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INTERNATIONAL SEMINAR ON PRIMARY EDUCATION (ISPE)
PGSD and DIKDAS Study Programs

EMPOWERING
THE PRIMARY EDUCATION FOR
THE BRIGHTER GENERATION

PROCEEDING





**FACULTY OF EDUCATION
&
GRADUATE SCHOOL**

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By primary education and elementary school teacher education

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Foreword of the Rector

Assalamu'alaikum warohmatullohi wabarokatuh

1. The honorable, the invited speakers
2. The distinguished presenters and participants
3. The special guests attending this international seminar

Welcome to the **International Seminar on Primary Education** (ISPE 2013) in Yogyakarta State University.

On behalf of the Yogyakarta State University, I would like to extend my warmest welcome and sincere good wishes to all distinguished participants, especially the invited speakers:

1. Dr. John Hope (Auckland University, New Zealand)
2. Dr. Rajchukran Tongthawarn (Chiang Mai University, Thailand)
3. Prof. Ranbir Singh Malik, M.A, M.Ed, M.Phil, Ph.D (Edith Cowan University, Perth Australia)
4. Prof. Dr. Soedijarto, M.A (Jakarta State University, Indonesia)
5. Prof. Suyata, Ph.D (Yogyakarta State University, Indonesia)

to this international seminar on ***Empowering Primary Education for a Brighter Generation***. It is indeed an honor that we have a chance to host the first *International Seminar on Primary Education* in conjunction with the celebrations of our forty-nine (49th) anniversary. We are also delighted to welcome again all participants who all share the same commitment to educational development, especially in developing the primary education.

Nowadays, primary education, especially in this new era, has become one of educators' main interests. They are concerned with some current issues of education in the primary level, such as: policy on primary education, curriculum development in primary education, joyful and meaningful learning for children, character building in the early ages, and challenges and opportunities in primary education.

Some possible and appropriate solutions by empowering primary education comprehensively for a brighter generation need to be implemented since there are fast changes in human life especially in this current decade. There are several issues concerning younger generation, such as moral degradations and violence. A comprehensive study related to various efforts in handling some perspectives of primary education is therefore required.

Yogyakarta State University, as *The Leading University in Character Education*, will witness a gathering of key primary educators around the world, including the participants and presenters from Indonesia, New Zealand, Bangladesh, Singapore, India, Malaysia, China, Thailand, and Mexico who attend this seminar. Their precious views and experience, highly valued by people in the field, will be

shared with more than sixty paper presenters from over eight countries together with other seminar participants consisting of foreign and local educators, as well as students. The gathering here this year could be an important step towards the right view and direction of primary education and its ultimate goals. It will be a great opportunity not only for us to learn from each other in the spirit of the field of primary education but also to build those vital links for international cooperation which are fast becoming a necessary part of life.

Wassalamu 'alaikum warohmatullohi wabarokatuh

Yogyakarta, May 18-19th, 2013

Professor Dr. Rochmat Wahab, M.Pd, M.A
Rector of Yogyakarta State University

Foreword of the Chairperson

Primary education has an important contribution to young children because it provides a major step for their adulthood and promotes their personal growth and achievement. It shapes the future of humanity. Therefore, empowering the primary education to grow the full potential of young children should become the commitment, passion, and effort of stakeholders.

There are many issues on primary education that need to be comprehensively studied. These lead us to hold International Seminar on Primary Education (ISPE) 2013, of which the theme is Empowering the Primary Education for the Brighter Generation. There are five sub-themes in the seminar, i.e. Policy on Primary Education, Curriculum Development in Primary Education, Joyful and Meaningful Learning for Children, Character Building in the Early Ages, and Challenges and Opportunities in Primary Education. This seminar provides good opportunities for participants to share ideas, experiences, and research findings, in national and international perspectives. Thus, it is expected that they could contribute to shape the future humanity development for the next brighter generation.

In this occasion I would like to extend my gratitude to Rector of Yogyakarta State University (YSU), Dean of Faculty of Education YSU, and Director of Graduate School YSU for their support. Special thanks are also given to the keynote speaker, invited speakers, and presenters, for spending time to share academic, bureaucratic-administrative, and day-to-day experiences in this seminar. I also wish to thank participants for their willingness to take part in this seminar. Last, but not least, I would also like to express my gratitude to all committee members for their smart and hard work that leads to the success of this seminar.

I hope the seminar can give valuable contributions for empowering primary education to prepare children to face the future and become a brighter generation.

Yogyakarta, 18 May 2013
Chairperson

Dr. Udik Budi Wibowo, M.Pd.

Table of Contents

FOREWORD OF THE RECTOR	i
FOREWORD OF THE CHAIRPERSON	iii
TABLE OF CONTENTS	iv
INVITED SPEAKERS	
Empowering Primary Education for a Brighter Generation John Hope	1
Opportunities and Challenges for Primary Education in Indonesia Ranbir Singh Malik	5
Some Notes on Curriculum Development for Primary Education (A Strategy for Planning, Development, and Implementation of Primary Education Curriculum) Soedijarto	21
The Primary Education Betterment Policy, Uncertain to Go: Indonesian Cases Suyata	25
PARALEL SESSION SPEAKERS	
Sociocultural Based Thematic-Integrative Teaching and Learning Model for Elementary Schools Ali Mustadi	31
A Brighter Generation in a New Light Anna Dall	37
Building "Self Concept" PGSD Student through Experience Learning Theory (ELT) Aprilia Tina Lidyasari	45
Creative Sports Education Foundation Bayu Nugraha	49
An Analysis of Students' Creative Thinking Process and Ability in Mathematics through Open-Ended Tasks Dini Kinati Fardah	53
Yoremes of Sinaloa and their Inclusion to the Information Society Ernesto Guerra Garcia, Jose G. Vargas-Hernandez, Fortunato Ruiz Martinez	59
Investment Policies in the Implementation of the National Character Value of Indonesia; Review Before Application of Curriculum 2013 Isep Ali Sandi, Mulyawan Safwandi Nugraha	67
Strategic Management in Basic Education Institutions in Mexico José G. Vargas-Hernández	75
The Strategy of Educational Management for Elementary School of Orang Rimba through Education Based on Local Culture Marfuah	83
Genesis of Education and Primary Educational System and Educational Policy in India S. Saravanakumar	89

Developing Cultural Competence in the Policy of Primary Education Decentralization Siti Irene Astuti D	92
Mainstreaming of School-Based Management at Elementary School Teacher Education Studies Program (MBS-PGSD) Open University Suhartono, Evan Sukardi, and Ngadi Marsinah	99
Reflections on the New Paradigm in Education and its Post-Reformation System and Praxis: Investigation on Elementary Education in Salatiga Wasitohadi	105
Improving Teaching Skills FOR Student of Primary Teacher Education Program Through Supervision During Field Teaching Experience Practice Widya Karmila Sari Achmad	112
Teachers' Confidence and Preparedness in Teaching Science in the Primary School Bob Chui Seng Yong	116
Modification of the Primary Level Curriculum for Children with Mental Barriers Ishartiwi	124
Raising Sense of Belonging to Yogyakarta Culture through Seven C's Cycle Learning Process in Tarbiyah Project Curriculum Nisa Shalihah	130
Joyful Learning in Primary Education : Ideas for Bangladeshi Primary School Leader Shanta Akther Sheema	135
Management of Primary Education Curriculum Development Based on Soft Skill Sri Utaminingsih	139
Three Basic Principles for Creating a Enjoyfull Learning in Primary Education Bambang Setiyo Hari Purwoko	144
Sociocultural Based Thematic-Integrative Teaching and Learning Model for Elementary Schools La ode safiun arihi	148
Cooperative Learning for Elementary School Martha Christiani	152
Incorporating Technology in Primary Classrooms: Personalised Learning Caters for Students' Success Nur Amalia	155
Improving Math Skill in Early Age of Elementary School Through Traditional Game "Lurah-Lurahan" Nur Cholimah	162
Many Alternatives to make Joyful, Interesting and Meaningful Primary Education Learning Rita Singh	168
Empowering Meaningful Learning through Online Collaboration Stefanus Christian Relmasira	170

Joyful and Meaningful Learning in Mathematics Classroom Through Fun Activities Titin Mulyaningsih	174
School Cultural Influence on Character Establishment Of 5th Grade Student Minomartani Elementary School Ngaglik Sleman Yogyakarta Agung Hastomo	178
A Wise Word For All Student: Improve Moral Integrity to Prevent Thuggish in Primary School Ayu Rochanah Choirul Ummah	186
The Role of Physical Education in Improving Socialization Ability Primary School Students Banu Setyo Adi	190
Green School Empowerment as Environmental Care Character Education for Elementary School Students Fani Akdiana	194
The Revitalization of Mathematics Education in Primary School for the Nation's Character Building Hardi Suyitno	200
The Strengthening of Civic Culture Characters for The Teachers of Madrasah Ibtidaiyah (MI) in Sukoharjo Khuriyah, Muh. Munadi, Retno Wahyuningsih, Noor Alwiyah, Subar Junantos	205
Implementation Learning Method to Improving Life Skills Children in Mathematics Lesson Mohamad Syarif Sumantri	211
Developing Students Character through Selfregulated Learning Muhammad Nur Wangid	216
Drawing the Strength from the Past: Developing Optimist and Hopefulness Pupils through Project Based-Learning of National Hero Diponegoro Mulatiningsih	224
The Character Forming of a Nation trough the Madrasah Education (Madrasah : Integrated Islamic School and Featured Plus) Nanang Fatchurochman	227
The Effectiveness of Inquiry Learning Approach towards the Enhancement Character Building of 4th Grade Social Study Subject Students of Elementary School Naniek Sulistya Wardani	233
Learning by Love for Character Building in the First Level Student of Primary Education Nelva Rolina	241
Javanese Traditional Games as Resources for Early Childhood Character Education Nur Hayati	245
The Spiritual Commitment among Students as an Outcome of Home and School Education Nurnazirah Jamadin	251
Character Building Through a Mathematical Subject in the Elementary School P. Sarjiman	257

Development of Children Character Through Model of Communication, Education, Information in Marginal Communities in Yogyakarta Sisca Rahmadonna, Farida Hanum, Arif Rohman	263
The Roles of School in Cultivating Ecological Concern as the Implementation of Character Education Sri Rejeki	267
Character Building of Early Children through the Values of Consumer Education Sri Wening	272
Does Critical Thinking Mean Cultural Thinking? Using Language to Learn and Develop Character Tri Wahyuni Floriasti	278
Building a Culture of non Consumerist Character through Financial Literacy at Primary School Education Widiyanto	285
Fun Smart Diaries (FSD): Character Building for Elementary School Students through Diaries Yoni Wijayanti, Briliyan Syarifudin Ahmad	290
The Implementation of Support Groups for the Elementary School Children Budi Astuti	294
Portable Articulation Mirror (PAM) as Training Media to Increase Articulation Ability of Deaf Children Erbi Bunyanuddin, Yuyun Rahmahdhani Khusniyah	298
The Sakamoto Math Method an Alternative to Help Students Resolve Problem Solvings in Mathematics (A case study in Sakamoto course program for students elementary grade 3) Ika Budi Maryatun	303
Effect of Inclusive Education Training Model toward the Improvement of Teacher Competence in Implementation of Inclusive Education at the Primary School in Padang City Irdamurni	305
Community Factors that Affect Quality of Primary Education in Rural Bangladesh Md. Shafiqul Alam	310
Pre-vocational Courses on Primary Education Putu Sudira	318
Role of Ict in Primary Education: Potential, Pitfalls and Challenges S.Prabakaran	325
ACJEL Implementation and Impact on Student Learning Achievement in Salatiga Primary School 2012 Slameto	333
A Mismatch between Science Curriculum Expectations and Practice: Autoethnography and the Classroom Vinta Angela Tiarani	340
Science Learning Profile Based on Pakem At Sd Akemalako in Ternate on Creative Learning Program for Children Community in the Year 2012 Abdu Mas'ud, Gunadi Adi Putra Yunus	346

Evaluation Programs `PAKEM`'S Implementation on Winks Basic College at `PGSD FKIP` `Khairun`S University Ternate on Performing Programs `Creatif Learning for Children Community` Year 2012 <i>Sundari, Darmawati</i>	349
Developingthe Learning Models for The Parents of the Elementary School Students <i>UnikAmbarwati, Deni Hardianto</i>	352
Optimizing Curriculum Implementation in Elementary Education <i>Anik Ghufon</i>	357

INVITED SPEAKERS

**Empowering Primary Education for a Brighter Generation
International Seminar on Primary Education
Yogyakarta State University
Indonesia
May 18-19, 2013**

John Hope

Associate Dean International Programmes
Faculty of Education University of Auckland New Zealand
j.hope@auckland.ac.nz

Abstract

It is my intention to deliver a big picture scenario to address the theme of this seminar. I will outline a sample of the major changes that have impacted on New Zealand primary schools, followed by a summary of the areas that could change for Indonesian primary schools. Finally, I will suggest a strategy that may stimulate change. I have deliberately not provided a heavily academically oriented paper, instead I have presented my observations and opinions based on a long career in primary education with the aim of stimulating discussion. I hope this helps.

Kia Ora

Thank you for the opportunity to attend your conference. I feel honoured to be invited to deliver a paper on this important topic and strongly support the theme of the conference, Empowering Primary Education for a brighter Generation. All here will be only too aware that the world has changed, and the younger generation with it.

The topic of this conference is particularly dear to my heart as my 48 years of professional life have been almost entirely devoted to primary education, firstly in New Zealand and latterly internationally. I began my working life as New Zealand primary school teacher, then became a primary school principal and finished the schooling part of my career as principal of the largest primary school in New Zealand. I was then seconded into the University of Auckland to establish primary level pre-service teacher education at both undergraduate and graduate levels, where we now educate one third of all New Zealand teachers and train most of New Zealand's primary and secondary school principals. These days I am responsible for off-shore teacher education programmes. I will be travelling to Malaysia tomorrow where I am the Director of a University of Auckland BEd(TESOL) twinning programme with the Malaysian Ministry of Education that educates Malaysian primary school teachers of English, a very successful partnership programme that has been running in Malaysia for ten years. During my career I have also been a New Zealand Ministerial Curriculum Policy Developer and an Inspector of Primary Schools, so I have experienced primary education at many levels, and from many different perspectives.

All of which leads me to an important statement. Contrary to the opinions of some, it is

my opinion that high quality primary education is more critical to the future of a nation than is secondary or tertiary education. I say this because primary education, together with pre-school education, provides the learning foundation for all subsequent life-long education and comes at a stage of our life cycle when cognitive processes, attitudes and habits are most likely to be established and, in many cases, set for life. If we provide low quality education at primary level, we doom our students to a lower quality of life of life than they deserve.

My second point concerns teaching and learning in a global world. The fact that I have come here from New Zealand, and the presence of Indonesian students at the University of Auckland, is indicative of changes that have happened to yours and my generations, changes that our grandparents could not have contemplated. We all know that the pace of change is accelerating in almost every country around the globe, and particularly in Asia. So the world that our primary students are entering is most likely to change even more than the world has changed in our lifetimes. As teachers and teacher educators, I suggest that we have a major responsibility to do a much better job of preparing our primary students for change than occurred for us when we were at primary school.

How do we do this? Firstly, I need to say that I am not an expert in regard to the Indonesian school system. My Indonesian school experiences are limited to internet searches and I have not even visited an Indonesian school. But isn't this an indication of the world our current primary students are in? For most young students, the internet is their world and that is the context that we, as educators, must face up to.

However my primary schooling knowledge and experience of New Zealand primary education is very strong, I have visited primary schools in

more than twenty countries, and I have extensive experience with schooling in your next door neighbour, Malaysia, but not yet Indonesia. I hope to change that soon. So the comments that follow are generalised comments that apply to most countries. You are the experts in Indonesian primary education. You should be evaluating my comments carefully as to whether they apply to Indonesia or not.

Given my personal experiences, I want to use New Zealand primary education as a context to demonstrate the change process as it applies to primary schooling in general. Take from it what you will. I don't want to hold up New Zealand as an exemplary example of primary schooling because it is not. We have our problems, just as you have. But New Zealand primary has experienced substantial change, just as this conference suggests Indonesian primary schooling needs change. Looking at another schooling system is like holding up a mirror to our face, we see things in our face that we did not see before. In the same way I hope that looking at New Zealand primary schooling will make you reflect on your own primary schooling, not to copy, but to initiate academic reflection.

In 1989 I was primary school principal. Our schools were controlled by a centralised Education Department who made almost all decisions related to schooling. The Education Department decided which teachers would be employed at each school, which teachers would be promoted to principal, what kind of furniture was in each classroom, what kind of teaching equipment was available to each school, and so on. Principals and teachers had very little say in what happened at school, parents had no say in what happened at school, and students had no say either. That was the way it had always been, and I accepted it as normal and made the best of it that I could.

In 1989 the government of the day decided that New Zealand schools were not performing as well as expected and, at the stroke of a pen, introduced an incredibly bold change to New Zealand schooling, the most radical de-centralising of a school system that the world had seen. Most of the enormous bureaucracy in the Education Department lost their jobs and the money that was saved was given to the schools. The Education Department no longer controlled the schools, instead, the parents of each school elected a Board of Trustees (BOT) comprising seven elected parents, plus the Principal, plus one elected teacher, and in secondary schools, one elected student, to govern the school. They were responsible for hiring and firing the teachers and principal, paying the teachers, providing all of the teaching furniture and equipment, and maintaining the buildings. The BOT could even make decisions about some parts of the curriculum. School zones were abolished so parents could take their children to the school they

most preferred. To ensure that schools were obeying the law, each school was inspected every three years to ensure that the school was working well, teaching the curriculum, and the students were safe. The inspectors, called the Education Review Office, reviewed the Board of Trustees, not the teachers, the Principals was responsible for reviewing the work of the teachers and had to report that to the Board of Trustees.

As a Principal, in 1989 my life completely changed. My responsibilities increased to areas in which I had no particular experience or expertise and I was responsible to the parents of my students, not to the centralised Education Department bureaucracy. Some of my Principal colleagues resigned or were fired, others, like myself, thrived. Suddenly we could work with our school community to develop an education tailored to the needs of our students, and we could decide for ourselves what resources, including teachers and equipment, we needed to do that. My own school almost doubled its roll in three years, attracting students from all over Auckland. Of course there were down sides to the changes, but nearly 25 years later, most parents in New Zealand express very high satisfaction with the education their local school is providing.

My very brief summary does not do full justice to the scope and nature of the changes that impacted on every New Zealand school in 1989, but is sufficient to demonstrate some elements of change that I consider all countries must eventually consider if they are to provide a high quality education for their students in a rapidly changing world.

Firstly, much of the bureaucracy was removed so that the local school and community could make decisions at their own level, decisions that took into account the local context and were difficult for a centralised bureaucracy to appreciate. An example is a school in an area where many of the parents were artists and film makers. This school made the creative arts a higher priority than other schools.

Secondly, parents had the opportunity to express their opinions and make a difference in schools, instead of being shut out. The result is that parents became more involved with their schools and gained more knowledge about education. If you visit, you will see parents helping teachers in many New Zealand primary school classrooms and parents are now more able to understand how to assist with their child's education at home.

Thirdly, students were given the opportunity to give an opinion about their own education. In secondary schools, an elected student was a statutory member of the Board of Trustees. In primary schools, each school had a School Council of students that met regularly with the Principal and often also with the Board of Trustees Chairperson

to give their opinions about what should happen in the school.

Fourthly, the school curriculum was still centralised, but was written in eight broad levels covering two year attainment levels, leaving space for each school to develop some of its own learning objectives. In New Zealand, students begin school at age five, their first day at school being the date of their birthday. This means that the students arrive one by one on different days, so must be taught in an individualised manner according to their differing needs. Of course class sizes must be small to allow this to happen so the maximum class size is eighteen. In primary schools, the students were to be taught at their level right through the eight years of primary education, meaning that class teachers must teach several levels for each subject in any one class, with up to 30 students, not an easy task and probably impossible with larger class sizes.

What of globalisation? New Zealand primary schools are now very different from those in 1989. One result of globalisation has been influxes of students whose first language is not English, from three sources. New Zealand accepts many refugees from war-torn countries such as Afghanistan and Somalia, often families with school children. New Zealand also accepts many tertiary students from other countries. The University of Auckland is in the top one per cent of world universities and is the highest internationally ranked university in New Zealand. Consequently it enrolls students from more than 90 countries, including Indonesia. We make special provision for PhD students offering them domestic tuition fees and free schooling for their families. So many more mature PhD students are enrolled and their families are in New Zealand schools. The third source is permanent migrants who are accepted into New Zealand if they have skills or money that New Zealand needs, and they often bring their families for schooling.

The result is that many schools, particularly in Auckland where I live and work, have students with English as a second language and little understanding of New Zealand culture and education. The Auckland population is already 16% Asian and predicted to be 25% Asian in ten years' time. Schools where these new settlers tend to live have to adapt to the nature of their community. Our de-centralised system allows these schools to do that, so schools can employ teachers who speak several languages, develop programmes to educate the parents and provide special programmes for students with English as a second language. I recall visiting an Auckland primary school classroom where the teacher greeted each student in their own language as they arrived in the morning. She used 28 languages!

Another recent example of globalisation is student mobility. Many Auckland primary schools now offer optional overseas visits for their students

to live and attend school in another country for a week or two. Groups of primary students from other countries also visit New Zealand and attend school. The friendships established when the students visit another country lead to longer term Skype exchanges between students when they return to their homes, so increasing the benefits of globalisation. We also have the so-called 'helicopter families', Korean families who send their children to New Zealand primary schools at ages eight to ten. Mother accompanies the children while father stays in Korea to run the business, but 'helicopters' in and out of New Zealand for short visits to see his family.

So what can we take from this New Zealand example for Indonesian primary educators? I will now outline my suggestions for Indonesia, but bear in mind the caution I expressed at the beginning of this talk. I am not an expert in Indonesian education.

I suggest that the first and most essential factor is to accept the need for change. No matter how well your primary schools are performing, globalisation is changing the world so quickly that primary schools have to change too. I doubt that Indonesia will be spared from these changes.

My second suggestion is to involve parents in primary schooling. This can bring problems for schools, but the benefits outweigh the disadvantages, substantially. Listening to the opinions of families and acting on them has changed the way that many New Zealand primary school teachers and principals think about education, with improvements for all. Two weeks ago I delivered a conference paper in Japan that outlined a research project one of my students conducted to evaluate the effectiveness of an on-line parent portal allowing parents to see what was happening in their child's classroom, see their assessment grades and communicate with the teacher. This caused a stir in Japan where parents have traditionally been kept away from schools, but I have since been approached by a Japanese parent who wants me to talk about this idea with their school. The winds of change are blowing in Japan as well.

Following from my second suggestion, obviously empowering schools to make their own decisions and take responsibility for these decisions needs to follow. This suggestion will probably not be welcomed by the Indonesian education bureaucrats, but I consider it an essential change if primary schooling is to be empowered for a brighter generation. It need not be as radical as the example of New Zealand, but these changes are also happening in England, the United States and Malaysia.

Rightly or wrongly, English is the language of business and science world-wide. I have read that globalisation has brought many international

companies into Indonesia and I hear that trend is likely to accelerate in the future as Indonesia moves its economy from a domestic orientation to a more export led orientation. This change will require more English speaking workers. Research suggests that the earlier in life that languages are taught, the more easily and effectively that are learned. We also know that developing competency in a second language enhances the student's understanding of their first language. The primary school is the ideal place for the development of English competency so I suggest that this programme be strengthened in primary schools.

My comment above about strengthening the teaching of English suggests that more, high quality teachers of English will be required in Indonesian primary schools. Teachers who are more open to change, and to understanding the effects of globalisation, will also be needed. This suggestion impacts on tertiary education, both for pre-service teacher education and for in-service teacher

education, for those teachers already working in schools. Change would be required here too.

Radical change to primary education requires visionary leaders who are willing to listen to the need for change and to push boundaries to make change happen. I further suggest that a change strategy is more likely to be effective if those involved with the change travel beyond their own country to see for themselves the changes that are happening around the world. The intention of such travel would not be to copy what was seen, but to open eyes to the need for change and to get ideas for developing unique Indonesian changes suited to the needs of the country and to its citizens, particularly its future citizens, the primary school students enrolling in your schools today and tomorrow. They deserve a future at least as good as we have had.

Thank you for the opportunity to present this talk. I look forward to further dialogue.

OPPORTUNITIES AND CHALLENGES FOR PRIMARY EDUCATION IN INDONESIA

Ranbir Singh Malik

UPI-Bandung

1. Introduction

Modern society is in the middle of a number of significant social, cultural and economic changes, triggered by revolution in Information Communication Technology. Education is becoming the engine room for modern economies and a key factor for progress. A cornerstone of any nation's economic growth and prosperity is the quality of its education and the quality of human resources. In the 21st century, the quality of human resources will determine the strength of a nation. In recent years, there has been an increasing recognition of human capital and contribution of education to workforce participation. People with better education and training tend to participate in the workforce for longer and are more able to adapt to change in the workforce. A high quality and responsive education system is vital to increasing skills, which in turn, boost labour force participation and productivity (Australian Commonwealth Treasury, 2005-2007). There is a strong evidence to suggest that investment in human capital is the key factor to foster technological change. OECD (2008) research shows that if the average level of education of the working age population was increased by one year, the economy would be larger by 3.6% and the growth rate of the economy would be up by 1%, and living standard (measured by GDP per capita) would be improved by 1.5%. One critical measure of human capital investment is a country's overall investment in education as a share of its GDP. For instance, in the 17 OECD countries overall investment in education is over 6%, Australia's investment in education is 5.8%, India's is 4% and Indonesia's is 3.4%. The Asian Development Bank (1989) found a strong positive relationship between the average number of years of schooling and the average annual change in GNP per capita over the period of 10 years in 13 Asian developing countries. The rapid growth of the Japanese and South Korean economies is mainly due to the mass literacy and numeracy.

The assumption of high spending on education is that it would lead to more skilled workforce to improve national productivity and make the country better able to perform in the global market place. In developing countries, in particular, the expansion of educational opportunities is one of the most powerful tools governments have got to simultaneously promote income. In order to develop a nation as a consumer market of global

standards, it is imperative that all of its children reap the full benefits of a high quality education. Although the quality of education in some developing countries (e.g. China, Malaysia) has improved, World Bank (1980) found that the mean score of students from developing countries was equal only to the score of the bottom 5% to 10% of students from the developed countries because the quality of education is much higher in the developed countries. In fact, in some countries of the Western world education has become a major industry. For instance, the USA earns about \$46 billion from the fee paying overseas students, mostly from the Southeast Asia. The UK earns \$ 27 billion, Canada \$17 billion and Australia \$ 16 billion. While some of the problems of sub-standard education can be attributed to secondary and tertiary education, the root of these issues lies in low quality primary education.

We are facing unprecedented challenges, brought by the convergent impacts of globalization, the increasing importance of knowledge as a principal driver of growth and the ICT revolution.... The right to education imposes an obligation upon countries to ensure that all children and citizens have opportunities to meet their basic learning needs. Promoting Quality and Equity Education is a common policy for countries of Southeast Asia, regardless their different levels of development (Sediman, SEAMEO Library, 2004, p.1).

Education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustained economic growth. It is fundamental for the construction of dynamic democratic societies and globally competitive economies. For individuals and nations, education is the key to creating, applying, and spreading knowledge. In the ASEAN region, all the countries consider human resource development as a key element in developing the whole nation and education plays pivotal role in developing their human resources. These countries show their commitment to provide equal access to quality education and learning opportunities to all children and people.

2. Universal Primary Education: The Bedrock for Higher Education

Primary and secondary education is clearly the bedrock on which any subsequent learning is based. Curricula offered to pre-service teachers need to consider the demand of today's schools in concert with the growing knowledge base about teaching and learning if they are to support teachers in meeting these expectations. Primary education develops the capacity to learn, to read and use math, to acquire information, and to think critically about the information. It is the gateway to all levels of higher education that train all highly skilled professional people in different fields that every country requires. Primary education makes its contributions to better natural resources management. When a large share of children do not complete primary education, the productivity of the labour force, the potential for knowledge-driven development, and the reservoir of human potential from which society and the economy can draw are all constrained.

At the World Forum in 1990 at Jomtein – Thailand and again in 2000 in Dakar-Ghana, 189 countries of the world committed themselves to eradicate poverty, empowering welfare of their people, and achieve universal primary education by 2015. There was a general consensus that illiteracy was one of the strongest predictors of poverty, and unequal access to educational opportunity was one of the strongest correlates of income inequality (O'Connell and Birdsall, 2001). The most likely to be poor are girls, ethnic minorities, orphans, people with disabilities and people living in rural areas. Education should be inclusive. More evenly spread levels of human capital are associated with greater income equality.

A subsequent conference held in Jomtein in 2011 noted that a total of 67million primary school age children were not in school in 2009. Some 45% of out-of-school children were in sub-Saharan countries and 24% in Southwest Asia. Some 72 million children of lower secondary school were out of school in 2009.

In several developing regions the average level of schooling of the labour force is still less than a complete primary education. **(Draw the Table from p.27-Chapter One retrieved.** Such low level of education is inadequate for sustained economic development, stable democratic institutions or poverty reduction. Countries may be trapped in a low-returns equilibrium until their level of human capital accumulation rises above six years of schooling. Once this threshold is passed, countries seem to achieve a higher steady-state macro-economic growth path (Azariadis and Drazen, 1990).

3. Education in Indonesia

Indonesian school system is immense and diverse. There are 50 million students, 2.6 million teachers 250, 000 schools. Currently, 29 million children (2007) attend 165755 primary schools of which 21,188 are under Ministry of Religious Affairs (MORA) and 144,567 are under (Ministry of National Education (MONE)). It is the third largest in Asia after China and India, and fourth in the world after China, India and the USA. Eighty four per cent of Indonesian schools are under the Ministry of Education and 16% are under the Ministry of Religious Affairs. Seven per cent of primary schools are private. The shares increase to 56% in Junior secondary, and 67% in senior secondary schools. Seventeen per cent students in Indonesia attend college/university. This figure is lower than a number of ASEAN group. 7% of Indonesian population holds a degree. There are 2200 private colleges in Indonesia but most of them offer dubious quality of education. Only 2% of all students who go to university are from rural areas.

In Indonesia, the process of education takes place through formal, non-formal and informal institutions. Formal education takes place through two mainstreams of schools: public schools (monitored by MONE) and Madrasahs (monitored by MORA). Basic education (SD) is for six years, Junior education (SMP) for three years, and Senior Secondary (SMP) for three years. In upper secondary education students are streamed into general education, vocational, religious and special education. In Indonesia, there are two types of public primary schools. Madrasah Ibtidaiyah Negeri (MIN) are overseen by the Ministry of Religious Affairs and use curriculum designed on Islamic religion. The second category of schools is non-Islamic schools, also called 'regular' primary public schools (SDN-Seolah Dasar Negeri). Regular schools are supervised by the Ministry of National Education and they use a secular curriculum; religion is only one of the courses rather than serving as the curriculum's foundation. Also, there are private primary schools known as SDS (Sekolah Dasar Swasta). And MIS (Madrasah Ibtidaiyah Swasta).

Emphasis on the Pancasila in public schools has been resisted by some of the Muslim majority. A minority of these Muslims prefer to receive their schooling in a *pesantren* or residential learning center. Usually, in rural areas and under the direction of a Muslim scholar, *pesantrens* are attended by young people seeking detailed understanding of Quran, the Arabic language, the Sharia, and Muslim traditions and history. The main aim of *pesantren* is to produce good Muslims.

Madrasahs were started in the 1920s in an effort to integrate religious subjects from *pesantrens* with secular subjects from the Western-style public education system. Less than 15% of the school age

population who attended either type of Islamic schools did so because of the perceived higher quality instruction. However, Madrasah was ranked lower than pesantren. Although 85% population of Indonesia is Muslim, only 15% students attend religious schools.

By Constitutional Law (2003) all Indonesian students should get free and compulsory primary education and three years of junior high school. Indonesia had achieved this target by the late 1980s. By 1988, the government of Indonesia reported that 99.6% of children were enrolled in primary schools and had completed six years of primary education. According to the Ministry of National Education in 2003 about 93% of primary school students were enrolled in public schools. Government of Indonesia announced that primary school net enrolment rates in 2006 were over 90% for all but three of the 36 provinces. Since 1994 Government of Indonesia has been working to achieve Nine Years universal Basic Education (6 years primary and 3 years junior secondary education). These initiatives are being supported by World Bank and ADB. The Australia Indonesia Basic Education Partnership is currently building 2000 junior secondary schools in all the islands.

In 2001, the government enacted a major regional autonomy allowing each district to manage facilities and human resources and to involve stakeholders while using the curriculum designed by the national government's Ministry of National Education. This education decentralization delegates school management directly to the schools themselves through school-based management. After decentralization in 2001, however, teachers become employees of district governments. Richer districts usually provide higher incentive to enable teachers to keep up with high higher cost of living. They lure top teachers to move to rich districts.

Public schools in Indonesia have the right to charge fees in addition to government transfers that they receive each year. The size of the government transfers is based on the number of enrolled students and location of a school in remote areas. Public schools have two types of teachers: government employees (civil servants) and contract teachers. Contract teachers are employed on a short term basis, either by the school or the district government to meet teacher shortages. Requirement to be a primary school teacher is at least D2, which means taking a two year teacher training course beyond senior school. Now it is mandatory for primary and high school teachers to have minimum S1 degree. National Education System Law (2003) state that to ensure equal opportunity, to improve quality and relevance of education schools must make provision for creating environment for students to develop their full potential to acquire spiritual and religious strengths, moral and noble

character and skills to uphold community values. One of the main purposes of this law is to inculcate in young minds the respect for human rights, cultural pluralism, promote morals and character building as well as unity in diversity (*Bhinneka Tunggal Eka*). Indonesia is in the process of introducing New Curriculum in mid 2013. There is a push towards the teaching of moral and religious education at the expense of teaching of science and social studies at primary school level. It stands in sharp contrast to some the best education systems (briefly discussed in this paper). It is the personal belief of the author that by all means we need to inculcate the moral values to produce students with sound character, in 21st century which demands students with sound knowledge of science and technology we cannot afford watered down teaching of science at primary level. Singapore and Australia identify the talent at an early stage and groom it as students progress in the high school.

There is a huge demand for quality graduates to fill in the positions at secondary and tertiary level. Indonesian educational institutes which train the teachers have a big responsibility to train quality teachers at primary and secondary level. The main issue facing the education policy makers in Indonesia relates to the steps to be taken to ensure all students, regardless of geographical location and socioeconomic status backgrounds, to have access to quality education. Indonesian Constitution (Act Number 20, Year 2003) outlines the vision of national education system. Its aim is to develop students with good character faithful in one and only one God and working to the full potentials. The aim is to "produce *Insan Indonesia Cerdas dan Kompetitif by 2025*" (MONE Office, 2010, p.24). The main aim of national education is to conduct education democratically with equal opportunities to all, keeping in view the importance of human rights, religious and cultural values and pluralistic structure of the society. There is full realization that for Indonesia to become an industrial society it is imperative to enhance skills and productivity of the primary education graduates to become productive industrial workers. For this reason universal compulsory education is extended up to junior high school level.

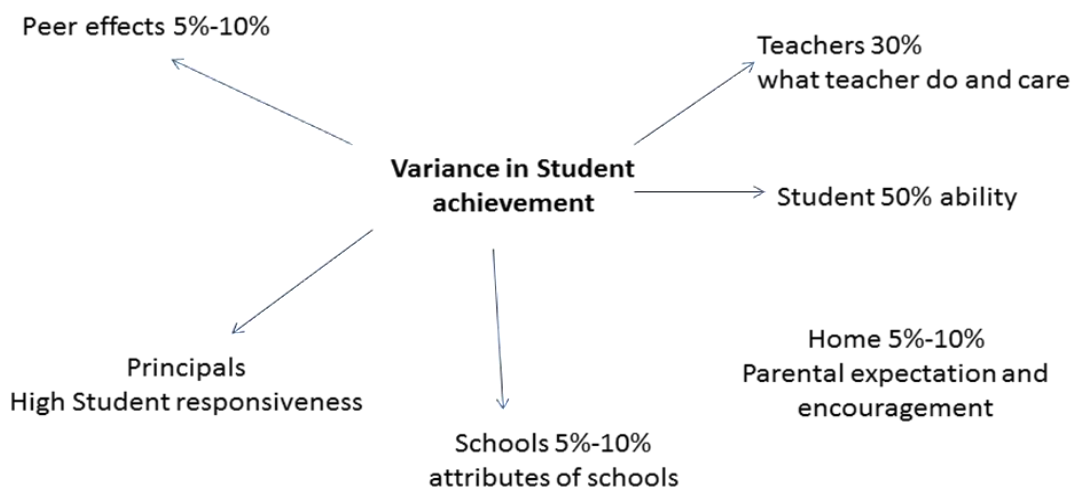
Although there is no significant difference in enrolment of boys and girls and in urban and rural areas, the gap between the worst performing province, West Papua and the best performing Aceh is about 15%. In 2007, Indonesia ranked 36 out of 49 countries in the Trends in International Mathematics and Science Study (TIMSS) test. In science it ranked 35. In the 2006 Program for International Student Assessment (PISA), which uses a methodology that focuses on how well 15 year-olds are prepared for real world situations, Indonesia ranked 46 out of 56 countries in reading, 52 in science and 51 in mathematics. In other

words, in literacy and numeracy Indonesia was placed in the bottom 10 (World Bank, 2010). Among a recent cohort of children, 59% completed grade 9, yet only 46% actually had attained functional literacy. “In addition to improving access, Indonesia must now concentrate on ensuring that additional years of education are of high quality” (World Bank, 2010). In recent years there has been an improvement in student outcomes, by international standards but Indonesia still ranks very low. There has been more focus on increasing enrolments but much less has been done to improve high quality knowledge and skills. On international standard exams Indonesian students have performed much lower than many comparable developing countries in the region (e.g. Singapore, Malaysia, Thailand) even if socioeconomic status is held constant. Lack of quality education to all citizens is a major challenge Indonesia faces. Compared to some of the countries in the neighbourhood human resources in Indonesia are still under developed. Measured on Human Development Index (2007) Indonesia (111th) is well behind Philippines (108th), Thailand (87th), Malaysia (66th), Brunei (30th) and Singapore (23th).

4. Teachers make difference

Teacher perceptions and expectations of students play a crucial role in students’ learning in classrooms. Teachers’ efficacy refers to a teacher’s perceived personal power to influence student learning as well as their confidence that they have the teaching competence actually to make a difference. Student-oriented teaching practices are significantly associated with more positive classroom disciplinary climate. Recent research has made a strong claim that a child’s teacher can make a big difference in his/her academic success at school. Ferguson (1991a) for instance, found effects of teacher expertise that match or outweigh the well-known influences of race and family income. Studies using value-added on student achievement have demonstrated that the quality of teacher is more influential in student achievement than class size or composition of students (Sanders and Horn, 1994; Wright, Horth, and Sanders, 1997). Hattie (2003) found that teachers make much bigger difference in student performance than any other factors.

Factors Affecting Student Learning **J. Hattie 2003**



Despite a growing consensus that teachers do make difference in student academic performance, the role of teacher education in teachers’ effectiveness is a matter of debate. “Institutions training teachers have been criticized as ineffective in preparing teachers for their work, unresponsive to new demands, remote from practice, or obstacles to the recruitment of bright college students into teaching” (Dalington-Hamond, 2006, p. 19). Highlighting the importance of teacher training

Evertson, Hawley, and Zlotnik (1985) from a review of research on teacher training concluded:

The available research suggests that among students who become teachers, those enrolled in formal pre-service preparation programs are more likely to be effective than those who do not have such training. Moreover, almost all well planned and executed efforts within teacher preparation programs to teach

students specific knowledge or skills seem to succeed, at least in the short run (p.8)

Teacher education courses should emphasize the followings:

- The need for students to avoid an uncritical acceptance of ideas, claims and interests of others.
- The importance of developing philosophical approaches to teaching and curricula that accord with the undertaking of more concrete classroom activities.
- A view that schools and teaching are embedded within historical and social parameters that have typically been submerged or obscured.
- A realization that the current world of schooling is only one among several possibilities and that this view often serves the interests of certain groups at the expense of others.
- The importance of a synthetic or synoptic vision that is critical of current realities in schools, yet is neither dismissive and productive of alternative approaches nor naively idealistic.

Despite the growing consensus that teachers do make difference in student academic performance the role of the teacher education in teachers' effectiveness is a matter of debate.

4.1 Importance of quality teachers

School effectiveness research (Rutter et al., 1979) has demonstrated that effective schools are characterized by an ethos or culture-oriented towards learning, expressed in terms of high achievement standards and expectations of students, an emphasis on basic skills, high level of involvement in decision-making, professionalism among teachers, cohesiveness clear policies on matters such as home work and student behaviour. Effective schools are characterized by outstanding educational leadership, particularly as implemented by the principal and directed towards establishing agreed goals, increasing competence and involvement of staff, and clarifying roles and expectations. As the social and economic demands for education grow, so do expectations of teachers' knowledge and skills. Teachers are being asked that all students should be able to acquire skills to handle the challenges of modern technology. Teachers are essential players in promoting quality education. Well-trained, highly motivated, dedicated, and professionally competent teachers are essential for the development of human resources. There is a shortage of number and quality of teachers. One reason is teaching profession does not attract quality graduates because of low status and low financial rewards. Rural and remote areas attract very few quality teachers. Although it is now widely accepted that teacher quality is critical component of a successful education, there is little agreement about how to fill the nation's classrooms with teachers who can

succeed at the more challenging mission of today's schools.

