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"Indigenous Psychology: Globalizing The Local"

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Tidak ada bagian dari buku ini yang boleh diproduksi tanpa seizin penulis secara tertulis.

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As the Dean of Faculty of Psychology, I firmly believe that the globalization of psychology as a major theme in the discussion of the conference this year is significant. It reflects that we are forced to adapt and accommodate the cultural roots of indigenous psychology.

Psychology as the science of the human mind, has evolved into a discipline that is better understood. How human lives their life, their mind, their culture and psychology and its context.

Indigenous psychology, in particular, focuses on “internal information as human being’s, indigenous from within” order to make them applicable to the context-bound knowledge.

Finally, I sincerely wish that this proceeding book can be a source of exchanging knowledge and understanding among all participants of this conference.

Semua artikel di dalam buku proceeding Psychofest Conference 2015 bukan merupakan hasil opini maupun pendirian resmi dari editor, namun merupakan hasil penelitian dan konsekuensi dari artikel ilmiah yang ada di dalam buku ini adalah sepenuhnya tanggung jawab dari penulis, dan dilindungi oleh hukum.
Dean's Welcome
Assalamualaikum Warahmatullah Wabarakatuh
Greetings and welcome to Surabaya!

As the Dean of Faculty of Psychology, we are very delighted to host 1st ASEAN Student-Organized Psychology Conference 2015. Nowadays, nation-state is no longer a major force yet globalization plays important role in shaping our society instead. Globalization, therefore, becomes a major theme in the discourse of social sciences. Being identical to westernization, it is not surprising that we are forced to adopt the values of 'the other' and cannot resist to be 'pulled out' from our own cultural roots.

Psychology as the science of human behavior tries to offer a framework where human can be better understood. However, it is constantly criticized of being neglectful of the context where the human lives their life. Therefore, indigenous psychology comes up with an offer to integrate psychology and its context.

Indigenous psychology works in two routes, indigenous from within where scientists mainly focus on “internal indigenization.” In the first route, researcher heavily relies on indigenous information as his source of knowledge to formulate ideas, concept or even theories. Meanwhile indigenous from without means researcher tries to adapt and adjust imported psychological theories in order to make them appropriate to local culture. Both ways are acceptable and appropriate to produce context-bounded knowledge about human and their lives.

Finally, I sincerely welcome you to our conference and wish you have a great experience in exchanging knowledge. Wassalamualaikum Warahmatullah Wabarakatuh

The Dean of Faculty of Psychology,
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Table of Contents

- Dean's Welcome
- Table of Contents

  Akbar Prasetyo Utomo
  Department of Psychology, University of Muhammadiyah Malang

- Psychodrama: as Method to Improve Social Responsibilities Regular Student in Inclusive Schools
  Akbar Prasetyo Utomo
  Department of Psychology, University of Muhammadiyah Malang

- Motivated Cognition: Rejecting or Accepting Information Based on Information's Content
  Andi Tri Supratno Musra
  University of Bristol

- Javanese Women in Conflict: Relationship Between Gender Socialization and Gender Conflict
  Anindita Chairina, Faisal Wijaya, & Muthmainah Murfihah
  Faculty of Psychology, University of Indonesia

- How to Improve Reading Readiness for Children Aged 4-7 Years in Islamic School?: Case Study in Yogyakarta
  Aining As Zaha, Hanifah Latif Muslimah, Irmanda Y. Saroinsong, & Wahdah Indah
  Faculty of Psychology, Universitas Gadjah Mada

- A Study of the Balance Concept Based on Kejawen Perspective in the Young Generation at Javanese Society
  Anida Dwi Indriati
  Faculty of Psychology, Universitas Airlangga

- Moral Learning through Ta'limul Muta'alam Book for Students In Pondok Pesantren
  Arida Nurma
  Faculty of Psychology, Universitas Airlangga
• Correlation Between Long-Term Orientation and Commitment Organization of Employees
  Restu Agung Setiawan, Tri Muji Ingarianti, & Zakarija Achmat
  Fakultas Psikologi Universitas Muhammadiyah Malang

