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HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW

1

KARYA ILMIAH : JURNAL ILMIAH

Judul karya Ilmiah (Artikel) : Quality of The Preshool Education in The Raihat Subdistrict Belu Regency Nusa Tenggara Timur

Jumlah penulis : 4 orang

Status pengusul : penulis ke 4

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Ide utama dari penulisan artikel ini sangat menarik karena menganalisis kebijakan layanan pendidikan terutama di daerah perbatasan Indonesia dan Republik Demokratik Timor Leste, yaitu Distrik Raihat yang terletak di perbatasan Belu Nusa Tenggara Timur. Penelitian ini menunjukkan konsistensi dan focus peneliti terhadap masalah kebijakan public dalam layanan pendidikan di perbatasan yang sebelumnya meneliti di Wilayah Pulau Sebatik Perbatasan Indonesia dan Malaysia. Temuan yang menarik dari artikel ini adalah mengenai pergeseran paradigma dalam pengelolaan perbatasan khususnya dibidang education service delivery.

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NIP 195706181983032001

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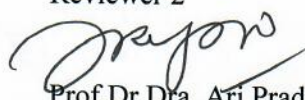
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 Reviewer 2



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- [CPI](#)
- [Journals](#)
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[Aims & Scope](#)
[CPI](#)
[Journals](#)
[Editorial Board](#)
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[Current](#)
[Archive](#)
[Index](#)
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Vol. 5, No. 6; June 2015

Table of Contents

Articles

-
- Managing Student Behavior: Self-Esteem vs. Self-Control
Michael Thallemer [Abstract](#)
-
- Towards a Unified Research Program for Organizational Studies
Augusto Renato Pérez Mayo, Maricela Guzmán Cáceres, José Alberto Hernández Aguilar [Abstract](#)
-
- The Constitutional Permeability Principle: Guidelines towards a Constructive Constitutional Theory in Mexico
Enrique Uribe Arzate, Isaac de Paz González [Abstract](#)
-
- Dance and Science: The Role of Intermediatic Poetic Movement as a Pathway for Scientific Divulagation in the Contemporary Arts Realm
André Meyer, Ana Célia de Sá Earp, Adalberto Vieyra [Abstract](#)
-
- Challenges Facing Niger Delta Development Commission (NDDC) Projects in Imo State and Niger Delta Region in Nigeria
Alphonsus O. Isidiho, Prof. Dr. Mohammad Shatar B. Sabran [Abstract](#)
-
- Kate Chopin's The Awakening between the Film and the Novel: A Corpus-driven Study of Students' Responses
Dr. Nazmi AL-Shalabi [Abstract](#)
-
- Toward Housing for the Elderly in Indonesia
Wijayanti, Bambang Setioko, Edward Endrianto Pandelaki [Abstract](#)
-
- Strengthening Legal Protection for Safety and Health Work for Labour through Constructing Corporate Criminal Responsibility in Indonesia
Parningotan Malau, Prof. Dr. Alvi Syahrin [Abstract](#)
-
- The Implications of Parametric and Non-Parametric Statistics in Data Analysis in Marketing Research
Dr. Egboro Felix O. [Abstract](#)
-
- Brazilian Institutionalized Elderly: Profile, Self-Reported Health and Vaccination
Amanda da Silva Fonseca, Eliana Fátima de Almeida Nascimento, Natália Abou Hala Nunes [Abstract](#)
-
- A Brief Discussion on Human/Nature Relationship
Davood Mohammadi Moghadam, HardevKaur A/p Jujar Singh, Wan Roselezam Wan Yahya [Abstract](#)
-
- Balcony of Disgrace: A Trial against Honour Crimes
Dr. Sana' Mahmoud Jarrar [Abstract](#)

- Corporate Attribute of Board Size and Market Value of Firms in the Nigerian Chemical and Paints Industry [Abstract F](#)
Hamidu, Ibrahim; Aliyu Modibbo, Salihu
-
- Textile Pleats as Timeless Beauty [Abstract F](#)
Nelson Kume, Isabel Italiano
-
- Gender Representation in Primary English Textbooks in Mainland China 1978 to 2003 [Abstract F](#)
H. Wu, W. L. Liu
-
- Quality of the Preschool Education in the Raihat Subdistrict Belu Regency Nusa Tenggara Timur [Abstract F](#)
Melkisedek N.B.C. Neolaka, Prof. Dr. Dra. Sri Suwitri, Prof. Drs. Y. Warella, Dr. Hardi Warsono
-
- Public-Private Interaction for Sustainable Development Learning in Brazil: A Case study on Reflexive Governance and Foreign Environmental Policy-Making [Abstract F](#)
Selcan Serdaroğlu
-
- Sociocultural Nuances and Semiological Implications [Abstract F](#)
Dr. Naser N. AlBzour
-
- Is Per Capita Real GDP Stationary? Evidence from OPEC Countries [Abstract F](#)
Seyyed Ali Paytakhti Oskooe, Laleh Tabaghchi Akbari
-
- Charismatic Leadership and the Socio-Economic Transformation of the Church [Abstract F](#)
Matandare Soneni, Mugomba Moreen
-
- Interrogating the Literary Representation of an Exceptional Group in Society - Old People [Abstract F](#)
Coletta Kandemiri, Nelson Mlambo
-
- An Estimate of the Budgetary Allocation for Environmental Sanitation and Hygiene Practices for the Realisation of Vision 20, 2020 in Adamawa State, Nigeria [Abstract F](#)
Dr. Olusegun Adegoke Adewusi
-
- Relationships among Body Image, Eating Behavior, and Psychological Health of University of Ghana Students [Abstract F](#)
Christopher M. Amisah, Kingsley Nyarko, Angela A. Gyasi-Gyamerah, Mary N. Anto-Winne
-
- Relationship Motivation: Applying Principles into Practice [Abstract F](#)
Heather Cavion, Erik Schott
-
- Challenges Librarians Encounter in the use of Social Media for Promoting Library and Information Resources and Services in University Libraries in South-South, Nigeria [Abstract F](#)
Bakporhonor Blessing Amina, Olise Florence Nwanne
-
- Religious Ethics and the Environment: A Quest for Sustainable Development in the Modern World [Abstract F](#)
S. Awoniyi
-