The United States Department of Education has identified five dimensions of excellent teachers.

First, they can identify essential representations of their subjects and have deep understanding of their subject and process of teaching and learning. They combine new subject matter content knowledge with prior knowledge, and relate current lesson content to other subjects in the curriculum.

Second, they adopt problem-solving stance to their work. They are opportunistic and flexible in their teaching and take advantage of new information to integrate in the current lesson.

Third, they anticipate, plan and improvise as required by situation. They are more likely to monitor their ongoing solution attempts checking for accuracy and upgrading representations as new constraints emerge. They seek feedback as providing information about children, their home backgrounds.

Fourth, they are good decision-makers and skilful in keeping the lesson on track, keeping the students interested and accomplish their objectives while allowing students' questions and comments as springboards for discussions. They keep balance between student-centred and teacher-centred instruction.

Fifth, they monitor student learning, give positive feedback and improve student outcomes (U.S. Department of Education, 2003, p.19).

Expert teachers have high level of knowledge, imagination, passion and belief in their field. With overriding commitment to teaching, they have rich repertoire of skills, approaches to provide the right mix of specific needs of individual students and enhance surface and deep learning. They are business-like and work-oriented, and maintain an academic focus with high expectations from students. With moral leadership and professionalism they exemplify high values. Students who are taught by expert teachers exhibit an understanding of the concepts targeted in instruction that is integrated, more coherent, and a higher level of abstraction.

Learning to teach requires that new teachers come to think about and understand teaching in ways different from what they learned from their own experience as students. Lortie (1975) calls it *the apprenticeship of observation* referring to the learning that takes place by virtue of being a student for twelve years of traditional classroom settings. Also, learning to teach requires that new teachers not only learn to *think like a teacher* but also *act like a teacher*. Mary Kennedy (1999) calls it *the problem of enactment*. Learning to teach requires new teachers to understand and respond to dense and multifaceted nature of the classroom, juggling multiple academic and social goals that set

up trade-offs from moment to moment and day to day (Jackson, 1974). They must learn to deal with this problem of complexity, which derives from the non-routine and constantly changing nature of teaching and learning in groups.

Quality teachers use a range of effective teaching practices and the capacity and ability to tailor teaching to specific situations and student needs. Highly effective teachers create supportive learning environments to engage all students and motivate them to learn; make explicit to students what they are expected to learn; design learning opportunities to address the needs of students who are at different points in their learning; connect new learning material to past learning and assist students to see continuity in their learning over time; promote deep learning by emphasizing underlying principles and concepts; demonstrate explicitly what students are to do and check that learning is occurring; take advantage of teaching and learning opportunities as they arise; provide ongoing feedback to students on their learning; and promote positive student beliefs about their own capacity to learn.

Expert teachers have deep, research-based understanding of how children learn. High performing education systems reward the development of high-level pedagogical knowledge and skill. This strategy depends on clarity about the nature of highly effective teaching, continual professional development in the implementation of evidence-based practices, and processes for recognizing and rewarding expert teaching.

4.2 Teacher training

The pre-formal phase of learning to teach is the student life for 12000 hours spent in primary and secondary school. During this *apprenticeship* phase students closely observe their teachers' teaching styles. They learn to be critical and appreciative of different teachers' approach to teaching. Therefore, this pre-existing knowledge acts like a filtering device and it can limit the appreciation of new ideas which they are exposed to during their teacher training. It can block their professional development. Teachers who are influenced too much by pre-existing knowledge tend to stick to out-of-date teaching methods. During teacher training courses they make adjustments to pre-existing knowledge which is essential to learn to be a teacher. If their initial understanding is not engaged, they may fail to grasp the new concepts and information, or they may learn them for the purpose of a test but revert to preconceptions outside the classroom. To develop competence in an area of inquiry that allows them to 'enact' what they know, teachers must have a deep foundation of factual and theoretical knowledge, understand facts and ideas in the context of conceptual framework, and

organize knowledge in ways that facilitate retrieval and action. Thus, to successfully prepare effective teachers, teacher education should lay the foundation for life-long learning. Given short period available for preparing teachers and the fact that not everything can be taught, decisions must be made about content and strategies are most likely to prepare new entrants to be able to learn from their own practice, as well as the insights of other teachers and researchers. Carter (1990) notes that how one frames the learning-to-teach question depends a great deal on how that learning might take place. This is consistent with Wiggan's and McTigh's argument (1998) that the domain of effective learning opportunities needs to begin with a clear idea of what we want people to know and be able to do. Expertise along with efficiency dimension involves greater abilities to perform particular tasks without having to devote too many attentional resources to achieve them. Expert teachers are able to perform a variety of activities without having to stop and think about how to do them. Effective teaching needs to be highly interactive and should vary depending on the needs of each learner.

A relevant curriculum which addresses the need of students and community should be provided. Mismatching between what students learn at school and what the community or world of work demands is also an issue to address. This irrelevant curriculum and teaching learning process contribute to the widening gap between education institutions and world of work and leads to increasing unemployment rate.

4.3 Improving teaching-learning process

As the social and economic demands for education grow, so do expectations of teachers' knowledge and skills. Teachers are being asked that all students should be able to acquire skills to handle challenges of modern technology. Nowadays students have more extensive needs: as education becomes more important to life, success and schools both extend the range of students they educate and include more of them in 'regular' classrooms, teachers encounter more students with learning differences and disabilities, with language learning needs and difficult family circumstances. To make teaching-learning process effective the following steps are necessary:

- Train teachers, principals and upgrade their professional competency.
- Revise curriculum and make it more relevant and appropriate.
- Increase the availability, accessibility, and quality of textbooks and other learning materials.
- Improve teaching learning process, a shift towards learner-centred approach with an

emphasis on self-learning, life-long learning and relevant to real situations.

- Provide the schools with more and better learning facilities.
- Integrate ICT in teaching-learning process.
- Apply school-based quality improvement by combining school-level autonomy with accountability.
- Use bilingual system of education to enable students to achieve high degree of proficiency in national and international languages.
- Develop good reading habit as a pre-requisite for better learning.
- Strengthen partnership with foreign educational institutions through twinning program.
- Strengthen partnership with community, private and business sectors to minimize the gap between education and world of work.
- Give more autonomy to schools to manage their education process. (SEAMEO Library, 2004).

“To learn to teach diverse learners for understanding, teachers must negotiate a web of interactions that sits between general propositions about learning, development and teaching and the situated realities of subject matter, students, and classrooms” (Darling-Hammond, 2006, p. 287).

4.4 Calibrated educational leadership

American research indicates that over the 20th century there have been many excellent examples of well-proven teaching practices but even the best of them was rarely adopted by more than 20% of teachers. Leaders and administrators at secondary and primary school level bear heavy responsibility to motivate teaching staff to develop intrinsic and passionate interest for teaching and learning. School leadership plays major role in creating the conditions in which teachers can teach effectively and students improve their outcomes. Successful leaders utilize the authoritative leadership style. A country as diverse as Indonesia, concerned with equity and quality of education to all, needs strong educational leadership to ensure the implementation of innovative and progressive teaching learning strategies at primary and secondary school level. It is very unlikely for any change to the existing practices to succeed unless the top leadership makes whole-hearted effort and enthrusts teachers to realize the benefits of introduced changes such as the implementation of new curriculum in Indonesian schools. “The importance of the headmaster’s leadership is one of the clearest of the messages from school effectiveness research” (Gray, 1990). Research indicates that the three attributes of leadership at school level are: strength of purpose, involving other staff in decision-making, and professional authority in the processes of teaching and learning.

5. Some High Performing Education Systems

The countries which have demonstrated excellence in teaching and learning have ensured to raise the status of teaching as a career and concerted efforts are made to attract quality graduates for teaching training. In Finland, for example, teachers are held in high esteem and graduates are selected for teacher training from among the very high achievers. Most of the teachers have a master degree. Barber and Mourshead (2007) studied some of the top performing school systems of different countries and found that (i) increase in salary, (ii) rigorous process to select entrants to teacher education, and (iii) control over the numbers of students undertaking teacher education courses can make huge impact in improving the teaching-learning process at primary and secondary level. In Singapore, the Ministry of Education selects and employs prospective teachers before they commence teaching (Masters, 2012). In top performing countries students who are enrolled for teacher training have five main attributes: strong academic achievement; high levels of literacy and numeracy; strong interpersonal and communication skills; openness to ongoing learning; and passion for teaching (Masters, 2012). Singapore, South Korea, and Finland control entry to teacher education to match the balance between demand and supply. Australia, on the other hand, does not have that tight balance between demand and supply of teachers. In the near neighbourhood of Indonesia, Australia and Singapore have overhauled their education system at all levels and have ensured the provision of quality education to all. In both countries steps have been taken to raise the status of teachers.

High-performing education systems place high priority on ensuring that all teachers receive an excellent preparation to teach. Teachers for passion to teach develop high level knowledge of their subjects they teach and use high level pedagogical teaching learning practices. In Australia, questions are raised on both of these counts. The National Inquiry into the Teaching of Literacy (2005) and National Numeracy Review (2008) found primary school teachers lacked the literacy skills and confidence and competence with mathematics. To address these concerns the Australian Institute for Teaching and School Leadership has been given the responsibility for setting the criteria for entry to teacher education, program structure, content and graduate outcomes. At this time, no national or state assessments are conducted in Australia to confirm that beginning teachers meet minimum standards of basic skills as literacy and numeracy or minimally acceptable levels of pedagogical content knowledge.

5.1 Australia

In 1989, the Hobart Declaration on Schooling (Australia Education Council, 1989) heralded agreement on education matters across Australia. Since then there has been the development, through national curriculum statements and profiles, of standardized approach to the teaching and reporting relationships between schools, teachers and parents. National Curricula-a topic of considerable debate within the educational community-underpin much of what is taught in schools today. Consistent with the press for standardization, the professional needs of teachers have been subject to investigation through national programs.

In July 2001, Teacher Quality and Educational Leadership Taskforce was established to report on: (a) Teacher preparation and ongoing development aimed at improving the quality and standard of teaching and learning; (b) Professional standards for teachers and principals, both for entry to the profession and to meet the ongoing needs of students over time.

The National Goals for Schooling in the 21st Century (The Adelaide Declaration, 2002) identified the following goals to be followed at national scale:

- Strengthening schools as learning communities where teachers, students, and their families work in partnership with business, industry and the wider community.
- Enhancing the status and quality of the teaching profession.
- Continuing to develop curriculum and related systems of assessment, accreditation, and credentialing that promote quality and are nationally recognized and valued.
- Increasing public confidence in school education through explicit and defensible standards that guide improvement in students' levels of educational achievement and through which the effectiveness, efficacy and equity of schooling can be measured and evaluated.

In Australia, teacher education has undergone big changes in recent years. Current paradigm based on competency ideology is moving towards the subordination of the social to the economic, the cultural to the vocational and broad-based education to the narrow confines of competency-based vocational education. There is a strong move in Australia (as in the UK and the USA) to develop a national set of competencies for teacher education through the National Project for Quality Teaching and Learning. "The current reforms lead to a mode of policy-making attempts to comply with existing world and national economic trends" (Bartlett, 1992, p.61). These reforms in teacher education are themselves part of a meta-reform agenda driven by a framework of economic rationalism in a globalized context.

Teacher education in Australia is currently shaped by a number of contentious educational issues such as competencies and national standards, government allocation of funds and resources, the decentralization of schooling, and the significant changes in the nature of teachers' work that result from shifts in educational policies and provision.

A big change in the education system of Australia was initiated in 2008. In an election rally the ex-prime minister of Australia Kevin Rudd announced: "More than anything else, it is strong productivity growth and high levels of workforce participation that will make Australia competitive in the first decades of the 21st century. But no policy is more important than Australia's involvement in human capital-education, skills and training of our workforce. With new education policies, Australia's future workers will be able to work smarter, not just harder. That will allow us to build businesses that can compete in global markets and win... Australia needs nothing less than a revolution in education in a substantial and sustained increase in the quantity of our investment and quality of education.... More educated economies are wealthier economies. A healthy, skilled, and motivated population is critical to workforce participation and productivity, and hence Australia's future living standards.... Skills development helps realize the potential of citizens and of the nation. Concerns relating to quality and public accountability in education have given rise to a range of national reports that identify "key competencies as guidelines for ensuring the standardization of quality and efficiency. There has been substantial support from both within and outside the education community for government policies that have implemented much of the standards and competencies' discourse through the mechanisms of student attainment levels, national profiles, teacher appraisals and performance management. Federal government has increased grants for private schools. Enrolment in government schools has declined. Recent trends in the shaping and governance of Australian schools reflect similar shifts to those in the UK where there is a movement towards increased autonomy at the school level. In management, curriculum development and appointment of staff.

To improve the quality of teaching following steps have been taken:

- A national quality project has been undertaken to disseminate information about best practice in teacher professional development.
- Teacher accountability and the public reporting of educational outcomes is embraced nationwide.
- Curriculum and assessment practices have been revised and ICT has been incorporated to meet skills shortage, VET sector has been expanded.

- Effective programs to support beginning teachers have been identified and disseminated.
- Effective teaching practices for indigenous students are being given special attention.
- To enhance professional standards in areas such as science, English, maths the role of teacher association has been recognized.
- Australian College of Education is supported in its efforts to stimulate discussion about professional standards for school teachers.
- Principals and aspiring leaders are encouraged to implement innovative approaches to whole school management through the Australian Principals Association Professional Development Council.
- Government lends full support to activities of peak principals associations to develop national framework which defines the common elements necessary for excellence in school leadership.
- Principals are supported to improve education outcomes of indigenous students.
- In an effort to improve teacher quality for 21st century initially \$74 million have been allocated for teacher Professional Development; \$1.5 million to support school facilities.

In Australia, the quality of graduates who are recruited for teaching training is far below the criteria used by the best-performing countries. Government is trying to set the target to have Australian teachers from the top 30% of school leavers. Masters (2012) argues:

If Australia aspires to be among the world's highest-performing nations in school education, it will need to learn from world's highest-performing nations in school education. It will need to learn from world's best practice in the selection of its teachers. This will mean developing clarity about the attributes sought in future teachers and testing for those as part of initial teacher education selection processes (2012, p. 2).

In Australia, the Australian Government's new Science of Learning Research Centre has been established to bring together educational professionals and researchers in areas ranging from neuroscience and cognitive development to pedagogy and educational technology to explore how advances in learning research can be used to support more effective teaching practices. Other initiatives undertaken to support more effective teaching practices are the introduction of Master of Teaching program in the University of Melbourne, graduate level research-based courses in teaching of reading, the teaching of mathematics and assessment of student learning at the Australian Council for Educational Research.

High performing education systems understand the importance of keeping excellent

teachers in the classroom, continually building teachers' pedagogical knowledge and skills, and recognizing and rewarding expert practice. In Australia, number schemes have been introduced to keep high caliber teachers in classrooms. Advanced Skills Teachers, Lead Teachers, Classroom First Strategy, Stage One and Stage Two Teachers schemes have been introduced. Incentives are offered for expert teachers to stay at classroom teaching instead of moving to administrative jobs with more experience in teaching. However, the processes to find the effectiveness of these initiatives tend to lack rigor. Teachers' salaries have been increased appreciably in order to attract more able graduates to teaching profession. Increasing number of government schools are getting an independent status which means principals are given more autonomy to run the school but must demonstrate that the quality of education has improved with autonomy. *Myschool* website has been established where public can see each schools performance on literacy and numeracy performance at national scale tests (NAPLN) which are conducted nationwide in grade 3, 5, 7, and 9. Schools are being held accountable about the performance of students under their care.

5.2 Singapore

Poor in natural resources but rich in human resources the city-state of Singapore has recorded phenomenal prosperity through the ladder of quality education and training its manpower to face the challenges of modern era. With a focus on knowledge-based economy an efficient education system has been developed to create world class manpower to feed its service industrial sector which is the backbone to maintain the high living standards. Thinking Schools and Learning Society (1989) meant a sea change in education system from top to bottom. Founding prime minister Lee Kuan Yew attributes Singapore's prosperity to Confucian Ethic which is doing to Singapore as Protestant Ethic did for the development of early Western Civilization. With basic cultural values, tightly-knit Asian family system have 'given Singaporean roots to hold him steady as his life travels the path of English language, American technology, Swiss expertise and Japanese business acumen' (*Strait Times*, December 10, 2005).

Press release (September 17, 2009) termed teachers as the *heart* of quality education. At the Ministry of Education Work Plan Seminar Minister for Education of Singapore Dr. Ng Eng Hen argued that the aim of primary education is to prepare each child to become a confident person, a self-directed learner, an active contributor and concerned citizen. Accepting English as the lingua franca of Singapore there is heavy commitment to lay good foundation in improving the communication skills at the primary school level. A New Teacher Development

Centre has been established as a focal point for teacher professional development. MOE is nurturing a teacher-driven culture of professional excellence with the aim to support the development of schools as professional learning communities. Teaching track is being established where educational officers have a choice of three tracks—leadership, senior specialist and teaching. To groom a core group of experts new positions for teachers are created: Principal Master Teacher with the responsibility to be a facilitator for teachers in curriculum innovation and driving new pedagogies to uplift teaching practices in schools. Principal Master Teachers and Master Teachers teach *master classes* in schools, lead the PD for their colleagues, drive curricular innovation in schools and engage in pedagogical research and innovation. Principal Master Teachers are assisted in post-graduate studies, innovative teaching programs and overseas attachment programs. A New Teaching Framework (2011) to enhance the quality has been prepared. It aims at (a) strengthening teacher professionalism, (b) deepening engagement with teachers, (c) fulfilling teachers' aspirations, (d) enhancing teacher career opportunities, and (e) achieving harmony in work and life. The Academy of Singapore Teachers has been set up to support and foster a teacher-driven culture of professional excellence, innovation and collaboration.

At the school level, a new Lead Teacher position to champion a culture of teaching excellence and collaborated professionalism has been created. Steeped in subject knowledge and pedagogical skills, the Lead Teacher leads Senior Teachers and partner school leaders to build professional capacity within the school in areas of subject content, pedagogy and assessment. Principals are assisted by a dedicated Human Resource Partner to provide consultancy service on strategic human resource issue. Monetary awards are given to teachers after completing their master degree.

In Southeast Asia, Singapore has re-defined its mission and vision of education. Its mission is to mold the future of the nation by molding the people who will determine the future of the nation. Singapore's vision of 'Thinking Schools and Learning Nation' as an overall descriptor of education system is geared to meet the needs of the 21st century (Ministry of Education of Singapore).

Singapore model is: A quality teaching force with a strong expertise in curriculum and pedagogy and a culture of continual professional development hold the key to preparing students with the knowledge, skills and attributes required for the 21st century workforce. MOE is endeavouring to build a quality teaching force and grow a world-class education service for students.

6. Facing the Challenges

Education is central to the Indonesian Government's development agenda with 16% of total government expenditure. As a share of GDP (3.4%) this is comparable to other similar countries. Quality of learning remains a big concern. Just 55% of primary school teachers hold the minimum qualifications required by the government. A significant number of children (33%) who should be in classes at junior secondary level are not enrolled. Drop-out rate continues into senior secondary schools: more than a third of children who complete the junior level fail to continue into final years of their education. BBC news report (February 1, 2012) on Indonesia gave the figure on drop-out rate in Indonesian high schools where every eight minute a student is dropping out and joining hundreds of thousands of street children. Even though the literacy rate in Indonesia is 90%, the provision of quality education is still very poor at all levels. To improve the quality of workforce in Indonesia foreign companies have to pay compulsory training levy to equip Indonesians with the necessary skills to replace expatriate workers. Also, the government imposes a tax of \$100 on every expatriate worker, for the purpose of establishing a skills development fund. To bring fundamental changes in the current practice of education of education and in the thinking of the practitioners action is needed at several fronts including changes in support for school level change and professional development, assessment and accountability systems capable of telling educators and the public when reforming is working, and other changes at the government policy levels (Slavin, 1996, p.27). The main challenges to improve primary and secondary education in Indonesia include (i) lack of qualified teachers, (ii) low salaries for teachers, (iii) in-take of low competency graduates for teaching, (iv) teacher absenteeism, (v) more emphasis on surface learning than on deep learning.

6.1 Addressing the issue of equity

In Indonesia, educational disparities can be seen across geographical areas, urban and rural, between western and eastern part of Indonesia and among groups of people with varying income and gender (Muhaimin, 2001). The following factors have been identified to contribute to inequality of education and learning opportunities.

- Lack of school buildings and classrooms with all required facilities.
- Shortage of teachers (particularly in remote areas).
- Uneven spread of population.
- Lack of good textbooks and other learning materials.
- Geographical isolation.

- Students' and parents' low appreciation towards education.
- Level of SES of the family.

Poverty is the single-most important factor for school drop-outs, high rate of absenteeism and low performance. The World Face Book (2004) published the figures of poverty line: Laos (40%), Philippines (40%), Vietnam (37%), Cambodia (36%), Indonesia (27%), Myanmar (25%), Thailand (10.4%), Malaysia (8%). Compared to some of the countries in the neighbourhood human resources in Indonesia are still under developed. Measures on Human Development Index (2007) Indonesia (111th) is well behind Philippines (108th), Thailand (87th), Malaysia (66th), Brunei (30th) and Singapore (23th).

In Indonesia, by law free and compulsory education for all students up to grade 9 has been introduced. School buildings and facilities are being improved, teachers for remote areas and learning material is being provided, community and private sector participation is being increased, public awareness about the benefits of education is being mobilized and disadvantaged families are being assisted. Mr. Sampoerna, one of Indonesia's wealthiest men aims to create a first-class university with a high achieving student body recruited from the country's lowest SES classes. The new university enrolls students from disadvantaged backgrounds and from isolated areas to train them for teaching and entrepreneurship.

On a positive note, the gap between rural-urban drop-out rates has dropped down from 20% to just 4%. According to the 2010 national census, some 3.5 million children were still not attending primary and junior secondary school. About 2.7 million Indonesian children were involved in some form of child labour. Although there is no significant difference in enrolment of boys and girls and in urban and rural areas, the gap between the worst performing province, West Papua and the best performing Aceh is about 15%.

6.2 Improving teacher training and quality of teachers

Few adults are as important in the lives of students as teachers are. Students who are taught by well-trained, energetic and enthusiastic teachers are fortunate indeed. Teachers are the most important influence on student progress, even more than SES and school location (Archer, 1999; Armentano, 2003). To improve the quality of education well-trained, highly motivated and dedicated teachers are a pre-requisite as some of the top performing countries have demonstrated. Singapore calls teachers to be *the heart of quality education*. Measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics (Darling-

Hammond, 2000). Lack of quality education to all citizens is a major challenge Indonesia faces.

A Large number of primary and secondary school teachers in Indonesian schools are not only ill-trained but uncertified with D2 degree (two years after secondary school). Act 14/2005 states that teachers should be certified, have S1 degree, and professional competence. The main idea behind these initiatives is to improve the teacher quality in Indonesian schools. Success of this initiative depends upon how rigorously and uniformly this policy is implemented in government and private schools as well as in remote areas. Decentralized government in some cases promotes people's regional ego in teacher recruitment and they recruit teachers from local universities regardless quality. Furthermore, it promotes mismatch teachers. This situation is not helping in providing quality teachers and quality education. Particularly in maths and science there is a high percentage of under qualified and mismatch, with little interaction among students. Big efforts are being made to improve teacher quality, competence, certification of teachers and educational personnel. A large number of teachers are still uncertified. English as a second language is taught in schools by teachers who themselves hardly can communicate in English. Either more native speakers of English (as China and Malaysia have done) or more efficient speakers of English should be employed to teach English. There is an uneven distribution of quality teachers and mismatch of teachers where they have to teach a subject for which they are not qualified. Many madrasah teachers have a religion degree but are required to teach secular subjects. Pre-and-in-service education is largely theoretical, lacking a practical element and fails to prepare teachers to teach effectively.

High teacher absenteeism (19%) is also related to low academic performance. Other countries facing similar problems are India (25%), Uganda (27%), Peru (11%) and Bangladesh (16%). One of the main reasons for high rate of teacher absenteeism is that they are paid very poorly. Many of them tend to look for second job and even third job at the weekend. So long as this practice continues it is very difficult to get full dedication and commitment from teachers to give their best to the students. Madrasah public schools are still under the same organizational structure as prior to 2001.

6.3 Approaches to teaching

Teaching approaches are too authoritarian and restrictive. Coming from diverse backgrounds students bring with them a variety of life experiences to the learning situation. Teachers are required to maximize learning outcomes for all students across a range of contexts. Reasons for low performance are partly due to the deficiencies into

education system and partly poorly trained teachers with little incentive for teaching and who stay focused on rote memory teaching style.

A supportive learning environment encourages deep learning rather than surface learning. Students taking a surface approach tend to be assessment-conscious, fact and syllabus-bound and not searching for ideas. The factors that most influence students to take a surface learning approach to a task are inadequate previous knowledge, time and constraints, an over-demanding syllabus, frequent assessment for credit, lack of feedback, assessment methods that emphasize recall facts.

On the other hand, factors that affect deep approach to learning include teaching and assessment methods that foster active and long term engagement with the learning tasks, clearly stated expectations, teachers' commitment to the material, and emphasis on meaning and relevance to students, opportunities for students to exercise responsible choice in how and what to learn, interest and background of the knowledge of material and previous learning of this sort.

Since 1975 a key feature of the national curriculum had been instruction in the Pancasila-belief in one God, humanitarianism, national unity, democracy and social justice. Teaching pedagogy emphasized rote learning and deference to the authority of the teacher. Instead of encouraging students to ask questions a standard teaching technique was to narrate a historical event or to described a mathematical problem. A central goal of the national education system in the 1990s was not only to impart secular wisdom about the world but also to instruct children in the principles of participation in the modern nation-state, its bureaucracies and its moral and ideological goal foundations. A national system of assessment to assess progress on benchmarks such as basic literacy and numeracy has long been planned but so far not been implemented.

6.4 Lack of teaching resources

There is a general lack of good text books and equipment especially in remote areas. Schools are ill-equipped lacking necessary resources and facilities. The World Bank described the reversal in Indonesia's fortune in the late 1990s as "the most dramatic economic collapse anywhere in 50 years". With political stability and healthy economic growth rate (6%) conditions are improving. For Indonesia, the task is particularly daunting as students in remote areas suffer from the lack of quality teachers and schools are under-resourced. There is a tendency that quality is not adequately addressed (being sacrificed) due to fast expansion of learning opportunity.

Indonesia, lagging behind in terms of addressing the issues of equity and quality of education to all, needs to redouble the efforts to lift

the educational curve of the young people attending universities and schools. Educational disparities across geographical areas, urban and rural, between western and eastern parts of Indonesia have been reported by a number of investigations undertaken by Indonesian academics (Muhaimin, 2001). Poverty (27% Indonesian population is below poverty line) is one of the crippling factors which forces Indonesian high school students to drop-out and discourages them from pursuing higher education. Surely, financial resources are a big constraint for training quality teachers and to attract more able graduates to teaching profession. However, teachers need to be aware that students in remote areas of Outer Islands of Indonesia have been neglected in past and even now there is a big problem of equity in educational resources in Indonesia. A considerable amount of national talent is being overlooked. Majority of the high school students from remote places are not continuing higher education even if they have the ability. These students find current form of education irrelevant to them and the community they live in. In remote areas teachers do their jobs with low motivation due to a host of reasons such as very little support in terms of resources and lack of professional development opportunities. Being taught with their teacher-centred approach students find it uninspiring and ineffective. A coordinated action at regional and national level is required to attract and train quality teachers. Singapore has done it. Malaysia is on the way to follow Singaporean lead. Indonesia cannot afford to let its huge quota of human resources go waste.

Supervisors should provide encouragement to the teachers particularly those who are working in difficult social and physical conditions. Professional development and on-job training in the best practices of teaching at secondary level should be a coordinated effort by supervisors, headmasters and teachers. Teacher training institutions should continually review the pedagogical practices, and train the pre-service teachers to ignite passion for teaching.

SEAMEO is playing an important role in improving the quality of education by expanding access to quality education at all levels and streams. This is done through its main activities: training and workshops, seminar/conferences/symposia, R & D consultancy and information sharing.

6.5 Standard Tests

In Indonesia, not many studies have examined the sources of student achievements. There is a need to improve school facilities and not just to those directly related to pedagogy. Teacher's outside employment also negatively impacts on student performance. Permanent teachers do not necessarily produce better results than contract

teachers. It may be a reflection on poor quality of teachers.

One suggested approach is that nationally standardized tests should be devised and all students should qualify these tests. It will provide objective measure of quality education (refer to the discussion on Australia). In order to establish how much value is added by the school, data are required on student performance prior to entering a particular school or grade. There are some disadvantages of this approach. Teachers may be tempted to teach the test and ignore subjects that are not tested (World Bank, 2003). Teachers and administrators may try to manipulate the results. Differential student-specific factors such as family background and SES, differential access to facilities and student ability explain much of a student's test performance, making it hard to disentangle what portion of the students' performance is attributable to the school" (page 2). Encouraging action research and reflective teaching should be actively supported.

6.6 School autonomy

It is really a challenge for a country moving education environment from centralized to decentralized system. Indonesia gives autonomy to the school to improve quality of education by assuring the implementation of school-based management program. Since schools in Indonesia have been given more autonomy to manage their schools some local governments at district levels are trying to develop their own education systems which sometimes are not congruent with the national system. Schools can have autonomy but the core curriculum must take priority as is the case in Australia and Singapore.

7. Summary

Undoubtedly Indonesia has made impressive progress especially by making primary education available to all with 97% students enrolled in primary schools in 2009. However, quality of education remains a major concern which takes special significance when its neighbours Singapore and now Malaysia have made significant progress in this area. One-third of the students drop out after the compulsory years primary schooling. According to the 2010 national census some 3.5 million children were not attending primary or junior secondary school. Most of such students are involved in child labour, many of them exposed to serious hazards and working in unsafe and unhealthy environments. It indicates serious weaknesses in the system to retain students in the school. Finger may be pointed at the lack of relevance of teaching, poverty forcing children to drop -out, uninspiring teaching strategies which alienate the students from school. There is a need for a comprehensive review of the existing

practices of what goes in the classrooms, how our schools are being managed, especially when power to run the schools has been decentralized. The vision of Midterm National Development (2004-2009) is to (a) create peaceful and safe Indonesia, (b) realize Indonesian democracy and justice, and (c) improve Indonesian's citizen welfare. The pathway to this vision is through an improvement of community access to high quality of education for all, development of curriculum suited to the requirement of the 21st century workforce, and development of the pillar of Research and Development.

In the previous decades, teachers were expected to prepare only a small minority for the most ambitious intellectual work, but now they are expected to prepare virtually all students for higher order thinking and performance skills once reserved only for a few. To meet the growing challenges, teachers need a new kind of preparation-one that enables them to go beyond covering the curriculum and teaching to instill passion for student learning. Ensuring that all students have access to highly qualified teachers is of paramount importance. In order to take all students on board, regardless of their socioeconomic status, race and geographical location, schools need to be staffed with the best teachers a nation can supply. Teachers must prepare their young pupils to have the strongest chances of success in the knowledge economy. "Our future prosperity depends on our ingenuity, our capacity to harness and develop our collective intelligence in terms of the central knowledge economy attributes of inventiveness, creativity, problem-solving, cooperation, flexibility, the capacity to develop networks, the ability to cope with change, and commitment to life-long learning..... We live in a time when great vision is called for, when our prosperity and security depend on our capacity to develop pupils and teachers who can understand and be able to engage with the dramatic social changes today's knowledge society represents, along with their human consequences" (Hargreaves, 1998, p. 161).

Teachers are not deliverers but developers of learning. Those who focus on teaching techniques and curriculum standards and who do not also engage students in the greater social and moral questions of their time, promote a diminished view of teaching and teacher professionalism that has no place in a sophisticated knowledge society. In reality though, professional learning communities are hard to create. They presume and demand qualities and leadership and levels of teacher capacity that are not always available, especially in schools in poor communities with legacies of failure and hopelessness. The knowledge society belongs to everyone. All our children should have an opportunity to reach the highest and most creative levels of it. We cannot afford to risk a

future in which teachers have prepared pupils neither for the knowledge economy nor for social and moral challenges that lay beyond it.

A strong and effective school education system is integral to individual success, social cohesion, progress, and national prosperity. It is clear that teachers have to be more and more successful with a wide range of learners to prepare future citizens with the sophisticated skills needed to participate in a knowledge-based society. The sort of pedagogy needed to help students develop the ability to think critically, create, solve complex problems and master complex subject matter, is much more demanding than that needed to impact and develop routine skills. Thus, teachers have to be both knowledgeable in their content areas and extremely skilful in a wide range of teaching approaches to cater for the diverse learning needs of every student (National Framework for Professional Standards for Teaching, 2003, p. 3).

In Indonesia this goal seems to be untenable so long as a large percentage of the teaching force at primary and secondary level remains poorly skilled and under qualified. Certification of teachers is one step towards ensuring the quality of teachers but to improve teaching-learning process teachers must change their mindset from the old habits of teaching in traditional ways induct students in deep learning where they should be tackling the problem solving exercises individually as well as in groups. District autonomy for the principals and the ways curricula are handled in private schools need to be monitored. While enjoy autonomy to address local issues students in each school do deserve quality education so that all students can compete in job markets to enhance their life chances.

8. Conclusions

Schools and professional learning communities work best when they not only process knowledge and learning effectively, but also attend to social and emotional aspects of teaching, learning, caring, and strengthening relationship, community and cosmopolitan identity (Hargreaves, 2003, p. 162). The road from poverty is paved through education. Shortage of teachers, quantitatively as well as qualitatively, status quo of traditional teaching styles are no longer relevant to the learning needs of all students. Traditional schooling is experiencing a credibility crisis as students are dropping out in record numbers and juvenile delinquency is on the rise. To bring fundamental changes in the current practice of education and in the thinking of the practitioners, action is needed at primary, secondary and tertiary

level of education. Since teachers are the most valuable resource available to schools investment in teacher professionalism is vital to ensure that they are equipped with an evidence-based repertoire of pedagogical skills that are demonstrably effective in meeting the developmental and learning needs of all students. Students who are taught by well-trained, energetic and enthusiastic teachers are fortunate indeed. Teachers who teach in very difficult physical and social situations need impetus and encouragement from principals and supervisors. Professional development and on-job training in the best practices of teaching at primary and secondary levels has to be a coordinated effort by supervisors, principals and experienced teachers. Role of our institutions of higher education should be to continually review the pedagogical practices, and train the pre-service teachers who would ignite the passion and zeal for teaching in order to create intrinsic as well as extrinsic interest in learning. There is quite a lot to be done at tertiary level to produce quality educational administrators, educational leaders and teachers.

New curriculum in Indonesia will succeed if teachers are trained adequately to comprehend its basic rationale and equipped with necessary resources. Those teachers who are already in the workforce need intensive professional development sessions led by the experts. Teacher training institutes must equip the trainees to handle the new challenges. Opportunity is already knocking at the door and time is ticking away. Some of the ASEAN countries (e.g. Singapore) have demonstrated how to do it. Malaysia is on the way. Indonesia has made impressive progress in the past decade but the task ahead is still enormous. If we think that the cost is unaffordable, then think of the cost of ignoring the most crucial issue the nation faces today: providing the skills to handle the challenges of 21st century. "Knowledge society belongs to everyone. All our children should have an opportunity to reach the highest and most creative levels of it. We cannot afford to risk a future in which teachers have prepared pupils neither for the knowledge economy nor for social and moral challenges that lay beyond it (Hargreaves, 1998, p.161).

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SOME NOTES ON CURRICULUM DEVELOPMENT FOR PRIMARY EDUCATION

(A Strategy For Planning, Development, And Implementation Of Primary Education Curriculum)

Soedijarto
Jakarta State University

Introduction

Curriculum estimologically means the way to achieve the goal. Thus, when we discuss about curriculum development of primary education means we conduct an effort to make primary school children can experienced learning process that assist the children, learners of primary education, successfully achieve the objectives of primary education. For this, the first step to be conducted to develop primary education curriculum is to identify the educational objectives of primary education. It is recognized that to achieve effectively the objectives of education will be determined by the quality of learning processes experienced by the learners. For this very reason, in a certain nation, especially in the United States when the nation facing a certain problem, the question being exposed is "what is wrong with American classroom?" Even in 1970 a book published with the title "Crisis in the Classroom: the Remaking of American Education" by Charles E. Silberman. Thus when we discuss about curriculum, we cannot stop at the level of development syllaby. For this, curriculum as the way to achieve the goal in the writer's view is a system in itself that includes: the objectives, the learning content, the learning model, and evaluation model. Thus to develop curriculum as a system should include: (1) identifying educational objectives of the elementary education; (2) selection of learning content; (3) development learning models and its implication on educational resources; and (4) development of evaluation program. From this, it is clear that when we discuss about curriculum development for primary education it should cover all four stages have been identified. Based on this argument this paper will consecutively discuss the four stages that in essence consists of planning, development, and implementation of curriculum of primary education.

1. Planning stage of curriculum development

A pioneer of rational model of curriculum development, Ralph W Tyler, stated that the first step in developing curriculum is to answer the question "what education purposes should the school seek to attain?" Related to this question with regard to our concern that is "developing curriculum for primary education" the issue is "what are the educational objectives of primary education?" To answer this question, the first one to

identify is what is the function of primary education in the framework of the function of Indonesian school education. For this, we need to study Indonesian education law, that is the Education Law No. 20 year 2003 on National Education system. In this legal document at the article 3, the function and the objective of education is stated as follows:

"The function of national education is to develop competence and building character as well develop dignified national civilization in the framework of advancing the intellectual life of the nation, with the objectives the development of the learners's potentials to become a man that belief in God the almighty, having noble morality, healthy, mastering science, bright, creative, independence, and to be responsible and democratic citizen".

The function of national education and the objectives of education just cited are ones to be achieved after the learner passing a series of school education at least from the first grade of primary education up to the 12th grade, or from primary education up to senior high-school. Our concern now is "what are the educational objectives of primary education to enable primary school graduates can continue their education further so that eventually become men that has the quality as defined by article 3 of the national law as cited before.

This paper will not give the answer to this question. To answer this question, a special team consisting of expert on curriculum theory, expert on scientific discipline, school psychologist (especially on child development), and experienced professional elementary school teacher, is important to be assigned. This team is expected to translate the national educational objectives into more operational objectives that is to be achieved by primary education learners that includes: (1) scientific and intellectual objectives; (2) spiritual and moral objectives; (3) emotional objectives; (4) live skill objectives; and (5) physical education objectives. With these clusters of objectives that is formulated operationally, the next step in this planning stage is to select learning contents as the object of learning process to achieve the primary school educational objectives.

With regard to the selection of learning content as the object of learning process, the writer would like to refer to the theory developed by Philip Phenix that differentiate learning objects into six. Realms of meaning that underlying the stage of world civilization that the learners with eventually live. The six realms of meaning as a source of selected learning contents are:

- The first realm, Symbolic, comprises ordinary language, mathematics, and various type of nondiscursive form;
- The second realm, Empirics, includes the science of physical world, of living thing, and of man;
- The third realm, Esthetics, contains the various arts, such as music, the visual arts, the art of movement, and literature;
- The fourth realm, Synnoetics, embraces what Michel Polanyi calls “Personal Knowledge”, and Martin Buber the “I-Thou” relation. The novel term “synnoethics”, which was devised because no existing concept appeared adequate to be the type of understanding intended, derives from the Greek synothesis, meaning “Immediate Thought”, and this in turn is compoded of sym, meaning “with” or “together” and no esis, meaning “Cognition. Thus synnoetics signifies “relational insight” or “direct awareness”;
- The fifth realm, Ethics, includes moral meaning that express obligation rather than fact, perceptual form, or awareness of relation. In contrast to the sciences, which are concerned with abstract cognitive understanding, to the arts, which express idealized esthetic perception, and to personal knowledge, which reflect inter subjective understanding, morality has to do with personal conduct that is based on free, responsible, deliberate decision;
- The six realm, Synoptic, refer to meaning that are comprehensively integrative. It include history, religion, and philosophy. These disciplines combine empirical, esthetics, and synnoetic meanings into coherent whole.

Understanding that there are six realms of meaning is importance to be able to differentiate the function of a subject matter that is rooted from certain scientific discipline from the other and its implication on the type learning process.

Based on the understanding of six realms of meaning in selecting learning content from various scientific discipline and other such as: language and mathematics, natural science and social science, music and visual arts as well sports, religion, civic, and history, suggested to select topics that are:

- a. Based on the discipline of inquiry;
- b. Represent the concept of a certain discipline;
- c. Stress on the mode of inquiry;
- d. Encourage imaginative thinking process.

Why we need to select learning content, Alfred North Whitehead in his lecture stated:

“Let the main ideas which are introduce to child education be few and important, and let them be thrown into every combination possible. The child should make them his own, should understand. The application here and know in the circumstances of his actual life, from the very beginning by his education, the child should experience the joy of discovery”.

