

HOW TO MANAGE CLASSES OF INTERNATIONAL STUDENTS IN SOUTHERN THAILAND: (STUDY OF ALAUDDIN UNIVERSITY TRAINEES)

Nurlathifah Thulfitriah B.¹, La Ode Ismail Ahmad², Nur Arifin³

Alauddin State Islamic University of Makassar^{1,2}

Datokarama State Islamic University of palu³

Email: nurlathifah_tfb@ymail.com (Corresponding author)

Submitted: 02-11-2022 | Accepted: 8-12-2022

Abstract. This study describes the effect of microteaching learning to manage classes of international trainees of Tarbiyah and the Teacher Training Faculty. This quantitative type of research was conducted on 13 students with a non-probability sampling technique, namely a saturated sample, where all members of the population were sampled using a questionnaire and documentation checklist as a research instrument, to obtain data that was processed and analyzed by statistical techniques, both descriptive statistics, and inferential statistics. Through data analysis, it was concluded that the results of testing data on the effect of microteaching learning to manage classes of international trainees were indicated by a low category or a weak relationship of 0.275 and significant at 4.179 with a contribution percentage of 7.6. %, while the remaining 92.4% is influenced by other variables. The ability to manage classes of the international trainee can be applied well through microteaching learning according to existing theories, but because the results have a low/not strong effect, it is necessary to improve or look for other factors that can improve the teaching practice abilities of an international trainee.

Keywords: International Trainee; Southern Thailand; Microteaching; Quantitative Research

I. INTRODUCTION

Education is one of the efforts in advancing the quality of the nation, including Indonesia. Until now, education has been attached and still trusted as a medium to build intelligence. Improvement of intelligent, skilled, independent, and noble human resources continues to be pursued through the educational process.¹ Humans and education cannot be separated, because education is the key to the future of humans who are equipped with reason and thoughts. Good educators are those who succeed in bringing students to achieve good goals and results by the rules that apply in education. To achieve the effectiveness of learning, of course, it takes a professional

¹Akhmad Muhaimin Azzet, *Urgensi Pendidikan Karakter di Indonesia* (Yogyakarta: Ar-Ruz Media, 2011), p. 9.



educator who understands how to carry out a lesson well and has good basic teaching skills before carrying out his duties as an educator.

UU No. 14 Tahun 2005, “Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.”²

Based on this, a teacher and lecturer include education and teaching, research, and community service. To be able to implement the main tasks mentioned above, special skills are needed. One of the skills that need to be possessed by educators is basic teaching skills, which consist of opening and closing lessons, questioning skills, reinforcement skills, and variation skills, skills to explain lessons, skills to manage classes, skills to guide small group discussions, and small group and individual teaching skills.³ Educators must of course continue to practice these skills one by one.

A professional educator will be able to make learning activities and student learning outcomes better. However, before becoming an educator, he must first take the level of teacher education, so that he is truly able to become an educator who will make student learning activities more effective and learning objectives are achieved and student learning outcomes increase. The professionalism of an educator can be found in training and learning experiences. The training and experience itself can be obtained, among others, by participating in microteaching. Microteaching learning aims to provide an opportunity for prospective educators to practice practicing some teaching skills in front of their friends in a constructive atmosphere. So that he has mental readiness, skills, and integrated performance abilities for the provision of real teaching practice in schools.⁴ Students/prospective educators certainly have different experiences based on their practice.

The importance of microteaching courses shows can affect students’ teaching abilities as prospective educators which will be proven by real teaching practices in schools. It should be used to improve the quality of educators and educational institutions, not just a meaningless formality. It takes seriousness and consistency in implementing the right microteaching, not just a project without positive implications for the dynamics of education so that prospective educators can practice their teaching skills comprehensively in real classroom teaching.

UIN Alauddin Makassar is one of the state universities that has produced many professional educators. One of the efforts made by UINAM to continuously improve the quality of teaching students, among others, is to collaborate with various educational institutions that previously had met the required qualifications, the institutions referred to here are SD/MI, SMP/MTs, and SMA/MA/SMK schools. equal. This collaborative activity was then more specifically called Field Experience Practice (PPL), PPL itself

²Republik Indonesia, *Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen* (Cet. VI; Jakarta: Sinar Grafina, 2013), p. 2-3.