Managing Student Behavior: Self-Esteem vs. Self-Control

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Abstract

The goal of this paper is to challenge the commonly held belief that classroom disciplinary problems are more often than not due to issues of low self-esteem in students. The reality is that building self-esteem has led to a generation of narcissists that believe the world revolves around them. This paper explores some of the negative consequences of self-esteem and suggests that building the students ability to use self-control is a more effective approach to classroom management. And finally this paper suggests various techniques to instill self-control in students.

For decades psychologists have viewed self-esteem as the defining trait that would fix all that is wrong with society. Among other things, it was assumed that having high self-esteem would lead to better health, better marriages, and a greater chance of success in life (Baumeister, 2005). The idea of boosting children's self-esteem is a natural extension of this notion. Many schools have instituted programs that are designed to develop students' sense of self-worth. As Baumeister points out, students are encouraged to create collages and lists that celebrate how wonderful they are. Trophies are given to every child in Little League and many athletic programs in elementary schools don't keep score so as not to hurt anyone's feelings.

While these programs are grounded in the earliest studies of self-esteem and academic achievement, Baumeister believes that they ultimately do more harm than good. According to Baumeister (2005), "These studies show not only that self-esteem fails to accomplish what we had hoped, but also that it can backfire and contribute to some of the very problems it was thought to thwart" (p. 36). Baumeister goes on to say; "Self-loving brutes run the gamut from playground bullies, to violent gang members, to wife beaters, to warmongering tyrants like Hitler and Saddam Hussein" (p.38).

According to the documentary *Waiting for Superman* (Birtel & Guggenheim, 2010), the U.S. ranked 25th in math among 30 developed countries and 21st in science, but American children ranked first in confidence. This ranking reflects the approach many American parents take when raising their children. Parents are valuing self-esteem and confidence over any real measure of achievement.

As Samantha Cleaver, a noted public school teacher in Washington, D.C., and author of the article "Too Much of a Good Thing?" (2007) stated:

For decades our culture has concentrated on teaching self-esteem first, learning second. In the late 1980s, a California government task force found no connection between low self-esteem and societal ills, such as drug use, teen pregnancy, and school underachievement. Still, California forged ahead with a self-esteem education plan. Today, raising children's self-esteem continues to be a primary goal in the classroom, and a goal of parents at home. Downplaying grades, praising children for minimal effort, or using neutral-colored green or purple pens to comment on written work seems harmless enough, but we may be taking away the sense of satisfaction and pride that comes from genuine achievement (p. 31).

Too much praise can be dangerous if it leads students to focus on how praise makes them feel rather than on learning new information (Cleaver, 2007).

This paper will explore the origins of the commonly held belief that low self-esteem is one of the main causes of low achievement and disciplinary problems in the classroom today. It will also describe what many educators now believe are the true causes of these problems and why teaching self-control is a more effective approach for classroom management. Finally, this paper will describe effective methods for coping with disciplinary problems in the classroom, many of which favor self-control over self-esteem.

Towards a Unified Research Program for Organizational Studies

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Abstract

The purpose of this paper is to argue the epistemic peculiarity of organizational studies, which have an object of study, research methodology and theory developed, and the peculiarity of interdisciplinarity and transdisciplinarity that characterize when it comes to know, understand and participate in the organization, which is the object of study. Leagues and complementarities arise with management science and other social sciences; hence the need to provide epistemic identity to organizational studies is considered, through its philosophical, methodological and theoretical peculiarities, by creating a research program from the perspective of Imre Lakatos.

Keywords: Organizational Theory, Organizational Studies, Epistemology, Research Program, Epistemic identity.

1. Introduction

The organization as the object of study has evolved over time, and at the same time, has been generated new approaches that from the ontological and epistemological point of view are looking for know it, explain it or understand it. According to Ramirez, Vargas and de la Rosa, such approaches complement each other, link, and above all improve the possibilities to understand and transform human organizations, supported on the foundations of the studies of the administration, which constitute a solid discipline that has been contributed by decades to the systemization of best practices for driving the development of enterprises. The origins of the Administration are located conventionally in the works of Taylor and Fayol at the beginning of the past century, with this discipline acquires a place in the sciences from the organizational theory that is carried out in their field. From then on, the Administration has developed a long journey, which includes its epistemological and methodological definition that has been clarified and has allowed its progress as a science. For its part, the Organizational studies share with the Administration the "material basis" (Ibarra & Montaña, 1986, p.13), it means, the theories developed by organizational theory, in addition to other theoretical artifacts from the sociology, psychology and even the human biology, from there emanates the multidisciplinary approach that characterizes them and at the same time, the need for a definition and epistemological legitimacy in the academic world.