To do the process of selection, the role of subject matter specialist, experienced professional teacher, and school psychologist are very important. After the objectives of education have been selected and formulated, and the learning content has been selected and organized, the following stage is to develop the relevant learning model.

2. The Development of Learning Model

This stage of curriculum development theoretically is to be carried out by teachers. For this reason, historically the curriculum that had been developed to the level of identifying objective and selecting learning content eventually did not has any impact on the improvement of the quality of learning process that will influence the quality of educational output because this stage, development of learning model is not to be carried out by teacher adequacy; and oftenly the blame is given to the curriculum and eventually the curriculum is to be changed.

It is the writer’s view, based on experience and observation this stage is oftenly neglected, especially in the condition where the professional level and professional commitment of the teachers mostly, especially for primary school teachers, are still low. For this very reason developing learning model is very important and critical. The question is “what are the characteristics of learning model relevant to achieve the educational objectives of the primary education to prepare primary school children capable for continuing their education to achieve national education objectives”. Certainly not learning model that concentrate on mastering codified knowledge to memorize to pass national examination in the form of objective test, but learning model that relevant to the achievement of educational goals that is a man that in national educational law having the characteristics “belief in God the almighty, having moral nobility, healthy, creative, bright, mastering scientific knowledge, responsible and democratic citizen. This type of educational objective is impossible to be achieved through learning model that stress on memorizing codified knowledge through listening, copying, and remembering. In this regard, it is the writer’s view that adopting “four pillars of learning”, learning to know, learning to do, learning to live together, and

learning to be, introduced by UNESCO International Commission on Education for 21st century. Through the adoption of this model of learning, the function of the school as the center of culturalization as demanded by article 4 point 3 of National Education Law can be implemented, for the national education objectives cited before, in the writer's view, can only be achieved through learning process as socialization and culturalization processes that at once developing competence, inculcating values and building character, as well as mastering skills.

To understand why we need to adopt the four pillars of learning, this paper will described the meaning of each pillar as follows:

First, about learning to know. This pillar of learning introduced by UNESCO in essence is related with the learning to culturalized or internalized scientific attitudes as well as scientific competence. The UNESCO committee stated that:

"This type of learning less a mastery of acquiring itemized, codified information, then of mastering the instrument of knowledge then selves".

When this idea be related to Philip Phenix concept about meaningful learning that stated:

"It is more important for the student to become skillful in the ways of knowing then to learn about any particular product of investigation. Knowledge of methods make it possible for a person to continue learning and undertake inquiries on this own".

From two previous quotations it is clear what does it mean by learning to know. From this standing the writer has a view that unless "the pillar of learning to know" to be implemented it is difficult to function school as center of culturalization.

Second, about learning to do. This second pillar introduced by UNESCO related with learning to know, but this pillar according to UNESCO commission is more closely linked to question of "how can children be taught to put what they have learned into practice". This really equal with Whitehead idea on education, that education is the acquisition of the art of utilization on knowledge. From the concept of the pillar of learning to do this clear how importance is the type of learning that can make the learners capable applying the knowledge they have mastered.

Third, about learning to live together. This type of learning is aiming at development on understanding of other people and an appreciation interdependency, carrying out joint project, and learning to manage conflicts in spirit of respect for the values of pluralism mutual understanding and peace. This type of learning very important since this era of globalization the world is pictured by UNESCO in the following statement.

"It is difficult task, since people very generally tend to over value their own qualities and those of their group and to harbor prejudice against others. Furthermore, the general climate of completion that is at present characteristic of economic activity, within and above all between nations, tend to give priority to the competitive spirit and individual success".

In the condition such as described by UNESCO quoted above, it is very important to create learning environment as well as learning programmer that enforce learners learning to live together and to live with others. The phenomena of lately going on various parts of Indonesia, make the importance of implementing the pillar of learning to live together and live with others is crucial.

The fourth, learning to be. After adopting the first three pillars, eventually we need to make sure that learning process must contribute to the all around development of each individual mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility, and spiritual values. In this UNSECO stated:

"All human being must be enabled to develop independent critical thinking and form their own judgement, in order to determine for themselves what they believe they should do in different circumstances of life".

It is clear that through the implementation of the first three pillars learning process experienced will eventually achieve the goal of education, that is the learning to be.

It is the writer's view that the adoption of four education pillars of learning to develop learning model for the curriculum of primary education will make children of primary education the educational objectives of the primary education.

As stated before the quality of education will be determined by quality of the learning process. The question is how will be the model of learning adopted effectively influence the quality of learning output will dependence on how it be implemented properly, especially with regard to the evaluation model. For this the following section will discuss the issue.

3. Evaluation System and Educational Resources as Integral Part of Curriculum System in the Implementation of Curriculum

The motivation and seriousness of the learners in learning activities that will impact the achievement of learning objective will dependent upon the evaluation system adopted. B. Bloom in his study found that the activities of the learners in learning programme is influenced by their prediction on what to be evaluated. For this reason, curriculum theorists, names evaluation as hidden

curriculum and an integral part of curriculum system. For this very reason the adoption of national examination system as an instrument to decide whether the learner pass or fail the examination has a very negative impact on the effort to encourage the learners to actively participate the learning process that adopt four pillars of learning.

Evaluation that will act as a hidden curriculum should have a role as a tool of reinforcement strategy. In this regard, the evaluation programme should be planned: (1) comprehensively, meaning evaluation cover all dimension of learning programme. Not only the learning outcomes, but also the learning behavior, the learning discipline, and other learning behavior in conducting learning to know, learning to do, learning to live together, as well as learning to be; (2) continuously, meaning in all stages of learning process, not only at the end of a unit of learning programme; and (3) objectively, means a clear criterion for measuring the object to be evaluated should be clear and sharp. With this type of evaluation sytem, in the writer's view, the educational objectives of primary education, that is in essence "the development task" of primary school age children will be achieved. This paper used the term "development task", because if children fail completing the development task, it is difficult to face further educational programme successfully.

Before closing this paper it is important to be remembered that the success of implementing a curriculum that has been soundly planned and developed will dependent upon the availability of learning resources, such as laboratory, library, botanical garden, sport field, and qualified and dedicated profesional teacher. Without the availability of the educational resources it is

impossible to implement qualified learning process. In this regard, an expert in economic of education Henry M Levin had come to a conclusion that the quality of educational output will depend on the quality of education process, that quality education process will depend on the availability of education resources; and the availability of educational resources will depend on the budget, and the budget is depend on the government policy. In essence all the requirement has been stated in the educational law no. 20 year 2003.

These are some notes on curriculum development for primary education for further discussion.

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The Primary Education Betterment Policy, Uncertain To Go: Indonesian Cases

Suyata

Prof.Em School of Education, UNY,Tenure Professor in the Universitas Ahmad Dahlan

1. Introduction

Current look at the education provision for the elementary school age group across nations in the world has indicated to be reaching a universal level as the consequence of a compulsory policy. Numerous international meetings beginning after the World War Two up to the present have committed to and recommended for each national state attending the meetings taking appropriate measures and actions to implement the universal basic education for all. Making basic education universal especially at the primary education level first, and then the junior secondary one would be the largest coverage in terms of pupil population and territorial distributions. In spite of the significant educational attainment of the commitment of education for all, the quality achievement failed behind the expectation. Accordingly, the side effects of this huge school expansion found to be accompanied by unequal quality distribution among the basic education age population with their distribution across territories. Good basic education for all with appropriate resources, and strong supporting systems seem to be unlikely achieved yet.

School betterment, classroom quality improvement, improved teacher professional development, learning progress, and good schooling outcomes can be achieved by good policy and thorough field implementation based upon appropriate research, vertical and horizontal internal interconnection, and broad partnership in education as well. Current policy actions in education limited in justification including power, ideology, and special interest. Accordingly, the policy found far behinds the expectation. Quick and simple policy solution are taken without strong and wide support

This paper is going to discuss assumptions behind policy and practices making all primary school units better, two major traditions dealing with primary education improvement, and communications and work together between both improvement models in quality education enquiry, policy development and its implementation, and developing school improvement strategies.

2. Making assumptions explicit

What is the proper approach to the study of education? Humanistic- historical? Scientific-technical? Or both? Historically, schooling system has been serving more to elite group in the community and when the system has been open to

public, the upper system seems to be dominated by children of the selecting few background. Meanwhile, the lower system has been found to be accommodating children from the lower socio-economic- cultural background. Using homogeneous and similar processing designs of teaching and learning schemes at all the schooling system as well as day-to day schooling practices, these conditions tend to accommodate the learning of the children from upper system. It has been speculated that the mind-sets gap and mental model discontinuation might be responsible for educational disparity between children of different social background. Mind-set or mental model seem to instruct the child during encountering even (Culbert, 1996; Schein, 1992; Boyett & Boyett, 1998). Reforming education via changing schooling has been unable to deliver the result due to the resisting old mind-sets among school personnel; decentralization has been get nothing change due to the existence of old centralistic-bureaucratic mental model.

The schooling systems in Indonesia during the Dutch occupation were racial and social class character in terms of access and quality. The schooling system for the endogenous people was accommodated the children of small fraction of the population. The national system of education has been developed based on the restructured old Dutch system with continuous adaptation with strong centralized educational policies and administration. In fact, the primary education has been partly decentralized long before the resent decentralization movement; however mind-sets centralization seems to be dominant in educational practices.

The spirit of independence and democracy has generate the private right to build schools and parental choice to select the school for their children. In addition, each school may choose children intake. The current policy of free parental choice to sent their children to school they prefer and giving schools to select pupils they are able to do give raise to educational elitism and an academic like caste. Accordingly, there has been schooling stratification academically as well socio-economically.

Current educational reform with competition vision in nature tend to provide advantages to the upper school strata and children with middle social class and upper one. Good public and private school enjoy having pupils with well supports educationally and financially, These kinds of educational policies might be responsible for the

creation of educational quality disparity even at the elementary education.

Making policy decision for the quality basic education better for all has not been available. Despite the significant progress of achieving the universal basic education, the quality being delivered has been questionable. The proposed policy solution for quality improvement of the primary and junior secondary education tends to be an ad hoc recipe due to encountering massive and pervasive problems and its complexity differing in socioeconomic conditions, ideological orientations to use, and cultural historical contexts. Wrong assumptions about system of education, ideological bias to commit to, misleading quality indicator being used, and without growth school level consideration seem to be the reasons for the development of low quality education in general. In fact these give raise to the difficult policy analysis and the available options to chose from for their proper solution. It is believed that primary education problems would be the most difficult to deal with .due to its different kinds of academic, socio-economic, and cultural varieties. A homogeneous policy of quality improvement need to be avoided, replace by quality policies matching to various conditions of the primary school to deal with.

Let us see the magnitude and complexity of educational works facing the primary education in Indonesia. A compulsory primary school was debated during the deliberation of the first draft of the Indonesia education act. Following the international meeting in Teheran on the primary education, Indonesia introducing a compulsory education piloting study in several province with no clear result. However, the spirit of providing an achievable access for people to get to primary education was promoted and implemented by expanding schooling every where in Indonesia but without serious considering its quality. The primary school units in country sides, in remote areas, in slum city regions are all below any standard. The decision to implement universal education at the primary school level in 1984/1985 found to be successful in terms of quantity, but problematic in terms of quality. Indonesia accommodates about 31,43 million pupils in the primary school and the madrasah ibtidaiyah (the Islamic primary education level distributed into about 179.330 implementing units in 497 district and municipalities (Kemendiknas (Ministry of National Education-MONE), January 2012).

Without knowing, for certain, the right problems of the primary education there would be no right answers. There has been lacking of deep analysis of the multitude problems at multiple levels as well as their relationship. At every level of the organization and management of the primary education it has an internal structure and dynamics,

however to get proper understanding it is necessary to take into consideration its broad contexts,, current and historical, otherwise there would be no proper solutions come out for quality improvement..

Humanistic view of the educational system especially schooling and scientific look at the educational system differ in all aspects especially related to their position of using natural science model. The humanistic view believes in the nature of society as soft system which requires soft system thinking, contrast to the scientific look that believes in society as hard system that needs hard system thinking (Adam s, 1988). Most of the schooling system . belong to the soft system that could not properly use hard system thinking.

3. School Effectiveness versus School Improvement Movement

There are two broad category traditions dealing with the betterment of education, including the primary education, namely school effectiveness movement and school improvement, school quality one. The first focuses on macro level of the educational system, non contextual, quantitative in methodology. while the later focuses on micro level, contextual, qualitative in methodology. Riddell (1997) provide commentary and criticism related these two researches traditions in the third world countries and the possibility of their marriage for better understanding of developing educational quality by elaborating works done by Fuller & Clarke (school effectiveness) and Jansen and others (school improvement); Glasser, 1990, 1992 (Quality school); Aspin, Chapman, and Wilkinson, 1994 (Quality schooling). Working together between two traditions has been practices for about twenty years led by The International Congress for School Effectiveness and Improvement movement. Yearly international meeting attended by scholars in the field of education in the world has been promote research, policy, and practices to improve education. Practice of early marriage between schooling and school quality improvement has been observed and reported.

In Indonesia, the school effectiveness tradition has been dominating in research and in practices. Educational officials at the central government tend to believe in and commit to the school effectiveness tradition in the matter of policies, work guideline, research, and practices, especially within bureaucratic offices. These have been rigidly implemented down to the local offices, school, and classroom level. Structural approaches with the domination of educational restructuring policies. The end of these kinds of restructuring policies of improving schools and schooling found to be insufficient to be successful (Fullan, 1991; Harris, 2002). Such structural approaches include designing new regulations, creating new

curriculum, issuing new textbooks, teachers' retraining, decentralization, etc are found insufficient to generate successful change. However, at the primary education, pioneering efforts was initiated by the PGSD Project in early 90s with the introduction of action research methodology for teacher training but without continuous supports.

A minister of education makes decision to solve national education problems, a general director of an educational division takes policy decisions within his or he command area. Education authorities at the lower part of the central office, of education down to the school and classroom level principals and teachers would make operational policy decision adjusting the general policy to the context of the implementation. The

provincial, district, municipal officials of education make policy decisions too as policy instruction or at least as the policy signals for educational field actors. Do all these matter to get the existing educational problems solved? How it is to be justified that the general policy taken by the central office of education concerning problems perceived by those reside remote from the field could be assured the proper solution? What should be taken into account to have a good policy decision in education to chose policy decisions upper policy implementation from their superiors as well as something related to their legitimate authority?

Summarizing discussion, debating, and criticism of the patterns of school betterment could be seen in this Table.

Table 1.

	School Effectiveness	School Improvement
	Positivistic	Anti positivistic
	Quantitative Objective	Qualitative Subjective
	Scientific General, universal, one size fits for all	Historical Contextual, specific, unique solutions
	Technological	Humanistic
	Managing Top-down Instructive Structural	Leading Bottom-up Indicative Cultural
	Outcome Competitive learning Impersonal, formal relationship External Evaluation	Processes Cooperative, collaborative learning Interpersonal, informal relationship Internal, Self-evaluation
	Academic	Human development

In paradigmatic and theoretical perspective, these two traditions of school quality improvement tend to be exclusively understood, contrasting, opposing in every dimension of the improvement efforts . In day to day schooling and classroom teaching and managing practices, these two traditions would be found interconnected. Accordingly, it is probable to develop mmunications and working together in common interests.

4. Communications and Works Together Between School Effectiveness and School Improvement Traditions

Regarding educational enquiry, policy development and analysis processes, management, and field implementation, both school betterment traditions might share contributions. Qualitative and quantitative dimensions of educational activities need not to be separated for gaining proper understanding of teaching and learning processes. Using teachers' influences persuasively, developing control and motivation from within the pupils, integrating cooperative and collaborative learning with proportional group competition could encourage true learning among pupils.

Educational enquiry and research products have not been used in policy development, policy

analysis, improvement management, and schooling as well as teaching practices. Communication gaps still exist between researchers, policy makers, and other educational practitioners. These could develop linkages and work together for common purposes

Research from different parts of the world as summarized by Harris (2002, 11-12) provide signal for school quality improvement including the of teacher development, the primacy of leadership, development strategies matching to school development need, relating change efforts to specific learning outcomes, and the importance of understanding and working with school culture.

5. Developing Primary School Improvement Strategies

Issuing homogenous quality improvement policies for primary school across national borders as well as within provinces or district/or municipality would bring insufficient results due to differential conditions of the schools. The quality improvement policy has to take into account the socio-economic and historical-cultural conditions. More specifically the level of school development sld be consider also. Schools in the area of low socioeconomic condition with weak supports of the community and parents, school policy and socio-economic policy should go hand in hand. Schools in the wealthy conditions should be given an authority to develop themselves with technical assistance from external agents. Schools at the middle level should develop in collaborative ways with frequent monitoring actions. The low level schools could only develop with external intervention and help.

All improvement policy requires broad school partnership, school culture development, and true empowerment by development appropriate research scheme.

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PARALLEL SESSION SPEAKERS

SOCIOCULTURAL BASED THEMATIC-INTEGRATIVE TEACHING AND LEARNING MODEL FOR ELEMENTARY SCHOOLS

Ali Mustadi
Yogyakarta State University

Abstract

In line with the needs of developing the teaching and learning quality for elementary schools, especially in facing the new curriculum 2013, it is strongly required to upgrade the current theories and redesign the teaching and learning model which is appropriate with the needs of the students. The elementary school, especially in this current era, has become one of educators' main interests. They are concerned with some current issues of education in the primary level, such as sociocultural and moral issues. So, the design of *sociocultural based thematic-integrative teaching and learning model* is proposed to fulfill the teaching and learning needs and to overcome the sociocultural values problem of the students in the early ages such as character and moral decrease and sociocultural awareness problem of the students. The new curriculum 2013 for elementary school will be designed in the form of thematic-integrative model. In addition, the aim of the curriculum is that the students should have several competencies such as competence of attitudes, soft skills, and knowledge. Furthermore, it is promote the teacher and the students to be more creative, innovative, and productive. So that, the students can be succeed in solving their problems and challenges in the future. It needs creativity of teachers to make joyful and meaningful learning for the students. So, there are opportunities for the educators to develop the design of the teaching and learning process, including: teaching materials, lesson plans, methodology and strategies, media and learning sources, and learning assessment or evaluation. The design will provide the students with several competencies which will promote their skill and knowledge of social reconstruction. It means that the model will promote the students to be able to solve and overcome their social problems in their socio and cultural environment during their life. This model is addressed to develop the quality of the teaching and learning process, especially in the primary school level as the basis of building a good foundation of the students in the early ages. Hopefully, it can empower the primary education for a brighter generation.

Key words: Thematic-integrative teaching model, sociocultural, elementary schools

1. Introduction

Various efforts have been made by the government to realize the nation ideals into a good and intelligent nation of academic, spiritual terms, and social terms. This is consistent as mandated in Law No. 20 of the National Education System 2003 which stated that the national education serves to develop skills and character development and civilized nation in the national intellectual life, aimed at developing the potential of students to become human with faith and fear of God, noble, healthy, knowledgeable, skilled, creative, and a democratic and responsible citizens.

Responding to the problem, the government as the highest authority aims to make efforts in order to realize the education goals. The new and still live thing is the government plan to make changes to the curriculum, from Education Unit Level Curriculum (KTSP) to Curriculum 2013. We can not deny that today the education has become very influential in all aspects of human life. In order to develop the curriculum 2013, the government has made preparations and conducts a public test before Curriculum 2013 is actually applied in the world of education in the country. One aspect to change included the applied learning models in schools as an integrated thematic model.

In the Ministry of Education (2006: 5) it stated that learning is essentially a thematic integrated learning that uses the theme to tie some subjects to provide a meaningful experience to the students. In the Thematic learning the students are expected to become creative, intelligent, and innovative students. This is consistent with the purpose of curriculum change as expressed by the government, namely:

"With the thematic -integrative learning competencies it is expected the students will have the better attitude, skills, and knowledge. They will be more creative, innovative, and more productive, therefore, they can be successful in dealing with various problems and challenges into the better future "(Education: 2012)."

At least the design of curriculum development undertaken by the government is one of the efforts to overcome the problems that hit the nation. One of them is the national character which began to decline. Including socio-cultural values that begin marginalized by cultural values and foreign. This condition is also experienced by primary school in Special Region of Yogyakarta (DIY). Therefore, it is necessary to develop an integrative model of

sociocultural -based thematic learning in primary schools in the region.

According to Kyriacou (2009: 7), "effective teaching can be defined as teaching that successfully achieves the learning by pupils intended by the teacher". Effective teaching means a teaching obtained through successful student learning undertaken by teachers. Through the learning model is expected to be developed to the maximum human potential. As well as that expressed by Trianto (2011: 3), I that education is universally understood as planting socio-cultural values in a group of people in order to sustain life and to achieve a live they deserve. In addition, teachers are also expected to deliver the learning effectively.

On the field Perspective, Sa'dun Akbar, I Wayan Utama, and Pujianto, (2006) found higher levels of problems or difficulties in the development and implementation of thematic learning for students grade one and two in East Java. The high level of difficulty is indicated by the average score of the thematic learning implementation for all development and implementation components for year one and two students of 55 and 48%, respectively. Therefore, thematic learning model was developed as a solution to overcome the existed problems. The study results showed that all developed thematic learning themes are valid according to both experts and validator practitioners (classroom teachers).

Similarly, Ming-Chou Liu and Jhen-Yu Wang (2010) revealed that the thematic learning has a positive effect on student learning concept. In addition, this study also found that the thematic learning provides a framework for students who developed from related concepts and a more stable learning model. Furthermore, the study also found that the thematic is fit for the students who have varying abilities.

Furthermore, Kon Chon Min, Abdulah Mat Rashid, and Mohd Ibrahim Nazri (2012) found a higher level of understanding of the integrated life skills teacher to the thematic approach in Malaysia. It was also found that the teachers who understand the integrated life skills are using a thematic approach in teaching the integrated life skills. There is a significant relationship between the teachers' level of understanding of the thematic approach that practiced regularly. Research also shows that the length of teacher experience in teaching was not significantly different in practicing the thematic approach.

2. DISCUSSION

2.1 The concept of thematic-Integrative Learning

Thematic learning as the instructional model includes a type or kind than the integrated learning

model. Thematic learning model is basically an integrated learning model that uses a theme to tie some subjects to provide a meaningful experience to students (Ministry of Education, 2006: 5).

The integrated learning as a concept is often equated with the integrated teaching and learning, integrated curriculum approach, and a coherent curriculum approach. Thematic learning is defined as a learning which designed and packaged based on certain themes. In the discussion, the themes are reviewed in various subjects. Furthermore, according to Ujang Sukandi (2003: 109), the integrated learning has an actual theme, close to the students' world, and relating with everyday life. This theme became a means of unifying the diverse materials of various subjects. Furthermore, basically an integrated thematic learning-learning combine multiple fields of study into a theme by establishing curricular priorities and find the skills, concepts, and attitudes that overlap in some areas of study.

2.2 Benefits of Integrative Thematic- Learning

Thematic learning as part of an integrated learning has many advantages that can be achieved as set out in (KTSP guidelines, 2007: 253) as following: (1) Facilitate a focus on a particular theme, (2) Students are able to learn knowledge and develop basic competencies between the subjects contents of the same theme, (3) a deeper understanding and memorable subject matter; (4) Core competencies can be better developed by linking other subjects with a personal experience of students; (5) More to perceived usefulness and meaning of learning as the material presented in the clear theme context ; (6) Students will be excited about learning because it can communicate in real situations, to develop a proficiency in the subjects and at the same time can learn other subjects, and (7) Teachers can save time because the lessons which presented in thematic way can be prepared at once, and given in two or three meetings, as well as the rest of the time can be used for remedial activities, stabilization, or enrichment material.

2.3 The steps of Thematic-integrative Learning

In applying the thematic-integrative learning, the teacher also needs to pay attention to the steps that must be done in designing thematic-integrative learning models. The purpose of following these steps is that the learning is conceptualized well and can run smoothly. The stages are as follows:

2.3.1 Planning Phase

The planning stage is the beginning of the process in designing the thematic learning model. At this early stage the concept began to take shape and to be in the learning to implement implemented. At the planning stage includes several parts:

a. Selection of Themes

Basically the theme selection is the main focus in the thematic learning. Whereby the theme will accommodate materials and a variety of subjects to be delivered in a single theme. However, some requirements to consider in the theme selection on Thematic learning model (Trianto, 2011: 155) as follows: (1) theme should not be too wide, but integrating many subjects, (2) must be meaningful themes; (3) the theme should be adjusted to development level of children psychology, (4) theme should be developed to accommodate most of the children interest, (5) the chosen theme should pay attention to the events that occurred within the span of authentic learning time; (6) theme should notice Applicable curriculum and expectations of society (principle of relevance), and (7) the theme should also consider the availability of learning resources.

b. Determination of Subject

The subjects Characteristics also become important to note. Whereby the competency standards should also be developed in accordance with the chosen theme. According Fogorty in Trianto (2011: 168), this type of social learning and language skills can be combined with thinking and social skills.

c. Selection of Material Assessment, Competency Standards, Basic Competence and Indicators.

At this step the teacher should determine the sub-sub skills of each skill that will be integrated in a learning theme.

d. Determining the Combined Sub-Skills

It Need to be considered in combining the skills that will be integrated in a single theme. In general, the skills that must be mastered are thinking skills, social skills, and organizer skills.

e. Formulating learning outcomes Indicators

Based on the developed basic competencies and sub-skills then it need to select the indicators of success in learning achievement. Whereby in formulating the indicators should be based on the writing rules included: audience, behavior, condition and degree.

f. Determining the learning stages

Learning stages are required for teachers to integrate and organizing learning into a structured order.

2.3.2 Implementation stage

The learning stage must be implemented by following the learning scenarios as designed.

2.3.3 Evaluation stage

Evaluation stage is the stage where teachers can gather information and assess the successful learning process. Where the evaluation is conducted

in the form of evaluation process and evaluation of learning outcomes is useful to give feed back to the Teachers in improving and refining the programs and learning activities. According Zaenal Arifin (2010: 2), he describes the evaluation as one of the essential components and steps to be taken by the teacher to determine the learning effectiveness.

2.4 Implications of Thematic- Learning Integrative

As a model of innovation, thematic learning model is not easy to implement, because it requires adaptation and a willingness to adapt. Given that the thematic learning model combines multiple disciplines and requires complex management. Based on these reasons the thematic learning which applied to the early grades of primary school or madrasah bring some implications that must be realized by all parties.

2.4.1 Teacher Existence

Thematic learning is a combination of various fields of study, for example, science, mathematics, religious education, social studies, and others, the implementation is no longer isolated but rather into a single unit (holistic) and integration (integralistic). This provides implications for teachers who teach in the classroom. According to the Ministry of Education (2006), that the thematic learning requires both creative teachers in preparing activities or learning experiences for children, as well as in choosing the competence of various subjects and set it to make the learning becomes more meaningful, interesting, fun and intact.

The thematic learning principles are not simple, and complex which tend to require higher teacher's creativity in preparing the activities or learning experiences for students. Teachers must be able to improvise in any encountered terrain, e.g. to face the varying abilities of students, subject matter or materials scattered in several sources and compile the competencies or indicators to be achieved by students. As proposed by the Education Ministry above, so this thematic learning brings a heavier burden to teachers and more than the conventional learning.

2.4.2 Student knowledge

Increased burden on teachers will also have implications for the students. Set of teacher preparation should be followed by the students carefully. By using thematic learning model, psychologically, students were led to think widely and deeply to capture and understand the conceptual relationship as presented by their teacher.

Furthermore, students will be accustomed to thinking in focused, organized, complete, thorough, systemic and analytic way. Thus the thematic learning model requires the ability to better student

learning, both in terms of intelligence and creativity. Thematic learning needs to be done with a variety of methods to prevent boring. Learning activities should be more student-centered in order to develop their potential.

2.4.3 The Needs of Instructional Materials, Infrastructure Support, Learning Resources and Learning Media

In the thematic learning, various facilities and infrastructure are basically the same relative to the other learning, just it has own peculiarities in some respects. In thematic learning, teachers must choose observant media to use, in this case the object should have usability to implement in variety of fields and of course integrated. Because the learning concepts glued together by theme, the use of a learning means can be more efficient than splitting field a part.

In order to obtain valid concepts and principles, thematic learning need to utilize a variety of learning resources either designed for learning purposes of implementation (by design), and the available learning resources in the environment to be used (by utilization). Learning resources are all things that exist around the functional learning environments to help optimizing the learning outcomes.

2.4.4 Room Arrangement Model

In the implementation of thematic learning activities it need to make arrangements so that a fun learning atmosphere. Setting this room include: (a) space with a styled tailor to the theme being implemented, (b) bench composition of the students can be adapted to changing needs ongoing learning, (c) students do not always sit in the seat but can sit on the mat or carpet, (d) activities should be varied and implemented both in the classroom and outside the classroom, and (e) the classroom walls can be used to display the students' work and learning resources.

2.4.5 Methods Selection Strategy

In accordance with the characteristics of thematic learning, then the practiced learning is prepared with a variety of activities by using multimethod, e.g. a teaching method that uses more than one method.

2.5 Sociocultural -based Thematic-Integrative Learning

Sociocultural or social cognitive theory emphasizes how a child or learner attach the culture in reasoning, social interaction, and understanding themselves. Santrock (2009:323) suggests that the social cognitive theory plays an important role in learning e.g. social, cognitive, and behavioral. Cognitive factors include the student's expectations to succeed while social factors include the

observations of students' achievement behavior on their parents.

Sociocultural theory or social cognitive learning proposed by several experts including Piaget who argued that learning is determined as the mean of individual initiative comes from individual knowledge. Students interact with their peers, e.g. social environment than adult. The main determinant of Learning is the individual factor (students) while the social environment is secondary factor.

Student activity becomes the major determinant and guarantees of successful learning, while the arrangement of conditions merely facilitates learning. Cognitive development is a genetic process that followed the biological adaptation to the environment resulting in equilibration. To achieve the equilibration it required a process of adaptation (assimilation and accommodation).

Later, the Russian psychologist Lev Vygotsky also gave his thoughts in terms of socio-cultural theory. Vygotsky describes in his writings in 1920s and 1930s and emphasized how the interaction between children and adults will contribute to the skills development. According to Vygotsky, adults with sensitive attention to children's readiness for new challenges, they can arrange appropriate activities to help the children to develop new skills. Adults serve as mentors and teachers, encouraging the children to the zone of proximal development in Vygotsky's term for the range of skills that can not be done by the children without the help of the adult experts. Parents can encourage simple number concepts, for example, by calculating the cocoa bean seeds with their children or measure the rice to be cooked, and fill in the numbers that children did not remember. When children participate in such day-to-day experience with parents, teachers, and other people, they gradually learn to practice the skills, and cultural values (Trianto, 2011: 67).

When Vygotsky emphasizes the influence of adults in learning, Albert Bandura (2006, in Santrock, 2009:323) emphasizes that the influence of environmental experiences and behaviors are very important, when students learn, they are cognitively able to represent or transform their experiences. Furthermore Bandura developed a model of reciprocal determinism which consists of three main factors, namely, behavior, environment, and people or cognitive. Environmental factors may influence behavior; behavior affects the environment, people (cognitive) influence behavior, and so on. Cognitive factors included expectations, beliefs, attitudes, strategies, ideas, and intelligence.

Application of socio-cultural theory in education. Implementation of socio-cultural theory in education can occur in 3 types of education, namely: (1) informal education (family), (2) non-formal education, and (3) formal education. Socio-

cultural theory application in formal education can be seen from several aspects, as below :

2.5.1 Curriculum

Especially for Indonesian education, the curriculum enforcement under the regulation number 24 of 2006 concerning the implementation of the KTSP, Ministerial Decree No. 23 of 2006 concerning Competency Standards, and regulation number 22 of 2006 concerning standards of competence and basic competences, it is clear that education in Indonesia has provided the knowledge, skills, values and attitudes to children to study both socio-cultural society of Indonesia and international through subjects that have been established, including: civic education, social science, local content, art, and sport.

2.5.2 Students

In KTSP learning, the children experience learning directly or through recordings. Therefore, the knowledge, skills, values, and attitudes is not something that is verbal, but the child has the learning directly. In addition, the learning gives children the freedom to develop according to their talents, interests, and environmental achievements competency standards that have been set.

2.5.3 Teacher

Teacher is not everything Resource, but in learning he has a role of facilitator, mediator, motivator, evaluator, instructional designers and tutors. There are many other roles, therefore in the learning, the students active role is expected, while the teacher helps the student's behavior which has not appeared in the form of self-enrichment and remedial learning.

Based on the theories of Piaget, Vygotsky, and Bandura will obtain some advantage from sociocultural theory, among others: (a) children should have ample opportunity to develop the proximal development zones or potential through learning and development, (b) learning needs to be linked to the level of potential development than the actual level of development, (c) learning is more focused on the use of strategies to develop skills rather than intramental ability, (d) the child is given ample opportunity to integrate declarative knowledge with procedural knowledge for tasks or problems solving, (e) the learning process is not transferal but constructing, that is the process of constructing new knowledge or meaning jointly between all parties involved in it.

3. Conclusion

The design of *sociocultural based thematic-integrative teaching and learning model* is appropriate course design to fulfill the teaching and learning needs and to overcome the sociocultural values problem of the students in the early ages

such as character and moral decrease and sociocultural awareness problem of the students. So, it will promote the teacher and the students to be more creative, innovative, and productive. So that, the students can be succeed in solving their problems and challenges in the future. It needs creativity of teachers to make joyful and meaningful learning for the students. The model will provide the students with several competencies which will promote their skill and knowledge of social reconstruction. It means that the model will promote the students to be able to solve and overcome their social problems in their socio and cultural environment during their life.

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A BRIGHTER GENERATION IN A NEW LIGHT

Anna Dall

Satya Wacana Christian University Primary School Teacher Training Program, PGSD Salatiga, Indonesia
anna.dall@staff.uksw.edu

Abstract

This paper discusses some aspects of education policy that are commonly considered to underpin successful education systems. Factors such as teacher recruitment, training and autonomy and an “education culture of trust and intelligent accountability” will be explored.

The analysis is informed by Bronfenbrenner’s bio-ecological systems theory which highlights the intricate inter-relationship between all aspects of education at the many various layers impacting on a student’s development. It highlights the importance of systems alignment.

The paper is based on the case study of Finland. This is a country which has taken a giant leap to become one of the world’s most economically and technologically advanced countries with top performing students. Education policy lies at the heart of this development. Curiously, the education culture is different to most other Western countries. The system is inclusive and holistic. Teachers are trusted to not only design local curricula but also assess students independently, thus there are no standardised, national exams whatsoever. Primary educators have been empowered and the outcome is an education system with high quality, equality and equity. In conclusion it will be discussed how the Indonesian education culture can be similarly inspired to empower primary education for the benefit of a brighter generation.

Keywords: education culture, policy, quality, equity, Finland, Indonesia, teacher autonomy, national standardised tests.

1. Introduction

Education is commonly considered to lie at the heart of nations’ development. Thus there is currently extensive research exploring “best practice” with a view to establish what characterises the world’s best education systems.

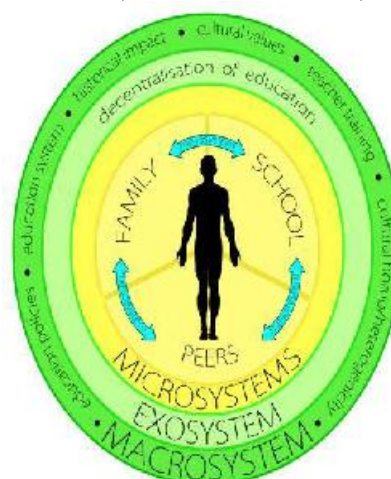
However, learning takes place wherever people interact and what transpires in schools is influenced by the microlevel as well as the macrolevel culture.

Thus this paper will start with a brief overview of the Bronfenbrenner model which enables cultural comparisons of education beyond the commonly used model in which only formal education systems, and schools are analysed. This will be followed by a discussion of current trends in education. This emerging globalised educational prototype is then contrasted with the Finnish educational culture, which exhibits characteristics of a different nature altogether. Finally, will be discussed what possible learnings there could be for the Indonesian education culture.

2. Bronfenbrenner’s bioecological systems theory

The intricate inter-relationship between all the factors of education, at the many various layers that impact on a student’s development are easily and clearly illustrated in Bronfenbrenner’s approach. The innermost layer is the microsystem of face-to-face, direct contact interrelations, e.g. student–

parent, student– teacher. The mesosystem refers to links between two or more microsystems, i.e. interactions between settings in which the student participates, for example, between the student’s family and his school, whereas the exosystem refers to the influence on the student by activities in systems where he does not actively, personally take part and which he has no control over, e.g. decisions by the school board or at his parents’ work place. The macrosystem is what is generally called culture, a consistent pattern in similarities and differences in the micro-, meso- and exosystems. Finally, the chronosystem refers to changes over a lifetime and to socio-historical times we are born into (Bronfenbrenner, 1979).



Source: Dall 2012

Hence, education culture in this paper is defined by how processes, attitudes and expectations at the micro-, meso-, exo- and macrolevels promote or hinder learning and to what extent the systems are aligned.

3. Globalisation.

The impact of globalisation on education can be seen as a paradigm shift away from previous democratic models which stressed equity and equality towards an education model of social efficiency. Efficiency in this new epistemology is teamed with the key words decentralisation and privatisation, choice and transparent accountability, performance, testing and assessment (Carnoy & Rhoten, 2002; Rizvi & Lingard, 2010). Efficiency is evaluated by performance related to cost efficiency. Performance in turn is assessed by testing students against various sets of goals. This focus on performance and achievement outcomes has led to the emergence of a virtual testing culture, both on a national and an international scale. It has been termed “policy as numbers”, and has resulted in students as well as schools and education systems being compared and ranked in league tables, publicly discussed and published in the mass media; “famed and shamed”. Quantification now defines progress in education. If a variable cannot be measured, no progress can be evidenced. Education has thus taken on an instrumental dimension. Low performance is detected nationally and schools - as in principals and teachers - are typically held accountable. In international comparisons, national education systems and policies are scrutinised and governance occurs through comparison. Of major importance then is the question of who constructs the tests and sets the standards (Carnoy & Rhoten, 2002; Dall, 2010b; Moutsios, 2010; Rizvi & Lingard, 2010).

4. The testing culture.

Diagnostic and formative tests are commonly considered to be useful tools for the teacher to evaluate students’ progress, to give students and parents feedback and to develop teaching and learning strategies for individual students as well as a particular school class (Dall, 2010a). What is discussed in the following however, is the increasing use of national and international, high stakes standardised tests.

Advocates of the testing culture claim that standardised testing is necessary for transparent accountability. This in turn is believed to help control what is happening in the classroom, “teacher proofing” the curriculum and lead to higher quality and equity (Bita, 2009; Luke & Woods, 2008). However, standardised testing has not been evidenced to improve performance, rather the opposite (Amrein & Berliner, 2003). Testing

has been linked to an increase in student dropout rates, even for students with higher academic achievement outcomes, student and teacher cheating and teachers leaving the profession. It creates a fear of failing, in teachers and students, effectively decreases motivation and breeds a dislike of schools and learning. Ironically, it effectively counteracts the goal of lifelong learning and a learning society which is promoted as a cornerstone for the knowledge society (Amrein & Berliner, 2003; Mitchell, Gerwin, Schubert, Mancini, & Hofrichter, 2009; Peters & Oliver, 2009; Pasi Sahlberg, 2007). It should also be considered that test results show what students have gained at a superficial level, but not necessarily learned and understood at an abstract level. Thus improved test scores do not automatically equal increased learning. Finally, tests do not automatically show the efficacy of the educational system – performance can be a result of activities outside of school such as private tutoring (Couture & Cheng, 2000; Pasi Sahlberg, 2007).

The pursuit of a more competitive education system and increased test scores on national standardised tests, motivate many countries to narrow and standardise curricula so that what is not tested is not valued and therefore not taught in the classroom (Amrein & Berliner, 2003; Couture & Cheng, 2000). This is a process that some claim is also standardising the students as not enough attention can be paid to individual talents and potential, with the effect that many students feel they do not fit and leave school as soon as they can. Standardisation, it is claimed, destroys creativity and system innovation (Peters & Oliver, 2009; Pasi Sahlberg & Oldroyd, 2010).

The limited curriculum and a classroom culture with a test focus, is also changing, and diminishing, the role of teachers, from being professionals to becoming learning production managers, thus ‘teaching to the test’ with the aim of improving student ranking and excluding more challenging or worthwhile content and limiting the number of pedagogical strategies such as multi-modal and critical teaching. Consequently, there are highly competent teachers who experience a growing frustration over the imposed limitations to their teaching (Amrein & Berliner, 2003; Couture & Cheng, 2000). Inversely, this “demotion” may have impacted on the status of teaching as a profession and therefore contributed to the reduced number of applications to teacher training programs and fewer applications from high performing students, that has occurred in many countries, and this in turn may seem to warrant “teacher proofing” and standardisation. However, systems that exhibit high quality and high equity are systems where teachers are expected, and allowed, to be pedagogical professionals, working in an informed and autonomous way, thus using diagnostic and

formative tests rather than high stakes standardised tests (Luke & Woods, 2008).

5. One such example is Finland.

What characterises the Finnish education culture?

In the following will be explored the main characteristics that set the Finnish education culture apart from others.