• Students Gratitude Expression to Increase Teaching Motivation of the Teachers
  (A Literature Review)
  Ria Sakinah Waji
  Faculty of Psychology, Universitas Airlangga

• Intelligence (IQ) and Academic Self-efficacy
  (A Study on Students of SMAK Kolese St. Yusup Malang)
  Rosa Irawati
  SMAK Kolese Santo Yusup Malang
  Yuni Astuti
  Universitas Brawijaya

• Developing Self Reflection Method in Anti-Corruption Education for Elementary School Students
  Srisiuni Sugoto
  University of Surabaya
  Dessi Christianti
  Widya Mandala Catholic University

• Socializing Six Main Buginese Cultural Values in Children through Storytelling: An Effort to Develop a Family and Community Mental Health
  Syurawasti Muhiddin
  Faculty of Psychology, Universitas Hasanuddin

• Revitalizing 3S (Sipakatau, Sipakalebbi, Sipakainge) as an Effort to Improve Mental Health of Society
  Syurawasti Muhiddin
  Faculty of Psychology, Universitas Hasanuddin

• Emotional Competence Development in Early Childhood: The Cultural Roles on the Parental Emotion Socialization
  Yetie Wandansari
  Faculty of Psychology, Widya Mandala Catholic University

• Early Childhood Education (Ece) Teacher’s Problems and Expectations on Students with Special Needs
  Zainul Anwar, Tri Muji Ingarianti, dan Cahyaning Suryaningrum
  Psychology Department, University of Muhammadiyah Malang

Proceedings | ix | "Indigenous Psychology: Globalizing The Local"
Early Childhood Education (ECE) Teacher’s Problems and Expectations on Students with Special Needs

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Abstract

Education is an essential right for all citizens without any exception, including for children with special needs. This study aimed to determine Early Childhood Education teacher’s problems and their expectations of children with special needs. The data are collected by questioner and Focus Group Discussion. The result shows from 249 ECE teachers, 7 ECE teachers (3%) understand about assessment for children with special needs and the other 242 teachers (97%) do not know about the assessment for children with special needs. Moreover, it also found it difficult for the teacher to make the early detection of student with special needs, how to communicate it with the parents, how to treat them, and student difficulty to attend to higher education. Furthermore, the teachers expect to use an instrument and parent’s interview guide for early detection, student with special needs treatment, openness of parents openness, and school system that support student with special needs. Besides, the teachers obviously need a detail model, which helps them understand how to do an early detection of disabilities.

Keywords: Problems & Expectation, Teachers of Early Childhood Education, Student with Special Needs

Introduction

Early Childhood Education has a significant role in children next development stage. The stage considered as the golden age for children to stimulate and develop their potential. Permentdiknas 2009 no 58 stated that Early childhood education is one of educational implementation which emphasize on basic state toward growth and 5 kind of development, such as, moral and religiosity, physical development (fine and gross motor coordination), cognitive/intelligence (imagination, intellectual), socio-emotional (attitude and emotion) language and communication, according to the uniqueness and the developmental stages in early childhood.

Early Childhood Education (ECE) student has age ranges from 0-6 year old (ECE scientific study clump). The children with special needs become something that requires more attention. Children with special needs are the children who significantly different in some important dimensions of their humanitarian functions. They are physically, psychologically or socially hampered toward the goals/needs and their maximal potential, including the deaf children, blind, has a speech disturbance, disability, retardation mental, and emotional disturbance. It also include the children with high intelligence (gifted) who needs requires treatment from professional” (Rizzo, 1979 in Mangunsong, 2009).

People or children with special needs, have not just found at school with special education. In fact, they could easily find at regular school, especially at kindergarten. When it happens, there were some characteristics of special needs students, which are not very striking. It might cause the difficulties for the teacher to recognize the difference. Took retarded children with IQ 70/75 and children with
learning disabilities as an example. They might look physically the same with other children, which could be difficult for the teacher to identify their students.

