represent the concepts about who, what, where, and when. This explain was followed with giving example of it's history concepts. The students become happy and able to answer essay test that is actually is a history explanation. This is good progress of this research. It is shown from their answer;

- History explain suppose to be explain history events with who, what, where, how, why with details.
- Hindu and Buda kingdom growth in Indonesia through trade, people move, local society religion.
- Hindu-Buda Kingdom coming in began with Hindu Buda reach it's supremacy but then a lot of Hindu Buda kingdom fall after the coming of Islam by trader.

This a good achievement of the students. They understand that to answer essay question on history lesson is depend on who, what, where, when. So they can make essay's answer about the growth of Hindu Buda ages in Indonesia. It is means that the students able to make history explanation about the ages Hindu Buda in Indonesia. So the constructivist teaching model have it's aim on this research.

There is question how the teacher teach. The teacher gave explain that" to make student understand history. First, make student fun condition before discuss and teach lesson. Sometimes gave to student a topic to discuss and given real example. Then sometimes take the students together to visit history places" This is good practice on history teaching. It is will be good with further explanation depend on basic history explanation that is who. What, where, when. So the student will understand and able to make scientific speech that is actually it is a history explanation. The teacher had been made correct step on teach history lesson by stimulating student attention. This is good but it will be more better with further explain on history explanation with represent who, what, where and when.

The researcher then explain with little touch about cause in history. There are causes in history that is events or man activities as basic of events that happen. The students understand the meaning words cause in common sense but did not understand yet as history concepts. It is shown that they are have a critic sense in common sense. Cause concept migt be better taught at University or College degree. But the researcher then explain cause as history concept by constructivist learn model. First, the researcher explain about cause in common sense and then explain cause in history concept and gave example in Indonesian history. The students able to understand cause in history, as they answer;

- An event is happen because there is cause and impact so with history. History will be happen if there is cause and impact.
- History event depend on cause is event where it happen and why it's happen.

There is student that able understand cause in history and able to make history explanation.

-event and history cause is the origin event that of cause of anything history happen.

-my opinion about history event is past happen and that I can know and understand at this moment until now.

- The spread of Hindu Buda religion on my opinion because a lot of Hindu and Buda Kingdom made trade so spread in Indonesia.

We can make statement that the students are able to understand why in history concept and able to gave example. The student's ability on this research have shown us that why is possible to practiced on Senior High Scholl grade.

There is question about how the teacher's teaching. The teacher gave explain that she also

teach about cause like the story of Borobudur temple. There must be the story of Borobudur temple.

The teacher must gave explain why in history concept sense. Why is depend on cause in history concepts as background events of history events. So the student will be understand and able to make example.

The students in general are understand the meaning of words impact but can not able yet to explain in a perfect history explain. The researcher use constructivist learn model. Fisrt, explain the meaning words of impact and then continued with explain further cause in history that there was impact in history as the consequence of causes. This practice able to rise the student attention to built their own understand about impact in history as their answer that there are much Hindu Buda society because of Hindu Buda history in Indonesia.

The correct answer is there were Hindu Buda Kingdom so there are a lot of Hindu Buda culture in Indonesia like temple and society. There is question how the teacher teach. The teacher explain that impact was taught in history lesson because if there is cause there will be impact. Explain impact of history events as prove or fact so the student will know and understand. This explain is good but will be better with further explain about the relation between cause and impact as interrelation fact in history.

IV.   Conclusion:

1. History explain is basic for student ability to answer essay question in history lesson. History explain depend on Who, What, When, and Where. This form history explanation are possible to represent for Senior High School students. This is the result of this research.

2. This research have been make students understand that history is a science which is study about past events chronologically. In this explanation consists What, When, Where and Who. The students are able to make history explanation after this research. It is prove that students at Senior High School have achieve critic grade.

3. This research had been make students built their own opinion about history and able to make history explanation through constructivist learn model. They able to understand history, Indonesian history and able to make explain scientific about Indonesian history.