In Finland, there is consensus throughout society regarding education policies, enabling long term planning and consistency in implementation. Education and teachers are highly valued and respected. Thus the primary school teacher program is the most popular choice for Finnish university students and the selection process hard and rigorous. The Culture of Trust and Intelligent Accountability are concepts diametrically opposed to the Testing Society and Transparent Accountability. There are no national, standardised tests what so ever. In Bronfenbrenner's model, all systems are aligned (Dall, 2012).

6. Consensus and consistency.

In the 1960s the Finnish president asked whether the country had "the forbearance it will take to become rich" (Fellman, 2008, p. 175). Clearly this question was answered with a consensual yes, as in the following decades Finland made a giant leap and transformed into one of the world's most advanced technological societies as well as one of the most competitive economies, a process that was facilitated by changes to the education policies (Patomäki, 2003; Pasi Sahlberg, 2007).

When the decision was taken to build a new inclusive, social-democratic welfare state, founded on equality and equity, it was clear that drastic changes to the education system were required, and a compulsory, nine-year comprehensive school was proposed to replace the old tracking system. However, equity and equality were not to be obtained at the sacrifice of standards; on the contrary it was stressed that the reform also aimed at improving overall achievement levels. In order to successfully implement such large changes, the teacher training program needed to be upgraded and a new, common curriculum had to be designed. Initially there was criticism from certain parties. Therefore, an all-inclusive consultation process was launched and ultimately a broad consensus was

achieved between all stakeholders: educators, politicians, trade unions, the business sector, corporate leaders and the public, in regards to goals and means. Finnish teachers were deeply involved in all aspects of the reform process. Thus when the reforms were passed in the 1970s by the Finnish Parliament, they were endorsed by general agreement and support (Aho, Pitkänen, & Sahlberg, 2006; Saarivirta, 2008; P. Sahlberg, 2006).

Long term vision is what precedes long term high educational outcomes. If reforms are not given the time to be fully integrated into the school system, but revoked prematurely, beneficial effects so far obtained will be negated (Laukkanen, 2008). Linnakylä concurs, naming long-span commitment and perseverance of all involved in education, as the key factors underpinning high performance (Linnakylä, Välijärvi, & Arffman, 2007). Stemming from the consensus in Finnish education policy, there has also been lasting and continuing consistency in implementation (Aho, et al., 2006).

Respect for education and teachers

As education is highly valued in Finland, so are teachers. The teaching career is one of the most popular choices for high school graduates. Only 5 - 10% of applicants to the class teacher (primary school teacher) program are accepted, thus attracting the brightest candidates (Välijärvi, Nummenmaa, & Sojakka, 2007). All teachers must obtain a Masters Degree. Becoming a primary school teacher has the same social standing as becoming a lawyer or a medical doctor (Välijärvi, Linnakylä, Kupari, Reinikainen, & Arffman, 2002; Välijärvi, et al., 2007). This professionalism has given birth to a "culture of trust", simply meaning that the Finns are confident that the highly proficient teachers, in cooperation with principals, parents and the local community, are able to educate their children in an optimal way. This also means that the teachers are trusted to evaluate and assess learning without any national, standardised tests (Aho, et al., 2006; Pasi Sahlberg, 2007). This is what the Finns call "Intelligent Accountability". They teach children to learn how to learn, not how to take a test (Dall, 2012). However, the culture of trust can only work in a society free of corruption, and according to Transparency International 2009, Finland is one of the least corrupt countries in the world (Pasi Sahlberg, 2007; Transparency International, 2009).

7. The Finnish Education system.

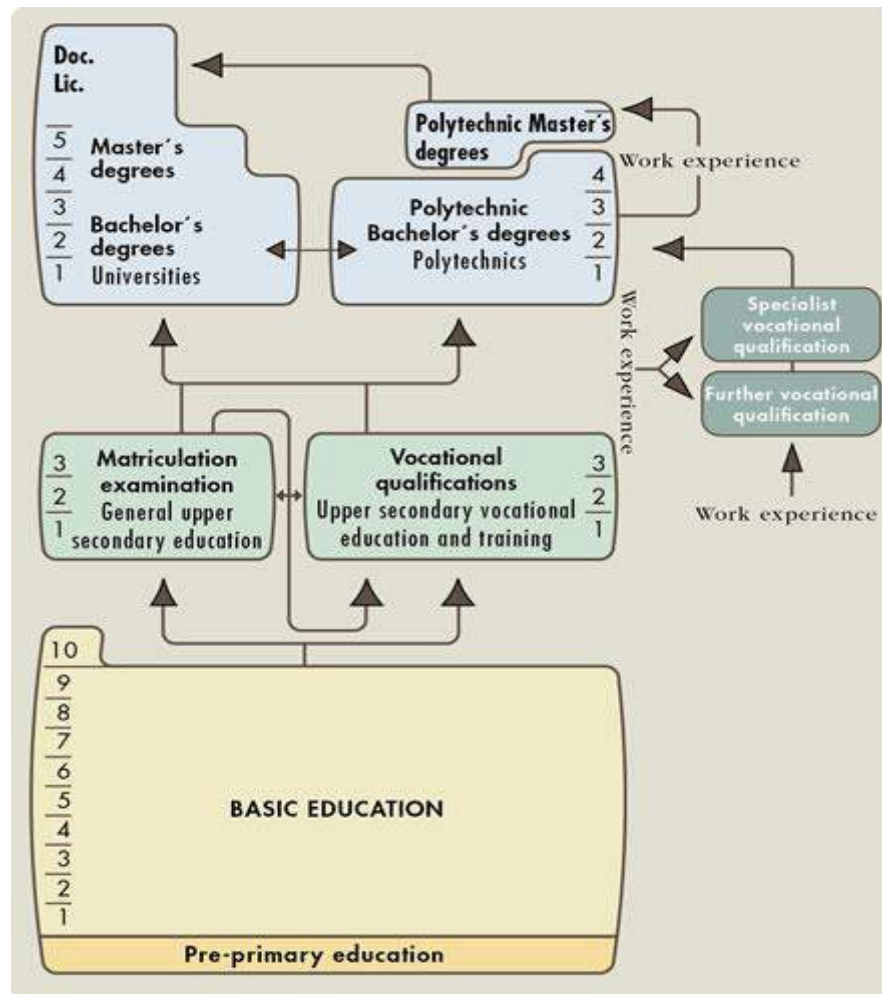


Figure 1. The Finnish educational system. Chart from the Finnish National Board of Education,

http://www.oph.fi/english/education/overview_of_the_education_system

The Finnish education system is based on the keywords: quality, efficiency, equity and internationalisation (The Finnish National Board of Education, 2007). Basically all schools are state schools, there are no privately funded schools. The basic education is offered in single track, comprehensive schools. Children can start preschool at the age of six years; 93% of all children take advantage of that opportunity. School starts at the age of 7. Typically, a student would attend the closest school to where they live and stay with the same group of students, following the same curriculum, for 9 years (Linnakylä, 2004).

The government decides what core subjects should be taught and the minimum number of hours. According to the OECD, Finnish students spend less hours in school than any other students within the OECD countries (OECD, 2007; The Finnish National Board of Education, 2010). They also do less homework than others, and they do not engage in private tuition outside school (Dall, 2012).

The National Board of Education is responsible for the core curriculum where goals and core content of each subject are set out as well as principles for student assessment, special needs education, student welfare and educational guidance. Based on these guidelines, the local curriculum is defined and elaborated (Linnakylä, 2004; The Finnish National Board of Education, 2010).

The core subjects taught in primary school from grade one are Finnish, mathematics, science, music, arts, sports, religion and handicrafts. English starts in the third grade, Swedish (the other national language) in the fourth. By fifth grade the students also do biology, geography, history, physics and chemistry (The Finnish National Board of Education, 2010). Support for special needs is an integral part of the Finnish pedagogical philosophy of equal opportunities for all to learn. Very early in primary education, extra support is given particularly to students with literacy difficulties, as skills in this area are essential for further growth.

Students that fall behind in the early years have progressively smaller chances of recovering later, if there is no early intervention (Linnakylä & Arffman, 2007).

The first six years of schooling are taught by class teachers and years 7 – 9 by subject teachers. Schooling is free of charge, including not only the teaching, but also educational materials, a warm lunch, transportation when needed, health care, study and career guidance, counseling services, remedial teaching and, as mentioned above, special needs support. This educational policy that provides everything that is associated with schooling for free, ensures that students are free to follow their preferred study and career paths based on their own interests and abilities rather than being limited by their parents' situation in life (Harris, 2006; Linnakylä, 2004).

8. In summary.

In summary it can be said that the high achievement in Finland is an effect of a totally aligned educational culture. Finnish educational culture is characterised by a high degree of synergy and cohesion, with all forces in the macrosystem, exosystem, mesosystem and microsystem pulling in the same direction. In Finland, long-term planning is an important element, preceding long-term high achievement outcomes. At the macrolevel, long term planning is facilitated by a broad and deep consensus about long term education goals and it is matched by a consistency in implementation. Finnish education culture has an inherent high appreciation of education, and a high opinion of teachers. It is thus able to attract the brightest and most capable students to the profession and offer them research-based training so that they become exceptionally proficient, pedagogical experts. The culture of trust in Finland makes it possible to avoid high-stakes standardised, national testing of students and to alleviate the associated stress for parents and students as well as for teachers themselves. Students are assessed by teachers, at the microlevel in the classroom, in relation to their individual progress, within the framework of national curricula and goals, intelligent accountability. At the exosystem level, teachers are well equipped to take part in decision making processes and to work autonomously and professionally to implement policies. There is a well-developed online system for interactive communication between schools and home at the mesolevel. Finally, at the microlevel, there is early and immediate intervention if a learning difficulty is noticed, particularly at the primary levels of reading literacy and numeracy because students that fall behind in the early years have progressively smaller chances of recovering later. The gap between highest and lowest performing students has consistently been among the smallest of the OECD

countries. Even the lowest performing Finnish students obtain achievement outcomes higher than the OECD average. It should also be noted that Finland spends less money than most countries on education and still achieves the best results (Dall, 2012).

8.1 An Indonesian brighter generation.

In today's globalised world, where students' performance is increasingly compared against a global framework, global solutions are often proffered. However, caution has to be observed in cross-cultural borrowing. Therefore the question arises, whether there are any characteristic features from the Finnish education culture that can be transposed into the Indonesian context for the benefit of a brighter Indonesian generation?

8.2 Reform implementation.

The consensus about education reform and consistency in implementation in Finland is due to extensive consultations and negotiations with all stakeholders before reforms are passed. That means that, among others, all teachers are highly involved in the reform process and instrumental to the implementation. When a new curriculum is prepared for example, teachers take very active part in its design and therefore when it is passed by the government, they are informed and in agreement. This active involvement by Indonesian teachers in the reform process, before a decision is made, seems so far to be lacking. Traditionally, Indonesian teachers do not, and are not expected to, act as educational leaders. However, policy changes alone will make no difference. If the best policy reforms, developed at the macrolevel, are not accepted and embraced by teachers, and parents, they will make little or no difference (Bjork, 2005; Dall, 2012).

8.3 Assessment.

Finnish education embraces individual assessment where students are measured against their own development. Indonesian education is focused on the high-stakes, national standardised tests. Teachers are teaching to the test and an enormous amount of class time is devoted to preparing for them. Because the tests are usually multiple choice, they favour rote teaching and learning, simple cognitive skills take precedence over higher order learning in the classroom and the education level is kept at a lower level. Many teachers themselves find this highly unsatisfactory, but believe their hands are tied (Bjork, 2005; Dunbar, 1991; Zulfikar, 2009). Teachers, parents and students often deplore the duress of the national exams and subsequent tragic effects on failing students. It is often argued that exams should be part of a process, not the overshadowing goal of schooling (Dall, 2012). To improve results and

support a brighter generation, a different approach to assessment would be helpful.

8.4 Professional identity.

Finnish teachers are proud and admired pedagogical experts who through their careers spend a lot of time and effort on professional development work. They acknowledge the trust that is placed in them and take responsibility for the life changing impact they have in educating children.

In Indonesia, teaching is not a high status profession and there is little competition to get accepted into teacher training programs. Many surveys have shown that the prime reason to become a teacher in Indonesia is PNS, the goal is to become a civil servant. Therefore, often it is seen as important to participate in, for example, the flag raising ceremony, but less important to be on time in class, or even come to class at all (Bjork, 2005). Traditionally teachers believe their main responsibility is to the state, rather than parents and students. Independence, autonomy, creativity and instructional excellence have not been qualities that have been rewarded. Clearly this must have an effect on how teachers approach their work and how much effort is put into professional development to raise the standard of education and foster a brighter generation.

9. In summary.

The Indonesian education culture is not aligned. The Indonesian government aspires to raise the standard of education and has adopted a number of commendable policies in this effort, but there is a mismatch between reform demands and the microlevel reality. For example, while teachers are expected to use interactive, student centred teaching strategies and thematic teaching, they lack the necessary skills. While teachers are required to create local curricula to meet the special needs of students in a particular local area, they don't have the necessary advanced expertise. Further, there are few opportunities for teachers to upgrade their skills and abilities and there is little incentive for them to do so. Thus, the status quo is maintained, to the detriment of a brighter generation.

10. In conclusion

This paper set out to explore the Finnish education culture, using the Bronfenbrenner bio-ecological framework, and to briefly discuss whether there are characteristics similarly relevant to the Indonesian education culture.

Clearly many aspects of the Finnish system could have been elaborated on in the comparison with Indonesia. However, the teaching culture was considered to be of utmost importance. In the McKinsey report it is stated that "the quality of an education system cannot exceed the quality of

its teachers" (Barber & Mourshed, 2007, p. 13). Further, the belief that changes in the organisation could instigate improved achievement outcomes was branded naive. It was argued that regardless of what changes are made to curricula, governance or funding, there would be no significant improvement if the teachers were not highly proficient (Barber & Mourshed, 2007). Thus, it is suggested, great effort should be put into pre-service training as well as in-service teacher development, for Indonesian teachers to adopt a professional identity as expert educators rather than generic public servants. That would be the starting point for a transformation of the education culture. Then the government's visions could be implemented in the classroom, systems alignment would be obtained and education standards would consequently be raised for the benefit of a brighter generation.

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BUILDING "SELF CONCEPT" PGSD STUDENT THROUGH EXPERIENCE LEARNING THEORY (ELT)

Aprilia Tina Lidyasari
(Lecturer in PGSD FIP UNY)
email: aprilina_tina@yahoo.com

Abstract

PGSD students are prospective educators to "motor" in educating the nation's children. As prospective educators of the nation, PGSD students should have a mature self-concept as a "teacher". The concept of self (self concept) that is implied PGSD students on four basic competencies covering an educator pedagogic competence, professional, social, and personality.

But the reality, not all PGSD students have the self concept it. It can be shown from the results of the PGSD alumni tracer study conducted by PGSD FIP UNY study program in 2011 showed that the alumnus PGSD FIP UNY on pedagogic competencies to meet the standard of competence expected. But in terms of personal competence, social and professional standards have yet to be achieved. The results of the interview to the user (the principal) said that social competence and personality alumnus PGSD still lacking things looked at the behavior of alumni such as the lack of "unggah-ungguh" or communication skills among peers, has a personality that is unstable, immature, selfish and less authoritative. In addition, the analysis of autobiography in sixth semester students showed that not a few students who find themselves PGSD "one go" or "forced entry" into courses PGSD so self-concept to be an elementary school teacher is still obscure. Besides the absence of guidance, curriculum and clear rules regarding character education elementary teacher candidates to add blurring self concept PGSD students towards prospective educators of character and competence.

To answer this condition, it is necessary to develop an intervention for self-concept in students is through experience PGSD learning theory (ELT) model of David Kolb (1984). David Kolb intervention strategy consists of four phases, namely: concrete experience (real), reflection, conceptualization, and application. ELT implementations of interventions are integrated in class since the beginning of the semester early so self concept formed a professional prospective elementary teacher.

Keywords: Self concept, experience learning theory (ELT)

1. Introduction

Self-concept owned by any individual, including for students PGSD. Student School Teacher Education (PGSD) classroom teacher candidates are prepared to be a reliable elementary school teacher. PGSD students are candidates for educators who would be the "motor" in educating the nation's children in accordance with the objectives set forth in Law No. 20 of 2003. The goal of developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. In order to achieve the national goal of success requires a synergy between the education components in which one component is the teacher.

Teacher is professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students started on early childhood education, formal education, primary education, and secondary education. As future generations of the nation's educators, students PGSD should have a mature self-concept as a "teacher". The concept of self is literally an

individual perspective to her overall attitude and covering aspects of properties that distinguish themselves and others. While the Ministry of Education (2004:8) is the idea of mind, confidence, and the establishment of an individual is known about him and affect individuals in their dealings with others.

Self-concept of PGSD students implicit in four basic competencies include pedagogical competence, professional, social and personality. Pedagogical competence is a must-have skill of teachers in teaching the material to students. Professional competence includes mastery learning material in broad and exhaustive. Social competence includes effective communication both to fellow students, staff, parents and the community. Personal competence includes personality steady, stable, mature, wise and dignified to be role models for students and the community.

Results of tracer studies student alumni of PGSD were conducted by PGSD study program in 2011 showed that the alumnus of PGSD FIP UNY basically have not shown that the optimal self concept. Optimal self concept was indicated by possessed with four educator competencies as a

whole. In a concrete field, the result of interview to the user (Principal) suggested that social competence and alumnus PGSD personality still less than the standard that must be achieved this look at the behavior of alumni such as lack of "unggah-ungguh" or fellow colleagues communication skills, have a personality labile, immature, selfish and less authoritative. However, the pedagogic and professional competence of alumni PGSD FIP UNY good enough this is shown with innovation / creativity of alumni in the transfer of knowledge to students.

In addition to the results of a tracer study, the observation of the PGSD student educational process was conducted directly proportional to the output. In reality, there were many PGSD students who are impolite in communication, performance and personality did not reflect an educator like long hair, dressed like a boy band, smoking in any place, and others. These were mostly done by PGSD students. These indicators showed weak PGSD student self concept.

Weaknesses of self concept in PGSD students was influenced by various causes. Autobiography analysis results of students in the early semester showed that no fewer PGSD students who find themselves "in the wrong" or "forced entry" into PGSD study program so self concept became an elementary school teacher is still obscure. Besides the absence of guidance, curriculum and clear rules regarding character education elementary teacher candidates defection added to the self concept of PGSD students prospective educators of character and competence.

To answer this condition, it is necessary to increase self concept in PGSD students through engineering interventions PGSD experience learning theory (ELT) model of David Kolb (1984). ELT techniques need to be applied in each course, so that in its implementation (both faculty and students) need a proper understanding of the ELT. ELT intervention strategies according to its founders is David Kolb consists of four stages: concrete experience (real), reflection, conceptualization, and application. David Kolb's ELT models through PGSD students are expected to be more mature self concept has appropriate competency standards an educator.

2. DISCUSSION

2.1 Self concept

Self-concept can be defined in general as the beliefs, views or one's judgment against him. It is not much different from the opinion of Hurlock (1993) that self-concept is the image that one has of himself. Self concept as "those physical, social, and psychological perception of ourselves that we have derived from experiences and our interaction with others". So the self concept expresses the views

and feelings about ourselves that are physiological, social, and physical or a perception of physical, social and physiological against the individual that obtained by individuals from experiences and interactions with others.

Calhoun and Acocella (1995: 72) says that a person's self concept must be equipped with a "personality box" that is quite broad, in which the self-concept can store a variety of different facts about ourselves both negative and positive information. Positive self-concept includes: personality that is both stable and varied, can accept themselves the way they are, able to store information about itself either negative or positive information, to understand and accept the fact that a very large assortment of himself, to accept themselves and others, are able to design objectives are appropriate and realistic life, one is able to cope with life in front of him. While negative self-concept includes: act boldly and spontaneously as well as treating others with warmth and respect, negative self-concept, one's view of himself completely disorganized, he did not have the feeling of stability and wholeness, really do not know who he is, what his strengths and weaknesses or what he values in life, one's view of himself too unstable and too regular and stiff. Hamachek (1995) also confirms that the self-concept and school achievement are interrelated with each other.

Rogers (1959) argues "...experience and behave in ways which are consistent with our self-image and which reflect what we would like to be like, our ideal-self. The closer our self-image and ideal-self are to each other, the more consistent or congruent we are and the higher our sense of self-worth. A person is said to be in a state of incongruence if some of the totality of their experience is unacceptable to them and is denied or distorted in the self-image (<http://www.simplypsychology.org/carl-rogers.html>)

2.2 Self Concept of Prospective Educators that Implied in Educator Competence

Self concept of PGSD student that is implicit in the four basic competencies of an educator. Regulation of the Minister of National Education no. 16 of 2007 on standard academic qualifications and teacher competency mentioned that teacher competency includes pedagogical, professional, social, and personality. Pedagogical competence is a must-have skill of teachers in teaching the material to students. Professional competencies include mastery learning material is broad and deep. Social competencies include effective communication both to fellow educators of students, staff, parents and the community. Personal competence include personality steady, stable, mature, wise and dignified to be role models for

students and the community. Educator competencies are detailed as follows:

2.2.1 Pedagogical competence

- Mastering the learner characteristics of the physical, moral, social, cultural, emotional, and intellectual.
- Mastering the learning theories and principles of learning that educates.
- Developing curriculum-related subject / field of teaching development.
- Conducting educational learning.
- Using information and communication technology for the sake of learning.
- Facilitating the development of students' potentials to actualize their potential
- Communicate effectively, empathic, and manner with the students.
- Organizing and the process of assessment and evaluation of learning outcomes.
- Utilizing the results of assessment and evaluation for the sake of learning.
- Taking action to improve the quality of reflective learning.

2.2.2 Personal Competence

- Act in accordance with the norms of religious, legal, social, and national culture of Indonesia.
- Present themselves as being honest, noble, and role models for students and the community.
- Present themselves as being steady, stable, mature, wise, and authoritative
- Shows the work ethic, high level of responsibility, a sense of pride to be a teacher, and self-confidence.
- Uphold the professional code of ethics teacher.

2.2.3 Social Competence

- Be inclusive, act objectively, and not diskriminatif due consideration of gender, religion, race, physical condition, family background, and socioeconomic status.
- Communicate effectively, empathetic, and courteous to fellow educators, staff, parents, and community.
- Adapt on duty in the entire territory of the Republic of Indonesia, which has a social and cultural diversity.
- Communicate with the community and other professions themselves orally and in writing or other form.

2.2.4 Professional Competence

- Mastering the material, structure, concepts, and scientific mindset that supports the subject matter.
- Mastering the competency standards and basic competencies mastered basic subject / field of teaching development.

2.3 Experiential Learning Theory

Experiential Learning Theory (ELT) was developed by David Kolb. This lesson emphasize on a holistic model of learning (cognitive, affective and konasi) in the learning process. Training materials in the self-concept is a material that aims to develop better cognitive skills, affective, and konasi. Experience also has a major role in learning experiential. Experiential learning theory defines learning as the process whereby knowledge is created through the transformation of experience, (Kolb, 1984).

This learning model consists of four stages: concrete experience, reflection, conceptualization / abstract thinking and the application / implementation. The final goal of the training is that trainees have the transfer of learning, so hopefully they can transfer a positive self concept into situations outside training or in daily life.

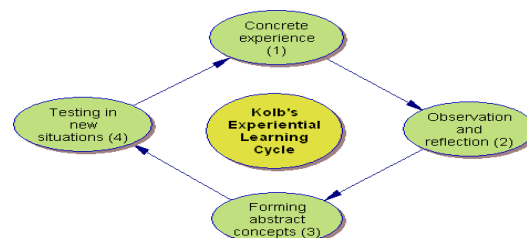


Figure 1. Kolb's Experiential Learning Cycle.

(<http://www.learning-theories.com/experiential-learning-kolb.html>)

This picture shows that the learning process starts from concrete experiences that experienced by a person. Concrete experience is then reflected in the individual. Through the process of reflection, someone will try to understand what is happening or happened. Reflection is a process of conceptualization or basic understanding of the process underlying principles as well as the experience of forecasting the possibility of its application in the context of the situation or the other (new).

3. CONCLUSION

Self-concept owned by any individual, including for PGSD students. PGSD students are candidates for educators who would be the "motor" in educating the nation's children in accordance with the objectives set forth in Law No. 20 of 2003. As future generations of the nation's educators, PGSD students should have a mature self-concept as a "teacher". The self concept in literally is an individual perspective to themselves overall that is

covering aspects of attitudes and attributes that distinguish themselves and others.

The self-concept of PGSD students implicit in four basic competencies of an educator include pedagogical, professional, social, and personality competence. Pedagogical competence is a must-have skill of teachers in teaching the material to students. Professional competence includes mastery learning material is broad and deep. Social competence includes effective communication both to fellow educators of students, staff, parents and the community. Personal competence includes personality that steady, stable, mature, wise and dignified to be role models for students and the community.

The self concept of PGSD students can be improved through intervention techniques experience learning theory (ELT) model of David Kolb (1984) through four stages: concrete experience, reflection, conceptualization / abstract thinking and the application / implementation. Learning through ELT allows students to learn have a positive self concept through real experiences then reflected by reviewing the experience.

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CREATIVE SPORTS EDUCATION FOUNDATION

Bayu Nugraha

State University of Jakarta

bayu-nugraha@unj.ac.id

Abstract

The child as the next generation of led and championed the lofty goals to advance their position in the hands of the people, the nation's expectations. To realize these goals the Government provides educational facilities to the community. Education is provided to shape the adult human which means that through education the child is able to set options and account for his actions. Physical development of elementary school students (elementary school) is the physical growth of very rapidly, clearly visible in the growth, motor coordination of the muscles that are very striking. The growth results as well as harsh learn both smooth on the child will not develop with maturity, but these skills must be learned through training exercises. In order for the child's growth and development, especially in the development of gross motor skills can succeed as expected, then a lot of things that affected him that creativity and the ability of educators in selecting methods of activities that can be given to the student in learning at the elementary school. Physical activity includes the development of activities that lead to activities to train them is with the motor sports activities. One feature of early childhood is moving, then the learning environment provides a facility for the condition. That is the environment plays an interesting study, meaningful, flexible, and familiar as well as provides an opportunity that allows children to explore the movement.

Keywords: Creative Sports, Elementary Education

1. Introduction

None of us as parents who want children did not develop both physically and psychology. But all the effort we have done sometimes still cloak the sense of indecision is something that we have done it to fruition as we expected. But we are not going to feel guilty anymore when all the effort have done for the sake of the future of our children, we do not do something rather than the best result of our ignorance of what we should do. That is, we have much to learn more about how to keep what has been bestowed by the Almighty told us that a child as our descendants to be optimally developed human being either physical or psychology, which has a high SCIENCE and TECHNOLOGY and IMTAQ so that later were able to face the Era of globalization in the years 2020-2040.

We as parents and teachers as well as having high moral responsibility towards the future of the nation and the State's Indonesia. If we talk about the future of a nation and the country, we would not be human regardless of whether humans as a society and as a Government leader. And if we are talking about human beings, then we will not regardless of how human beings were also originally formed.

The quality of a nation is determined by how the human qualities that were once established. That is, how the process of human growth and development at the moment is under five years of age (Infants). Psychologists have proven that children under five years of age is the founders of the growth and development in the next period (Hurlock, 1993). Even in a study conducted

recently has concluded that a decisive period of growth and development of a child already started since 10 – 12 weeks after the conception (Shatz, 1997).

Thus, the knowledge of the child's innate potential is a science that we have to learn, have and apply it to our kids before we give it to our students in the school. This is because almost 90% of the growth and development of children aged 0-5 years which is a form of the innate potential of the child appeared in the home environment. Therefore, experts suggest children at the age of the parents and the whole family where children aged toddler it was need to understand any changes indicated by the toddlers (Nash, 1997).

Development of skills of motion is one of the goals of the program of physical education in elementary school. Evaluation of the development of the skills of the motion should be carried although considered more difficult and time consuming. For this aspect of the motion are very complex and vary according to the level of development of the students. However, the measurement of motion the need for skills development is done without having to use all the time available for lessons physical education.

2. Play

What is playing for early childhood? Playing is a direct, spontaneous activity where a child is using other people or objects around him with great pleasure, voluntarily and with imaginative child, using the five sensory experiences, his hands or the whole body (Gallahue, 1989).

Why do children love to play? Child's play to learn a way how to explore and experiment about the world around them in order to develop a relationship with the world, with others and with himself (Gallahue, 1989).

How the children play? Child playing with his own, with his own mind, and with his understanding (Gallahue, 1989).

So with the playground, child not only know his world itself but will get to know the world, himself and others around him, the universe and its contents, the ability of others to himself and others (Bronson, 1995). A form of the game, or the game properly made with clear goals so that the growth and development of what is expected of the child can be achieved. The playground not only can grow in physic alone but can also develop psychologically. Therefore, the game should contain activities which involve aspects of the psychic aspect and so ten fitness components physics (Gallahue, 1989; Sugianto, 1995) and four components and psychic (Brunner, 1976; Bretherton, 1984; Johnson, 1990; Singer Singer &, 1990; Smilansky, 1990) can be realized.

According to the level of a child's age and stage of play divided into 3 stages, namely:

Exploration play (1 – 2 years) consists of:

- evoke curiosity
- play

Competency play (3 – 6 years) consists of:

- practice
- persistent
- Quest for mastery

Achievement play (7 – 10 years) from: consists of:

- competitive
- Achievement of expectation (Reilly, 1992)

The activities of children's play is an activity in learning and knowing the world other than his own. Therefore, the stage play and stages of learning are the guidelines we have to use and plays for children. Stages of learning for a child are:

- a. children aged 0 – 6 months to learn something by looking at the (learning by watching).
- b. children aged 6 months to 1 year to learn something by touching it (learning by touching).
- c. children aged 2-5 years learn something and play it (learning by playing).

Play for a child is a process of growth and development to adapt the environment in line with the growth of his age. So a game for a child shall contain elements of stages motor motion children namely cognitive, affective and psychomotor. So that all aspects are conducive to growth and development in the future will be well formed.

Games that have been compiled with all aspects required by a child, it is expected to be formed:

Human ability aspects consisting of:

- a. Cognitive (intellectual ability).
- b. Affective (ability to behave).
- c. Psychomotor (ability to move).

Human physical aspects consisting of:

- a. Fitness factors physic (strength, durability, flexibility)
- b. Motion motor factors (speed, explosive power, coordination, agility, balance and accuracy) (Gallahue, 1989).

Play is one of the essential needs of children and parents should be aware of that and not forbid his children to play. Parents must instead direct and facilitate his child to play. Children can learn to adapt, socialize, and free expression from playing.

Child development in determining the game both in individuals and groups both traditional and modern games can be said to be a reflection in the development of personality. A positive personality development in the growing sense of self pleasure and creativity to interpret from game to game.

In sports games, many children using his physical energy that much help his physical development. In addition, this activity encourages children with socialization to learn to get along, work together, playing the role of leader, as well as assessing themselves and their ability to be realistic and sportsmanship.

All kinds of games will affect the child's development, both in terms of positive or negative. These influences can determine child development in the form of physical development, therapy, children's knowledge, the development of creativity, social behavior, and moral values.

3. Creativity

Creativity is the ability to view the associations between things or objects that did not previously exist or have nothing to do. Children is playing with a cool Lego has the shape and color, then that the assortment, every time can compose something new. That is new for child because they had never made that kind of thing. That child we call creative, in contrast to other children who only build something if there is a case in point.

Semiawan (1987) states that creativity is a potential possessed by every individual that is involved through the activities and the results of his work. Everyone has creative potential while whereof is different. Creativity can occur in any area of human beings, not limited in the fields of art, science or technology, as well as the limited level of age, gender, ethnicity or culture. Supriadi (1994) identified there are 24 creative personality trait is found in a variety of subject areas, namely: 1) open to the experience; 2) flexibility in thinking

and responding; 3) free in stating opinions, and feelings; 4) cherish the fantasy; 5) interested in creative activities; 6) has his own opinion and not easily influenced others; 7) has a great curiosity; 8) tolerant of dissent and an uncertain situation; 9) dare to take risks into account; 10) confident and self-sufficient; 11) has the responsibility; 12) diligently and not easily bored; 13) not improvising in solving problems; 14) rich in initiatives; 15) sensitive to the situation and environment; 16) is more oriented to the present and the future instead of the past; 17) have a self-image and emotional stability; 18) interested in things that are abstract, complex, holistic and contains the puzzle; 19) had the original idea; 20) has a wide interest; 21) use spare time for a fruitful and constructive activities for developers; 22) critical of others; 23) happy asking good questions; 24) have an awareness of ethical, moral and aesthetic.

Creativity is one of the identified of behavior intelligence, because creativity is also the cognitive process of manifestation. Even so, the relationship between creativity and intelligence does not always indicate a satisfactory evidence despite the notion that creativity had a linear curve with intelligence, but evidence gleaned from a variety of research does not support this. A low IQ score is followed by a low level of creativity. But the higher IQ score, is not always followed by a high level of creativity. Up to a certain IQ score, still there is a correlation. But higher again, apparently not found a connection between the IQ level of creativity.

In terms of its products, creativity can be defined as the ability to create or produce new products. In terms of process, creativity can be defined as the activities busy yourself creatively. In terms of personal, creativity can be defined as the characteristics of creativity in yourself. These traits include a cognitive-based (related to the ability to think) and affective nature (relating to attitudes and feelings). In terms of process, creativity can be defined as the catalyst (internal and external).

4. Creativity Sports

The personality of a child is often referred to as the uniqueness of the individual, if the uniqueness is valued, in the sense that every individual admitted shortcomings but also appreciated the benefits. Thus the individual will be able to develop themselves optimally in accordance with his/her abilities. If instead, the uniqueness that is neglected, then also happens to any individual.

Parents or teachers are often less willing to acknowledge children as a unique individual. The ability of the child were always same by demanding them to excel in multiple fields at once. As a result they are often met with failure and finally experienced the achievements at all.

The success of an education is often associated with the ability of parents and teachers in

terms of understanding the child as a unique individual, where each child is seen as an individual who has the potentialities that are different from each other, but often complete and valuable.

Children's world is the world of the play, which is a world full of spontaneity and enjoyable. Something that is done by the children eagerly if associated with something fun. But instead will be hated and shunned by children if the atmosphere is not fun. A child will diligently learn to listen the teachers or do the job description of her house when the learning is a fun atmosphere and growing challenges.

The child is currently in the development stage, in addition to grow physically and mentally. Child could not look so cute and obedient as a baby and now at the age of 6 years a same. There is a progression of phases took place and feature a range of behavior according to the characteristics of each phase of the development. By understanding that the child develops, we will act appropriately calm face a variety of symptoms that may occur at any stage of development.

Kids love to imitate basically because one of the process of formation of their behavior is imitated. Kids who love sports in general are children who have an environment where people in the around them are also fond of sports. They mimic the father, mother, brother or others around her who has a good sports habit. Thus, parents and teachers are required to be able to give examples of a real example would be a good things, including creative and excited behavior in learning new things.

The children are basically very creative. They have the characteristics of sports experts is often classed as a distinctive creative individuals, such as curiosity, love to ask, high imagination, broad interests, have no fear, dare to take risks, a burdens in thinking, happy to be new things and so on. However, it is often said that once the child enters primary school, the creativity of the child thus decreased. This is often because the teaching in elementary school too emphasized how convergent thinking, while divergent thinking less stimulated. In this case, parents and teachers need to understand creativity in kids by being flexible and creative.

Physical education in primary schools should not just demand to do the movements correctly according to the teacher. They still need to be given the opportunity for developing his imagination in "wild", opened the opportunity for the emergence of creative movements. So did old people at home should not always simply forcing his will against children, but rather as a humble should still be able to accept the ideas of children through movement that was created. Only thus the child will be encouraged to study with high motivation.

Parents and teachers, who love to teach various things to their children, tend to have children who are less creative. And that needs to be underlined is that sometimes they are too overwhelming to try to get involved in the process of creativity of the children.

Parents who want to raise her child in accordance with the wishes they may need a bit of restraint. Results of the study says that children whose parents actually "let them" will be more creative than kids whose parents more involved in the process of their creativity. The results presented though Dr. Dale Grubb from Baldwin Wallace College in Berea, Ohio, in the annual meeting of the American Psychology Society.

In a sport activity how it can be applied into a children's playroom? First of all, avoid sports tools that impose the concept of structure or limit the creativity of the child. Give them the desired equipment, and let them find the own movements that do. Then select the tools the game/sport that it is not true, rather than the tools are heavy and can only restrict the movement of the child. But most important, always give praise for efforts that have they did.

5. Conclusion

Games/Sports will develop into a positive activity of the reflection of the personality of the child, if it appears from the results of the creation of its own creations. It also will establish a pattern for children to determine the types of games/sports what became imagination so that it can be enjoyed and felt as something fun.

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AN ANALYSIS OF STUDENTS' CREATIVE THINKING PROCESS AND ABILITY IN MATHEMATICS THROUGH OPEN-ENDED TASKS

Dini Kinati Fardah
UNNES
dini.fardah@gmail.com

Abstract

Creative thinking is an important issue in learning mathematics. Many teachers in primary or secondary school are still indifferent to this. Each student has different ability and thinking process. They possess different potential in thinking pattern and performance. Knowing students' ability and process of their creative thinking will give teacher insight about the potential ability and talent of the students. This study aims to analyze students' creative thinking process and ability through open-ended learning.

The research aim to investigate creative thinking process of students categorized as: a) high ability of creative thinking; b) medium ability of creative thinking; c) low ability of creative thinking. Isaksen, Puccio, and Treffinger assert that creative thinking ability emphasis on fluency, flexibility, originality, and elaboration (Babij, 2001). While creative thinking process according to Torrance (1974) includes: 1) sensing difficulties, problems, gaps in information, missing element; 2) understanding the problem; 3) making guesses and formulating hypotheses; 4) testing the hypotheses and evaluating; 5) communicating the result.

Some works the author did are: 1) designing a learning activity through open-ended learning to familiarize students to open-ended problems; 2) giving the test of creative thinking ability using open-ended questions; 3) determining the sample as representative of each category; 4) doing the interview to make data triangulation. The result of this research is a pattern of high, medium, and low ability students' creative thinking process and the relationship between the process and product of creative thinking by considering the criteria.

Keywords: creative thinking ability, creative thinking process, open-ended learning.

1. Introduction

Krathwohl (2002) asserted that the taxonomy of educational objective or known as Bloom Taxonomy is a framework for classifying statements of what we expect or intend students to learn as a result of instruction. The Taxonomy is revised by Anderson and Krathwohl and result the new dimension, those are: 1) remember; 2) understand; 3) apply; 4) analyze; 5) evaluate; 6) create. The highest objective is *create*, which need creative thinking to achieve. Creative thinking is important issue in education. This ability is needed in the future of each student. Ervync (1991) states that creativity plays a vital role in the full cycle in mathematical thinking. In fact, many teachers in primary or secondary school are still indifferent to the creative ability of their students.

Researchers are still interested in creative thinking issues. Designing a learning that gives more chance for students to explore the problem could foster creative thinking of the students (Silver, 1997; Hamza and Griffith, 2006). Identifying and recognizing students' creative thinking also important for teachers by developing creative thinking task or test (Haylock, 1997; Lee, Hwang, and Seo, 2003; Siswono, 2004; Mann, 2005; Mahmudi, 2010). Comparing and making relationship between creative thinking and other

skill will enrich teachers' insight of potential or talent the students have (Wang, 2011; Anwar, 2012).

There is no single definition of creativity that is generally accepted or used in research, but creative thinking can be identified as two main approaches, process and product (Haylock, 1997). Creative thinking as a process is consider the response of the students to solve a problem in appropriate method. In this study students need to understand the problem first, then making a guess and hypothesize a solution, test the hypothesis, and communicate the result. As a product, creative thinking is emphasized on fluency, flexibility, originality and elaboration (Renzulli, 1986). Fluency can be identified by analyzing the number of relevant response given by student. Flexibility is identified by considering the number of the relevant category of students' responses. Many responses given by student may be considered only as one category. Student's response categorized as original if it is unique and given by small number of students. The response is elaborate if it is logic, stated clearly, reasonable, and in a row.

Torrance (1974) described creativity as a process of: 1) sensing difficulties, problems, gaps in information, missing element; 2) understanding the problem; 3) making guesses and formulating hypotheses; 4) evaluating and testing the hypotheses;

5) communicating the result, while Krathwohl and Anderson in Bloom Taxonomy Revised (Mayer, 2002) synthesize the cognitive process domain of *create* are the process of generating, planning and producing. The creative thinking process described by Torrance and Bloom Taxonomy Revised are connected and related each other.

Table 1. Comparison between creative thinking process of Torrance and Bloom Taxonomy (revised)

Torrance's	Bloom Taxonomy (Revised)
Sensing difficulties, problems, gaps in Information, missing element	Problem representation, in which student attempts to understand the task and generate possible solutions; (<i>generating</i>)
Understanding the problem	solution planning, in which a student examines the possibilities and devises a workable plan (<i>planning</i>)
Making guesses and formulating hypotheses	solution execution, in which a student successfully carries out the plan (<i>producing</i>)
Testing the hypotheses and evaluating	
Communicating the result	

Measuring creative thinking is necessary to do. Some people used creative thinking test such as TTCT (Torrance Test of Creative Thinking), CAMT (Creative Ability in Mathematical Test), Guilford Alternative Uses Task and others. Getzel and Jackson used task that has multiple answers or could be approached from multiple directions (Silver, 1997).