³Muzakkir, *Microteaching: Teori dan Aplikasinya dalam Pembelajaran* (Makassar: Alauddin University Press, 2012), p. 57.

⁴Jamal Ma'mur Asmani, *Micro Teaching dan Team Teaching* (Yogyakarta: Diva Press, 2010), p. 36.

was then made a mandatory course for UINAM education students who had previously taken 110 credits of courses.⁵

To improve the Field Experience Practice (PPL) program, the Faculty of Tarbiyah and Teacher Training builds cooperation with foreign schools, in this case, Pattani Southern Thailand to organize International PPL. Because what is meant is an international standard teaching practice, so in essence, it is carrying out activities in the form of teaching exercises abroad. In this case, an international trainee has their specialty, because students as practitioners also play a role as ambassadors in other countries to study the education system in that country so that it can be used as comparative material to improve the learning system in the country.

This international trainee activity was previously initiated by coaching. In addition, students have attended *microteaching* lectures for one semester. Debriefing activities that contain refreshments on the subject matter, teacher ethics, teaching skills, and active learning. While the *microteaching* practicum is a teaching practice with a limited scale that is guided by a teaching lecturer. This practical activity is intended to have factual experience and technical readiness as a provision before entering the madrasa/school where the practitioner is practicing.

As is known, the material in the debriefing of international trainees before doing field practice only covers the education system in Pattani, Southern Thailand, and *cross-culture*. To prepare students to teach at the international level, the faculty does not provide special *treatment/tips* related to teaching readiness, *English for teaching, understanding*, and preparation of reports in providing *coaching* for this international program. Please note, this activity is a learning activity where trainees are novice teachers. It is feared that it will harm students because it is still an initial experience in teaching abroad, it is possible that later this practitioner will not be able to manage to learn optimally. Although international trainees already know classroom management, they are not necessarily able to deal with new situations in schools located abroad. This is where there is a gap between theory and practice. Thus, it will tend to give birth to conditions in the teaching and learning process that are not harmonious, or the classroom atmosphere is damaged, plus problems related to language and other skills from the students themselves.

Responding to this problem, it was found that there are still special practitioners in the international realm who have not been maximal in applying teaching methods, explaining subject matter using *body language/gestures* due to language limitations, lack of learning media that can attract students' interest in learning, less able to use time efficiently and so forth. Students/practitioners with unfinished practice results are caused by several factors, both originating from the students themselves or other parties involved. It is hoped that beforehand there will be thorough preparation, either by the faculty or personally (students) to be ready to be deployed to the real world of education so that trainee is well organized so that within a month the practice is carried out more optimally by students in Pattani, Southern Thailand.

Related to this, the researchers saw the gap between the ideal concept and the reality, so they were interested in researching How to Manage Classes of International Students in Southern Thailand: Study of Alauddin University Trainee.

⁵Nuristiqamah Awaliyahputri B., "Praktik Pengalaman Lapangan (PPL) Internasional Triam Suksa Wittaya School, Pattani Thailand", *PPL Internasional Report* (Makassar: Fak. Tarbiyah dan Keguruan UIN Alauddin, 2016), p. 4.

II. LITERATUR REVIEW

a. *Class Management Skill*

1. Definition of Class Management Skill

Managing class consists of two words, namely managing and class. Manage the root word of manage, plus the prefix me. Another term for managing is managing. Managing in a general sense are activities that include planning, organizing, directing, coordinating, monitoring, and assessing.⁶ According to Djamarah in Latuconsina,

*“Class is a group of people who carry out learning activities together who are taught by educators. This view is more student-oriented because it focuses on groups and joint activities. This means that the class in question consists of some students who are receiving teaching from an educator.”*⁷

The class is not just a room with all its contents that are static and passive, but the class is also a means of interaction between students and students, and students and educators. Two links are inseparable in this meaning, namely educators and students. The success of teaching an educator is not only directly related to the teaching and learning process, such as clear goals, mastering the material, choosing the right method, using the right tools, and evaluating. This is no less important is the success of educators in preventing the emergence of student behavior that interferes with the teaching and learning process, the physical condition of learning, and the ability to manage it.⁸