ECE teachers are required to be professional in carrying out their role. In addition, knowledge and skills, willingness to learn, and initiative are a necessary prerequisite to increase their performance as ECE teacher. Unfortunately, it can hardly be filled by most ECE teachers. It might be caused by not relevant educational background, age, work period, and lack of willingness to learn that make them less professional. Sample case, in June 2012, a mother wanted to enroll her daughter to a Playgroup at one of ECE schools in Malang. At the end of the registration process, the teacher called the parents to give them the test results. The conclusion surprised the mother because the results showed that her daughter has autism. The teacher suggest her to bring her daughter to school with special education. This should not be allowed to be done by the teacher, considering that diagnostic disorder related to psychology in children should be done by a professional (psychologist /psychiatrist) with various methods.

According to the case, survey results which conducted by a researcher team (March 12 March 19 2014) from 45 ECE teachers, obtained the following result: (1) 90% teachers do not have an instrument to detect children with special needs, (2) 70% teachers have no professional skill to help them do early detection of students with special needs. (3) 70% teachers do not know how doing an intervention for student with special needs, (4) 60% do not know how to do an assessment or early detection and 60% did not know detail characteristic of students with special needs. This will impact ECE service levels in all aspects.

Based on the finding cases, it can be drawn into the conclusions that the importance of the teachers at ECE need to be supplied with knowledge of children with special needs such as, who and how children with special needs including have the skill to identify them. With knowledge and skill, teachers are expected to identify their students and give advice or recommendation to the parents. Besides, the teacher can give service program that is in accordance with the need for children. In order to develop student potential, teachers can participate in handling media, therapy and education services.

Based on the problem description and an emphasis on how important knowledge and capability of ECE teachers, it needs to do more research related to the problem and what ECE teachers could expect for their effort to develop the student’s potential according in their characteristic.

Children with Special Needs

Children with special needs briefly defined as “Children with growth or development abnormalities/aberration (physically, mentally, intellectually, socially, or emotionally), thus requiring special education services.” The aberration referred to in the definition, including the blind, deaf, mental retardation, quadriplegic, slow learner, gifted, hyperactive, communication disorders, ADHD, and autism (Mangunsong, 2009).

Furthermore, Mangunsong explained that children who are categorized as “extraordinary or with special needs” is a child who deviates characteristic of regular children in mental abilities, sensory, physical and neuromuscular, social and emotional, the ability to communicate, a combination of two or more of it, as far as it needs modification task of learning method or any other related services to develop potential in maximum capacity.

Morrison (Patmonodewo, 2003) suggests that children with special needs or children who has physical and mental limitations as difficult to hear, deaf, speech disorders, vision abnormality, serious emotional disturbances and learning difficulties.

Further described that children with special needs are children who have deviations, disorder or disability in terms of physical, mental, emotional and social, or a combination of these things such that they need special education require, which adjusted with their deviations or their disability (Samekar 2009; Kurniawati, kasyati & Amsyaruddin, 2014).
Classification of Children with Special Needs

The classification is according to DSM IV Revised (APA, 2000), Classification of children disorder:

1. Autistic Disorder
   The essential characteristic of Autistic Disorder are the presence of markedly abnormal or impaired development in social interaction and communication, and a markedly restricted repertoire of activity and interest. Autistic disorder is possibly appear following by mental retardation or not. In addition, autistic disorder has no association with intelligence level, although in some cases, the verbal skill usually lower than motor skills.

2. Asperger's Disorder
   People with Asperger had almost the same characteristic which similar to autism. The dominant symptom is social interaction problems and the emergence on repeated unnecessarily attitudes without communication problem. Asperger is also known as mild autism.

3. Attention-Deficit/Hyperactive Disorder
   The main characteristic of ADHD is the lack of attention and power to control the behavior, which marked by hyperactivity and impulsive behavior (hard to resist). Both of symptom (attention and hyperactivity), may happen together and may also appear on only one dominant area without being followed by another. Symptoms can be recognized from the age of 3 when the children are capable to walk and studying social actions. But Steadily diagnosis can be established at age 3.