Open-ended problem is a problem that has multiple correct answer (Suherman, 2003). Shimada *et al* described open-ended learning as a learning start with presenting a open-ended problem, then the lesson proceeds by using many correct answer to the given problem to provide experience in finding something new in the process (Takahashi, 2005).

Cooney (2002) made characteristics for open-ended question that should be involve significant mathematics, elicit a range responses, require communication, be clearly stated, and lend itself to a scoring rubric.

2. Research Method

The research approach is qualitative aiming to analyze student's creative thinking process and ability. Some works we did are: 1) designing a learning activity through open-ended learning to familiarize students to open-ended questions; 2) giving the test of creative thinking ability using open-ended question; 3) determining subject for focus interview by categorizing the students as high, medium, or low creative ability; 4) doing the focus interview to generalize the model of creative thinking process include: identifying and understanding the problems, making guesses and formulating hypotheses, evaluating and testing the hypotheses, and communicating the result.

Data were collected through task-based interview of fifth grade of elementary school students. Snowball sampling was used to select two students of high ability, two students of medium ability, and two students of low ability. The category is determined by the ability of students in giving response of the open-ended question based on fluency, flexibility, originality, and elaboration criterions. The first problem is as below.

A plane can be formed by other plane, for the example a rectangle can be formed by two acute isosceles triangle and two obtuse triangle which are congruent.

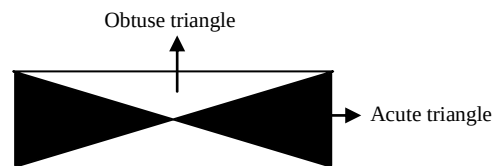


Figure 1. Rectangle formed by acute and obtuse triangle

Students' task is make some planes and the plane formers as much as you can such as the example above. Students are is categorized as high creative thinking ability if they can give responses as much as they can in some categories and their response is relevant, elaborate and different with other students. The process will be analyzed start from how students understand the problem, how they will solve the problems and how they can think about alternative solution.

The second problem is given the area of a plane is 144cm^2 , but the plane is unknown. Students are asked to determine the plane as well as the measurement which area is 144cm^2 . Students are also given the example of parallelogram which has base length of 18 cm and the height is 8cm and a right triangle which has base length of 24 cm and the height is 12cm.

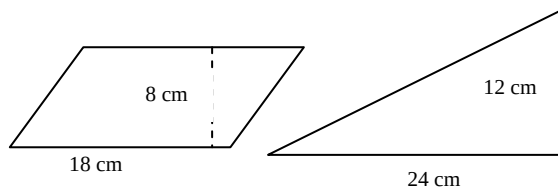
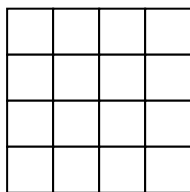


Figure 2. Parallelogram and triangle has area of 144 cm^2

Students are classified as high ability if they can make more than three different planes with the measurement, prove that the area satisfies the condition (144 cm^2), and make a different and unique response. The creative thinking process will be recognized by giving the students question about what planes that has the area of 144 cm^2 and its measurement, how they prove that the area is 144 cm^2 , and how they find alternatif solution.

The last problem is students are given figure as below and followed by two questions.



- How many squares do you find in the figure above?
- How many rectangles do you find in the figure above?

The highest level of students is achieved if they can recognize that 4 small squares can form a bigger squares, so that 9 squares and 16 squares, it is also prevailing for rectangular case.

3. Result

After the students given the task, the author analyze the answer of each students. By using rubric, 6 students are categorized as high, 10 students are medium, and 14 students are low ability of creative thinking. Two students taken as sample of high ability, EA and FR. VD and CH taken as representative of medium ability and CI, SA, and S taken as representative of low ability. the following result is as followed.

For the first problem, EA from high ability category made 11 kinds of combination planes that formed by other plane. Four of the eleven responses that he gave are original and the rests are the same answers with other students. He named each former plane correctly and completely. The average number of response that given by medium ability students is about 4 until 5 responses which has medium level in originality. Some of them named the plane former incompletely. The low ability students did many mistakes in named the plane former even many of them did not named at all (CI, SA, and S).

Further interview was carried out to analyze the students' creative thinking process. At first, students of high ability category (EA and FR) were directly understanding the problem that presented. They were intended to make some rectangles and parted the rectangles into other planes, then named the plane former. The work result of EA is shown in this following picture.

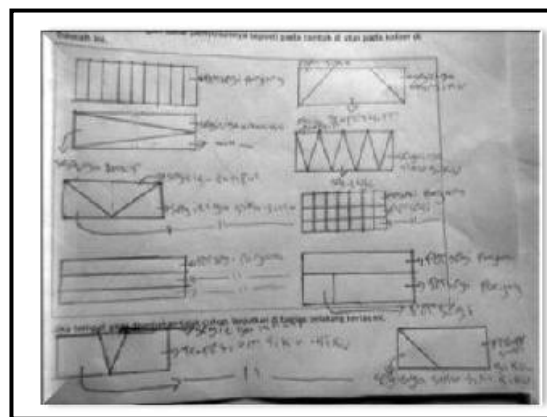


Figure 3. Figure EA's work result in the first problem

The students of medium ability category (CH and VD) did not understand the problem in the beginning, but after reading the question several times they got the point. CI, SA, and S did not understand the problem in the beginning and still needed guidance of the teacher to understand the problem. Because of doing the task incompletely, they were asked the reason why they did not name the planes. All of them said that they run off time, but when the author asked them to mention the name of the plane in their answer sheet, they named wrongly. CI mention the isocetes trapezoid as triangle and obtuse triangle as acute triangle. S also named wrongly the planes she had made. SA only made 3 figures and when she asked wheather she could make another figure or not she was not sure.

In the second problem, EA made 4 planes and FR made 5 planes that have certain measurement which satisfy the condition (the area is 144 cm^2). EA made the measurement of rectangle, parallelogram, kite, and rhombus, while FR is richer in combining the formula and the number so that he could make the measurement of rectangle, parallelogram, trapezoid, rhombus, and triangle. The only one answer that give the measurement of trapezoid correctly and complete with the prove is FR's answer. After interviewing the student, author found out that FR first understand the problem by determining two numbers that has a product of 288 and he made a guess by selecting 4 as a number can be divided by 288. This is shown as the interview result below.

Interviewer : So, you guess that the height of the trapezoid is 4 and the two parallel side is 20 and 52?

FR : Yes, ma'am.

Interviewer : Okay, could you please tell me what you think first so that you can find the measurement of trapezoid?

FR : First, I remembered the formula of trapezoid area, that is $A = \frac{1}{2} \times (a + b) \times t$. Then I chose a number that can be divide by 2.

Interviewer : Why did you choose a number that can be divide by 2?

FR : In order to omit the $\frac{1}{2}$

Interviewer : Then, what number did you choose?

FR : 4.

Interviewer : After that? What step did you take?

FR : I divided 144 by 2 and obtain 72. I determine the parallel side of the trapezoid by choosing two numbers when added result 72, those are 20 and 52.

Interviewer : It is possible to choose other number exclude 20 and 52?

FR : yes ma'am, as long as the result is 72 if the height is 4.

VD and CH made measurement of three planes correctly complete with the procedure of proving that the area is 144 cm^2 . Actually CH tried to find the size of trapezoid, but he could not remember the formula of trapezoid area perfectly, then he determine the incorrect size. CI from low ability category tried to find four planes but she ended to give only two planes because of she failed in finding the measurement of the other two planes.

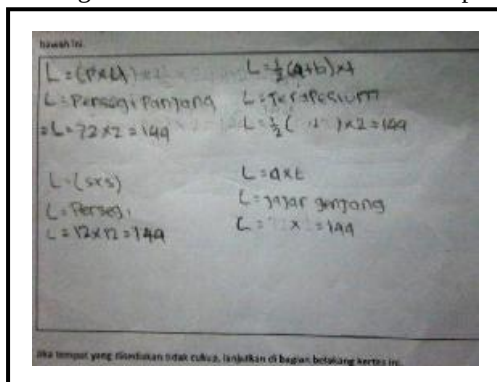


Figure 4. CI's work in second problem

The third problem needs more elaboration to obtain the answer. None of students answered completely. But many of them understood the problem well and chose the appropriate strategy.

EA and FR knew that the squares are not only as shown in the picture. They recognized that 4 squares, 9 squares and 16 squares as shown below also form squares.

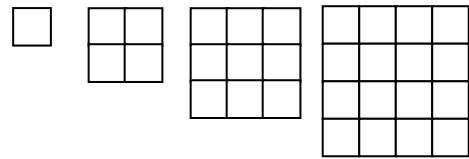


Figure 5. Kind of squares as solution of third problem

They also found out that there were many rectangles can be formed. Some of them are shown below.

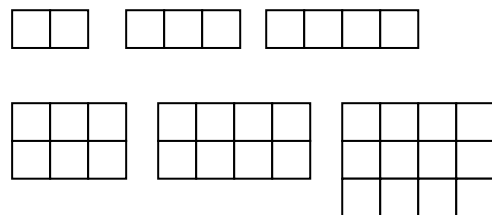


Figure 6. Kinds of rectangle as solution of third problem

Medium ability students could recognize 1 unit, 4 unit, and 16 unit squares. They could not find the 9 unit squares. The low ability students could only recognize 1 unit and 16 unit squares, but most of them only found out 1 unit squares as shown in the picture.

Based on these data, the author considered the students' creative thinking process and product for each category through open-ended as shown in this following table.

Table 2. Creative thinking process and product

Category	Creative thinking process	Creative thinking product
High ability	Students understand the problem and they can make some guesses, try the hypotheses and evaluate. They communicate the idea well.	The creative thinking product of high ability students are various in kind of responses, categories, and even some of the responses are different to others.
Medium ability	Students understand the problem and they can make some guesses, try the hypotheses as well as high ability, but	The creative thinking product of medium ability students are less various in kind of responses, categories, and some of the

	when the find an obstacle they easier to give up and cancel the prosedure they have done.	responses are same to others.
Low ability	Students are difficult to understand the problem, and make a guess. When they make a guess they can not evaluate wheather the guess is correct or not.	The creative thinking product of low ability students are less various in kind of responses, categories, and the responses are too common.

4. Conclusion and Discussion

Students' skill is not something that we only need to score. It is also something that we have to study carefully and in depth. Siswono (2004) believed that creative thinking of students could not be described only by giving levels to responses to assigned problems without concern for other perspective. Creative thinking is an important skill for everyone, not only when they are in school but also when they face the workforce. In mathematics learning, as an educator or a researcher we can do many things about this skill. Developing a learning that involved divergent thinking can foster students' creative thinking. Teachers can give opportunity to explore some methods or solution in solving problems by considering fluency, flexibility, originality, and elaboration. Educator or researcher also can compare, make a relationship, or involve other aspect such as gender, ethnicity, academic achievement, or other field. We also can explore and analyze the students' creative thinking by using certain task or test.

This research is concerned in analyzing or identifying students' creative thinking. Through open-ended learning, students are familiarized to solve problem with multiple answer or multiple method to approach. Students are given opportunity to find many solutions using their creative thinking ability. After having three tasks, the author analyze students' answer and do the placement weather the students will be categorized as high, medium, or low ability of creative thinking. Then, some students are chosen as representative of their category to do the task-based interview.

5. Future Works

This research is one of method to analyze the creative thinking of student. This paper has only been able to show a few examples. It is necessary to elaborate the students' creative thinking deeply and

refine the category not only for high, medium, and low ability. Open-ended problem solving can be used in other work but using other learning that support the creative thinking of students also possible to do.

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YOREMES OF SINALOA AND THEIR INCLUSION TO THE INFORMATION SOCIETY

Ernesto Guerra García, José G. Vargas-Hernández, Fortunato Ruiz Martínez

Universidad Autónoma Indígena de México, Universidad de Guadalajara, Universidad Pedagógica Nacional
 drguerragarcia@gmail.com , jvargas2006@gmail.com, fortunato_20@hotmail.com

Abstract

This paper analyzes from the point of view socio-intercultural the juxtaposition of the *Yoreme* ethno region with the information society. From the many dimensions of the information rhetoric, at least three of them describe not only the asymmetries, but the asynchronies that when considering the time are present between the reality of the people *Yoreme Mayo* of Sinaloa and global aspirations. These dimensions are: 1) the linguistic rights of indigenous communities in the new context of acceptance of ethnic and cultural diversity, 2) promotion of new policies on access to public information, and 3) the global aspirations of forming an information and knowledge society with the use of New Technologies of Information and Communication (NTIC). It is proposed in this paper that the interaction of these three dimensions results in a large gap with the objectives set by the major national and global organizations that have staked the intercultural future of humanity and the information society.

Keywords: Public policy, information society, population *Yoreme Mayo*.

1. Socio-inter-culturally

Currently, in this globalized world it is observed that the most important changes of the orb are occurring invariably in a complex skein in which economic, political and social macro spheres intertwine with microspheres of gender, class and ethnicity that weave the social fabric. A lot of phenomena are linked synchronously or asynchronously with the dynamics of cultural, intra-cultural, inter-cultural and intra-social processes, whose analysis, from the macro and microspheres lead to the socio-intercultural proposal addressed in this paper.

The term socio-inter-culturally was proposed in the first attempts to conceptualize the phenomenon in the field of education and in the context in which it was lived in the first five years of the new century in Mochicahui Sinaloa, Mexico, with the reason for the emergence of Indigenous Autonomous University of Mexico (Universidad Autónoma Indígena de México, UAIM) in which there was apparently no Mexican reference (Guerra, 2004).

It was decided to use a methodological-theoretical construct to try to understand phenomena beyond what is normally served in inter-culturalism, such as the one proposed in the juxtaposition of ethno-region *Yoreme* and information society. In this, the society or societies are larger bodies where different cultures coexist, so that it is also observed the intra-cultural and intra-social phenomena that are given in cross-differences way so independently of the relations between inter and multi cultures.

It is considered that ethno region does not mean a homogeneous cultural region, because it

does not exist in reality, due to the great diversity of identity ascriptions that by a series of historical luck coexist in the same territory (Manriquez and Castro, 2007). Moreover, the same implicit concept of region is not ascribed only to the matter of geography, but can be interpreted from multiple perspectives and approaches in which are taken into consideration other aspects related to the historical, social, political and economic policies and bases impeding to have a universally accepted definition.

Furthermore it is important to reflect on the concept of society. For García Canclini (2004), society is conceived as a set of more or less objective structures that organize the distribution of the means of production and power between individuals and social groups, and that determine social, economic and political practices (2004:32). The concept of culture is not unique also. In its original sense, it comes from the Latin to mean 'cultivate', and refers to the cultivation of knowledge and physical and intellectual faculties of human beings, but today the word 'culture' has many different meanings.

Furthermore, of the many definitions of culture, it is resumed the formulation of Gasché (2004) that performs around the interaction of indigenous cultures with surround national society, i.e., he presents a concept of culture that is seen as the result of observable human activity, and not as a series of elements, representations and values simply available and, according to some, determine human action.

Our concept departs from the fact that the current context of the interaction [...] often puts people at several possible alternatives - traditional and conventional ways of acting observed and taken from the surrounding society. This gives the

person the freedom to play his/her culture in identical or modified and inspired by models or examples outside their society. The culture considered as a result of the activity is thus not a stable entity, but evolutionary whose conduct and evolutionary particular aspect depends on the options that its members take in every moment of his/her acting (Gasché, 2004: 3).

In the perspective of Sandoval (2010), culture is a way of life, is the everyday social groups. It is also a way of feeling, that is, how they perceived the experience, and also a way of thinking, of conceiving life, to understand the existence of redesigning it, to recreate, in minding it. All this is related to the material and the spiritual, artistic recreations, with the customs, laws, food, festivals, beliefs, myths, rituals, social life, and ways of doing politics, social behavior and anything that directly affects the social groups in their living, feeling and thinking.

Cultures have multiple expressions, to the point of coming to the kitchen and the dining room of the house. Its manifestations occur in the preparation of food and what it is eaten as and how that is cooked and done. Europeans ordinarily consume wheat, the Asian consume rice and Latin American corn. Feeding styles are different, even in the process of globalization: Orientals use chopsticks, Latin Americans use tortilla as a spoon and knives and forks are used to eat in Western society. In this relational sense, it must be spoken of societies and cultures, where the organization and the existence of every society depends on their culture, which significantly supports the foundations of group identities, ethnicities, nationalities, regions, peoples, religions and gender.

In societies not only can be observed as inter-cultural dynamic processes because there are also intra-cultural and intra-societal dynamics that may be at some point more intensive relations between cultures. In other words, when caring society or culture separately, it can be a regrettable mistake. From a Bourdeuian perspective, the former are structured with two kinds of relationships: The ones of force, based on the use value and exchange and covering so interwoven, other type of relationships that are of meaningful, responsible of the organization for significance of relationships in social life These the latter are the ones which form the cultures participating in them (García, 2004: 32).

Thus the socio-inter-cultural is the dynamic relationship of various societies, with their cultures attending a regional event, national or institutional, as part of its political history. It poses as a hologram with dynamic effects between the microstructures and macrostructures, totally interdependent aspects. It should be clarified that the proposal is now considered the concepts of society, culture and ethnicity beyond indigenous

peoples and are now giving a dilemma of macro dynamic where sociolinguistic boundaries, religious and territorial factors are no longer defining cohesion.

2. Ethno region *Yoreme Mayo* and information society

Unlike ethno region studies, where regional juxtapositions are related to indigenous areas in conflict and with economic and social activities commonly called of the West, here it is presented the *Yoremes Mayo* ethno-region and its juxtaposition with information society in complex interaction: Acculturation in certain dimensions, but which in turn they open new possibilities for either resistance or indigenous claim. This juxtaposition is the interests and lifestyles of *Yoremes* according to their customs and worldview with Western aspirations that everyone, indigenous and non-indigenous, manages the ICTs as part of the information society.

The ethno-region *Yoreme* is inter-cultural. In this ethno region have presence different ethnicities and cultures and it is determined by dynamics of domination and exclusion exercised by indigenous mestizos against competitive interactions and disagreements with ethno-phages results. The former territory *Yoreme May* has been slowly overtaken by mestizos' settlement that throughout this process of alteration broke the natural and social equilibrium, generating a series of adjustments that have affected their ethnicity. What now is observed are the scattered and sprayed fragments of what was once a greater nation?

When including the issue of virtually, then it increases the level of complexity due to different dynamics practiced. While *Yoreme* ethno-region never has been culturally homogeneous, the juxtaposition with the dynamics of the information society has caused the transformation of their societies and cultures within it. The real and virtual main conflict lies on one hand in the ongoing cultural resistance to the daily and continuous attempts of assimilation but on the other side where being part or not of this information society could involve the welfare of present and future of communities.

As mentioned by Castells (1999: 48) communication via the computer generates a vast array of virtual communities around primary identities, whether they are attached or rooted in history and geography or are newly built in a search for meaning and spirituality. If in the actual practice in this ethno-region, it can hardly speak of social and cultural homogeneity and a structural and functional unit in society that has inhabited it. The integration of culture *Yoreme* to the information society is observed asymmetric and asynchronous in many ways. The old settlement in which *Yoremes* have lived resistance and agony of their

culture, it is now added the new colonizer virtual environment characteristic of Western society in the information that non-Indians are also affected.

3. Ethno-region Yoreme

Of all the ethnic groups that Sinaloa had before the arrival of the Spanish, the native Indian population today is reduced to *Yoreme Mayo* group, which mainly maintains cultural heritage of the so called Cahitas (Comisión Nacional para el Desarrollo de los Pueblos Indígenas, 2009). This ethnic group has their own practices, customs and traditions. They call themselves *Yorem'mem* (those that respect); their language is the *yorem-nokki* that belongs to the family *tara-cahita*, as it was mentioned, from the root *yuto-nahua* (Instituto Nacional de Lenguas Indígenas, 2010). According to the oral tradition of the group, the *Mayo* word means "people of the shore" (Comisión Nacional para el Desarrollo de los Pueblos Indígenas, 2005).

Syncretism and migration are factors that have largely determined the gradual transformation of those traits of its own identity that was once were before the Spanish arrived. The use of all or part of the Mayo language is part of a process of self-identification that was evident at the time, to designate themselves and distinguish themselves from other indigenous and mestizo society, who are named as *yoreme* (the ones who are), compared with whites and mestizos, who are called *yoris* (those who are not, those who do not respect the tradition). This is extremely important because it offers a glimpse of a number of elements which still existed between them: against the influx of Western culture, they called themselves as the ones that exist, namely those belonging to the community, those with a place and time within the tradition itself.

From the anthropological and linguistic vein, the correct term is *yolem'mem*, since the word *Yole* means birth, hence *yolem'me* means *Yole*, birth, m = plural, mem, the action present: "those who are born, the breathing, which are those that exist" (Ochoa, 1998:333). The self-identification or, better yet, their self-identification, is fundamental for its ethnic cohesion. Mayos are considered indigenous peoples belonging to a different culture than the other inhabitants of the country. They want to preserve their linguistic and cultural identity, but the new intercultural dynamics in Mexico with their intense acculturation processes, its increasingly strong encounter with Mexican mestizo world, not only led to this ethnic group to present serious problems of diglossia, to the extent that their language is in frank disappearance, in general, all cultural traits inevitably suffer an ethnofagic process of disappearing before our eyes.

This is an unprecedented ethnofagic process. Today, many of the *yorem'mem* does not speak *Mayo* language. Some very few speak both languages, Mayo and Spanish, and there are only a few elderly totally monolingual of Mayo. In the ethno region *yoreme*, the territory is no longer of the *yoremes*. The ceremonial centers are reminiscent of its old social organization in which the traditional governor is now a traditional stronghold of the great political leaders who once were, in this terrible and infamous historical transformation. Their language is increasingly a symbolic element that everyday use. This study deals with the case of *yoreme Mayo*, who along with other pre-Hispanic peoples who inhabited what is northern Sinaloa and southern Sonora, constituted important population groups in relation to their own territory.

With the passing of time, these groups were displaced, de-territorialized and diminished by politics; power, economics and religion to the end of the century exist in scattered groups. As in the case of all the Indians of the country, the situation of poverty, marginalization, exploitation and exclusion to which they have been subjected for more than five centuries, has seriously affected its development and fulfillment as an indigenous people.

This ethnic group has lived social transformation processes that have marked the forms of this territory over time. Today, there are few binders' elements of its culture, so that today it is inaccurate to speak of your region, because in no way states a bastion of autonomy, self-determination, of their own right or traditional social organization allowing them, in perspective, reconstitute it as a people in tune with its territory (López, 2007). Their syncretic religion is one of the binder elements that have allowed the group to resist and stand as the last waves annihilating their culture. Religious practices and other elements of the *yoreme* binders are the last thread on which hang all its culture and why it retains it so diligently (Sandoval, et al, 2012: 40).

4. The rhetoric of the information

Now it is necessary to stress that De Sousa (2010) has pointed out on the key concepts of the Western left (from the north) and critical theoretical gaps (absences) or perhaps unknown to the non-dominant positions as those of the ethnic cultures of our country. Since dominant Western rhetoric reinforced the information from the work of Americans Shannon and Weaver (1981), without which they would have expected, they gave way to new ways of thinking and acting in the modern Western world around communication.

This paper speaks here of rhetoric in the sense as used Ratino (1994) as the unifying concept of intentions in practice even if not proven its

scientific background: The main advantage with these public arguments is their ability to unite wills and to provide order concepts that facilitate organizing factors. Furthermore, it would also be impossible to prove that the changes they induce are the most suitable solutions. Its value is tested on the ability to generate action. In this sense, rhetoric has three main functions. First "coordinate", contributing to unite a number of different interests by providing shared values and purposes. Second "mobilize", facilitating the incorporation of new groups committed through special purposes and justifications. Third "legitimate", considered as building an image of correction criteria acceptable to the rest of the community (Ratinoff, 1994: 23).

In this rhetoric from the western concept of information, it has taken on particular importance as it is the cornerstone of the world view of a part of contemporary society through which it understands itself (Aguado, 2005). The information is mostly subjective production and has become as a ubiquitous topic as an imprecise in the era of the information society and the information age, which both are evidence of its claim (Liébana and Núñez, 2004). The information acquires connotations departing interdisciplinary and intercultural dialogue. Through different epistemological positions weaves information from its own conceptualization debates. But despite its polysemy, information has become a key element for understanding the processes of cohesion and intercultural intra-societal and digression, networking and knowledge production.

With the development of epistemological currents, the daily use of the information has been interwoven complexities and sparked debates since its conceptualization. But despite its polysemy, information is now a key element in achieving either the harmonic or non-harmonic transformation of our societies. That is, each day becomes more important, as it becomes a key factor in the intra-societal, intra-cultural and intercultural processes of cohesion, digression, globalization, localization, organizational networking and knowledge production.

This complexity increases the extent in which the term relates to other concepts. Thus, adding the public sphere, the information acquires connotations departing from the socio-intercultural interdisciplinary dialogue. It must also be noted that the communication will most likely rigged in economic and political controls that protect the interests of the most powerful and also favor some cultures more than others.

In general all the social and cultural practices are made and answered through society and within institutions for personal and collective actions. Consequently, emerging become peaceful intercultural relations of respect, equality and real and formal recognition of the other ethnic groups,

cultures, politics, religions and sexual preferences, among others. This requires building roads to peace, justice, democracy and freedom in their educational and objective dimensions within which public policies for the inclusion of indigenous communities in the information society happens to be of great value and importance for peaceful coexistence.

5. Dimensions in the rhetoric of the information

Countless rhetorical dimensions of information describing these asymmetries and asynchronies are presented by the contrasts between local realities and global aspirations. Some dimensions are, for example, the momentum of the new policies of access to public information, the linguistic rights of indigenous communities in the new context of acceptance of ethnic and cultural diversity in Mexico; the global aspirations of forming a society of information and knowledge with the use of New Technologies of Information and Communication (NTICs), among others. These NTICs have been raised to the contrary: that is, to bring balance, symmetry, justice and equity in the information society that aspire the Western Hemisphere.

The pervasiveness of mass media and New Technologies of Information and Communication (NTICs) associated with them characterizes modern society. These media are a powerful set of tools that can facilitate the relationship between people and cultures and improve their lives, by ensuring quick and easy access (and Liébana Núñez, 2004). These NTICs have impacted society, achieving change the way of living, communicating, production and market of individuals and of peoples connected to internet. These technological developments have also varied work styles, social interaction between cultures and ethnicities, and the fields of science, economics and education (Felicé, 2003).

Networks are ancient forms of human coexistence, but took new features today to become revitalized information networks online. Role is attributed to telecommunications networks because print a new social dynamic to the economic and political systems, providing a new social morphology of the emerging network society (Castells, 2004). The NTICs convert the daily landscape elements become an everyday part of the world population, marveled at its potential, show a complex and diverse socio-inter-cultural where inequalities of access to these and other goods are huge, but deeply significant (Núñez and Liébana, 2004).

The role of NTICs is important for many reasons. Notable changes result in social, economic, labor, cultural, intercultural and individual. The presence of technologically mediated information in human lives is a powerful tool that shapes ways of seeing and understanding the world whose

influence is difficult not to get some distance in order to analyze their effects and implications (Núñez and Liébana, 2004). The use of these technologies has been generalized to all sectors of society with different rhythms, intensities, and needs. However, in practice, still presents serious asynchronies in the *yoreme* ethno-region despite expressing noble intentions supporting documents mentioned dimensions.

First, even though the right of access to public information has developed rapidly in the last decade in Latin America with the aim of improving the quality of life of individuals, communities, ethnic groups, cultures and society at large (Villanueva, 2003), laws of access to public information in the State of Sinaloa presents difficulties in its implementation. For example, there are no elements for promotions in *yoreme* language and the access presents even more difficulties for rural communities in the areas urban.

Furthermore, despite the importance of the Universal Declaration of Linguistic Rights of UNESCO and the General Law of Linguistic Rights of Indigenous Peoples newly created, actions to reverse the trends of socio-cultural extermination of peoples have been minimal and often disoriented. The deteriorating situation is reflected in the diglossia and the great diversity of linguistic resources of sinaloenses villagers, questioning the ethics of public policies which demonstrate mastery of Spanish over other languages. Sinaloa Specifically, language rights in Sinaloa are not respected, are not included as they apply in most local laws. For example, in the Indigenous Autonomous University of Mexico (UAIM) even these rights are not included in the school statutes and cases are presented where these rights are violated.

Another difficulty lies in the dimensions mentioned is that the cost of NTICs makes a large majority of *yoremes* to become immersed in poverty, in areas where there is no possibility of access, is a matter of utopia (Sandoval Forero, Guerra García, Ruiz Martínez, 2012). It is then that for some the use of NTICs increases the cultural change and the loss of national, social, cultural, ethnic, political and religious identity. For others, amidst all odds socio-inter-cultural dynamics, the use of NTIC has allowed resize and develops their identities and cultures in both the country of origin and the host society (Sandoval and Guerra, 2012: 14).

Overall NTICs are a source of social and intercultural inequality and generally generate exclusion, because many people and communities lack the resources, skills and cultural alignment to adopt and adapt. It is divided mestizos with access and no access and *yoremes* with access and no access. That is, the phenomenon increases the differentiating layers. The paradox is that, like it or

not, these resources of the information society have become indispensable to achieve symmetric and synchronous communication between cultures.

NICT are becoming an indispensable resource for either the common good or for development, according to the prevalent theoretical idea. Therefore, a number of international organizations have tried to declare the proper resources of NTICs as world heritage, even if property rights makes difficult that this can become a reality in practice.

6. The information society

The demand for access is widespread because a good number of indigenous leaders and intellectuals have expressed the need to facilitate the communities entering to the called information society. This has happened even when "information society" is a Western concept of colonialist alignment and cutting. The information society is part of the aspiration of the macro economic and political structures and relations with multiple daily intentions that are built with the dynamism of the progress of Western technology and its related marketing. In the absence of another global alignment alternative concept of the information society, it seems to be the dream of many, even though most of the *yoremes* are unrelated to this theorizing the world.

The information society is a macro and intra-social process that occurs in multiple dimensions and disrupts as it has been mentioned, transversally, in varying degrees, sometimes synchronously and sometimes diachronically to all cultures, which is so complex. This complexity is not spoken of in the sense that it can't be understood what is happening, but in which categories are described with seemingly contradictory realities that coexist simultaneously. Within this complexity is found that at the macro level, the general aspirations of forming an information society have been expressed in international summits in Geneva in 2003 and Tunis in 2005 (Sandoval et al, 2012: 47).

These summits have placed particular emphasis on the possibility of using NTICs as enclaves for development. One gets the idea that they can help the social welfare and that his absence is related to the lack of knowledge and this prevents the development course. It could be argued that there are no evil purposes in the fact that all people are perfectly located in cyberspace with more data than anyone can remember himself. The tastes and needs are essential for global marketing. But the imminent risk that the information is used improperly is evident. Proudly, anyone can join the network with all its consequences. For academics the NITCs are already part of culture and rather everybody enjoys it. Refrain would be part of the digital divide, a concept that is a more western alignment - as in religion-network is a mortal sin not to practice often some of your options.

In fact, the results of these summits have failed to change in the slightest the inequalities for indigenous peoples who have not been unable to include significantly the so called information society. New vocabularies are generated with increasing frequency: Facebook, Twitter, tablet, etc., and more binding inventions that open new generational and discriminatory gaps between who practice these NTICs and those who do not know them. I.e., stratification of the stratification. As it is observed, the idea of homogenization is sprayed into the practices of using these technologies. As mentioned by Sandoval: The levels of integration and appropriation of these technologies have a contextual meaning and universalizing up to be the current dominant economic model.

7. Adoption and adaptation of ICT by yoreme

In themselves yoremes communities are not a culturally uniform whole. Not all people in the communities have realized the intentions of forming an information society. Who of them participate synchronously?

- a. Students of all levels, the younger generation, but mainly the middle and higher level who will increasingly demand the use of NTICs.
- b. Community leaders, natural and traditional rulers and governors, who by his political allegiance to government and non-governmental organizations have begun to use at least one cell phone and sometimes Internet.
- c. Scholars committed to the communities and through NTICs networks orient or direct networks of indigenous leaders and academics to stimulate other resistance movements and other measures.

For students of the UAIM, from more than 20 cultures of the country, the use of NTICs represents:

7.1 An intra-cultural relationship's media.

- a. New ways to play, reinforce and reinterpret their culture in spite of migration and the distance found in their villages (who find of course a relative in their community that have access. This medium is far cheaper and more effective than the simple phone call. For Tonatico in the book mentioned on Migrants and Indigenous shows a quite interesting case in this regard. The NTICs in this case the elements are part of culture binders that no longer live in the same physical space.
- b. New ways to use their language, technology is not always moving in the direction of language but adding in new elements.

7.2 A means of intercultural relations with all their problems of acculturation, and other asymmetries.

- a. NTICs are used by groups of students and teachers to enhance endurance sophisticated processes. For example, users have become experts in hacking of emails of administrative and faculty to advance their strategies.
- b. NTICs are used to create organizations more robust in student movements.
- c. NTICs are used to complaint, a number of blogs are used to defame and create the rumor that tries to harm the university organization held outside the true interests of the natives.
- d. Used to build a larger network with indigenous and non-indigenous students in their careers or other universities.

Scholars not only use the network for recreational and educational affairs. The Internet is part of the resistance, is used to communicate news way ahead, trying to orchestrate protests. Scholars try to build internal and external networks as broad as possible, to get more and more strength in their protests. Within the academic uses, NTICs have been used to maximize the use of limited university resources. Web conferencing, intensive use of platforms and other media are now used as an alternative to the presence of intellectuals from other HEIs. But as we read between the lines, the NTICs are also factors that significantly change the microphysics of power.

The NTICs are technological tools that have contributed significantly to online empowerment of indigenous people who have learned and benefited from their use and they are enablers that make possible to generate social, political, economic and cultural rights of the users, their home communities and their new surroundings by the appropriation in this stake in the Net. Those know the yoremes traveling from rural communities to urban centers and use to connect, to answer some emails or participate in some platforms.

It is important to remember, too, for example, the usefulness of the Internet in the Zapatista army movement. These new cyber-communities provide a recent intercultural dimension of the indigenous world, with new forms of communication based on NTICs themselves allowing coexistence in these new realities and that in turn provide new semiotic elements, new imagery and motivate potential changes of their ethnic worldview. Users appropriate of their virtual space from their indigenous worldview, cultural symbolism and traditional organizational dynamics. As previously mentioned, individuals, organizations and cultures of globalization take what they can use in everyday life, and localities "localize" global impositions thus creating greater diversity elements.

8. In conclusion

However, the vast majority of yoremes not use NITCs. Their concern is more related to the everyday happenings such as to get up and see what they will do to eat that day. Do not overlook the virtual world. They world is real, as the once they had and lost. It is a world where it is still looking to talk in person and use the time to be with the other, physically at his or her side. On whether the information society and of no information in yoreme ethno-region is drawn complex through the dynamics described.

In this complexity, communities, yoremes, take from NITCs what they want or what they can adopt and adapting it. So that a region may be completely dissimilar from each other, informational speaking, due to the large quantity of possibilities that emerge from these tools so versatile. For those who belong to the information society, the virtual relationships and interactions construct socio-inter-cultural subjectivities in individuals and groups and their effects are diverse. Certainly, changed notions of identity and belonging reconfigured virtual and real through dissimilar online practices and relationship mediated by the use of NITCs (Internet, World Wide web pages (web), email, chat, mobile phones, social networks, YouTube, blogs, etc.).

Perhaps the least concerned of not belonging to the unknown can be the vast majority of yoremes, are rather concerns that have created the great rhetoric that everyone should belong to the information society, even if their mechanisms generated by default are attached or detached. Gradually, those who have already been embraced by the new technologies, transfer the need to use them to more people, especially the younger generation in the communities. In that the education systems at all levels are doing their thing. For those who do not belong to the information society, the vast majority of yoremes live otherwise equally valid and possible.

Developmental indoctrination prevents sometimes to accept new forms of good living that are not anchored to the alleged global aspirations. Not all yoremes disconnected are poor. If Indian rural life, they eat well, there is health and a healthy family life and community, the Internet could get redundant.

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INVESTMENT POLICIES IN THE IMPLEMENTATION OF THE NATIONAL CHARACTER VALUE OF INDONESIA; REVIEW BEFORE APPLICATION OF CURRICULUM 2013

Isep Ali Sandi¹, Mulyawan Safwandi Nugraha²

¹ State Islamic University Sunan Kalijaga of Yogyakarta, ² College Islamic Sukabumi
¹isepalisandi87@gmail.com, ²mulyawan77@gmail.com,

Abstract

Basic education curriculum leading to the development of the characters is a very important requirement in implementing human development, thus, the system uses a curriculum based on the structure of the curriculum and the hidden curriculum required a special formulation in order to run the program, to be achieved. To that end, the National Education Standards Agency (BSNP) need to create a system that emphasizes curriculum and program projections to build positive characters on the learner. Government regulation as the holder of the highest policy in directing the entire education system is appropriate to create a policy that leads to an ideal curriculum in Indonesia. Because, so far, the educational system which is based on Law No. 20 year 2003 has always done based on a formula that the system is still experimental, its even more trial and error.

Study conducted by researchers is the use of qualitative research methods, based on the texts of government policy, public opinion, and information from experts in both education and anti agrees to have done. To get an overview of the changes related to the implementation of policies related to curriculum, and a recommendation for further.

Keywords: National Education Standards Agency (BSNP), Basic Education, Structure Curriculum, and Hidden Curriculum

1. Introduction

Curriculum changes often occur in the Indonesian education system, it is certainly not yet a big problem if the quality of educators and education has to meet certain qualification standards, but it is happening in the country of Indonesia is inversely proportional, because almost the majority of educators and education are not designed to be ready to face the due process of the system changes in higher education that have led to it.

Besides even then, the curriculum changes often happen with a change of ministers of education, as the primary holder of the national policy in the field of education. So that curriculum change is only seen as a re-orientation to the policy holders, but not so understood by other stakeholders, for a number of reasons such as, lack of socialization, the change is not based on the requirement, imposed policies, preparedness educators are still weak, and the education budget setting needs to be clear.

Because basic education institutions in Indonesia, an institution that is very much influenced and affected by policies made by the ministry of national education, for implementing the curriculum in 2013. And the thing to remember is that the standardization of teachers in basic education is still weak, because remember educators and education in remote areas sometimes lacking in accordance with the standards mandated

by Law No. 14 of 2005 concerning teachers and lecturers, while if there might not be appropriate quality with hope because graduates are forced to meet certain standards regardless of the specific values of education especially in teaching methodology and educational management.

Therefore, here the author or researcher attempted to provide a snapshot of conditions in Indonesian curriculum curriculum especially for 2013 that much public attention, as it seemed to be done too quickly, the public testing of the curriculum is still conducted in the cities established in the infrastructure such as Yogyakarta and Palembang, systems curriculum changes that have not been planned and organized, the role of the national standards bodies that are not present data that curriculum change is important, the role of the curriculum is not yet optimal, a part that contributes to the character of the feasibility of the curriculum in 2013, which is still floating to implement.

Various opinions that continue to accuse each other badly to change the system by the Ministry of Education curriculum curriculum called the character in 2013, actually implies that it is not a problem for policy changes, but rather tends to standardize the preparation and specific problems to be able to implement it. As writers we only present some data that we can take, because given the limitations in finding the source of the data, although it is the socialization of data provided by the ministry of education we have had it, coupled

with the opinion data in the media, we also do reportage own view of the academics in response to changes in the curriculum, we present simply because given the space and our discussion is too broad.

2. Research Methods

The method used in this paper is a descriptive qualitative analytics: reviewing books, journals, opinions newspapers, magazines, and interviews relating to the problems being discussed. Besides, the data was also obtained by taking other sources that if it can support in this study.

3. The Indonesian Education System Policy

Ideally the implementation of the education system is also followed by the implementation of the decentralization of education or the so-called Autonomous Education is still not completely worked as expected, due to unpreparedness social institutions, political and economic. Educational autonomy will give effect to the curriculum, administrative efficiency, revenue and cost of education and equality in practice. Because of the number of repairs and testing of the developed education system needs to be done especially bonded with the management system.

There are 6 factors that led to the decentralization of education has not, namely: 1) There are clear rules of the game about the role and functioning of the county and city level. 2) Management of the public sector education Including management is not ready to be implemented autonomously Because limited human resources and inadequate facilities. 3) Fund education and inadequate budgets. 4) Lack of attention of the government and local authorities to involve the community in the management of education. 5) Authority leadership in the Regent, the Mayor as the sole ruler in the area less attention in earnest to the state of education in the area of education budget has not been a top priority. (6) and the condition of each region does not have the same power in education due to differences in facilities, infrastructure and funds owned. This will lead to gaps between regions, so the government needs to create a rule in determining the quality of national education standards with attention to the condition of the development of autonomy of each region. (http://pakguruonline.pendidikan.net/otonomi_pendidikan.html in access an download in 11 March 2013)

While financing the budget calculations include more rest areas, reception area loans, reserve funds and the sale of local regional assets separated. Hence, it is in the area of financial management required to perform public

accountability, clear goals required standard of competence in managing the reception area so that each receipt should be formulated within a budget that preparation should refer to the Regulation of the Minister of the Interior issued every year, such as as required to meet the provisions of the 2012 Regulations interior minister No. 32 of 2011 on the procedure for arranging and Revenue Expenditure (Budget). Content or content / materials budget must be based on government accounting standards are set out in Regulation number 17 in 2011, when the management of education must meet national education standards set to Regulation No. 19 of 2005.