Furthermore, managing classes in English is termed *Classroom Management*, which means the term management is synonymous with management. James M. Cooper, suggests that:

*“Classroom management is a complex set of behaviors the teacher uses to establish and maintain classroom conditions that will enable students to achieve their instructional objectives efficiently - that will enable them to learn.”*⁹

Some of the notions of managing the class that has been put forward by the experts above, researchers can give a clear picture and understanding that managing the class is an effort to prepare optimal conditions so that teaching and learning processes or activities can take place smoothly according to their objectives. The view of classroom management as stated above essentially has the same characteristics, namely that managing the classroom is a real effort to realize a condition of an effective teaching and learning process or activity. Good classroom management is expected to support the achievement of learning objectives where the process has a positive influence that

⁶Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta: Rineka Cipta, 1999), p. 38.

⁷Nurkhalisa Latuconsina, *Pengelolaan Kelas dalam Pembelajaran* (Makassar: Alauddin University Press, 2013), p. 130.

⁸Hendyat Soetopo, *Pendidikan dan Pembelajaran, Teori, Permasalahan dan Praktik* (Malang: UMM Press, 2005), p. 200.

⁹James M. Cooper, *Classroom Teaching Skills* (Lexington: D.C. Heath and Company, 1995), p. 34.

directly supports the implementation of the teaching and learning process in the classroom.

2. Role Educator in Managing the Class

Skills related to the creation and maintenance of optimal learning conditions; this ability relates to the competence of an educator in taking the initiative and controlling lessons and activities related to,

- a) Show responsiveness; show a responsive attitude so that students feel that the teacher is present with them and knows what they are doing. This attitude can be done by:

Look closely. Looking closely can invite and engage students in eye contact with an educator's approach to conversing, collaborating, and showing a sense of camaraderie.

Move closer. Educators indicated by approaching the learners to express concern and pleasures learning, behavior, or appearance of learners. How this is done frequently used when teachers give assignments to students.

Give a statement. A statement on something put forward by students is very necessary, either in the form of responses, comments, or others. However, should be avoided things that show the dominance of an educator, for example, "I'm waiting for you to shut up!"

React to distractions and chaos. Class is not always quiet, there must be disturbances. Reprimand needs to be done to restore the class. Reprimand is a sign that students are cared for, given at the right time, to prevent the spread of behavioral deviations.

- b) Sharing attention; effective classroom management is not characterized by effective division of attention either. The act of dividing attention is done visually and verbally.¹⁰
- c) Focus group attention; focusing the attention of the group to maintain the attention of students from time to time and can be carried out by alerting students, demanding student responsibility.
- d) Give clear instructions; an effective verbal reprimand must meet the following requirements: Firmly and directed at students who interrupt and discontinue behavior, avoid harsh or insulting warnings, and avoid prolonged chatter.¹¹ This is done to provide a deterrent effect to students who usually throw tantrums in class so that it is not conducive, with the hope that these students can change bad attitudes for the better.
- e) Gives reinforcement; can be done to students who like to interfere if, at one time caught doing a positive act, it can also be to students who behave naturally. It means that, if one of the students has good morals, it can be used as an example for other students to be better too, especially for students who are naughty, like to disturb, even those who always make noise.
- f) etc.

¹⁰E. Mulyasa, *Menjadi Guru Profesional. Menciptakan Pembelajaran Kreatif dan Menyenangkan* (Cet. VIII; Bandung: PT Remaja Rosdakarya Offset, 2009), p. 91.

¹¹Buchari Alma, *Guru Profesional Menguasai Metode dan Terampil Mengajar* (Cet. VI; Bandung: Penerbit Alfabeta, 2014) p. 82.

3. Problems of Managing Class

Attention-getting behaviors; that want to get the attention of others, for example: clowning in class (active), or by acting so slowly that it needs extra help (passive).

Power-seeking behaviors; that want to show strength, for example: always arguing or losing emotional control—angry, crying (active), or always “forgetting” important rules in class (passive).

Revenge-seeking behaviors; aimed at hurting others, for example: hurting others such as yelling, hitting, biting, and so on (this group seems to be most active/passive).

Helplessness; in the form of completely refusing to try to do anything because it believes that only failure is part of it.