4. Constructivist learn model is good to practice on history lesson and Indonesia history lesson. It is began with giving common sense of history. Continued with concepts of history. So the student had spread their own opinion about history combining with the concepts of history as history definition.

5. Impact in history is important to be taught. It is stimulate students reason on history lesson understanding. Some students of this research able to understand and make explain about the impact of history events. Teacher must study history impact so they can gave explanation to creative student that understand and ask about impact of history events in classroom. The active student must be keep constructed for their growth keep continue.

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StakeHolders' Perception Behind The Index of Human Resources Development

by Mulyanto Mulyanto

Stakeholders' Perception Behind the Index of Human Resources Development for Villages (IDRDV) in Klaten Regency, Central Java - Indonesia

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Abstract— The purpose of this study was to express an opinion of the stakeholders in Klaten Regency behind the Index of Human Resources Development for Village (IHRDV). The IHRDV was composed by three key indicators, namely indicators of health, education indicators and economic indicators. The index system and the model of Analytical Hierarchy Process (AHP) have been applied in this study. Among 3 (three) indicators, indicator of education in Klaten Regency have given the biggest contribution to the IHRDV. Meanwhile, based on the opinion from stakeholders, there have been found that economic aspects placed in first rank (35.6%). Stakeholders argued that most desirable for village development should be focused on economic development.

Keywords—rural development; indicator of village development, central java – Indonesia

I. INTRODUCTION

The results of macro indicators of development in Indonesia, especially when compared with the other countries shows that of the 14 kinds of development indicators, the most prominent ranking in Indonesia is an indicator of the population, ranks 4th out of 237 countries, with a total population in the year 2010 about 237,6 million. On the other hand, the numbers of population are not proportional with the level of prosperity of the population and the quality of Human Resources Development (HDR). Gross Domestic Product (GDP) per capita as a reflection of the level of prosperity of a nation, including in the category of low, amount to U.S. $ 4,300; ranks 15 out of 237 countries. While the human quality level as measured by the Human Development Index (HDI) included the low category, ranks 108 out of 169 countries [1].

On the other hand, the national income as a result of the implementation of national development, if it is distributed into the rural and urban areas still have a relatively large inequality. It shows by high levels of poverty in rural areas compared with urban areas. In 2011, the poor in Indonesia reached 30.02 million people or about 12.49% of the overall population; where about 18.97 million people or approximately 15.72% were in rural areas. Province of Papua and Maluku have large numbers of poor people in rural areas, about 35.20% [1].

Measuring to the progress of economic development indicator in the form of an index, usually uses data at the state level, provincial, district / city, and hasn't applied to the government in the lower levels such as at the level of village government. In the context of Indonesia, the national development policy in related with the field of regional development among others, is aimed to reduce the gap of development among the villages in Indonesia.

The purposes of this study was to construct the IHRDV for measuring and evaluating the progress of human resources development for village in Klaten Regency and then compared it with the opinion from stakeholders related with the process of village development.

II. LITERATURE REVIEW

In several years ago, Morris as in [2] had developed the composite indices called by the Physical Quality of Life Index (PQLI). This effort has been continued by Mahbub ul Haq as in [3] by composing indices called by the Human Development Index (HDI) in year 1990s.

Morris [2] had used two main indicators, namely health indicator and education indicator. Both of these indicators were measured by infant mortality rates, life expectancy at age one, and literacy percentage rates. Meanwhile, Mahbub ul Haq in 1990s [3] had also developed the Morris's model by adding other indicator, namely the indicator of income that measured by GDP which corrected by Power Purchasing Parity (PPP).

In recent years, there were a lot of composite indices for measuring the progress of development in the specific areas. For examples: Indicators of Good Governance (IGG) has developed by Philippine Institute for Development Studies [4], and Urban Governance Index (UGI) has arranged by UN-HABITAT for the Global Campaign on Urban Governance [5].