4. Conduct disorder
   Conduct disorder characterized by a repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or regulation are violated. Symptoms can be identified from the age of 5, but could be steadily diagnosed at age 7 when children's moral reasoning is developed enough. Conduct disorder often diagnosed as ADHD or Oppositional Defiant Behavior. However, the tendency of the symptoms of an infringement of norms, such as lying, manipulation, damage or lead to other criminals tends to settle predominantly found in Conduct Disorders and not on ADHD.

5. Oppositional Defiant Disorder
   Oppositional Defiant Disorder usually called as a mild and early symptom of conduct disorder. The prominent symptoms of ODD are arguing and actively defying or refusing to comply with the requests or rules of adults, but not followed by physical aggression to destroy things or hurt others. ODD is believed to be more linked to psychological problems: parenting, modeling, or peer influence.

6. Separation Anxiety Disorder
   Separation Anxiety Disorder is characterized by excessive anxiety concerning separation from their major attachment figures. They may be reluctant or refuse to attend school or physical complaints. It's commonly found at the beginning of school-age children. It suspected linked to parenting method.

7. Communication Disorder
   Communication disorder is an impairment in the ability to receive, transmit, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems cause of brain abnormality. Communication Disorders are included Expressive Language Disorder, Mixed Receptive-Expressive Language Disorder, Phonological Disorder, Stuttering, and Communication Disorder Not Otherwise Specified.

8. Motor skills disorder
   Motor skills disorder is marked by impairment in the development of motor coordination which hamper motor coordination. It could be significantly interfered with academic achievement or activities of daily living.
9. Learning disorder
Learning disorders are deficient in specific learning skills (reading, writing, mathematics) in the context they have average intelligence and no obstacles in learning opportunities. In other words, children who have a learning disorder is does not have to be someone with low intelligence or someone who has no learning opportunities. Learning Disorders includes Reading Disorder (dyslexia), Mathematics Disorder (dyscalculia), and Writing disorder (dysgraphia).

Early Childhood and Inclusive Education
According to UU no. 20 at 2013 about National Education System 28 stated that Early Childhood education system is an effort to develop children's education until the age of 6 by providing stimulus education to assist the growth and development of the physical and spiritual in entering further education.

The success of early childhood education is supposed to be a strong foundation for the next education level. Everyone has “golden age” period in their early life, which is means, if someone get a proper education at that stage, they gained readiness of learning that could be a key for the success at the next level of education.

Inclusive education is a method to transform the educational system by eliminating the barrier that could prevent the student to fully participate in education itself. In other words, inclusive education is a special service for children with the special needs so they can experience the regular education to help them optimized their potential (Wirdanengsih, 2012).

Inclusive education is an education model which provides opportunities for students with special needs to study with other normal student on their age. Inclusive education was designed on the principal basis that the school should be convenient for all the student regardless of their social, emotional, cultural, and language differences (Florian, 2008; Friend, 2005). According to the definition, inclusive education is trying to accommodate every kind of student differences.

Method
This study used action research with 4 phase by Bunk and Vugt (2008) which called PATH (Problem-Analysis-Test (Model)-Help):

1. Problem phase, researchers identified and define the problem
2. Analysis phase, researchers used data to obtain step 1 and analyzed by existing theories. This problem definition functions as the starting point for the next step in the model for the next phase
3. Test phase, researcher try to use the model, evaluate the model, and revise the model
4. Help phase is to implement a model for intervention. As an intervention, this method requires the research not to stop at the validation stage, but empowers the parties to concerned to use the model independently and sustainably

The PATH model helps social psychologists with this challenge, and offers tools for applying social psychology to practical problems including for help the researcher to design the right intervention at social institution, such as educational institutions.

The data collected by questionnaires, interviews, and focus group discussions, given to the teachers at ECE for students with special needs to reveal the problems and their expectations at once. Data used in this study are primary information that includes data from questionnaires and focus group discussions.