So, if an educator feels disturbed by the actions of a student, the student concerned may be at the attention-getting stage. If the educator feels threatened, the student concerned may be in the power-seeking stage. If the educator feels offended, then the possible culprit is at the revenge-seeking stage. And finally, if the educator feels unable to do anything in dealing with the actions of students, then the possibility faces is a feeling of incompetence.

b. The Importance of Trainee for International Students

Field practice is important for students to carry out because it is a forum for students to be able to train the competencies needed to become professional educators. These competencies can be trained through the direct role of students to act as educators during the implementation of teaching practices—trainees. After being prepared with micro-learning and coaching, trainees are directly deployed to apply the knowledge gained during lectures, both according to the study program studied and knowledge in the field of teacher training. During the implementation of this field experience program, students can plan implement and evaluate learning in a classroom with direct guidance from educators.

Trainees have wider implications because they can train themselves to become educators in other locations, namely abroad. Students as practitioners also act as ambassadors in other countries to study the learning system in that country so that it can be used as comparative material to improve the learning system in the country. This program provides lessons for compilers as practitioners to be independent and creative in solving various problems in terms of teaching, especially in other countries. Many things can be taken from this program, especially positive things to be used as a reference source for the education system in the country. The positive things that most practitioners underline are the cultivation of religious values and politeness towards an educator.

Implementing this practice, the practitioner can also learn to tolerate and adapt to the differences that exist in the country is located. Based on international teaching practice activities, seeing how important trainee for international students:

1. Trainees can provide learning that practitioners will not get in lectures. The practitioner no longer acts as a student but becomes a teacher who is a role model for students.
2. Trainee provides experience to be able to solve problems independently in teaching and learning activities. Experience dealing with problems is very helpful in the context of self-improvement.

3. This can provide an overview of the comparison between learning systems abroad and those at home, to be used as a reference in developing a better education system.
4. This can be a medium for practitioners to implement the knowledge gained while in college.
5. This can provide provisions for practitioners to be ready to become professional educators in the future.¹²

c. Thailand Education System

In general, education in Thailand is mostly managed and handled by the Thai government through the ministry of education. Thai education can be obtained from formal education, ranging from pre-school education (*anubarn*), elementary school (*prathom*), junior high school (*mad thyom ton*), to high school (*mad thyom play*). In a week the school must provide education no less than 6 days. That day was no less than 4 times face-to-face, each time face-to-face 45 minutes and a total of at least 26 face-to-face. Meanwhile, the non-formal education system consists of a teacher certificate program, a vocational school short course program, and an interest group program. 12 years of free education is guaranteed by the constitution, and Thai children are required to study for 9 years.

In addition, for schools located in the Pattani, Yala, and Narathiwat areas, they adopted an education system originating from Indonesia and Egypt, precisely referring to the education system implemented at universities in Indonesia/schools in Indonesia and al-Azhar University. They use it for Islamic and general religious studies so that they can follow the standardization of the University so that religious abilities in the three Islamic regions in Thailand can increase.

III. METHOD

This type of quantitative research was conducted on 13 students, located in Pattani, Thailand. This study uses a non-probability sampling technique, namely a saturated sample, where all members of the population are sampled using questionnaires and documentation checklists as research instruments, to obtain data that is processed and analyzed. with statistical techniques, both descriptive statistics, and inferential statistics.

IV. RESULT AND DISCUSSION

Microteaching practicum is a teaching practice with a limited scale that is guided by a teaching lecturer. In this practicum activity, he has the factual experience and technical readiness as a provision before entering the madrasa/school where 13 trainee of teaching in Pattani, Southern Thailand. The implementation of microteaching learning aims to equip practitioners with many basic teaching skills. In the end, they are ready to practice teaching in front of the class, how the knowledge and experience they have gained can be transferred positively to real teaching situations abroad.