As explained in the Ministry of National Education Regulation No. 22 of 2006 that the process of personal formation of a learner who has actually been done by the teacher and can be carried out in accordance with the direction and objectives of educational programs that have been outlined in the curriculum. Therefore the success and failure of teachers in translating, designing and developing learning programs will determine the formation of personality of students.

4. Structured Curriculum and the Hidden Curriculum

There are three types of organizations ie curriculum, Curriculum Separated (Sparated Subject Curriculum), related curriculum, and integrated curriculum. Or better described in the paper over the problem described in the curriculum structure with a number of provisions such as.

Further in planning and organizing the material covering the curriculum structure as described in A Hamdan as follows: (1) the structure of school subjects (2) eyes essential lesson materials (3) subject essential, major themes, (4) Sub essential subject, the main theme of the child to be evaluated by (1) end of school exams, competency testing, (2) the summative test subjects, test subjects competencies described by some mastery of the competency standards set, (3) formative test, test stansar competencies described by some mastery of basic competencies defined, (4) the final evaluation and learning activities, described by the achievement of several indicators of learning. (A. Hamdan, *Manfaat Manajemen Kurikulum Pendidikan Dalam Pengelolaan Pendapatan Daerah*, pp 1. at http://www.sukabumikota.go.id/artikel/Manfaat_Mn_jmn_Kurikulum_Pendidikan.pdf download in 10 Maret 2013.)

For further explanation of the Hamdan opinion as formulated in a number of existing image below:

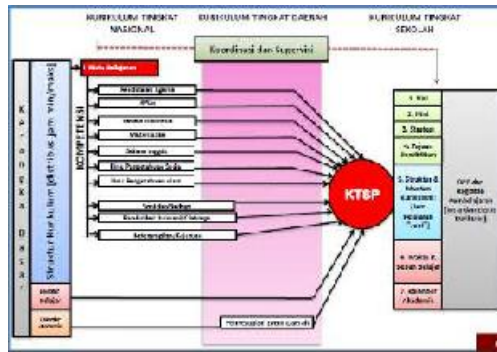


Figure 1. Curriculum Design

Ruang Lingkup (kolom) Manajemen Pendidikan						Manajemen	
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen

Figure 2. Management Education

Ruang Lingkup Manajemen Kurikulum					
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen
Kelembagaan	Manajemen	Manajemen	Manajemen	Manajemen	Manajemen

Figure 3. Management of the Curriculum

What is meant by Hidden Curriculum or Hidden Curriculum is each relating to the outside of the structure of the curriculum so in other words it can be stated that the Hidden Curriculum is a curriculum that develops planting certain values that can be applied in the process of learning that takes place.

Or in other words, the hidden curriculum includes providing education to the field of cognitive, affective and psychomotor associated with exercising carefully planned curriculum and are not intentionally planned. Therefore it is, in improving the quality of education is not the turn of the curriculum, and policy management capabilities at the central or local governments, but rather the internal factors that exist in the school, namely the role of teachers, educational facilities and their

utilization. Principal as top management must be able to empower all units owned to be able to manage all of the existing infrastructure for maximum performance achievement.

Even for that, Wahidmurni mentioned in the report in the scientific journal stating that the hidden curriculum is an established part of the education process performance implemented by the following explanation: "Because of the activities involved in the curriculum is not structured, or in other words not designed. Most of this type of curriculum aktiviti effect on students as the central meeting place Sports, dormitory, canteen, library. The hidden curriculum is recognized as soft skills or skills Insaniah. The elements in this curriculum dizahirkan and has a system and structure that systematically and professionally. Between the values or qualities that are categorized as proficiency Insaniah here is the qualities of leadership, quality decision making and problem solving, quality learning resources, quality of pure self (just past, present it to the class, right assignment conductivity appointments etc.) and working qualities of teamwork." (Wahidmurni, Pembelajaran Ilmu Pengetahuan Sosial Terpadu Pada satuan Pendidikan MI/SD dan MTs/ SMP, (Jurnal Madrasah Vol. II No. 1 Januari- Juni, Malang; UM Press), 2009, pp 2)

As for the various needs of the curriculum to note that everything that happened at the time of implementation of the curriculum could be the influence of teachers, principals, administrative staff, or even of the learners themselves. In other words, the hidden curriculum or hidden curriculum is not planned or programmed, but can not affect change in student behavior. This can be sourced from a number of aspects such as: customs, culture, habits and so on, including teacher behavior and classroom organization. Therefore, everything else will be a hidden curriculum that will influence the creation of the learner's personality either be positive or negative.

As consideration for curriculum assessment in 2013, can be seen in a number of image presentation public test as follows:

Usulan Rancangan Struktur Kurikulum SD	
No	Komponen Rancangan
1	Berbasis kompetensi, integratif dengan semua mata pelajaran
2	Menggunakan kompetensi sebagai acuan untuk merumuskan kompetensi inti pada tiap kelas
3	Menggunakan pendekatan saintifik dalam proses pembelajaran (mengamati, menanya, mencoba, mengolah, menilai, mencipta), mendidik secara holistik dan menyeluruh
4	Menggunakan URA dan URS sebagai materi pembelajaran pada semua mata pelajaran
5	Menggunakan URA dan URS sebagai materi pembelajaran pada semua mata pelajaran
6	Menggunakan URA dan URS sebagai materi pembelajaran pada semua mata pelajaran
7	Menggunakan URA dan URS sebagai materi pembelajaran pada semua mata pelajaran
8	Menggunakan URA dan URS sebagai materi pembelajaran pada semua mata pelajaran

Figure 4. Proposed design of the curriculum

more difficult to develop and require educational process indirectly.

8. Assessment of learning outcomes covering all aspects of competence, are formative and results soon followed by remedial learning to ensure mastery of competencies at a satisfactory level (minimum completeness criteria / KKM may be satisfactory level).

Curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the implementation of learning activities to achieve specific educational objectives (Act No. 20 of 2003; Government Regulation No. 19 of 2005). The curriculum is competency-based curriculum is designed in the form of documents, processes, and the assessment is based on the achievement of objectives, content and learning materials and learning organization based on the Competency Standards.

Educational content in the Competency Standards curriculum units developed in the form of education and level of education as a written plan (documents) and the curriculum as a process (implementation). In dimension as a written plan, the curriculum should develop curriculum content SKL be derived from the nation's achievements in the past, the present national life, and the life of the nation in the future. In the dimension of a written plan, the curriculum content packaged in a variety of subjects as the smallest unit of organization of content. In each subject there is specific content knowledge and content sharing with other subjects that the attitude and skills. Subjects directly into source-specific teaching materials and sharing to be developed in a process of curriculum dimensions.

Curriculum implementation is a joint venture between the government and the provincial government and the local government district / city.

1. Government responsible for preparing teachers and principals to implement the curriculum.
2. Responsible government in evaluating the implementation of the national curriculum.
3. The provincial government is responsible for supervision and evaluation of the implementation of the curriculum in the relevant province.
4. District / city government is responsible for providing professional support to teachers and principals in implementing the curriculum in the district / city governments.

A number of things are the reason for the development of Curriculum 2013 were

1. Changes in the learning process [of students were told to students to find out] and the assessment process [of output-

based to process-based and output] require additional teaching hours.

2. The trend of late This adds a lot of state school hours.
3. Comparisons with other countries show hours of lessons in Indonesia are relatively short, and.
4. Although learning in Finland is relatively short, but supported with learning tutorial.

Meanwhile, the 2006 Curriculum includes a number of issues including:

1. competency-based curriculum is not fully in accordance with the demands of function and purpose of national education,
2. competency domains holistically not describe the attitudes, skills, and knowledge,
3. Some of the competencies required according to the development needs (eg, character education, active learning methodology, the balance of soft skills and hard skills, entrepreneurship) has not been accommodated in the curriculum,
4. curriculum has not been sensitive and responsive to social change at local, national, and global levels;
5. The standard describes the learning process has not been so detailed sequence of learning opportunities and a diverse interpretations lead to teacher-centered learning,
6. assessment standards has not led to the competency-based assessment (process and outcome) and not explicitly demanded remediation on a regular basis, and
7. The SBC requires a more detailed curriculum documents in order not to give rise to multiple interpretations.

Three other factors also be a reason for Curriculum Development 2013 were, first, future challenges include globalization among others, environmental issues, advances in information technology, the convergence of science and technology, and the knowledge-based economy.

Second, future competencies which include communication skills, ability to think clearly and critically, the ability to consider the moral aspect of a problem, the ability to be an effective citizen, and the ability to try to understand and tolerate different views.

Third, the social phenomena which arise as student fights, drugs, corruption, plagiarism, cheating in various types of exams, and social upheaval (Social Unrest). The fourth is that assess the public perception of education has been too focused on cognitive aspects, student load is too heavy, and less charged character.

6. Textbooks as Teaching Materials

Research on the legibility of the book has been going on since the 1920's, among others, performed by Lively and Pressey were found readability formula based on word and sentence structure as well as the meaning of words as measured by the frequency and prevalence of use (Klare, 1984).

Dale (in Tarin, 1985) studied the vocabulary used by the novice learner children in the United States. 1,500 words have been mastered them, especially the vocabulary related to the words that are used everyday. Entering its second year, the students have mastered a vocabulary of 3000 words. The addition of approximately 1000 vocabulary words each year, so the average number of vocabulary words for high school graduates around 14000 words, and for the student body of about 18,000 to 29,000 words (Harris & Sipay in Zuchdi, 1995). Flesch (1974) for example, states that the number of sentences (English) for less than eight words would make it easier for readers to understand the reading. Standard sentence length is between 14 to 17 words, while the use of more than 25 words are too difficult to understand.

Based on a review of aspects of the paragraphs of the research, it is known that the elementary school textbooks which have high legibility is a textbook that is presented by using deductive paragraphs. Inductive paragraph can be used to increase students' understanding of grade four, five, and six if used in narrative discourse.

Based on a review of aspects of the sentence, then the elementary school textbooks that have high readability for students of classes two and three is if the sentences are used in the form of a simple sentence, whereas for grade four to six can use a broad phrase that can improve the overall understanding more good. If discourse is the use of argumentation discourse, then simple sentences in discourse can improve the readability of a textbook.

Based on a review of aspects of the use of words or word choice then elementary school textbooks for grade one to three that have high readability if the vocabulary used in the book is simple, has a simple syllables, and vocabulary related to the social context of the students. The use of vocabulary in textbooks for grade four to six should avoid the use of specific terms, foreign or connotative meaning.

Based on a review of the literature questions or exercises in textbooks, it is known that the elementary school textbooks for grade one to grade three reading questions should use the form of limited entry, word gaps, or complete a word in the context of the sentence.

Meanwhile, questions or exercises for grade four to grade six can use questions, orders, or exercise that demands the development of logical thinking skills and ability to think abstractly.

In connection with the legibility of a reading or measurement of textbooks for primary schools, it can be stated that the formula SMOG (Simplified Measure of gobbledygook) Test can be used to predict the suitability of a reading before the reading is used as teaching materials for elementary school students. This formula is quite simple and can be used to measure the readability of a reading that consists of at least 10 sentences.

Measurement experts or teachers to the legibility of a reading material can only be done if the assessor (assessor) master the subject matter will also be measured and controlled aspects of language used in the text. The measurement results can be used to predict the level of legibility, before being used as teaching materials to students. Government develop a textbook manuscript through a system, procedures and mechanisms that are expected to ensure the quality of textbooks. In addition to the script written by the author who is considered an expert and experienced in their field, the manuscript was assessed and analyzed by various parties. In addition, the Center of Books is technically responsible for the provision of textbooks manuscript editing the manuscript and to coordinate all the activities of writing and script development until ready to print. Systems, procedures, and mechanisms that helped extend the time in addition to the provision of the script, it also does not guarantee that the resulting text is free from weaknesses.

The results (Sitepu, 1994 & 1999; Nugraha, 1995; Setyowati, 1997, and Ahmad, et al. 2000) indicate the presence of textbooks published by the government that does not comply with the demands of curriculum and the views of the subject sequence, as well as the language and style used in the textbooks was considered convoluted causing difficulties for students to understand the concepts presented.

Meanwhile, there are illustrations which are not generally considered to be less attractive colored students in addition to a number of illustrations relevant considered the concept to be explained (last seen in textbooks in elementary school, the curriculum unit level of education). Illustrations in the form of still images or explanations of gender differentiate between men and women in terms of men are still considered superior to women. In addition, illustrations and still images representing all parts of Indonesia (particularly the eastern part of Indonesia) seem even more reflective of the state on the island of Java. Illustration begs for adult foreign students who lack or are not familiar with the appearance or state of being presented (the World Bank, 1995).

Even this was proven when the author tries to ask a number of students reading level grade 5 elementary school teachers as educators and direct test using the 5th grade book released book

Ministry of National Education Center, 2008 when students in rural areas were experiencing a number of difficulties in understanding the content of the text.

In addition, each title is written here in any discussion on the subjects of class 5 Indonesian central book issued by the national education department felt could be easily understood by a child who's just learned in class by using the language of necessity focused on the use of the phrase to be used for among children that age. Because in terms of the psychology of the child, any child who at age 10-12 years was not able to picture in his mind what he had read. So it is necessary to preface a sentence which tends to use a lot according to the child's level of digestibility.

Even the vocabulary used in class V textbook Elementary School has too many languages the word that makes a person would not understand the reading text. This is according to observations made much influence from the words that are still poorly understood by learners. In every discussion was never given the key to enriching vocabulary words that students are required to read the book to make the process of learning. Therefore, the addition of a person's vocabulary is generally considered an important part, both in the process of learning a language or developing one's ability in a language that has been mastered.

Ideally, every student is learning in elementary school taught new words as part of a particular subject and there are many adults who consider the establishment of vocabulary as an exciting and educational activities.

Textbooks policies as stated in the Regulation of the Minister of National Education of the Republic of Indonesia No. 2 of 2008 on Book. Government is a step in developing a textbook manuscript. Because only through a system, procedures and mechanisms are expected to ensure the quality of textbooks. In addition to the script written by the author who is considered an expert and experienced in their field, the manuscript was assessed and analyzed by various parties.

So between media learning with teaching materials (textbooks) and walks educators can be synchronized. Therefore, reading has good readability level will affect readers in improving learning and memory, increase the speed and efficiency of reading, and nurture reading habits.

7. Conclusion

Based on previous exposure, we as writers here can be concluded that:

1. This paper was made to photograph the responses related curriculum changes being debated in the implementation of the education system in Indonesia in late 2012 and early 2013.
2. The research method used in Qualitative descriptive methods.
3. 2013 curriculum changes that will be made, in fact have not been able to touch on a very necessary thing learners (students), because the quality of teachers is not optimal and tends imposed. Even areas of the curriculum 2013 public test that tends to do in a big city has not been able to answer what is actually needed by the institution.
4. Structure of the curriculum is done with the concept of integration in primary education, secondary education and higher education led to the education budget needs are so great. But on the other hand, professionals in educational institutions as teachers and lecturers are still many who do not have the qualified competencies, coupled with the condition that there is a hidden curriculum within educational institutions such as the public, the media, schools and traditions that still tends to discriminate and intimidation of weaker parties. In addition it was still a lot of educational institutions that conditions are still weak in terms of education infrastructure, and inadequate local infrastructure.
5. Changes in the curriculum system of systems Education Unit Level Curriculum (SBC) into the curriculum 3013 or Competency Based Curriculum (CBC) is a government effort to build a quality education that has not been well coordinated. Because socialization have not got to the bottom of the realm of national institutions, namely schools, this resulted in mis-communication of the policy is made.
6. Textbooks as teaching materials required in school, during this study raised have not been able to answer to what is the basis for the educational needs, such as the concept of character-based education, the concept of gender character-based education, the concept of human rights-based education, based on the concept of multicultural education, and concept of education based on local wisdom.

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STRATEGIC MANAGEMENT IN BASIC EDUCATION INSTITUTIONS IN MEXICO

José G. Vargas-Hernández

University Center for Economic and Managerial Sciences,
University of Guadalajara Periférico Norte 799 Edif G201-7, Núcleo Universitario Los Belenes Zapopan,
Jalisco, 45100, México
Tel. +523337703340 ext. 25685 jvargas2006@gmail.com, jgvh0811@yahoo.com, josevargas@cucea.udg.mx

Abstract

The following work is to determine the benefits of implementing strategic management in basic education institutions in Mexico from the viewpoint of the theory based on the resources and capabilities of the company. The analysis is based on the following question: What are the strategic management issues affecting basic education institutions in Mexico?, This essay is to investigate how this theory applies as it applies in education. The analysis concludes that the implementation of a strategic management approach in education can lead institutions to achieve continuous quality education.

Keywords: Teaching, education, knowledge management, strategic management, institution.

1. Introduction

These days, teachers of basic education level institutions in Mexico have been severely criticized. They are accused of wear in the education system, but only teachers can know what they face every day. Education is work not only of teachers, it is also needed the support of parents, the union leadership, educational policy approving or disapproving, all they have to do in this circle that makes education a success or a failure.

It is clear that teachers and parents have responsibility for the education of children. Parents are the ones who must take sides as to put into practice the values, norms, values, while teachers can only make mention of it. Teachers are faced with unknowns in their training. It is very different real life that can oppose to different situations in which the teacher must implement the institutions and complement with the knowledge learned in school.

The training of teachers is a very important issue and also worrying because in their hands lies the responsibility to issue the customs, values, norms, teach the child to be independent, to express their emotions, and their commitment to family. Ongoing training guesses the probability of changing educational practices in promoting student learning. It is important for teachers to be trained with diplomas, courses, workshops, etc., with which they are given the essential elements to design their learning strategies and improve student learning.

Currently there are some tests to check how good is the knowledge of teachers or what is the percentage the teachers dominate the knowledge. Through these tests teachers can meet their academic level and know the

percentage that dominates different continue training programs. There is a program that helps teachers, and staff working in primary schools to improve their job performance considering the problems they have in their school or group. This program is known as the "PRONAP" (Programa Nacional de Actualización Permanente or National program update permanent) which is beneficial and helps both teachers and students because both learn in the classroom.

It has been created a program for the development of a methodology proposal, the Proyecto Educativo Escolar (PEE) or Educational Project School (EDS). The School Education Project (EEP), which was built with the aim of creating conditions that enhance or transform benefit and strategic thinking of teachers, managers, etc. The purpose of this program (PPE) is implementing a strategic management in education. This program allows each institution to conduct basic education desired for the future, which is to achieve a quality education and be competitive. By identifying the living problems may be possible to propose improvements to meet quality schools stereotypes, whether in teaching, both administratively and socially and thus each school can become competitive.

The research problem is delimited in terms of what are the strategic management issues affecting basic education institutions in Mexico?

Knowledge over time has become the source of social development in many pragmatic ways of society. This leads to along with life we need to learn. A very useful tool in the growth of organizations is "the theory of resources and capabilities". This theory is the application of skills as an important quality in the success of any enterprise.

An important feature of any organization is the knowledge such as information, skills, abilities to channel information, etc. Knowledge is a significant and critical mean (Winter, 1987, Hall, 1992; Liebeskind, 1996). Knowledge is the beginning of the key to change, is classified into two types of knowledge, explicit and tacit. Explicit knowledge is easily transferred and can be expressed by numbers, words, etc. On the other hand the tacit knowledge is more difficult to transmit and that is very personal and difficult to express them through formal language (Nonaka and Takeuchi, 1999). Much of the knowledge is tacit, so it is difficult to transmit from person to person, but this kind of knowledge is one of the best because the individual learns from experience. It is more difficult to forget the knowledge acquired through experiences and personal practices.

This paper aims to analyze which aspects of strategic management affect basic education institutions in Mexico, because the education system is on the edge of the pressure to be transformed. Society every time demands quality education as the only way the country will grow more in all areas. In this globalized world, competition is the daily bread. Competencies of different peculiarities in creative skills of knowledge and facilities are present and are accepted by society as "areas of knowledge" (Castells, 2006).

Schools have a requirement to enter the new information technologies in educational exercise, but this is not enough as an institution can

have the best technology in their classrooms, the best educational tools, the best furniture but no use is made of a good knowledge management. All this is being in vain so it can become a knowledge society.

Through strategic management looking each institution of basic education is looking to achieve its independence to improve educational quality. Worldwide each government is providing more benefits and funding for education every time, particularly to improve the level of education and the quality of its country. Administrative decentralization is a tactic that is being taken to achieve quality, through the establishment of a series of combination of principals, teachers, students, parents and the community as principal leaders in decision-making.

Then there is a table showing a relationship between the dimensions of strategic management in education and improving the quality of education in basic education institutions in Mexico, with their respective indicators, dimensions of strategic management implemented in the education that involve an impact on improving the quality of education, curriculum pedagogy relates to pedagogy, with the institutional and organizational and finally administrative and social participation has to do with school (See figure one in the next page).

The aim of this paper is to analyze and determine the impact on basic education institutions in Mexico framed on the dimensions of strategic management in education.

Table 1. Description of variables

Variable	Description	Indicator
X	Dimensions of strategic management in education.	-Curricular pedagogy -Organizative -Administrative and Social participation
Y	And improving the quality of education in basic education institutions in Mexico. -Institutional.	-Institucional -Scholar -Pedagogy

Source: Own elaboration

2. Conceptual and theoretical framework

The resource-based theory of the firm is a theory that talks about the intrinsic characteristics and resources of a company. The main proponents of this theory are Barney (1991), Grant (1991) and Peteraf (1993). The latest contributions to this theory and dynamic capabilities in the area of business about strategic management from 1983 to 2003 have been from Foss and Langlois (1997), Heene and Sanchez (1997) and Volberda and Elfring (2001).

Companies who succeed are those who know how best to use the resources at their disposal. Resources can be both tangible and intangible. Tangible resources are those that can be seen and easily quantified, and intangibles are difficult to see and quantify. Tangible resources and capabilities can be divided into four categories which are: Financial resources and capabilities, physical, technological and organizational resources and capabilities. The intangible resources and capabilities are classified as human resources and capabilities, innovation and reputation. Economic theory will continue to have a major role in the

creation of economic value and sustainable competitive advantages.

Strategic management is the one that takes the whole enterprise to achieve your goal, success, studies concerning the management of the organization and how to address the functional areas of a company, as the company is reflected and how it links with around the environment. Rumelt, Schendel and Teece (1994) refer to strategic management as an academic area most current that the real application. Departing from the certainty that strategic management competes with itself; while at the same time is a meta competence implying integrating skills competition.

Management is referred by Tedesco (1999), as a phase that is more than the administrative changes, including educational processes encompassing the administrative, social, labor and pedagogy. Institutions are defined by North (1995) as the rules of the game given by the interaction with society that defines economic output and performance. It is emphasized the fact of reducing uncertainty to define the type of organization that exists in society and the disparities in institutions and organizations. The organizations play first run within institutions. Institutions have consequences on the costs of an economy. A formal institutional framework is personified by laws, regulations and rules, whereas the informal institutional framework is represented by means of rules, culture and ethics.

UNICEF (2000) defines education as a right of children and adolescents to have an education that meets the quality standards. Mexico has achieved good results in recent years. Basic education is reaching the most marginalized locations. These results have been achieved through the education system data and test application ENLACE, which measures the performance of students.

Kant (1991) refers to education as "the institution that is a characteristic of the human species" and that education is unique to humans (Ak. IX: 439). Education is what leads a man to achieve his human condition. It is through the individual education that an individual can be a human being. Individuals are the reflection of their education. Education is a decisive challenge to reach and develop the powers and capabilities of human beings. The human being acquires its status along a learning process.

The discipline, care, training (cf., Ak. IX: 439), among others comprise the educational process. A portion of education is linked to the development of human capacities that are aimed at that the fact that any human being can meet his needs. The other party that is the training is linked with the civic and moral values (Kant, 1991) which refer to the goal of all education. Kant (1991) states that education is a training and development series aimed at an intrinsic critical building that can be

awarded to rational and independent position on the grounds that social institutions are supported.

Education has its history linked to the progress of human being. In any society exists education throughout the transferring of knowledge from generation to generation and that's how they have become habits and customs that have shaped society, religious customs, ideologies, etc., which combine and give sense of ownership to the educational activity. The origin of education comes from the primitive communities when the individual goes from being nomadic to sedentary, to find it necessary to have a stable place where to live and provide for their community. It was only then that knowledge began airing and sharing the first pedagogical ideas that gave life, different social classes began to stand and this was the pick for the framework of education.

The origins of pedagogy came from France in the seventeenth and eighteenth centuries. There were the Jesuits who began appearing in the schools that were created by San Ignacio de Loyola. In its institutions the student was separated from the real world and was the first social institution committed education to with all layers of society. Some great writers who influenced pedagogy in the XVII Century were Galileo Galilei, Rene Descartes, Isaac Newton and Jean Jacques Rousseau (1712-1778).

Steiner (1861-1925) defines pedagogy considering that individuals are composed of spirit, soul and body, which in turn are divided into the three stages of development of all individuals that are: Infancy, childhood and adolescence. The Spanish language dictionary refers to pedagogy as the science of education and teaching. Its purpose is to provide guidelines to carry out the processes of learning and teaching using different sciences, i.e. psychology, philosophy, history, medicine and sociology. The word comes from the Greek pedagogy (gogos-drive) and is the science that studies the training and development phases of human beings.

The International Institute for Educational Planning (IIEP) of UNESCO (2000) defines educational management as a group of theoretical and practical processes that are incorporated and listed vertically and horizontally in an educational system and implement social demands in education. Educational management involves knowledge, action, ethics, effectiveness, policy, process management in order that educational work have continuous improvement, setting systematic process improvement and take advantage of opportunities that arise.

Strategic management in education must be pointed in cycles of continuous improvement of procedures and results to extend the application of assessment and planning practices. Pozner (2000) defines strategic educational management as a

novelty to understand how to organize and conduct an educational system and school organization. When the strategic situation is admitted as a pillar in the way that goes above and leads educational activities, it must be achieved a process that produces decisions and decisive communication.

2.1 The characteristics of educational management are:

- a. Centrality in the pedagogic. The key organizational entity of educational systems is the production of learning for all students.
- b. Reconfiguration, new skills and professionalism. Thus, students should have what they need to understand the new techniques of the time and solutions to various conditions presented to them.
- c. Teamwork. Educational institutions must know what are the goals and principles that are to drive, there must exist a facility to design schedules and what actions will be.
- d. Openness to learning and innovation. Thus, teachers have the ability to find fresh ideas and implement them to achieve their goal, an organization open to learning of new things and can resolve adverse situations, learn from other organizations and creating knowledge themselves.
- e. Advice and guidance for professionalization. Expand the power of knowledge, training circles and find areas of opportunity swapping experiences.
- f. Cohesive organizational cultures united by a vision. Outline different situations based on specific objectives and top anchor in phases. There must be a good creativity that encourages participation, to have more commitment and responsibility.
- g. Systemic and strategic intervention. From the circumstances producing the strategy and joint actions to achieve the desired goals and objectives, which is self-regulated planning.

Knowledge management is defined as the organizational effort designed to: knowledge capture, convert personal knowledge into group knowledge, to associate persons with others, people with knowledge, and knowledge with people, knowledge with knowledge, and measure knowledge to speed resource management and understand its evolution (O'Leary, 1998). When referring to knowledge management there are mixed three meanings:

Knowhow of the company's intellectual capital.

- a. An organization culture aimed at sharing work and knowledge in an organizational culture.
- b. Mechanisms favoring production to make the organization knowledge in information technologies.

Knowledge management is a group of activities that share and manage knowledge of an organization to achieve its goals routed. Knowledge management is a tool that provides assistance to organizations to enable them to select and transfer information that may be important, change the information and assets difficult to quantify in constant values. The objectives of knowledge management are to institute knowledge repositories, that knowledge inputs are good, build an atmosphere for the exchange of knowledge and finally to direct knowledge as an asset.

Among the main theories of the firm are:

- a. Theory of firm's behavior
- b. Theory of transaction costs.
- c. Theory of property rights.
- d. Agency theory, and
- e. Theory based on the resources and capabilities of the company.

For purposes of this paper, it will work with the theory based on the resources and capabilities of the company, which appears in the strategic direction under the assumption that there is a mix of business with regard to resources and capabilities. It also will make use of the strategic management in education together with knowledge management as a competitive advantage in the business (Peng, 2006). The strategy states that when there is a difference between the capabilities and resources that impact on a company performance. There are two types of assets, which are tangible and intangible. Tangible resources are the ones that can be perceived, easily quantified and are divided into four classes:

- a. Financial resources and capacities.
- b. Resource and physical abilities.
- c. Resources and technological capabilities, and
- d. Resources and Organizational skills.

Intangible resources are those difficult to quantify, they are not seen by the naked eye, and are classified as:

- a. Resources.
- b. Human capacity.
- c. Innovation, and d.- Reputation

Peng (2006) mentioned that a value chain is the goods and services created by a chain of activities that provide value. Competency standards use SWOT analysis to figure out whether a company has the capacity and resources to carry out activities that exceed those of their adversaries. Within this theory is also under VRIO (Value, Rarity, Imitation and Organization) resources and capabilities. Companies can hardly copy to other firms. Due to the indeterminacy of other firms, it is difficult to know which causes the success of a company, what are these factors that are helping them to achieve their goals.

Three factors of a shrewd strategy are that companies compete in resources and capabilities

are common, the VRIO is a good tool along with the SWOT analysis. The second is that companies copy from other firms and this helps them to improve their singular skills. The third is that competitive advantages are not eternal. It is necessarily to be constantly changing and providing for future needs, because what works for the firms now in considerable time will be obsolete.

Before we talk about strategic management in education is important to clarify some concepts as everyone has different qualities such as respect for basic rights, equality and the importance. The two components of an active character are: Efficiency and effectiveness (OREALC-UNESCO Santiago, 2007). Strategic management in education is a tool to support quality improvement in basic education institutions in Mexico. Strategic management is carried out through skills of staff working in educational institutions for the practice of leadership, by joining working forces, responsible social participation, strategic planning and assessment to improve, which are all of them a challenge for the firms in this competitive and globalized world.

Buried in the theory of resources and capacities, it is found the theory of knowledge, which is a very useful tool in the institution of the value of firms. This theory is divided into three branches are:

- a. The ability to shift resources and capabilities of a firm.
- b. That individuals prepare or focus more on certain areas.
- c. The implementation by individuals is the result of preparation, having knowledge (Grant 1991).

Knowledge is a key requirement (Winter, 1987; Hall, 1992; and Liebeskind, 1996). All knowledge involves a process that includes information, skills, and abilities to process information. Knowledge is divided into tacit and explicit knowledge. Explicit knowledge is that which can be transferred easily and the unspoken is very difficult to express (Nonaka and Takeuchi, 1999). Knowledge is more abundant on the tacit, while is the best because it is based on the experience gained by the knowledge.

Knowledge management is defined as the organizational effort designed to: knowledge capture, convert personal knowledge group, associate persons within each other, people with knowledge, and knowledge with people, knowledge with knowledge, and measure knowledge to speed resource management and understand its evolution (O'Leary, 1998). Knowledge management is a tool that helps companies to select relevant information and experience. It gives a turn around and makes information assets that are difficult to palpate or quantify in strong values. The objectives of knowledge management are to establish

reservoir of knowledge, facilitate entry to knowledge, and foster an environment for knowledge sharing and managing knowledge as an asset.

3. Research methods

In this paper we apply the exploratory method since it opened an scenario stage to what strategic management in education concerns through various sources. Among this sources, using the theory based on the resources and capabilities of the company, taking knowledge management in the company, taking valuable information from the Secretariat for Basic Education Development Directorate of Educational Management and Innovation at the National Coordination of quality Schools Program (Subsecretaría de Educación Básica de la Dirección de Desarrollo de la Gestión e Innovación Educativa en la Coordinación Nacional del Programa Escuelas de Calidad), as well as quality schools program presented by the Secretary of Public Education (Secretaría de Educación Pública or SEP) and various items more related to the subject of basic education in Mexico.

Strategic management implemented in basic education institutions in Mexico is an issue that is currently very fashionable as well as being of great importance to see the status of basic education institutions in the country. However, it has not more options but to do an effort to improve the quality of education in a society that demands more every day, but can go much deeper into this topic because it is very broad application that can be given in basic education institutions in Mexico.

Strategic management implemented in basic education institutions in Mexico is an issue that is currently very fashionable as well as being of great importance to see the status of basic education institutions in the country and not have more options to do effort to improve the quality of education in a society that demands more every day, but can go much deeper into this topic because it is very broad application that can be given in basic education institutions in Mexico.

The secretary of public education through its strategic management model in education is trying to expose widely the benefits of implementing this model. The goal of using a model of strategic management in education is that every teacher, every manager and staff working in basic education institutions in Mexico is committed to quality education. At the core of this model of strategic management is the commitment to have continually advances in the way it is carrying out the administration, to encourage achievement of excellent results exist in education, and that skills and pedagogy, have a practice of administration of renewed institutions. All this in order that

basic education graduates are favored to take the skills required to leave on in a globalized world.

4. Application of the theory to the case

A strategic management model in education leads to continuous improvement using a method knowing how to lead and adding direct efforts. Education is not easy and implement a strategic management model in education makes it easier for those who implement a true commitment to their educative institution and school, brings a renewed organizational environment, adequate fresh for the demands of these times. Management in basic education institutions comprises several factors of ordinary life, as how various issues facing the community, parents in a context that includes rules and norms that create ordinary life in institutions of education and giving rise to the environment and circumstances for learning, assessment is used as the foundation for continuous improvement and the school is changed to a more active institution causing differentiated opportunities.

The following points outline the ways that teachers and staff working in basic education institutions should consider for continuous improvement.

- a. Leadership
- b. Collaborative work
- c. Strategic planning
- d. Responsible social participation
- e. Evaluation for continuous improvement

These points mentioned above are leading the way how teachers will implement the model in practice. The principles of educational management are:

- a. Responsible autonomy.
- b. Stewardship
- c. Transparency and accountability
- d. Flexibility of practices and relationships

According to the IIP-UNESCO (2000), a strategic approach begins with observing the technique that will take place. It should be taking the primary objective to define what strategies will be those that will achieve the desired objectives. Education includes the existence of participation, the duty on the part of society to cooperate, help to achieve the objectives.

Strategic planning involves the deployment of various forms of thought such as: holistic thinking that Senge (1994) mentioned that each person sees the reality in different ways. When someone else can see that reality and vice versa, may discover something had never seen from a particular viewpoint, which in education is very important because with the help of all, it can found better strategies for improved education. The teacher who no longer has the main authority, he

stops being the one who knows everything to give opportunity to the entire community to participate, students and other staff working in the school.

The other thought is systems thinking. Bertalanffy (2004) says that a system is a sequence of components that are linked to achieve a goal. Senge (1994) stated that this thought helps improve situations through the creation of strategies for solving. Finally strategic thinking that Senge (1994) described as something that notices that should happen. For this type of thinking, a person should have an open mind, take advantage of future changes, please what the student community and society demand, giving rise to become involved. Management performance is added to the process and makes the foundation for strategic culture in basic education institutions can grow.

5. Conclusions and recommendations

The implementation of strategic management in basic education institutions is definitely a practice that will be very useful, because in these times what it is needed is a change in education to see the changes globally. Every time the competences are more and the only way they can go on out, meet the goals of improved educational quality is changing or implementing new strategies in education.

The situation in basic education in Mexico is sad, because gaps are very large. To apply a strategic management model suitable to education should prompt Mexico to improve education. The teachers and staff working in education institutions must be motivated to rescue education and to develop an organizational culture. A strategic educational management model helps the faculty to be obliged to train, to work and work harder. Applying strategic educational management contributes to basic education and favors to re organize the organization of educational institutions.

The development of a country depends on its education and its people. The recommendation is that society jointly collaborates with education; get involved in it and especially to help support the education of children. Educational institutions are the center where the children acquire knowledge but at home are where the real education begins, which reinforce the values, morals, etc. If there is no support from parents, society in general, institutions do not meet the objective of achieving quality education in Mexico. The mere fact of having a model that ensures success in improving education is not enough, teachers, students and staff working in these institutions requires the support of society.

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THE STRATEGY OF EDUCATIONAL MANAGEMENT FOR ELEMENTARY SCHOOL OF ORANG RIMBA THROUGH EDUCATION BASED ON LOCAL CULTURE

Marfuah

Batanghari University–Jambi
marfuah_pt@yahoo.co.id

Abstrak

In this research, the researcher tries to see and analyze the prevailing condition of Orang Rimba in the field of education. The environmental analysis pave the way for a model of educational elementary school based on local culture in Air Hitam, Jambi. The researcher uses a qualitative method with ethnomethodology approach. The result of analysis can be concluded as follows: First, external factor in geographic aspect, Orang Rimba's living place is still isolated; in demographic aspect there is unflattened distribution of Orang Rimba because of melangun culture; in economic aspect, Orang Rimba is poor; in social aspect Orang Rimba has a few interactions with outdoor communities; and in culture aspect the Orang Rimba strongly grasp it. Second, the educational management for elementary school of Orang Rimba is not joined with other communities but it should be joined with their communities. Third, Orang Rimba's perception about education not all they can accept it, for not to change their tradition. Fourth, the strategy of educational management for elementary school of Orang Rimba is not implied the values of local culture. Fifth, there are many factors that should be considered in educational management to empower Orang Rimba such as infrastructure, transportation, communication, equipment, the number of teachers, local culture values. Sixth, the impact of the education can be described, are: they know how to read, write, and count can be used for interaction and transaction especially transaction product of forest, they know about technology, it can change of mindset and their life. The strategy of educational management for elementary school of Orang Rimba can be done through education, health programs, and economy based on local-culture. In socio-cultural aspect, the community can implement community-oriented education. This will link the students to their environment. It is recommended therefore that the types of education needed to empower Orang Rimba are: (1) Formal, nonformal and informal education based on local-culture. (2) Health programs of body, houses, family planning program, and environment based on local-culture. (3) Education of household economy can be conducted through life skills and management of forestry natural resources.

Keywords: The strategy of Educational Management, Elementary School, Local Culture, Orang Rimba.

1. Introduction

The reason behind this research is to find out the empirical data of educational management strategy for elementary school of Orang Rimba in Air hitam, Jambi. Researcher interested to choose aspect of educational management strategy for elementary school of Orang Rimba because Orang Rimba's condition was far left behind compared to people outside of them. Orang Rimba does not have role to obtain an opportunity to enjoy the development. Actulally, it was expected that resources of Orang Rimba can increase and advanced. The formulating alternative strategy of educational management for elementary school was the general aim and in particular were: first, obtaining empirical description of the external profile of education that influence women's empowerment-oriented education based on local culture; second, obtaining empirical description of the internal profile of education related to the state of education and education management; third, obtaining empirical description of the Orang Rimba

outlook towards education, forth, getting an overview of educational management strategy in an effort to empower Orang Rimba; fifth, getting an overview of the strategic factors that should be considered in the management of education to empower Orang Rimba, and sixth, recommendation an alternative model of educational management strategies based on local culture in empowerment of Orang Rimba.

2. Discussion

The physical characteristics of Orang Rimba belong to the Mongoloid race, the first migration of humans Proton Malay. They average stature are medium, brown skin, slightly and curly hair, thick soles, adults have chewing betel nut. While the appearance of everyday men wear loincloth (kancut). Adolescents are wearing sarongs attributed to cover their chest for girls, meanwhile adult women with an open chest. The characteristics of non-physical, the level of intellectual ability of Orang Rimba still low and their temperament are generally loud and shy.

Although it was still limited, but a social interaction with outsider has to happen. It means that they are Wellcome to outsider values and culture more visible. The empowerment of Orang Rimba at Air Hitam did not specifically focused on their need. This condition can be viewed from some of the facts on the field, such as from an economical side, Orang Rimba still below the poverty line. Social interactions of Orang Rimba were still limited to the group. From the culture side, Orang Rimba is still strong protected by their culture and custom, it causes them difficult to accept outside influence. From the health side, they have a low level of health on baverage; it is seen from a clean lifestyle in their dress, physical health, and illness. From the side of education, they are still illiterate. There are several aspects that contribute to this conditions such as, geographically, Air Hitam is one of the areas classified as remote areas; demographically, there are uneven nomaden deployment and always move because of melangun culture.

The society of Orang Rimba in Air Hitam divided into two groups: the first, Orang Rimba who lives on the outskirts of the forest where access to interact more with the outside community, partially the group has received education. They allow their children to attend nearby elementary education; it is because of the location close to the forest edge resettlement or local area. The second, Orang Rimba who lives in the forest, the group is only interact with their peers, access to education untouched at all.

In this research is focused on two primary schools in the District of Air Hitam are the SD No. 191/VII Pematang Kabau II and SD No. 211/VII Bukit Suban. The number of students SD No. 191/VII Pematang Kabau II totaled 46 children comprising 40 boys and 6 girls. This amount is 13 % of the number of girls attending elementary school. The number of students in primary school No. 211/VII Bukit Suban totaled 51 children consisted of 45 boys and 6 girls. This amount is only 12 % when compared to the number of girls attending elementary school.