Procedures and Data Analysis Methods
Research procedure has been carried out to identify the problems and teachers’ expectations of Children with Special Needs in Early Childhood Education by spreading questionnaire to the teachers. It

Proceedings | 307 | "Indigenous Psychology: Globalizing The Local"
also conducted Focus Group Discussion (FGD) in exploring the problems and expectation of early childhood teachers.

The data analysis used qualitative method which followed Poerwandari (2005) steps, (1) Organizing data and coding. Data are systematically organized by sorting the original data based on time and retrieval method. Furthermore, the data were coded based on analysis needs, for example method of collecting the data and time taken. (2) Thematic analysis using the data keywords theme category category correlation. Furthermore, the result will be with theoretical overview and used as a basis for analysis by combining theory and facts on the ground.

Results

According to the results of research within 249 respondents of pre-school education's teachers, in the manner of age as follows:

62 teachers are 19-30 years old, 92 teachers (73%) are 31-40 years old, 82 teachers (33%) are 41-57 years old, and 13 teachers (5%) are not mentioning their age. Teaching periods of teachers or respondents as many as 249 respondents, are: 5 teachers (2%) for less than 1 year, 144 teachers (58%) for 1-10 years, 61 teachers (24%) for 11-20 years, 20 teachers (8%) for more than 21 years, and as many as 20 teachers (8%) are unknown. Whereas, based on the background of ultimate education, they are mentioned as follows: S1 as many as 155 teachers (62%), S2 as many as 31 teachers (1%), Senior High School as many as 59 teachers (24%), D1 as many as 4 teachers (2%), D2 as many as 9 teachers (4%), D3 as many 7 teachers (3%) dan the rest, 12 teachers (5%) are unknown.

Results of the study shows that 3% of respondents know about assessment for students with special needs and 97% do not know about assessment for students with special needs. In accordance to assessment instrument for students with special needs, 16% respondents are familiar of assessment instrument for students with special needs and 84% are not familiar of assessment instrument for students with special needs. Moreover, related to the use of assessment tools for students with special needs, 11% respondents have been using assessment tools for students with special needs and 89% have not been using assessment tools for students with special needs.

By means of implementation of appropriate curriculum for students with special needs, 22% respondents have been implementing appropriate curriculum for students with special needs and 78% respondents have not been implementing appropriate curriculum for students with special needs. Furthermore, in correspondence to convenient educational service for students with special needs, 34% respondents have been trying to implement the convenient educational service for students with special needs and 66% have not been trying to implement convenient educational service for students with special needs.

Based on the amount of exclusive teachers for students with special needs at school, 9% schools have exclusive teachers for students with special needs and 91% do not have exclusive teachers for students with special needs. For the facility to facilitate students with special needs like road for wheelchairs user or typical toilet for students with special needs, 2% of 249 respondents have had typical facilities for students with special needs and 98% of 249 respondents have not had typical facilities for students with special needs. Thereafter, in accordance to proper teaching and learning style for students with special needs, 20% are understand about proper teaching and learning style for students with special needs and 80% are not understand about proper teaching and learning style for students with special needs.

Hereafter, problems faced by teacher of pre-school education are difficult to do initial detection while joining pre-school education and trouble in doing communication with the parents, have not understand about how to handle students with special needs, and the quandary of students with special needs to continue their education to the higher level. After that, the teachers expect to procure initial detection instrument for students with special needs and guidance to interview the parents, how to
handle students with special needs, parents' transparency to the school, and school system that can help supporting students with special needs.

Discussion

Inclusive education facilitate the students to develop their competency in accordance to their potency and ability based on each characteristic of the students, however, the teachers may face some problem in implementing that education.