In achieving high teaching success, the practitioner must master complex teaching and actions. Like someone who will become an effective table tennis player, he must first master how to throw the ball into the opponent's area, how to hold the bet,

¹²Nurlathifah Thulfitriah B., "Praktik Pengalaman Lapangan (PPL) Internasional Ma'had Ad-Dirasaat Al-Islamiah Bira Tok Nahun Pattana Islam School, Pattani Thailand", *International Teaching Practice Report* (Makassar: Fak. Tarbiyah dan Keguruan UIN Alauddin, 2017), p. 10.

posture, and so on. Likewise, to master teaching skills, practitioners need microteaching exercises, skills that are limited in nature are understood and practiced. Microteaching exercises are very useful and determine the success or failure of prospective educators as educators in the future. This shows that microteaching. Learning a good and effective method can improve students' teaching skills in schools during the implementation of international teaching practice. On the other hand, microteaching learning which is determined to be ineffective will reduce students' abilities because if students never practice, then trainees will be awkward and lack confidence.

In line with the theory by JJ Hasibuan and Moedjiono, "Practice makes better", microteaching learning is also understood that without better microteaching practice efforts in the field will not run optimally. That way, the existence of this training program can provide feedback as the next performance improvement. As with the teaching practice carried out in the previous 6th semester, it is possible to know which skills have been effective and which still need to be improved by the practitioner himself, thus providing mature readiness when practicing the field experience. Through *microteaching* learning, the number of aspects of deficiencies and failures in teaching practice has been minimized, so that the learning process runs well and the subject matter delivered by 13 trainees is well received by students in Pattani, Southern Thailand and optimal learning objectives are achieved.

Looking at the results of the questionnaire distribution regarding the ability to manage classes of international students conducted by this researcher, several related things need to be considered, such as the ability of a practitioner to take the initiative and control lessons when there is chaos, as well as practitioners who are unable to control when students make mistakes. in the learning process. Many things can change the condition of a class that is initially calm but ends up being chaotic just because of a few people or other activities that are done because of boredom. To avoid this from happening, one of the things that can be done is to give the responsibility to the civil servant teachers to help practitioners while teaching at international schools so that the situation in the learning process continues to run conducive.

Based on the results of hypothesis testing which shows that the t value obtained from the t_{hitung} results is greater than the t_{tabel} value with a significance level of 5% $t_{hitung} > t_{tabel} (4,719 > 2,201)$ and refers to previous relevant research and proves that there is a learning effect microteaching on the ability to manage classes of an international student. This is reflected in the results of the analysis using simple regression analysis obtained by the regression equation $Y' = 73.250 - 3.750X$. The correlation value of microteaching learning on the ability to manage classes of international students is $r = 0.275$ with a low or not strong category.

The results of this study are in line with the results of Pujianti's research entitled "The Influence of Microteaching Learning on Confidence in Field Experience Practice Activities Students at UIN Alauddin Makassar." In her thesis, three main problems are discussed, namely how to learn microteaching and the self-confidence of FTK UIN Alauddin Makassar students and whether they have an effect. In connection with this, researchers used a questionnaire to be given to students. The results of hypothesis testing $t_{hitung} > t_{tabel}$, then H_0 is rejected and H_a accepted.

After the results of the research are in line, it is concluded that there is a positive and significant effect of *microteaching* learning on the self-confidence of PPL students, and the professionalism of an educator can be found from training and learning

experiences. The training and experience itself can be obtained, among others, by participating. Microteaching learning aims to provide opportunities for prospective educators to practice some teaching skills in front of their friends in a constructive atmosphere, one of which is the ability to manage classes. So that the practitioner has mental readiness, skills, and integrated performance capabilities for the provision of real teaching practice in schools.

To improve and improve the Field Experience Practice program, the Faculty of Tarbiyah and Teacher Training collaborates with foreign schools in this case Pattani, Southern Thailand to organize. It should be noted that this activity is a learning activity in which the practitioner is a novice teacher, in dealing with new situations in schools located abroad, the practitioner does not have experience teaching abroad and has not fully mastered the components in the implementation of learning, especially in the ability to master and deliver material so that interaction with students is not maximized, so *microteaching* learning is very important as a teaching provision for prospective educators.

Thus, the more frequent teaching practice exercises are carried out, the more capable trainee will be in managing the class. Teacher expertise can only be achieved as well as possible if students have experienced the process of teacher education guidance regularly, planned, and continuously. This shows that good and effective *microteaching* learning can improve students' ability to manage classes in schools during the implementation of international managing classes. On the other hand, *microteaching* learning which is implemented ineffectively will reduce students' abilities because if students never practice, they will be awkward and lack confidence during practice.