For measuring the progress of development in People's Republic of China (PRC), Wang as in [6] had developed a Regional Development Index (RDI) by using 10 (ten) field

indices (and one reference index) to measure the regional development in different fields in the government of province. On the other hand, BAPPENAS (Indonesia - State Planning Agency) as in [7] had also constructed a Regional Development Index (RDI). This RDI was developed to measuring the regional development in 26 provinces in Indonesia by using secondary data in years 1994, 1996 and 1998.

Khalifa and Connelly as in [8] had also constructed the Local Indicators of Sustainable Development and Local Human Development Index in the case of rural in Egypt. They has used 5 (five) indicators and 12 sub-indicators to get guideline for evaluating the criteria for the success of rural development. Meanwhile Emilija and Meyers as in [9] also had implemented the the assessment for measuring the regional indicators for the development of the villages in Lithuania. They used 4 (four) aspects, then derived into 9 (nine) indicators.

III. METHODOLOGY

In this study, authors developed the IHRDV that it was constructed by using a simple average method from 3 (three) indicators, namely: (i) Health Indicators, (ii) Education Indicators, and (iii) Economic Indicators. And after then, it compared with the perception of stakeholders.

Health indicators were composed by: (i) Ratio of the number of health facilities to the number of population times by 1,000, (ii) Ratio of the number of medical staff to the number of population times by 1,000, (iii) Percentage of the number of toilet ownership by family to the number of households, (iv) Infant bird rate per 1.000, and finally (v) Infant mortality rate per 1,000.

Education Indicators were composed by: (i) Ratio of the number of primary school building to the number of pupils times by 100, (ii) Ratio of the number of pupils to the number of teachers in primary school level, (iii) Ratio of the number of pupils in primary school to the number of school age population 7-12 years times by 100, and (iv) Percentage of population with educational attainment in senior high school and over to number of population age 5 year over.

And finally, Economic Indicators were composed by: (i) Ratio of the number of trading and finance facilities to the number of population times by 1,000, (ii) Ratio of the number of micro, small and medium enterprises to the number of population times by 1,000, (iii) Percentage of the number of employment in agriculture sector to the total number of employment, (iv) Percentage of the number of employment in industry sector to the total number of employment, (v) The number of cars and motorcycles to the number of households times by 100, (vi) Ratio of length of roads asphalted to the total number of length of roads times by 100, (vii) Ratio the total number of length of roads to the land area of village, and (viii) Ratio the number of telecomunication facilities to the number of house-holds times by 100.

Secondary data which adopted from the document of Kecamatan Dalam Angka (Sub-District in the Vigures) Year 2012 in Klaten Regency covering 26 sub districts and 391

villages was used to construct the IHRDV. To derive the aggregation of field indices and the overall index (the IHRDV), data need to be normalized, so all the basic indicators are transformed into a 0-10 score. The scores 0 and 10 indicate the positions of the relevant villages at the lowest and highest levels of village development. Equation of the index system can be formulated as follows [10, 11]:

$$I^{th} \text{ village} = \frac{V_i - V_{min}}{V_{max} - V_{min}} \times 10 \quad\quad\quad (1)$$

For negative indicators (smaller numbers reflect a higher level of village development), the following formula is used:

$$I^{th} \text{ village} = \frac{V_{max} - V_i}{V_{max} - V_{min}} \times 10 \quad\quad\quad (2)$$

Equation (1) and (2) will be applied into basic variables before the IHRDV will be resulted.

Meanwhile, the tool of the Analytical Hierarchy Process (AHP) was applied to get the preferences of 25 stakeholders that included academia, government, business and society. There were 5 (five) criterias used to know the aspect that determined the progress of villages development, namely economic aspects, social aspects, the physical aspects of infrastructure, the government aspect , and political aspects.

IV. RESULT

By using three indicators, namely: (i) Health Indicators, (ii) Education Indicators, and (iii) Economic Indicators; from Figure 1, we can see that the indicator of education provides the greatest value toward the value of IHRDV (score 5.7019), followed by the health indicator (score 3.5672), and the economic indicator (score 2.3695).