Orang Rimba are enrolled in nearby primary school, in Air hitam have many experience problems in its implementation. Constraints Orang Rimba in the education, among others are: first, the geographical factor, housing is difficult to reach because of the reach of transport is still isolated; second social factor, there are limitations in interacting with the outside community; third cultural factor, Orang Rimba are holding a traditional culture is still strong, there are concerns with the education will change their cultural practices; fourth economic factor, most of Orang Rimba still take their children to help family's earning like hunting, gathering, farming, and other activities related to the fulfillment of life; fifth the safety factor, the parents are very worry impairing

of animals to their children; sixth attachment factor, Orang Rimba's children feel free to follow as many rules of education schools should be adhered to, where they are not free, confined, because their life had been free in the open.

Orang Rimba outlook on education, there is a small part that has received education but most of them still refused education. Judging from the deviding group of Orang Rimba in Air Hitam, commonly Orang Rimba who need and receive an education in the category of women who are sedentary. While Rimba's groups in category ngekem or temporary residency are called melangun, had no desire to go to school for their children, they refuse the education and move if there are families who died or sick. In addition, education for Orang Rimba's view there are two kinds, the first: Orang Rimba spreads in Air Hitam, they need to interact, transact with the villagers to sell forest products, buy daily basic needs, they need to be provided education so that they are not deceived by outsiders, especially in the sale and purchase transaction. Second, Orang Rimba who do not need education are who lived in the middle forest of Air Hitam, all needs have been fulfilled, they do not interact and transact with the outside world, so they do not need an education.

Strategic management of education at the Department of Education Sarolangun especially in Air Hitam includes are planning, organizing, implementing, and monitoring of education. Educational planning includes human resource principals, teachers, and students. Resource facilities include construction of schools and school's infrastructure. Organizing education includes the recruitment and placement of principals and teachers on the job. Surveillance is conducted by the superintendent of schools, the district education office and principals. However, conditions on the ground in the provision of education for Rimba children reality is blended with the nearby village school. Department of Education is providing stimulus to the children who attend school in the nearby elementary school such as stationery, school bags, school uniforms, and tuition assistance.

Strategy of educational management for elementary school of Orang Rimba before, the first the education of Orang Rimba is planned by identifying problems that exist in the Forest. Identification includes educational needs and learning needs, natural resources, and the preparation of an effective and efficient program. In organizing activities, the elementary school of Orang Rimba is provided a good motivation to students, educators, and related parties. For example, students are given all the learning facilities such as: bags, books, notebooks, drawing books, pencils, pens, erasers and other school supplies. Making a shelter to learn and stay during

the learning process takes place and giving daily needs.

Strategic factors that need to be considered in the management of education in the region of Air Hitam are: first, that government policy should take seriously about education policy for the Rimba education especially for children who are still blended with the outside community of Orang Rimba. Second, environmental factors that include economic, social, cultural, and security concerns in daily life of Orang Rimba. Third, environmental factors includes to natural resources, the region that contains natural resources in Air Hitam is dwindling due to various factors, which may inhibit the acceleration process of empowerment Orang Rimba. Fourth, the factor value shares with private companies; in this case the company is in the area developed the concept for the implementation of public education. Fifth, the human factor, in this case by utilizing the people who influence or be smart such as: the head of suku, the vice of suku, Depati, Mangku, Dubalang, Menti, Jenang, and stakeholders who can be Tenganai of forest together to cooperate in educational management. In addition, factors that affect the implementation of education are: first, supporting factor; the internal factors are influenced by the people directly involved to organize educational activities and external factors are more dominant by the residents of Orang Rimba themselves, namely: cadre of educators, Tumenggung's support, Orang Rimba's support, the input of students from Orang Rimba's children. Second, inhibiting factor; including internal factors derived from the Orang Rimba themselves they think that they allow their children to attend school, then they will lose their eraning, usually children help parents to find resin, rattan and so on, the melangun culture, outbreaks of disease, nightmares, quickly bored. External factors are factors that come from outside of Orang Rimba.

The impact of educational management for the empowerment of Orang Rimba are able to read, write, calculate simple, it helps the parents in transacting the sale and purchase of forest products to the outside community and can interact with the Indonesian language. There was improvement of the health of Orang Rimba especially children, visible from the hair is clean and combed, shower twice a day, clothes washed, brushed their teeth, and the way they dress has closed the chest and body. Besides that the impact of this education also impact on their parents to set an example and help socialize education to parents who still resist education.

From some of the descriptions above, shows that Orang Rimba still need a helping hand to be empowered from all aspects of life. For their life, the condition of powerlessness is not a problem either for theirselves, family, or group, but with the increasing social interaction with the outside

community and demands for change, then Orang Rimba should be empowered through: empowering psychologically, sought from those who are shy, insecure, fear can turn into a self-confident, daring either with the group or with the outside community of Orang Rimba; empowering socially, communicating with difficult conditions and tough they are expected to interact smoothly interact both with the group and with the outside community; empowering economically, so that they are capable and fulfilled the needs of daily life and be independent; empowering politically, so they are able to make their own decisions about their lives, especially the cover.

Some empowering had to be run through formal, non-formal, and informal education in the family. Empowering of women can be formed entity groups of Orang Rimba approach with the wife of kepala suku as their leader, with a given skill to utilize the natural resources in the forest such as weaving mat. Moreover, it can be formed action group gathering, cooking, and wellness activities. With these activities they were expected to empower Orang Rimba so that they feel equal, independent, respected, and confident. It can be concluded that in order to empower Orang Rimba so that the program is successful, empowerment given to the first rimba male. With the expectation that men as husbands who empowers forest will impact on changing the mindset, attitudes, and treatment of his wife that occurred in the household equal partnership. Moreover, it can speed up access to education and empowerment of Orang Rimba.

The findings obtained through this research, has provided an overview of the conditions that can be created with respect to the model of cultural based on strategy of educational management in an effort to empower local Orang Rimba in Air Hitam offered through the "Societal Paedagogical Ethnomethodologys Strategic Model". Some conditions are found and need to be given meaning in this model is the need to analyze the condition of Orang Rimba in terms of their potential, seen from the demographics map, education, health, household, and economic activity, the primary schools in the region of Air Hitam, and the involvement of all parties to support the success of empowerment program of Orang Rimba. By using the strategy of educational management for Orang Rimba based on local culture, the model of educational management strategies that will be built in the region of Air Hitam requires the participation or involvement of many parties. The parties need to understand the priority of a program management school education, especially in the area of Air Hitam include central government, local government, Orang Rimba, educator resources, and private parties.

Education model based on local culture in an effort to empower Orang Rimba, filed by relying on

a conceptual basis, legal basis, and empirical grounding. Some establishment the conceptual foundation for all education, community education based, the management of education based on the local culture, and cultural attachment.

The model is based on the vision, mission, and values to be achieved through an educational model based on the local culture. The values of Orang rimba's Community possessed cultural customs that can be used as a force in empowering themselves. Since the values of the local cultural customs they believe in and they obey the order of life and behavior in daily life. To get a clearer picture about the vision, mission, and values of Orang rimba can be seen as illustrated in the picture 1.1.

3. Conclusion

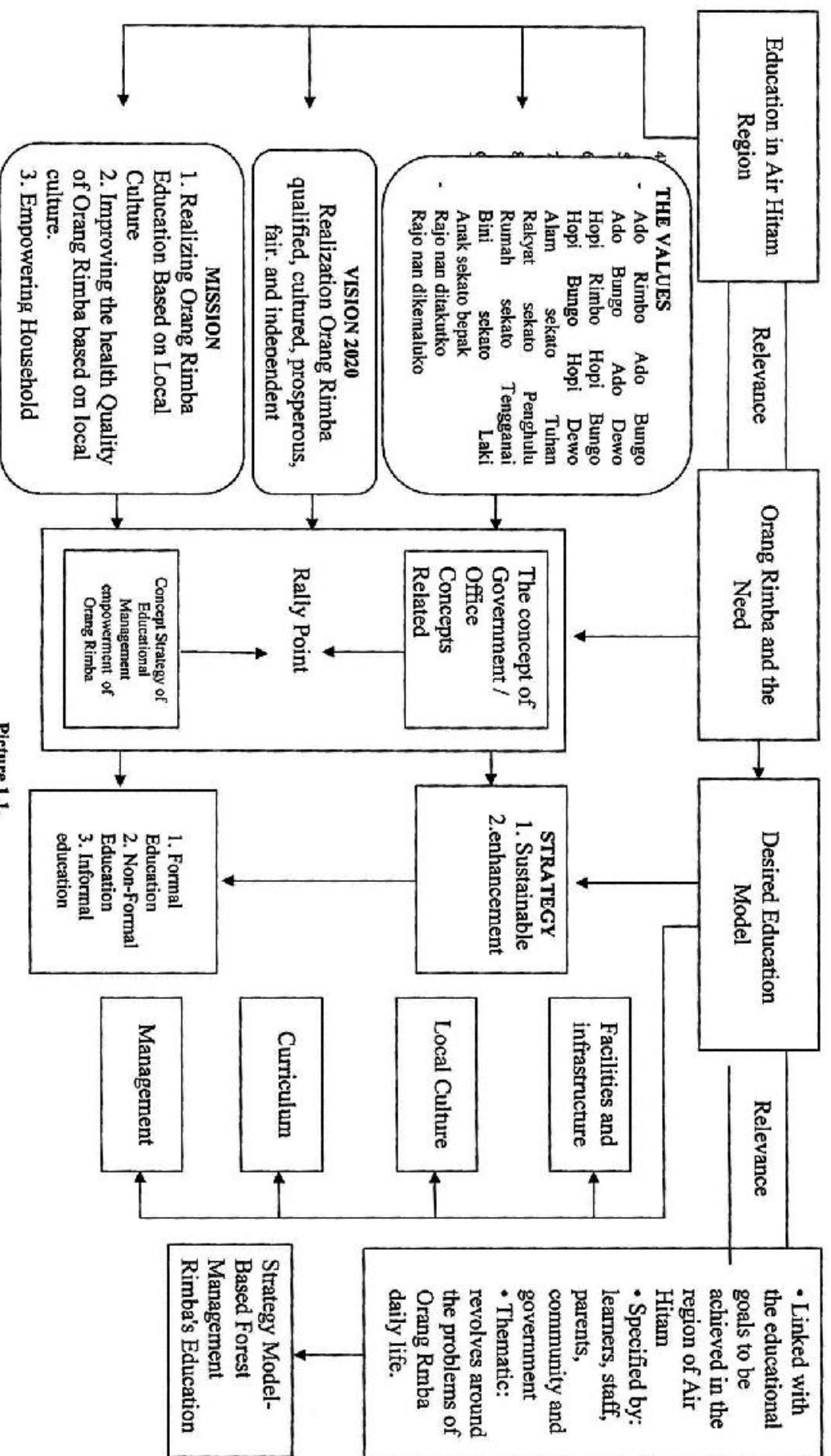
Based on the results of research and discussion of the main points of the research findings as noted above, it can be concluded the research as follows: first, the results showed that the external profile of education in terms of geographical location is relatively isolated and remote areas with a low level of accessibility led to the scarcity of information on governance and development received by Orang Rimba; demographic aspects of population distribution is uneven because of the culture of itinerant melangun, from socio-economic aspects, the area as a residential area of Orang Rimba less developed or underdeveloped due to the low level of education and welfare, from the cultural aspects of the Orang Rimba still hold strong traditional values. Second, the results showed that the internal profile of educational management in the region organized through formal education by local governments, non-formal education by local governments and non-government organizations, and informal education through family education. The conditions existing of formal education has the following problems: (1) education is confounded with the property of outside community; (2) the teachers are lacking, (3) Orang Rimba's children who attend formal education is still a lot of obstacles and drop; (4) curriculum used has not been adapted to local cultural property; (5) means that there is not adequate infrastructure, (6) in the management of education there is no optimal coordination. Third, the results showed that the Orang Rimba view on education was receiving an education because they need to interact and transact primarily in the sale of forest products, while the Orang Rimba are refused education because they do not need it and are still considered taboo for Orang Rimba's cultural customs. Fourth, the results showed that the role of the Orang Rimba related to education is still a role in informal education. While the empowerment role of Orang Rimba in terms of relating to the social, psychological, economic, and political are still low. Fifth, the results showed that the level of

management strategies for Orang Rimba's children, no planning, organizing, implementing, and evaluating a well-ordered by the local government, education office in particular. Conditions on the ground in the provision of education for Orang Rimba's children is blended with the schools in the nearby villages. No educational management strategies that are specifically organized for Orang Rimba's children. The forest service only provides stimulus education to Rimba's children in nearby elementary school such as stationery assistance, school bags, school uniforms, and tuition assistance. Sixth, the results showed that the strategic factors that should be considered in efforts to empower Orang Rimba are: (1) the values of the local culture and Orang Rimba's customs, (2) prior to the empowering of Orang Rimba must be empowered by men's advance to help the acceleration process of children's empowerment, (3) the need for liaison and communication facilities and other transportation facilities are adequate for the purposes of access to the empowerment of Orang Rimba, (4) the economic aspects related to the livelihood of the Orang Rimba need to be taken into consideration because their livelihoods average still dependent nature such as hunting, farming, gardening and some have, (5) socio-cultural aspects that need to be taken into consideration is the education and health is still low. Seventh, the results showed that the positive impact of management education is a change in behavior, thinking, and attitudes in the direction of progress. In the context of the Orang Rimba, it can be said that the Orang Rimba after getting education, they can develop themselves, to change attitudes and behavior in the community where they live and with people outside of Orang Rimba. While the negative impact of educational management is the socio-cultural changes that occur in children less comply with customs of Orang Rimba and that exist is taboos.

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Picture 1.1.
Strategy Model of Educational Management
For Elementary School of Orang Rimba

GENESIS OF EDUCATION AND PRIMARY EDUCATIONAL SYSTEM AND EDUCATIONAL POLICY IN INDIA

S.Saravanakumar

Assistant Prof of Political Science, Gobi Arts & Science College, Gobichettipalayam, Erode Dt,
Tamilnadu, India.
drsaro72@yahoo.com

Abstract

Primary education is the foundation on which the development of every citizen and the nation as a whole built on. In recent past, India has made a huge progress in terms of increasing primary education enrolment, retention, regular attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic development of India. At the same time, the quality of elementary education in India has also been a major concern.

The formal admission ceremony was known as 'Upanayana'. With the accomplishment of this ceremony the child had to leave his home for the 'ashrama' where he would receive education. It was supposed to be the re-birth of the child and was known as 'Dvijya', which means, "twice born". Sanskrit was the language of teaching. It was supposed to be the language of learned men. The academies of higher learning were known as 'Parisads'. The education system involved of three basic processes, which included 'Sravana', 'Manana' and 'Nidhyasana'.

In the 'Sravana' stage of education, students received 'shrutis' knowledge, which was passed orally from one generation to another. The second stage was 'Manana' which means that pupils had to think themselves about what they have heard. They have to make their own inferences and assimilate the lesson taught by their teacher into the life. The third stage 'Nidhyasana' means complete comprehension of truth and its use in the life. In ancient India women were given the equal right to education and teaching. Women seers like 'Gayatri' were prominent participants in educational debates and the proceedings of the 'Parishads'. (Assemblies) It was mainly the Brahmins followed by Kshatriyas that received education at the Gurukuls while the boys from the lower caste learnt their family trade from their fathers. Few of the most important universities of India in the ancient times were Taxila, Vikramshila and Nalanda. Taxila University of 7th century BC was famous for medical studies and a galaxy of eminent teachers such as Panini, the well known grammarian, Kautilya, the minister of Chandragupta Maurya, and Charaka, a medical teacher of repute.

Nalanda was the highest learning center not just of India but also of the entire South Asia. Students from foreign countries like China, Japan, Korea used to come here for higher studies. It had around 10,000 students and teachers on its roll cards. The University had eight colleges. And one of the colleges had four-storied building. It was one of the earliest examples of residential cum learning complex. Vikramshila University. Varanasi was famous for religious teachings. In the South, Kanchi was famous for its studies while the Vallabhi University was no less. Huan Tsang in his records mention the university to be at par with Nalanda and Vikramshila universities. India had several great minds at work, which contributed in every aspect of life. The concept of zero, decimal and Pythagoras Theorem were all developed here. As India progressed from ancient to medieval its education system deteriorated. Various factors were responsible for the degradation of this most efficient and most ancient education system of the world.

1. Introduction

The present educational system of India is an implantation of British rulers. Wood's Dispatch of 1854 laid the foundation of present system of education in India. Before the advent of British in India, education system was private one. With the introduction of Wood's Dispatch known as Magna Carta of Indian education, the whole scenario changed. The main purpose of it was to prepare Indian Clerks for running local administration. Under it the means of school educations were the vernacular languages while the higher education was granted in English only. British government started giving funds to indigenous schools in need

of help and thus slowly some of the schools became government-aided.

Contemplating on the new system which was introduced Mahatma Gandhi expressed his anguish in following words, "I say without fear of my figures being challenged successfully, that today India is more illiterate than it was fifty or a hundred years ago, and so is Burma, because the British administrators, when they came to India, instead of taking hold of things as they were, began to root them out. They scratched the soil and began to look at the root, and left the root like that, and the beautiful tree perished. The village schools were not good enough for the British administrator, so he came out with his program. Every school must have

so much paraphernalia, building, and so forth. Well, there were no such schools at all. There are statistics left by a British administrator which show that, in places where they have carried out a survey, ancient schools have gone by the board, because there was no recognition for these schools, and the schools established after the European pattern were too expensive for the people, and therefore they could not possibly overtake the thing. I defy anybody to fulfill a program of compulsory primary education of these masses inside of a century. This very poor country of mine is ill able to sustain such an expensive method of education. Our state would revive the old village schoolmaster and dot every village with a school both for boys and girls. "

2. Education Policy

The national policy of education (1986) and program of action (1992) lay down the objectives and features of Indian education policy. It includes:

- Development of International cooperation and peaceful coexistence through education.
- Promotion of equality. It could be achieved by providing equal access and equal condition of success to children.
- A common educational structure (10+2+3) for the whole of India.
- Education for women's equality. The Indian education should be used as a tool to change the status of women in the society.
- Equalization of SC population with others in the matter of education. This is ensured by giving incentives to parents who send their children to schools, providing scholarship to SC students for higher studies, reservation of seats in institution of higher studies in India, recruitment of SC teachers.
- Opening of primary schools in tribal area for promotion of education in ST people.
- Development of curriculum and study material in the language of tribal people.
- Emphasis on the education of minorities.
- Adult education - Initiation of National Literacy Mission, for teaching illiterate people of age group 15-35. And making them aware of the day-to-day realities of their surroundings.
- Special emphasis on early childhood care and education by opening up of day care centers, promotion of child focused programs.
- Increasing the scope of Operation Blackboard for upliftment of standard of primary education in India.
- Secondary education curriculum should expose the students to differentiated roles of science, the humanities, and social science.
- Redesigning of courses of higher education to meet the increasing demand of professionalism.
- Providing enhanced support to the research work in Universities. Efforts to relate ancient Indian knowledge with the contemporary reality.
- Setting up of Open Universities and Distance Learning centers to promote the goal of education as a life long process.
- A combined perspective of technical and management education.
- Minimum exposure to computers and training in their use to be the part of professional education.
- The All India Council for Technical Education will be responsible for maintenance of norms and standards, accreditation, funding, and monitoring of technical and management education in India.
- Multiple task performance for teachers such as teaching, research, development of learning resource material, extension and management of the institution.
- Providing teachers a better deal to make education system in India work in proper way, as teachers are the backbone of the system. Providing better facilities to institutions and improved services to students.
- Development of languages in great deal.
- Measures to be taken for easy accessibility of books at minimum costs to all sections of students.
- Strengthening of science education for the development of spirit of inquiry and objectivity in the minds of students.
- The purpose of examination to be to bring about qualitative improvement in education. It should discourage memorization.
- Methods of teacher recruitment to be recognized one to ensure merit and objectivity in the system.
- Overhauling of the system of teacher education and establishment of District Institutes of Education and Training (DIET) to organize courses for elementary school teachers.
- Reviewing of educational developments by the Central Advisory Board of Education (CABE)
- Involvement of local communities for school improvement programmes.
- Review of the implementation of the parameters of the policy every five years,
- Strengthening the base of pyramid of Indian population for proper development of education system in India.

National Policy of Education (1992) laid down many objectives for the development of education system in India but it has not been successful in achieving all of them. It has specified that the examination system should discourage the

memorizing but it is what is going on. The education in India seems to encourage rote learning instead of experimentation and questioning. There is some disparity in assessment as all the State Boards have different standards of evaluation. The reservation on the basis of caste and religion is also a negative point in Indian education. Corruption is visible in the allocation of seats of institutions of higher studies and student politics is another sore point. These are some of the issues, which need to be worked upon.

Though there are disparities between the objectives and their implementation in education but still education system in India has come a long way and will continue to improve in the future.

Some important facts about Indian education:

- Ayurveda is the earliest school of medicine known to the world and 'Charaka' is known as the father of Ayurveda. He developed this system some 2500 years back.

- Takshila was the first university of world established in 700 B.C.
- Nalanda University, built in 4 AD, was considered to be the honor of ancient Indian system of education as it was one of the best Universities of its time in the subcontinent.
- Indian language Sanskrit is considered to be the mother of many modern languages of world.
- Place value system was developed in India in 100 B.C.
- India was the country, which invented number system.
- Aryabhatta, the Indian scientist, invented digit zero.

Trigonometry, algebra and calculus studies were originated in India.

DEVELOPING CULTURAL COMPETENCE IN THE POLICY OF PRIMARY EDUCATION DECENTRALIZATION

Siti Irene Astuti D
Yogyakarta State University
ireneast@yahoo.com

Abstract

The policy of decentralized education has not succeeded to overcome the education problem in primary school. The government's policy on primary education of compulsory education is not automatically overcome the problem of primary education; it requires critical analysis toward the process of the implementation of the education policy in the operational structure due to the structural and cultural obstacles.

Building the culture competence becomes an important prerequisite in managing the primary education's problem in Indonesia, both structural and cultural dimension. Culture competence turns into main element in shaping democratic learning community. Therefore, we need to build culture competence power in all area by developing: a) the acquisition of knowledge, b) the critical power, c) the ability to develop knowledge, d) practical skills developed in the level of family, school and community as a moral movement to build a culture of school awareness.

Key word : cultural competence, primary education

1. Introduction

The development of education in Indonesia still faces complex issues. This complexity is related to two major problems, i.e. structural problem and cultural problem. The structural and cultural approach become important aspects in understanding the social dynamics of education policy, thus, the understanding of education problems is not partial and pragmatic, but describes a dynamic and comprehensive understanding of education management. In this case, it requires analysis of process related to structural and cultural dimension of education. In the structural dimension, the ongoing social dynamics in a decentralized education policy is related to the role system of education unit as well as primary education system. In the cultural dimension, the social dynamics is related to social interaction process of the elements of education unit system or larger in primary education system (Diwingrum, 2011).

The problem of primary education development in Indonesia is quite complex. Two main problems of primary education in Indonesia are the equity problem and opportunity for the children at elementary age has not been optimally realized. The statistic data show that the number of the school age children who do not go to school has not decreased; even the number of drop out students is not reduced. Sociologically, this social phenomenon is proved by the fact that we can easily find many school age children who are working, becoming beggar and wandering in the street. This phenomena is strengthen by the structure of Indonesian society which still portrays the existence of a relatively sharp social gap between social classes in the society, therefore the

opportunity for education as one form of government's education policy has not been responded optimally by the society. As the result, the effort of the government policy on the nine-year compulsory education has not been successfully realized.

The number of the drop out students from the Ministry of Education and Culture (MoEC) data show that every year more than 1.5 million children cannot continue their education into higher level. One of the treatments offered by MoEC to reduce the number of the school dropout children is to fix the mechanism of the School Operational Aid/Bantuan Operasional Sekolah (BOS) and Bantuan Siswa Miskin (BSM). Nowadays, it is recorded that there are eight millions students receive the BSM, with the total budget of 4 millions rupiahs for primary school students to high school/ vocational school students. However, there are still many primary school students drop out from school, or not continuing their study to higher level of education. Meanwhile, reported by Koran Pendidikan, the BSM unit price is increasing with various percentages. The percentage of the aid for each level are as follow: 12,9% to 35,7% for primary school; 14,2% to 29,5 % for junior high school, 12,3% to 16,9% for high school, 15,5% to 19,0% for vocational high school and for Bidik Misi scholarship it increase up to 12.000 students. This empiric data show that problem exists in the development and that the government has made efforts to overcome it although the result is not optimal. The problems of school in each level prove that the development of primary education still face difficulty. (<http://topik-utama.koranshipendidikan.com/view/3298/putus-sekolah-jamin-beasiswa.html>)

The actualization of compulsory education policy is one of the attempts to respond the global issue related to 'education for all'. However, the implementation of the compulsory education policy still faces two main problems, namely structural and cultural problems. Structurally, primary education already has a strong law foundation i.e. Indonesian Government Regulation Number 28 of 1990 on Primary Education which mainly explains that as the implementation of the provisions of Article 13 of Law No. 2 of 1989 on National Education System that it is necessary to set the terms, conditions and procedures for the way of establishment, unit form, duration of the education, and the implementation of primary education based on government regulation. Herein after referred as:

- a. Primary education is general education with duration of nine years, six years in primary school, and three years in junior high school or equivalent.
- b. Primary school is a form of primary education unit that provide six years program.
- c. Junior high school is a form of education unit that provide three years program.
- d. Student is the education participant in the educational unit of primary school education level in the school education line.
- e. Parents are father and/or mother or guardian of the student.
- f. Ministry is ministry who are responsible for the national education issue.

Based on an understanding of the policy content, it can be assumed that the government policy on primary education did not automatically solve the problem of primary education, but still required a critical analysis toward education policy implementation process in the operational order. It means that the interpretation of the policy is not merely normative, but the implementation has to be analyzed by paying attention on the dimension of program, process, and its evaluation. The policy of compulsory education is not enough to be regulated by law, what should also be considered is the readiness of the human resources who are capable in managing the primary education professionally. On the other side, the process to build awareness of compulsory education to the society needs an understanding on the socialization process.

Education policy has to be understood as a process. Education is a process that in the micro-perspective the center of the attention is the students in the learning process. Students in the learning process are related to the aim of education, methodology, and learning result evaluation. In this perspective, education system acts as executive of the power of the state (Tilaar, 2003:151). While in the macro-perspective, it is understood in the cultural study perspective. In this context, education system is integrated part of the system of cultural, social, political, and economic as a whole. In the

relation to inter-state, education is a system which is integrated with the power system. The strength of this perspective is that the education system can change the way of society life because it changes one's behavior to be open minded and reflective. Critical pedagogy is the pioneer in using the view of cultural study. The role of the country in this perspective can be positive if the education institutions have control toward the state power (Tilaar, 2003:151). Based on this analysis, education in a decentralized policy has not succeeded in creating opportunity and equity of education optimally because of some structural and cultural obstacles in both micro and macro level. The effort to overcome the structural and cultural obstacle is determined by the success in implementing the policy principles and the aim of education policy, both in macro and micro level. To understand this problem, this paper will try to discuss two main topics, i.e. how is the principal concept of primary education decentralization, and how is the culture competence becomes an important prerequisite in managing the primary education's problem in Indonesia,

2. Discussion

The change of decentralized education policy is filled with hope for a better development of education. Centralized education has not succeeded to optimize the role of education as a moral power of the nation, even the slogan of "Knowledge is Power" is still far from reality. Meanwhile, the world slogan on the education right namely "Education for All" is still out of reach, it is still become concept. Centralistic approach tends to shut down principles of democracy (Tilaar, 1998 in Dwiningrum, 2011). Furthermore, centralized education weakens the society participation and narrowing the space for educators. This kind of process omits the society potential to create a critical community toward the situation of education. As the result, education institution has fewer roles in public space, for the growth of democracy. A deeper impact of the education hegemony is the weakening of local education and local culture. As the result, local society undergo anomaly, alienation, losing identity, and losing their "bhineka"/togetherness in diversity spirit (Makmuri, 2003:5).

The application of decentralization concept is not easily realized. Decentralization is not an easy concept to define, because this concept has many shape and dimension. Rondineli (1986) as cited by Teguh Yuwono defines decentralization as a transfer of responsibility in planning, management, and allocation of the resources from central government and its agents to the ministry unit, unit under government level, semi-autonomous public authority or corporation, regional or fungsional authority in wide area, or private non government

organization and non profit organization. Meanwhile, Shahid Javed Burki, as cited by Teguh Yuwono uses the term decentralization to show the process of transfer of political, fiscal, and administrative power to subnational government unit (Teguh Yuwono, 2003:27-28 in Diwingrum 2010).

The analysis shows that applying decentralized policy needs huge social support and participation of the society as explained by Smith, Turner dan Hulme, cited by Teguh Yowono (2003, 37-38) , it consists of: political education, political leadership training, political stability, political equality, accountability, and government response. Those supports are needed in responding primary school policy, because with them the profit and benefit will be felt by society. The successful implementation of decentralization of primary education will provide enormous benefits to solve the problem of equity and primary education opportunity. As explained by Turner that there are several benefits of decentralization (cited by Diwiningrum, 2011:8). If it is analyzed from the benefit of decentralization of primary education, the application of primary education policy needs several comprehensive ideas, therefore the result will be able to solve primary education problem more optimally, as follows:

- a. Plan more specifically the primary education program based on the latest information from the condition of school age children who need primary education to meet the need at local level, thus it requires locally specific plan;
- b. Organize primary education institution in regional level intensively to map the number of school age children which more focus on the real condition of the society, thus, it needs *inter-organizational coordination*;
- c. Design improvement of the primary education process by providing bigger opportunity to all school age children to attend school by developing innovative strategy with socio cultural approach to the society, so that the number of the school age children who do not attend school can be reduced in every region, thus, it needs some alternative program (*experimentation and innovation*);
- d. Motivate all elements of the society to have responsibility to complete the compulsory education as a moral and social movement by creating culture of school awareness program, thus it needs socialization with various communicative media (*motivation of field-level personnel*);
- e. Reduce the work load at every government level by creating clear work mapping according to the condition of each region, therefore the improvement of primary education quality program can be decided based on the need of the society which is designed to be more

focused and realistic, thus it needs work load mapping and performance of primary education institution (*workload reduction*).

By understanding the benefit of the decentralized policy of education above, it is expected that decentralized education is not merely to support political agenda, but as an attempt to bring back people's right for education. In addition, the practice of primary education still refers to effectiveness, efficiency, and accountability of the public. From the cultural view, decentralization of education needs to pay attention to the specialty; uniqueness of local area, such as geography, residents' condition, economy, culture, therefore the development of decentralization can expedite the formulation and implementation of the program to improve public welfare. If it is seen from the central government agenda, decentralization is expected to overcome the central government's weaknesses in controlling the programs (Dwiyanto, 2005:49-50). Based on those reasons, decentralization is necessary to streamline education policy.

In social life, policy of decentralization requires social capital power to be realized according to its law power. In this context, the application of decentralization of education in Indonesia is strengthened by the Law 22, 1999 which emphasizes that the biggest authority for education sector from pre-school up to high school belongs to local/city government. Law 20, 2003 on National Education System concerning parents' obligation to provide basic education for their children (Article 7, paragraph 2) strengthens this law. Furthermore, the obligation of the society is to provide resource support in the education implementation (par.9). Similarly, the education fund becomes a shared responsibility of central government, local government, and society (article 46 par. 1). In this context, education in the local level actually provide sufficient basis to be more empowered, to be more functional, to have high flexibility, not only end up as a rhetorical topic. Therefore, the commitment of the major as chief of the district toward education will influence the region.

The implementation of decentralization of education requires education capital power in the local level. Decentralized policy of education that changes several rules and regulations shows that different units between the central government and school are as not only mediator/agent or transmitter but it needs to be expanded as making operational policy and school policy. In relation with this change, units in region and city need to develop social capacity in formulating operational policy and policy under its authority. One of the important education capital elements is social capital.

Social capital determines the success of primary education. Since until today not all areas in

Indonesia are capable in moving social capacity in their place to support the policy of primary education. The failure of the implementation of decentralized policy of primary education tends to be caused by several factors:

- a. There is not yet available strong awareness from all personal involved in the management of primary education on the benefit of decentralized policy;
- b. There is not yet available knowledge which can convince the society that the success of the education development is determined by the success of primary education;
- c. There is not yet established a partnership between school and other institution to manage the primary education in the level of educational unit;
- d. There is not yet available a guidance book made by local government to regulate the implementation of primary education which is interpreted contextually to overcome drop out problem.
- e. There is not yet any optimal involvement of the stakeholder in the primary education quality improvement in local government;
- f. There is not yet established 'learning society' that mapped on the Indonesian citizen (per local level) particularly in the age structure for primary school which in sustainably way should be built school culture and learning culture to continue the education to higher level

The source of the problems above is the weakening of social media. The need to overcome the primary education problem becomes a shared awareness, as according to the mandate of Constitution 1945 on the right to obtain proper education. However, until today decentralization of education has not yet succeeded in solving the education problems, as resulted by World Bank Team analysis that decentralization of education has something to do with education fund, efficiency improvement, and effectiveness of education efforts, political power distribution, education quality improvement, and investigation innovation improvement become a shared responsibility between central government and local government.

Primary education problem should be handled by various programs to overcome both structural and cultural problems. In this case, the culture development becomes an important foundation in overcoming primary education development, so that the structure problem can be resolved.

Structural problem is very complex. Due to high socio-economy inequity in Indonesia, it is not easy to be managed by reducing the inequity. Therefore, government needs creative and proactive strategy so that the repair of economy issue will automatically provide same opportunity for education or other alternative that by receiving high education it will automatically lead to higher income or social rank so that the education quality enhancement is realized better (Suyata, 2013). In this context, the efforts to develop 'equal and equity' structure needs longer time than the effort to fix the cultural dimension, because to change structure, it is determined by the power of culture. Therefore, to mobilize the structure improvement, cultural dimension becomes an important aspect to support the success of decentralized policy of primary education.

Building cultural competence becomes an important prerequisite to overcome the primary education problem in Indonesia. Cultural competence becomes main element in forming a democratic learning society. As explained by Zamroni (2011:35) that there are four factors that form cultural competence: a) acquisition of knowledge, b) critical power, c) skill to develop knowledge, d) practical skill. Those four factors are dynamic, not static, working relentlessly, evolving continuously, interact, and provide feedback to each other. This process of interaction have contextual characteristic, doing the process by adapting to the existing situation and condition. The process occurred produces various output, which can be used as feedback to each existing factor. To overcome the primary education problem in Indonesia those four competences should be built on family level, school level and society level. The cultural competence development in primary education can be described as follow:

Table 1.

	Level		
Factor	Family	School	Society
Acquisition of knowledge	Understanding the aim of studying in school to develop children's potential	Developing appropriate curricula in the socio-cultural context	Socializing the role of education in building civilized society.
Critical power	Familiarizing children to express their thought, think positively, creatively, and proactively	Integrating subjects in the learning process so that students can practice to express their thought, think positively, creatively, and proactively to answer the 'what, how, and why' question about everything they learnt (Zuchdi, 2008:123 in Siti Irene Astuti, 2011)	Building democratic culture in the life of the society and nation
ability to develop knowledge	Selecting the desired school model according to the needs of the family, family orientation to the children to be successful in learning at school.	Mobilizing the society to build school as 'key school', which is capable to be a society school model, responded by school member.	Regional's policy by developing 'key school' into capital of society education and learning center.
Practical Skill	Embedding social skill, cultural skill, and adaptation ability to the children by family	Developing social skill, special skill, soft skill based on the aim of the school and the needs of the society	Building society learning medium which is integrated with special program needed by the society.

Cultural competence should be developed with systemic and contextual approach so that the result can be maximized. Systemic approach is intended to solve primary education problem in family level but this should also be supported by a behavior change in the school and society level. The effort to conduct learning behavior assessment in the family, school, and society level should be done by local government; therefore, the program design of primary education can truly be designed according to the field data. In this case, designing 'based on data' program become government culture to respond any education policy changes, so that it will not lead to double-standard view on the result. Meanwhile, contextual approach emphasized more on the needs and socio-cultural condition of the society.

The development of cultural competence will support the success of compulsory education program if there is involvement from all member of society. One of the main elements is the role of family. It is based on the assumption that primary education problem is rooted from the failure of family in educating children to go to school, which is caused by structural and cultural condition in the family level. Thus, government concern to build school awareness in family level should be mobilized into moral movement to form school

awareness culture that continually disseminated between generations. Building "shame of no school" culture is not easy to do, if not all elements of society and school management are motivated sincerely to fight for this nation moral movement until the number of dropout students and school-age children who do not attend school with 'zero effects' in every regional area in Indonesia.

Main task of primary education manager is to build synergy between elements of central and local government to reduce the number of school age children dropout up to zero level and to encourage the children to pursue higher education. The failure in building primary education to realize compulsory education program proves failure in building the education foundation in Indonesia, which brings result to a more complex nation crisis. This means nation crisis complexity will be easily resolved if the government succeed in managing primary education problem and continue the work on education equity and quality at all society level. Placing 'primary education' as the foundation of nation power and 'education as enlightenment' as tool to overcome nation crisis should be promoted to be a moral movement.

3. Conclusion

From the discussion above, there are some main ideas can be inferred:

- a. Decentralized policy of primary education has not managed to overcome the education problem in primary school. Government's policy on primary education with its compulsory education policy is not automatically solve the primary education problem, but it needs critical analysis toward the process of the implementation of the education policy in the operational order, due to the structural and cultural obstacles.
- b. The structural dimension issue is very complex due to the social-economic inequality in Indonesia is relatively high, which is not easy to be solved with education gap reduction. In this context, the effort to build a structure that tends to be 'equal and equity' needs a longer time compared to the effort to manage the cultural dimension issue.
- c. Changing the structure is determined by the power of the culture which is considered as an important aspect to support the success of the decentralized policy of primary education. Building cultural competence is the important prerequisite to solve the primary education problem in Indonesia, both in structural and cultural dimension. Cultural competence becomes a main element in shaping a democratic learning society. Therefore, it is necessary to build cultural competence power in every area by developing: a) the acquisition of knowledge, b) the critical power, c) the ability to develop knowledge, d) practical skills developed in the level of family, school and community as a moral movement to build a culture of school awareness.
- d. The development of cultural competence is done by a systemic approach so that it will reach a maximum result. Systemic approach means that the effort to solve the primary education problem is not only done in the level of family, but also needs to be supported by the behavior change in the level of school and society.
- e. The implementation of compulsory education program is not only the responsibility of the government. Since the problem comes from the failure of the family in educating their children to go to school, which is caused by the structural and cultural condition in the family level. The concern from the government to build school awareness in the family should be developed to be moral movement to form the culture of the school awareness which is constantly socialized between generations.

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MAINSTREAMING OF SCHOOL-BASED MANAGEMENT AT ELEMENTARY SCHOOL TEACHER EDUCATION STUDIES PROGRAM (MBS-PGSD) OPEN UNIVERSITY

Suhartono, Evan Sukardi, and Ngadi Marsinah

(hart@ut.ac.id, evans@ut.ac.id, ngadi@ut.ac.id)

FKIP-Universitas Terbuka

Abstract

This research aims at open the quality improvement implementation of School-Based Management (MBS) at Elementary School (SD) Regional Office Branch Education & Culture, Depok and South Tangerang and contribute to the improvement, implementation, and improvement of the quality of learning is based on the concept of MBS and help empower teachers in learning to solve problems in school. This research descriptive evaluative having the character of explorative. This research respondent is all headmasters, teacher, students and parents every school is taken as research object. Pursuant to result of inferential solution and research that implementation MBS at ten school enough succeed the core important in transparency, independence, cooperation, accountability and continueing programme. Where school of MI Darul Falah Depok, SDN Sukamaju 10 Cilodong Depok, SDN Sukamaju V Cilodong Depok, SDN 03 Rempoa Ciputat Tangerang Selatan, SDN Kedokan Cisauk Tangerang Selatan, SDN Sempora II Tangerang Selatan, SDN Pamulang Timur 01 Tangerang Selatan, MI Asy Syifa Pamulang Tangerang Selatan, SDI Assalamah Pamulang Tangerang Selatan, and SD Dharma Karya Tangerang Serlatan be at the category middle and very success with the value 66,7 %-91,6%. While if evaluated from background (context), input, process and also output, it hence concluded by that tenth of the school own the potency which enough support the implementation MBS. Mainstreaming through school-based management at S1 PGSD UT (MBS-PGSD) with respect to the “*Kurikulum Tingkat Satuan Pendidikan* (KTSP)” and the curriculum in 2013 that requires schools to independently develop, implement, and evaluate their school curriculum as well as implementing the MBS in the education management, make adjustments to the UT S1 PGSD Curriculum Program. Adjustments included the revision of teaching materials related to curriculum development in schools and subjects enter into the structure of the MBS Program Curriculum S1PGSD-UT. While the MBS module development needs that have been used as reference material for students with the goal of learning to apply concepts developed MBS materials in the module with respect to the needs of MBS in primary and established the concept of the philosophical foundations of MBS, autonomy education, government policies to guarantee MBS, decentralization and decentralization MBS on the level of education in schools and implementation. For the general implementation of MBS in schools and the role of S1 PGSD-UT program in the development of the concept of MBS can be best realized if the socialization effort MBS clear concept, identifying the role of each institution building programmatic capacity building, training activities in various developing and fulfilled the role of schools proportionately, the process of learning, evaluation and other activities can be carried out with gradual improvements.