The contribution of the learning factor *microteaching* in influencing the ability to manage a class of students can be seen from the magnitude of the coefficient of determination (R^2) of 0.076. By looking at this value, it means that the *microteaching* learning factor contributes to influence the ability to manage the class by 7.6%. The ability to manage classes is not only influenced by microteaching learning. This can be seen from the coefficient of determination of 7.6% so that there is still a remainder of 92.4% influenced by other variables not included in this study.

This study shows that other factors affect the ability to manage classes of the trainee, namely internal and external factors. Internal factors are factors that come from within the students themselves, such as the willingness to learn, high self-confidence, and the willingness to socialize. External factors are factors that come from outside such as support from parents and peers, guidance from tutors, guidance from supervisors, and the surrounding environment. Another thing that can be seen is that the implementation of *microteaching* is different from the conditions of actual teaching practice student class (*real teaching*) in school. During the implementation of *microteaching*, students teach in front of their peers who act as students, while when carrying out practicals, students teach in front of the actual class. Of course, these conditions are different, resulting in not optimal teaching practice in schools.

The conclusion of this test decision is to accept H_a and reject H_0 which is proposed, namely: there is an effect of *microteaching* learning on the ability to manage classes of the trainee, Faculty of Tarbiyah, and Teacher Training at UIN Alauddin Makassar. With the influence between *microteaching* learning and the ability to manage classes of International PPL students batch 2014 although the correlation value of *microteaching* learning to the ability to manage classes of International PPL students is $r = 0.275$ with *low* or *not strong* categories, it is hoped that beforehand there will be

good preparation by the faculty or personal (students) to be ready to be deployed to the real world of education so that International PPL can be optimally implemented.

V. CONCLUSION AND IMPLICATION

a. Conclusion

From this paper, the results of testing data on the effect of microteaching learning on the ability to manage classes of trainees were shown in the low or not strong category of 0.275 and significant at 4.719. The percentage of microteaching learning contribution to the ability to manage classes of International PPL students is 7.6%, while the remaining 92.4% is influenced by other variables.

b. Implication

The ability to manage classes of international students can be well represented through microteaching learning according to existing theories, but because the results have a low/not strong effect, it is necessary to improve or look for other factors that can improve the teaching practice abilities of the trainee.

REFERENCES

- Alma, Buchari. *Guru Profesional Menguasai Metode dan Terampil Mengajar*. Cet. VI; Bandung: Penerbit Alfabeta, 2014.
- Asmani, Jamal Ma'mur. *Micro Teaching dan Team Teaching*. Yogyakarta: Diva Press, 2010.
- Awaliyahputri B., Nuristiqamah. "Praktik Pengalaman Lapangan (PPL) Internasional Triam Suksa Wittaya School, Pattani Thailand". *PPL Internasional Report*. Makassar: Fak. Tarbiyah dan Keguruan UIN Alauddin, 2016.
- Azzet, Akhmad Muhaimin. *Urgensi Pendidikan Karakter di Indonesia*. Yogyakarta: Ar-Ruz Media, 2011.
- Cooper, James M. *Classroom Teaching Skill*. (Lexington: D.C. Heath and Company, 1995.
- Djamarah, Syaiful Bahri. *Guru dan Anak Didik dalam Interaksi Edukatif*. Jakarta: Rineka Cipta, 1999.
- E. Mulyasa. *Menjadi Guru Profesional. Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Cet. VIII; Bandung: PT Remaja Rosdakarya Offset, 2009.
- Latuconsina, Nurkhalisah. *Pengelolaan Kelas dalam Pembelajaran*. Makassar: Alauddin University Press, 2013.
- Muzakkir. *Microteaching: Teori dan Aplikasinya dalam Pembelajaran*. Makassar: Alauddin University Press, 2012.

Soetopo, Hendyat. *Pendidikan dan Pembelajaran, Teori, Permasalahan dan Praktik*. Malang: UMM Press, 2005.

Thulfitriah B., Nurlathifah. “Praktik Pengalaman Lapangan (PPL) Internasional Ma’had Ad-Dirasaat Al-Islamiah Bira Tok Nahun Pattana Islam School, Pattani Thailand”. *International Teaching Practice Report*. Makassar: Fak. Tarbiyah dan Keguruan UIN Alauddin, 2017.