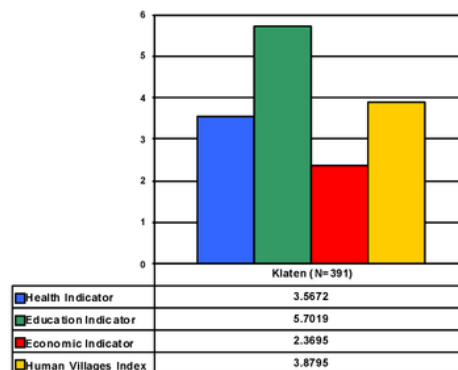|	Klaten (N=391)
Health Indicator	3.5672
Education Indicator	5.7019
Economic Indicator	2.3695
Human Villages Index	3.8795

Fig. 1. Value of IHRDV and Its Constituent

On the others hand, when each of indicator that forming the IHRDV was correlated with IHRDV, from Figure 2 we can see that the indicators of economic has the highest correlation with the IHRDV (value 0.608), followed by the indicator of health (value 0.573) and indicator of education (value 0.536).
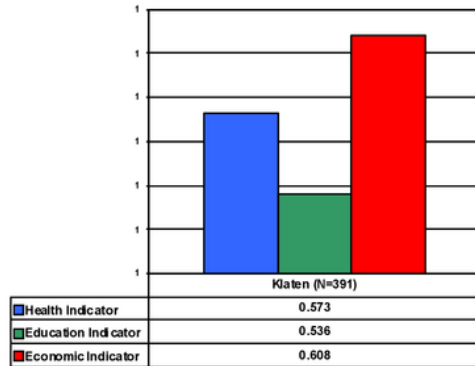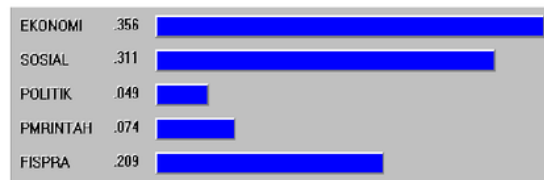

Fig. 2. Value oDegree of Correlation of IHRDV and Its Constituent

Based on the results of AHP analysis, it has been found that the largest weight value on the rural development strategy was economic aspect (1) with a value of 35.%. The next aspect was Social Aspect (2) with a weight value of 31.1%; Physical and Infrastucture aspect (3) with a weight value 20.9,%; the fourth aspect was Governmental Aspect (4) with a weight value was 7,40%; whereas the last sequence was the political Aspects (5) with a weight value of 4.90%. Explanation on diagramatic can be seen in Figure 3.

Note: (1) EKONOMI (Economic Aspect); (2) SOSIAL (Social Aspect); (3) POLITIK (Political Aspect); (4) PMRINTAH (Goverment Aspect); (5) FISPRA (Physical and Infrastructur Aspect)

Fig. 3. Five Aspects to Achieve the Successful of Rural Development

V. CONCLUSION

The IHRDV can be used to measure the performance of village development in Indonesia. It is necessary because the government of Indonesia has increased the expenditures of its national budget from central to local government (provinces, regencies, and cities) year by year up to now.

The IHRDV can be instruments for knowing the level of development in the villages context. In particular to knowing the level of equity and equality of the village development.

The result of this research can provide the new ideas in applying the model for measuring the succeed of the human development for villages.

Although the indicator of economic contributed the smallest value on IHRDV, but most stakeholders argued that most desirable for village development should be focused on economic development. This step can be started by the increase of the revenue fund of village, improve of allocation fund for village, and finally by monitoring governmental funds in the villages.

Finally, modelling for this human resources development for villages can be alternative in formulating the policy of village development, specifically in determining of the target of indicators, providing the key variables, and collecting the data for supporting and creating the good administrative in the village government in the future

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