According to the result of study, it is illustrated that 3% of respondents know about assesment for students with special needs and 97% respondents do not know about assesment for students with special needs. Subsequently, the existence of teachers for students with special needs is not enough. Only 9% respondents who have exclusive teacher for students with special needs and the rest, 91% do not have exclusive teacher for students with special needs. Thereupon, in correspondence to the proper teaching learning style for students with special needs, 20% respondents know about proper teaching learning style for students with special needs, and 80% do not know about proper teaching learning style for students with special needs. For the facility to facilitate students with special needs like road for wheelchairs user or typical toilet for students with special needs, 2% of 249 respondents have had typical facilities for students with special needs and 98% of 249 respondents have not had typical facilities for students with special needs.

In limitedness of human resources, insights and facilitation for the existence students special needs resulted in some problems encountered by the teachers in handling their students. Then, limited awareness and teachers' acceptance can also influence teachers' treatment to the students with special needs. This kind of acceptance rarely to be find (Pavri & Lutfi, 2000) that is why this is resulted in negative perception about students with special needs. Lack of giving compliment, lack of expectation, and ignorance often addressed to students with special needs rather than students in general (Pavri & Lutfi, 2002). Lopes, et al (2004) also highlights the same things that teachers confront with many problems in handling students with special needs which is needing much amount of time and more attention than students in general and not finding the results as expected.

One of the other teachers' problem is also related to background of ultimate education which is not suitable with their competency, for those who are accustomed to handle students with special needs definitely have been had more insights and ability to identify students with special needs. This is totally different with those who have not been accustomed to, that is why they may have narrower insights and skills in having a good grip of students with special needs.

The existence of students with special needs is actually a chance for teachers to increase their competency and as learning resources for their friends to develop positive attitude. This statement fit to Vaidya & Zaslavsky (2007) who express that the existence of students with special needs in regular class brings positive impacts for another students, for instance: (1) warmth and ability in making friends; (2) developing personal understanding about the diversity; (3) increasing care and concern for others; (4) developing social ability; (5) decreasing the solicitudes about human's diversity that raises comfort and awareness. That is why, initial handling for students with special needs are needed.

Afterward, problems that are encountered by teacher of pre-school education are difficult to do initial detection while joining pre-school education and trouble in doing communication with the parents, have not understand about how to handle students with special needs and the quandary of students with special needs to continue their education to the higher level. After that, the teachers expect to procure initial detection instrument for students with special needs and guidance to interview the parents, how to handle students with special needs, parents' transparency to the school, and school system that can help supporting students with special needs. Other than that, it is also necessary to have moduls in clear and detail as well as easy to be understood and implemented.

Similar to the result of research by Widati (2001) that teachers have not been ready to teach students with special needs. The readiness, in this case, comprises understanding and skills in teaching
students with special needs, that is why there are found many students with special needs who experience difficulty or retardation in complying their education.

Though the establishment of inclusive education is satisfying, appreciated and getting enthusiasm from various circles, especially the educators, the implementation of it still having many problems and issues. The study of Sunaryo (2009) claims that generally there are five categories of issues and problems inclusive education which are need to be observed and anticipated in order to not obstruct, the implementation itself can not, or even ruin that inclusive education, that are: understanding and implementation, policy of the school, teaching learning process, teachers condition, and support system.

Specifically, Sunaryo (2009) elaborates condition of students with special needs' teachers as follows: a) have not been supported by good quality of the teachers. (b) Classroom teachers are still regarded as not sensitive and proactive yet to students with special needs’ problems (c) have not been supported by the clear rules of role, job, and responsibility of each teacher. (d) the practice has not been offset by routine discussion, availability of collaboration model as guidance, and adequate funding.

Inclusive practice is a new challenge for school administrator. Taylor and Ringleben (2012) express that by the existence of inclusive education, it generates new challenge for teacher in doing significant modification to educational program and preparing teachers to face all of the students' need, both students with special needs and students in general. Taylor and Ringleben also define about how prominent teachers' attitude towards inclusion is, teachers who have a better and positive attitude towards inclusion will have greater ability to arrange inclusion and curriculum used by students with special needs, and teachers who have have a better and positive attitude towards inclusion may have proper approach for inclusion.

Referensi


*Proceedings | 311 | Indigenous Psychology: Globalizing The Local*