Keywords: Mainstreaming, Implementation, School-Based Management, and Quality

1. Introduction

Open University programs S1-PGSD UT is an educational program in the office (in-service training programs) organized through the system of distance education. This program is intended for elementary school teachers who have been appointed and working as a classroom teacher. As in-service education, S1 PGSD-UT Program is designed to enable the development and improvement of capabilities and skills required to perform duties as a professional teacher.

Until 2010, S1 PGSD-UT Program have as many as 570.974 students have graduated elementary school teachers and elementary school teachers from 196.517 S1 PGSD Program. 2010.2 At the time of registration, students of S1 PGSD-UT totaled 374.457 people. All the teachers are

spread throughout Indonesia. A large number of teachers who are and have completed a study on S1 PGSD-UT Program, shows that UT has a great contribution to the promotion of primary school teachers' qualifications. With increasing teacher qualifications expected quality of education in shoools will increase.

Curriculum S1 PGSD-UT Program developed and tailored to the needs and demands of standards in the field of education elementary teacher. With the enactment of the Education Unit Level Curriculum (SBC) which requires schools to independently develop, implement, and evaluate their school curriculum as well as implementing the School Based Manajemen (MBS) in the education management, UT adjust S1 PGSD Curriculum Program. Adjustment included the revision of teaching materials related to curriculum

development in schools and subjects enter into the structure of the MBS Program Curriculum S1 PGSD-UT.

In an effort to provide services to students of S1 PGSD-UT, the program provides face-to-face tutorials (TTM) for several courses. Tutorial courses provided, among other subjects that require training and skill development (practice/practicum) and requires continuous counseling and courses that have a high difficulty level. In addition to TTM, this program also provides online tutorials for some of the courses included in the curriculum program S1 PGSD-UT. Thus, teachers S1 PGSD-UT graduates should already understand the theory and concepts of the (MBS) and it would be very helpful if the group is also taught in schools that have implemented MBS.

2. Research Objectives

MBS program through mainstreaming into S1 PGSD UT program, UT is expected to contribute to the improvement, implementation, and improving the quality of learning is based on the concept MBS and help empower teachers in solving learning problems in school. In particular, the purpose of this study wanted to know:

- a. MBS implementasion in schools
- b. Based school management and leadership aspects of the performance of the mechanism in the school
- c. Active and creative learning effectiveness by considering the factors of teachers, students and cirriculum
- d. Community participation in MBS

3. Benefits of Research

More specifically through the program is expected to:

- a. Improve the competence of S1 PGSD UT faculty to address the problem of learning and
- b. education in the elementary grades and beyond using MBS models;
- c. Develop professional attitudes of teachers and lecturers S1 PGSD UT; Improve and or enhance the performance and competence of student learning and student
- d. Repair and or improve the quality of the learning process in the classroom; providing good schools and right to use UT as a student S1 PGSD place and implement PKP (profesional teachers) and PKM (microteaching).
- e. Assist the Government in accelerating elementary teacher qualification improvement programs, as well as empowering human resources (lecturer, tutor, supervisor) together and work together in improving the quality of primary school teachers and education personnel.

4. School Management Itself

Management synonymous with the term administrative or management, that all efforts together to leverage resources, both personal and material, effectively and efficiently in order to support the achievement of optimal schooling. Based functions principally, the terms management and administration have the same function, namely (Depdiknas, 2004):

- a. Planning (planning)
- b. Organizing (organizing)
- c. Directing (directing)
- d. Coordinate (coordinating)
- e. Supervise (control,)
- f. Evaluate (evaluation) According Umaedi (2004) implies the

Management education as a cooperative process systematic, systemic, and comprehensive in order to achieve national education goals.

5. The Essence Based management School

Mallen, Ogawa, and Kranz (within Abu-Duhou), in 2002 looked at MBS as a form of decentralization who view school As with an unit basis of the development and relies on redistribution of authority decision-making. Candoli (within Abu-Duhou), looked at MBS as a tool for "suppress" school take the responsibility what happens against children didiknya. The views Myers and Stonehill (within Nurkolis, 2003) MBS constitute an strategy for fix the educational quality through diversion of authority decision-decision from the central government to the regions and into respective-respective school so that the head school, teachers, learners, and older people learners has effective control which is more large against educational process, and also have a responsibility for the taking decisions related to financing, personal, and curriculum school. Tylor (1990): "School-Based management, Site-Based management, or Site-Based Improvement: All are terms which describe the governance process and procedures which make day-to-day decesion-making at the school building level work. School-Based Management (MBS) is a form of district organization and management in which the school and its community system is the key unit for day-to-day decision making and for school change and improvement. The MBS decisions are made collaboratively with faculty contribution, and the working structure of the school council or committee is decided upon by the principal and faculty, often with representation from citizens and parents".

MBS is seen as an alternative to the general pattern for the operation of the school's authority concentrated in the central and regional offices. MBS is a strategy to improve education by delegating decision-making authority from the central and essential to the precinct level school.

Thus, MBS is basically a management system in which the school is an important decision-making units of independent education. MBS provides an opportunity for greater control of the principal, teachers, students, and parents on the educational process in their schools. MBS Proponents argue that student achievement is more likely to increase if management education focused on school rather than at the local level. Principals tend to be more sensitive and know the needs of students and school rather than the bureaucrats at the central or regional level. Further stated that though a good education reforms will not succeed if the teachers who should not participate planned applying. Effective implementation of MBS specifically identify some specific benefits of the application of the following MBS (Nurkolis, 2003):

- a. Allow those competent in the school to make decisions that will improve learning.
- b. Provide opportunities for all members of the school to be involved in important decisions.
- c. Encourages creativity in designing learning programs up
- d. Redirect resources available to support the goals developed at each school
- e. Produce a more realistic budget plan when parents and teachers more aware of the financial condition of the school, spending limits, and the cost of school programs.
- f. Improve teacher motivation and developing new leadership at all levels.

6. Research Methods

Initial activities of this program is to make observations in the school with the purpose of obtaining a real picture about the implementation of SBM. Observations focused on three pillars, namely SBM school management, application PAKEM in five subjects elementary school (Indonesian, Maths, Science, Social Studies, and Civics), and community participation. Aspects that need to be observed for each pillar are as follows.

- a. Management School: school organizational structure, leadership of the principal, the principal relationships with teachers, students, school/community, administration and

administration, availability and use of library/learning resources, school agenda.

- b. PAKEM implementation (active learning, creative, effective and fun): lesson plans, classroom activities (the role of the teacher, student activities, use of learning resources and instructional media, evaluation processes and learning outcomes, learning climate/class).
- c. Community Participation (CP): community involvement in education in elementary school and that includes the management of academic activities (intra and ekstrakurikuler). For example, if there are community leaders who had been invited to the school to be a good resource in the management of schools and academic activities.

7. Gap Analysis

Analysis of the gap (gap analysis) was done by comparing field observations with the results of self-evaluation S1 PGSD -UT program, especially in the application of the three pillars of MBS were observed in Elementary School.

8. Curriculum Adjustment

Curriculum S1 PGSD-UT developed by taking into account the demands and needs for development and capacity building of teachers and the rules of law relating to teachers, higher education, and teacher education.

9. Findings and Results Discussion

Based on the findings of observations and interviews with various components in the school, most schools have the autonomy to five things:

- a. Power and authority
- b. Development of knowledge
- c. Skills on an on going basis
- d. Information access to all parts, and
- e. Giving the award to each party who successfully

Furthermore, based on the results of the questionnaire implementation of the schools that have implemented MBS can be described in the following table.

9.1 Implementation Transparency Distribution Management School

Table 1. Respondents answer on transparency Distribution Management School

No	Type of Respondents	Transparency School Management	
		Yes	no
	Principal	10 people (100 %)	
	Master	10 people (55,55 %)	8 people (44,45%)
	School Committe	16 people (88,88 %)	2 people (11,11%)

Sources: Primary Data Processed After 2012

9.2 Implementation Cooperation Inter-Residents School

Table 2. Distribution Answer Respondents against Cooperation inter-Residents of School

No	Type of Respondents	Cooperation inter-Residents of School	
		Yes	No
1.	Principal	9 people (88,88%)	1 people (11,12 %)
2.	Master	15 people (83,33%)	3 people (16,67 %)
3.	School Committee	16 people (88,88 %)	2 people (11,11%)

Sources: Primary Data Processed After 2012

9.3 Implementation of School Autonomy/ Independence School

Table 3. Distribution of Respondents answer to the Independence School

No	Type of Respondents	Autonomy / Independence School	
		Yes	No
1.	Principal	10 people (100%)	-
2.	Master	16 people (88,88%)	2 people (11,11%)
3.	School Committee	17 people (94,44 %)	1 people (5,55%)

Sources: Primary Data Processed After 2012

9.4 Implementation of Accountability Program

Table 4. Distribution of Respondents Answer to Accountability Program

No	Type of Respondents	Autonomy / Independence School	
		Yes	No
1.	Principal	10 people (100%)	-
2.	Master	18 people (100%)	-
3.	School Committee	17 people (94,44%)	1 people (5,55%)

Sumber : Data Primer Setelah Diolah 2012

MBS in the management and implementation of curriculum development that has resulted from the findings in school shows:

- a. Core curriculum materials refer to national and local curriculum materials prepared based on potential school.
- b. School planning the learning process by making annual learning plans, lesson plan of the semester, and thae formulation of objectives.
- c. Implementation of classroom teaching and learning process includes the use of learning methods, utilization of existing learning resources, learning atmosphere in the classroom, the teacher and student activities in the classroom, is sufficient and appropriate curriculum implemented.
- d. Evaluation of the implementation of the teaching and learning process by performing periodic replications, assign tasks to students, notify the results of the assessment, as well as remedial held for less in the study and held a screening for students who are capable of learning is sufficient.
- e. Recording and management students in the form of student registration books, attendance books, weekly notebook, report card, log book, as well as reporting to parents on student learning outcomes are periodically conducted mostly not good enough.
- f. Guidance and coaching discipline students include guidance and assistance to students with learning difficulties both in terms of the emotional and social aspects as well as be responsible for the control of discipline in students pengelolannya not look good.
- g. Teacher performance evaluations have been done to see the extent of teacher performance achieved and the extent of their participation in school activities, but sometimes do potluck

- h. In general, schools already have their own administrators, however, have not been adequately admin staff in performing their duties.
- i. Three things that have been done by the school planning, use of funds, and is quite good and transparent accountability
- j. Volunteerism of parents in mutual cooperation and there is no compulsion on schools to provide voluntary contributions for the provision of school facilities and infrastructure for the smooth process of learning to walk well on a regular basis
- k. Library management, school health, and safety schools are still inadequate. Schools generally pay less attention to the provision of school libraries and a healthy and beautiful environment.

Generally it can be described that the implementation of SBM in schools is good through the following strategies:

- a. Schools should have the autonomy to four things, namely its autonomy in power and authority, the development of knowledge and skills on an ongoing basis, access and information to all parts of awards to any successful party.
- b. Presence of active community participation, in terms of financing, the decision making process of the curriculum. Schools should be more invites in managing the school environment because after school is part of the wider community.
- c. Principals should be a source of inspiration for the construction and development of the school in general. MBS principals in the role as designer, motivator, facilitator. However the principal is a leader who has the power to it.
- d. The process of democratic decision-making in the life of an active school council. In decision-making principals must develop a democratic climate and the aspirations of the bottom. Consumers who have served the school principal is the student and his parents, the community and the teachers.
- e. All parties must understand the roles and responsibilities seriously. To be able to understand the roles and responsibilities of each should be no dissemination of the concept itself MBS. Who gets what and did what role, to the extent necessary to explain the real.
- f. The existence of the Department of Education related guidelines so as to encourage the education process in schools efficiently and effectively. The guidelines should not be regulations that restrain and handcuff school. That is, no longer need the procedures and technical guidance in the implementation of SBM, what is needed is a guiding signs.

- g. Schools must have a minimum of transparency and accountability embodied in the annual accountability report. Accountability as a form of school accountability to all stakeholders. To that end, the school should be run in a transparent, democratic, and open to all fields that are run and to any related parties
- h. Application of MBS should be directed to the achievement of the performance of schools and more specifically is to increase students' learning achievement. It should be noted again that the MBS can not directly improve student performance but has the potential for that. herefore, efforts should be focused on MBS achievement student achievement.
- i. Implementation begins with the dissemination of the concept of MBS, the identification of the respective roles of institutional development capacity building training for his new role, the implementation of the learning process, evaluation of the implementation of the field and made improvements.

Thus the implementation of SBM in schools can be best realized if the business:

- a. MBS is a clear concept of socialization
- b. Identify the role of each of the institutional capacity building of development programmed, 3. Training activities in various developing and fulfilled the role of schools in proportion 4. Learning process, evaluation and other activities can be carried out with gradual
- C. improvements.

With regard to the material SBM and CTL, thus S1 PGSD UT's curriculum accommodates both the concept as addressing the needs of the implementation of MBS. School Based Management concept has been discussed in a separate course in a subject that is MBS. In addition, the topic of MBS is also one of the topics covered in the course curriculum development and learning in elementary school. Meanwhile, the concept PAKEM been accommodated in various fields of study subjects in elementary school learning (Indonesian, Civics, Science, Social Studies, and Math) and Learning Strategies in elementary school, but has not explicitly called PAKEM. Therefore, activity curriculum adjustment S1 PGSD UT program has focused on efforts to bridge the gap between the needs and conditions that apply in elementary school MBS with curriculum and learning support services at S1 PGSD-UT. The material on modules that have been developed in regard to the needs of MBS in SD, which includes the concept of a philosophical foundation MBS, autonomy education, government policies to guarantee MBS, decentralization and decentralization of education at school level and implementation. Based on the results of the gap

analysis in the form of initial steps to eliminate or minimize the gap, activity curriculum adjustments S1 PGSD Program implemented with the aim of adjusting the curriculum to the needs of program S1 PGSD increase the ability of teachers to implement the three pillars of MBS. It is associated with increased competence elementary teachers are following the S1 PGSD-UT program to attain an undergraduate qualification.

Results of activity is the development of curriculum curriculum adjustments that are tailored to the demands and needs of elementary school, particularly with regard to development efforts and increase the ability of teachers to implement the three pillars of MBS. In more detail, the curriculum adjustment activities generating step program of work, namely:

- a. An attempt to meet the demands and needs for improving primary school teachers' abilities and skills in implementing the three pillars of the preparation of the material MBS module in a systematic and practical needs MBS concept
- b. The components of the curriculum needs to be revised S1 PGSD UT adapted to the dynamic concept that has implementation MBS in school.
- c. Working with school guidelines that can be used as partners in the implementation of the three pillars of MBS

10. Conclusion

- a. Presence of active community participation, in terms of financing, the decision making process of the curriculum needs to be in the concept of MBS
- b. Principals in general has become a source of inspiration for the construction and development of the school in general
- c. The school principal has positioned his role as designer, motivator, and facilitator
- d. Still a small part of a democratic process of decision-making in the life of an active school council run.
- e. All parties involved in the MBS not fully understand the roles and responsibilities seriously
- f. Regulations that restrain and handcuff school for the school sometimes become obstacles in the implementation of MBS

- g. Schools already have a minimum of transparency and accountability embodied in the annual accountability report
- h. The school has directed the achievement of the school's performance to improve student learning outcomes

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REFLECTIONS ON THE NEW PARADIGM IN EDUCATION AND ITS POST-REFORMATION SYSTEM AND PRAXIS: INVESTIGATION ON ELEMENTARY EDUCATION IN SALATIGA

Wasitohadi

PGSD FKIP UKSW Salatiga
adi_wasito02@yahoo.co.id

Abstract

The purpose of the research concerned here was to find out the effect of the new educational paradigm on the elementary educational system and praxis in Salatiga, focusing on the implementation of the new educational paradigm and its rationale. The research was limited to the aspect of the school principal's role because the school principal plays an important part in school progress.

In type, the research was policy evaluation research. It was qualitative and quantitative in approach. In its qualitative approach, the research object was revealed holistically and contextually through collection of data on ordinary background. The qualitative data were collected from key informants and various related documents through document study, observations, interviews, and questionnaires. The collected data were analyzed qualitatively as inductive data. Meanwhile, some quantitative data were used as supplements and complements to support or clarify the qualitative data. The results of the analysis were further reflected on by making them more meaningful through the use of relevant theories so that conclusions, implications, and recommendations could be made.

It was found in the research that the new educational paradigm impacted on the system and praxis in elementary education. The implementation of the educational system in relation with that aspect had changed according to the new educational paradigm. However, because the principal's mindset had not changed, the educational praxis did not fully conform to what was expected in the policy. There was variation in the principal's role in the improvement of school quality. The principal's role at core elementary schools was more to the optimum than that at induction elementary schools. In the era of autonomy, the principal was to be more autonomous in school quality improvement. However, there were obstacles in the implementation. The implementation of the School-Based Curriculum, which focused more on improving learning process quality, was opposite that of the National Examination, which focused more on quality of the product. The principal would then focus on grades, which implied a decrease in the principal's quality. Other obstacles were staff who were incompetent in the field of education and an overload of the principal's duties in administrative bureaucratic jobs overriding efforts to improve school quality. Optimizing the principal's role should then become a priority of what is to be done.

Keywords: new educational paradigm, educational system, educational praxis, principal's role

1. Introduction

One of the post-reformation educational policies is to make reforms and stabilizations in the national educational system based on principles of decentralization and autonomy in scientific matters and management (GBHN, 1999). The policy indicates that making reforms and stabilizations in the national educational system is possible. In the course of reforming and stabilizing the national educational system, seeking a new educational paradigm is an effort urgent to make for the implementation of educational policies and practices in Indonesia (Sudarsono, 1999: 1).

The idea of the necessity for a new educational paradigm has a number of factors as its background. Besides the accumulation of impacts from past educational policies, it has also been caused by global challenges and needs as well as the strengthening demands of the reformation movement in Indonesia (Tilaar, 2004: 2). The

reformation movement in Indonesia demands the application of the principles of democracy, decentralization, and justice and the upholding of basic human rights in living within a nation and a country (Undang-Undang No. 20, 2003). The movement has caused an awareness of the regional right for autonomy to grow, which in turn has caused to grow the thought about the need to apply the educational decentralization system. The application of such a system has of course had certain basic consequences in conducting education. One of the consequences has been a change in the educational management from a centrally-based one into a regionally-based one.

In other words, the educational management should then be adjusted to the soul and spirit of autonomy. In an era of autonomy, the regions are given an increasingly greater responsibility in regulating and implementing their authority in the educational field on their own initiative. Meanwhile, there are demands that educational

management be based on principles of democracy, the public's participation, equalization, justice, and attention to regional potential and variety. Therefore, the adjustment also demands the occurrence of a change or shift in the educational paradigm from the old one to a new one. Concerning the paradigm change or shift, in the law called Undang-Undang No. 20 Tahun 2003 about the National Educational System, it is mentioned as follows.

- a. Education is conducted democratic-ally and with justness as well as without discrimination by upholding basic human rights, religious values, cultural values, and national diversity.
- b. Education is conducted as one systemic unity with an open and multi-meaning system.
- c. Education is conducted as a lifelong process of learners' acculturation and empowerment.
- d. Education is conducted by giving models for learners to emulate, building up learners' will, and developing learners' creativity in the learning process.
- e. Education is conducted by developing the culture of reading, writing, and arithmetic for all society members.
- f. Education is conducted by empowering all society components through participation in conducting educational service and its quality control.

From the principles above, it is seen that a change of educational paradigm has occurred in the national educational system. It is seen in the principles applied now in conducting education; they are far more democratic and oriented to educational theory and praxis which increasingly give more importance to values of democracy and global-universal values. Further, the explanation in the UU emphasizes that in relation with education, the principles above would give basic impacts on the content, process, and management of the educational system. In line with the change of educational paradigm, the content, process, and management of the educational system also undergo a change or a reform.

Ideally, the application of the new educational paradigm would color and give positive impact on the system and praxis of conducting education. The educational management system beginning with the process of making decisions and going through that of designing programs to the praxis of conducting education, both at the central, regional, and educational unit levels, must be an application of the new educational paradigm. Thus, the application of the new educational paradigm is assumed to be able to have positive impacts on regional educational progress.

Empirical data on various international experience in several countries indicates that the educational decentralization policy has positive impacts on (1) quality improvement, (2)

administrative efficiency, (3) financial efficiency, and (4) educational expansion and equalization (Fiske, 1998: 48; Amich Alhumani, *Kompas*, September 11th, 2000). However, it is not always so in actuality. The World Bank (1998: 73) warns, "Clearly, decentralization is not an answer to all educational problems, but experience shows that it is a necessary, while not a sufficient, condition for improving teaching and learning." Educational decentralization also brings about many problems (Fiske, 1998). It is not the one best alternative for quality improvement in education (Hadiyanto, 2004: 64). Not all of the countries applying it have succeeded as theorized (Dedi Supriadi, 2003). In fact, educational praxis has even experienced reductionism instead (Winarno Surakhmad, 2009: 467), while the process of reasoning, innovativeness, imagination, and moral development has not occurred (Sudarsono, 1999: 1).

Apart from the occurrence of these pros and cons, realities have indicated that the implementation of educational policies in Indonesia all this time have given varying impacts. The implementation of the policy of equalizing (or evenly distributing) and expanding access to education, for example, has impacted on the improvement in the attainment of the educational participation index very convincingly at all levels, but it has not been measured with the quality of basic competence mastery as indicator (Depdiknas, 2007). Meanwhile, as for the implementation of the policy of improving educational quality, the results and impacts have remained causes of concern still, as reflected in the results of studies by various institutions in both the macro and micro ways (*Kompas*, December 10th, 2007). How could it have happened? There are numerous causes. One of them is that there are still many occurrences of slowness and ambiguity in the changing of way of thinking from that of the centralistic pattern into that of the decentralistic pattern. It is assumed that the new educational paradigm as the paradigm of thinking about management with a decentralistic pattern has not yet colored the system and praxis of education at the local and educational unit levels.

On the basis of what is mentioned above, it has been considered necessary to conduct research on the impact of the new educational paradigm on the system and praxis of education at the local level. The researcher has limited it to the running of education at elementary school, focusing on the implementation of the new educational paradigm and its rationale. In this case, the research has been further focused on the principal's role or, more precisely, what the principal's role is in the context of the post-reformation application of the new educational paradigm for educational quality improvement at elementary school. Is it true that with the application of the new educational

paradigm, the principal's role has undergone a change, and what then is the impact on education at elementary school?

The discussion about the principal's role is here limited to that as leader, manager, and supervisor. The principal's role as leader concerns the principal's way or effort to make school members work and participate in improving school quality. There are three indicators here, namely, the principal could be made a model for emulation in all aspects of leadership, the principal possesses strategies to make progress for the school, and the principal succeeds in developing an intimate school atmosphere. The principal's managerial role is linked to quality improvement management, which relies upon the school itself. In this case, the principal has a role in determining the systematic way to do something, from the planning stage to the controlling stage. The indicator here is that the principal manages the school and accomplishes administrative duties well. Meanwhile, the principal's supervisory role is oriented more to providing the condition and situation for academic activity which benefit the teacher who is going to teach and the learners who are going to learn. In this case, the indicator is that the principal always conducts work supervision and gives guidance to the teachers.

2. Research Method

In type, the research concerned here is policy evaluation research. In such research, there should be criteria used to determine values and there should be objects to be evaluated. In the aforesaid research, the criteria have been the appropriateness of the principal's role for the educational policy and the hopes which are manifestations of the new paradigm. In other words, the educational policy and the hopes which are manifestations of the new paradigm are what are made into the mirror to make reflections. Meanwhile, what is evaluated or the material to reflect upon is the performance of the principal's role and the results or impacts of the role performance.

In accordance with the focus of the problem researched, the research has used a qualitative-quantitative approach. The qualitative data have been obtained from key informants and various related documents through document study, observations, interviews, and questionnaires. The researcher has also dug up data on the principal's and teachers' empirical experience in the course of ordering and improving the quality of their school. The data gathered have then been analyzed qualitatively by using an inductive approach, while the quantitative data have been used as supplements and complements which are supportive or clarifying in nature. The results of the analysis have then been further reflected upon through interpretive efforts

using various relevant theories so that conclusions, implications, and recommendations could be given.

The research has been conducted in Gugus (or the Cluster of) Yos Sudarso as one of the fifteen school clusters in the City of Salatiga. The research has been focused on three SDs (short for *sekolah dasar* or elementary schools) in the Cluster of Yos Sudarso: one SD Inti (or core elementary school, which is a cluster member considered the leading school in the cluster) and, in contrast, two common cluster members, locally classified SD Imbas (literally meaning induction schools), one of which is a state school and the other a private one. These three elementary schools are relatively quality ones. However, observations on these schools have indicated that, not unlike other elementary schools in general, they have not yet undergone much change as impact of the post-reformation implementation of the new educational paradigm, applicable to both state and private schools.

3. Research Results and Discussion

Results from the questionnaires indicate patterns and varieties of the principal's role in improving school quality. The principal's role at the aforesaid SD Inti in leadership, managerial, and supervisory aspects has been more to the optimum compared to that at the other two elementary schools. At the SD Inti, the principal has been evaluated by teachers as having performed all the role types above more to the optimum compared to the principal at each of the other two elementary schools. Besides the formal approach, informal approaches through conversations and small discussions during rest periods or breaks between their teaching hours have also been used by the principal in mobilizing school members to participation in school quality improvement. Another way is empowering the school committee, parents, and community figures. By 100% of the teachers involved, the principal at the SD Inti has also been evaluated as having provided many direct examples and having been able to raise the teachers', staff's, and schoolchildren's spirit in attaining predetermined school goals. The principal has also been able to develop a school atmosphere which is good for quality improvement.

Meanwhile, at the two other elementary schools, each of which is a common cluster member, or an SD Imbas, though one is a state school while the other a private one, the principal's role has been less than optimum, as proven by more scattered occurrences of role performances, with percentages and intensities tending to be low compared to those related to the principal's role at the SD Inti. Questionnaire results also indicate differences in the principal's role between the two elementary schools. Compared to the principal's role at the state school, that at the private school has been stronger in the aspect of strategies, tactics, or

tricks to attain progress for the school, to perform administrative duties, and to accomplish supervision of teacher work, but weaker in the aspect of developing an intimate school atmosphere and giving guidance to teachers. Other than that, at the state school, decisions are made by the principal alone. Most teachers (or 64% of those involved) have stated that the principal is not so capable of raising the teachers', staff's, and schoolchildren's spirit in attaining school goals. The principal is not so capable, either, of developing a school atmosphere which is good for quality improvement. Meanwhile, at the private school, the formal approach is very dominantly used by the principal both by means of job distribution in teachers' work meetings and by means of holding routine consultation with teachers every Saturday and conducting supervision and control on learning administration. The principal has also been evaluated by most teachers (or 79% of those involved) as capable of raising the teachers', staff's, and schoolchildren's spirit in attaining school goals and in developing a school climate which is good for quality improvement.

In the principals' perception, since the application of regional autonomy with the new paradigm which serves as its basis, a change has occurred in the principal's role. The principal has become more autonomous in developing the school, by utilizing the resources possessed and developing school-based quality improvement strategies in accordance with local conditions. However, at the three primary schools researched, there have been various patterns of change in the principal's role as impacts of the new educational paradigm baru. At the two state elementary schools, the SD Inti and one SD Imbas, the change in role has been regarded as an opportunity to bring visions, ideas, notions, desires, and hopes broadly into reality. However, on the other hand, the occurrence of the role change has made the principal's work load become increasingly heavier. The role of the principal, the principals say, has then come to be like that of a superman who must master and be capable of doing many things. Meanwhile, at the private elementary school, the change in role has indeed made the principal's work load become increasingly greater, but it has not become a problem because the principal of a private school is already so used to being self-dependent in managing the school.

Other than that, interviews with the three respective principals have yielded information about some obstacles to the principal playing a part in school quality improvement. First, the policy that KTSP (short for Kurikulum Tingkat Satuan Pendidikan, perhaps popularly known as the School-Based Curriculum) be applied is simultaneous with the policy that the National Examination be held. Ideally, the KTSP application demands more the necessary quality improvement

in the learning process while the decision that the National Examination is to be held conditions the school to be oriented more to the product. In result, the principal tends to be oriented to what is to be produced instead of quality improvement of the learning process as required by KTSP.

Second, the principal's work load becomes excessive. The era of regional autonomy has indeed given greater autonomy to the principal in school management. However, the giving of such autonomy has also caused the principal's work load to become excessive, especially in handling matters related to administrative business, such as, financial reports, meetings, conferences, and the like, which take most of the time so that the principal tends to put aside efforts to improve school quality. One principal says, "The important thing is bureaucracy business is done. Quality is another matter." The principal reveals as follows:

The bureaucracy business is more clearly seen than the business of quality improvement. The meetings of KKKS (short for Kelompok Kerja Kepala Sekolah or the Principals' Work Group) and official conferences are held to talk about matters related to bureaucracy business more than about how to make the school become more qualified. The impact felt by principals is they are indeed busy but not oriented to quality. Perhaps not motionless, but quality remains in one place. Time is spent more on meeting the demands of bureaucracy.

Third, preparations for becoming a principal are often not enough. Principals usually work by intuition. Generally, the principal is not designed to master accounting, for example, so that something which could actually be done easily becomes difficult to do. A principal states, "The opportunity for principals to improve teachers' professionalism is greatly limited because their work is more focused on other matters which are more non-technically educative in nature while things related to quality improvement receive less attention." Fourth, bureaucracy officials who deal with education do not have competence in the field of education. The bureaucracy official who is appointed as Head of Dinas Pendidikan (or the Office of Education), for example, is originally not someone with an educational background and not someone with real achievement but someone appointed more because of the sympathy of someone in authority.

At the two state primary schools, there are a number of factors determining why the role change is felt to be a burden. Besides being influenced by their ability to understand the change occurring and its implications, the principals' success in their role also depends on their capacity and preparedness in performing the new roles demanded by the era of

autonomy. If the giving of autonomy to the school and the principal is not accompanied with adequate development of the principal's capacity, the new roles would become additional burden for the principal. Moreover, the principals who are active now were not trained to perform the new roles like managerial roles, leader roles, and others. Therefore, the giving of greater autonomy to principals accompanied with the development of their leadership or managerial capacity becomes one of the solutions absolutely necessary to be done.

According to the World Bank (1998), school quality improvement requires principals capable of (a) identifying available resources to provide adequate support for teachers, sufficient teaching materials, and good maintenance of facilities; (b) giving enough time for the management and organization of the instructional process; and (c) communicating regularly with related staff, parents, students, and community members. In the pre-autonomy era, principals at state schools possessed limited autonomy in managing the school and allocating the necessary resources. Most principals are not equipped with adequate leader or managerial capabilities, either. Many principals only take a few days' training in administration theories and orientation in educational regulations and policies when they start being principals. In other words, principals at state schools do not yet meet the quality-related requirements for effectiveness in school management improvement. This condition makes it increasingly more difficult for principals to do their job because, as previously emphasized, state schools in general do not possess adequate autonomy, either, in improving school quality.

Other than that, appointments as principal are not yet based on achievement on the job and still based more on order in rank. Therefore, actually the giving of greater autonomy to principals should be accompanied with the appointment of good principals in possession of the skills and characteristics necessary for the schools with the autonomous nuance, the giving of tokens of appreciation to good principals and the replacement of those who are not so good, and the development of the principals' skills in management. Such programs as these help principals to understand aspects outside their administrative role and it could later improve the quality of educational leadership (Bank, 2001: 157).

In Salatiga itself, from the point of the selection system that has now been legalized, it actually already accommodates the soul and spirit of the new educational paradigm and the conditions required for a principal of an autonomy-nuanced school like possession of achievement, creativity, innovativeness, having commitment to the attainment of educational goals, and the like.

However, at the level of praxis, such a system does not always run as expected because there are still spaces in the selection process which are not transparent and could not be known and controlled by the public.

According to Kotter (1996), leadership is the engine that drives change, and even more so in a rapidly-changing society. So is the case with the phenomenon of the post-autonomy principal. The principal possesses greater autonomy in managing and setting change into motion at school but the object of the principal's management is so broad and the work consists more of duties which are administrative in nature. Therefore, the greater autonomy in possession could not be used in thinking about how to improve school quality as more urgent administrative work crowds in and pushes it aside. The principal's leadership engine, borrowing John Kotter's term, could not be used to drive change at the school level and is, instead, used up to finish non-academic duties.

Giving the school autonomy ought to be accompanied with giving it trust, the support of resources to implement the autonomy, and educational bureaucracy officials' quality support so that the school concentrates more on efforts to improve school quality. Otherwise, the intention of giving autonomy in order that the principal is more capable of improving quality would tend to come to total failure. This is in line with the opinion of Peach (1994), with Cranston (1993) and Rizvi (1994) agreeing, who states that the main thing in school autonomy is improvement in school management for the allocation of resources to interests that are more educational in nature (Fasli Jalal & Dedi Supriadi, 2001: 159). Moreover, the giving of autonomy would not solve all educational problems and it could perhaps cause new problems as long as the steps to reach the criteria that have been decided are not conducted as they should be.

4. Conclusion

On the basis of the research results and discussion above, the conclusions drawn in the research are as follows.

- a. There are patterns and varieties of the principal's role in the improvement of school quality. The principal's role at the SD Inti in the leadership, managerial, and supervisory aspects have been more to the optimum compared to that at each SD Imbas. There has also been a difference in the principal's role between the two schools of which each is not an SD Inti. Compared to the principal's role at the SD Imbas which is a state school, that at the SD Imbas which is a private school is stronger in the aspect of the strategies to bring progress to the school, to accomplish administrative duties, and to conduct supervision on teachers' work but weaker in the aspect of establishing an

- intimate school atmosphere and giving guidance to teachers.
- b. With the application of the new educational paradigm, the principal's role undergoes a change. The principal becomes more autonomous in developing the school by utilizing the resources possessed and by developing strategies of school-based quality improvement in accordance with local conditions. Principals of the state schools also possess autonomy in developing their creativity in the course of improving school quality. With the change in role, the principal's work load becomes increasingly heavier. However, unlike the role change at the two state elementary schools, that at the private elementary school does not much become a problem because people at private schools are already used to independently managing the school.
 - c. For the education conducted at elementary school, the principal's change in role has not sufficiently given any impact on the quality improvement of the school because it has been constrained by a number of factors, namely, that the application of KTSP with its emphasis on improvement in quality of the process has been simultaneous with the decision to hold the National Examination, which focuses on quality of the product so that the principal tends to be product-oriented, that those appointed as principal have not been sufficiently equipped to become principals, that bureaucracy officials dealing with education do not have competence in the field of education, and that the principal's work load has become excessive and time has mainly been spent on handling administrative-bureaucratic matters so that the principal has tended to put aside efforts to improve school quality.

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IMPROVING TEACHING SKILLS FOR STUDENT OF PRIMARY TEACHER EDUCATION PROGRAM THROUGH SUPERVISION DURING FIELD TEACHING EXPERIENCE PRACTICE

Widya Karmila Sari Achmad

Primary Teacher Education Program Education Faculty State University of Makassar

¹widyaksa@yahoo.com - Wkarmila73@gmail.com

Abstract

The implementation of Field Teaching Experience Practice in a university is a form of accumulation of what students gain during their lectures for approximately 6 semesters. The Field Teaching Experience Practice itself does not transform student teachers into skilled professionals.

The students, the teacher candidates, have to really master the teaching skills as professional teachers. The teaching skills which should be mastered by the teachers are the skills of opening and closing the lesson, explaining, questioning (basic and advanced), reinforcing, and holding the variety of teaching methods as well as classroom management skills.

Most of research give the review that teaching developing skills is less a result of practice or field experience than a result of instruction and intervention. It is the experience that must be crafted by modeling, feedback, and reinforcement by competent supervisors. The Field Teaching Experience Practice Program or field experience practice (teaching practice) is implemented in the practice school.

The supervision of the teacher candidates by guiding teachers and lecturers is not optimal. The system and design of the supervision is not well designed yet. Therefore, it is expected to optimize the supervision program; to empower Cooperating Teachers and University Supervisors; and to provide and use Student Teaching manual handbook, Journal of student teaching, and Feedback and Reinforcement.

Keywords: Teaching skills, supervision, field teaching experience practice, student teaching

1. Introduction

Under legislation passed by the profession that the House of Representatives (DPR) on 6 December established in 2005 as a professional teacher. Thus in addition to the work of teachers should have a high bargaining power as professional doctors and other professionals, teachers must have a reliable competency.

Expected teacher competencies were developed and enhanced when teachers are still in the period of education (Pre-service student teacher). Student teachers are there in LPTK prepared to become professional teachers through lectures and implementation of a Field Experience Practice (PPL) is believed to be a tool to screen teacher candidates who have the best competence.

Field experience is an ongoing part of the undergraduate and graduate education program. Field Experience Practice as laboratory experience in which

Of what had been done by the Field Experience Practice student, I can divide it into some big thing, like:

- a. The quality of teaching skills that students apply at the time of PPL (a) open learning skills and closing skills lessons for (b) explain the skills (c) questioning skills (basic and advanced) (d)

provide skill reinforcement (e) hold a variety of skills (f) classroom management skills.

- b. Supervising student teachers by teacher tutors and lecturers, yet the quality is good. And providing design guidance system has not been designed to perfection so that they seem to be ineffective and impractical. (Traditionally Supported).
- c. To assess the ability of teachers to plan and implement teacher learning tutors (Cooperate Teacher) and lecturer Supervisor (University Supervisor) using APKG 1 and 2 as well as to assess the social aspects of using APAPS. (Traditionally Supported).
- d. Given the importance of the activities of the Field Teaching Experience Practice (PPL), the need for design that govern the implementation of Supervision. This design was made not to restrict the activities of PPL, but as a pattern (guidelines) for the purpose PPL can actually be achieved and on target.

On the implementation of the PPL students (preservice Student Teaching (PST)), get guidance from Guru Tutors (Cooperating Teachers (CT)) and Lecturer (University Supervisors (U.S.)). The role and performance of teachers tutors and lecturers are also very important in directing students become more professional with the skills to teach, explain the skills, questioning skills (basic and advanced)

skills provide reinforcement, held a variety of skills and classroom management skills.

Rodgers (2010) state that Coaching is done by cooperating teacher (CT) and university Supervisor (U.S.) is an important process for students who are pro Field Teaching Experience Practice PPL, which is in line with what the functions and duties of officials and the Teacher Supervisor of providing direction / guidance / consultation to students guidance.

The next school election as locations of Field Teaching Experience Practice PPL is expected to meet what the students need PPL. School as location of Field Teaching Experience Practice PPL is a great laboratory and real (real) for students after menyelesaikan more than 116-120 credits in semester VII. What have they gained from attending college (lecture) will apply to them as they are air-PPL, ranging from the activity of teaching (Teaching) to the non-teaching activities (non-teaching).

Teaching activities (teaching activity) to be implemented as Teaching at learning (regular time), starting with the preparation of lesson plan (RPP) with the device (Media Learning and learning assessment tools (evaluation). Election strategies, models, and methods of teaching and learning is activities will also be carried out by the student PPL.

While the non-teaching activities (non-teaching activity) was also carried out by the student PPL, good at learning and studying after hours, such as help with the activities of both the classroom and the school administration, school extra-curricular activities help (Scouts, art (dance, sing, draw and role-play), Red Cross activities, and other extra-curricular activities.

2. Problem

Students who are following the Field Teaching Experience Practice (PPL), do not undergo the process of Coaching Supervision effective and practical of Supervisors and Teachers Tutors. Supervision activities limited to administrative activities only. The ratio between the University Supervisor and the student PPL is not balanced, thus guiding the intensity is very less and not deep because the limited of time.

Of phenomena should be developed Design Supervision and implementation of Supervision as a means (tools) in the guardianship of Field Experience Practice (PPL) Students can be a part that can drive and make it easier for students who are conducting PPL. Further research is needed solutions to the question: How Do They develop Design and Implementation Supervision as a tool in the process of implementing an effective and practical Field Experience Practice?

3. Discussion

On the implementation of the Field Experience Practice, It is expected that teacher competence can be strengthened through actions and supervision of Teachers Supervisor officials. Expected teacher competencies include skills teaching (Teaching skills), which implement the learning process is the implementation phase of the program has been compiled. In this activity, which is in demand is the ability of teachers to create and foster active student learning activities in accordance with the plans that have been prepared. Teachers should be able to take decisions on the basis of proper assessment, teaching and learning activities whether, if the method is changed, whether the activity needs to be repeated, when students have not been able to achieve the learning goals. At this stage in addition to learning the theory of knowledge, knowledge of students, it is also necessary proficiency and skill learning techniques, such as: the principles of teaching, use of teaching aids, use of teaching methods and skills of assessing student learning outcomes. Harahap as the opinion (1982:32) states, teachers have the ability to implement the program include the ability to teach are:

- a. motivate students to learn from the lesson when opening until closing,
- b. direct teaching purposes,
- c. presents the lesson materials with methods that are relevant to the purpose of teaching,
- d. conduct stabilization of learning,
- e. use of teaching aids properly,
- f. implementing guidance counseling services,
- g. improve the teaching and learning program, and
- h. implement learning assessment results.

Ministry of Education (2004:9) argues competency implementing the learning process includes

(1) open the lesson, (2) presenting the material, (3) using the media and methods, (4) using props, (5) use communicative language, (6) motivate students, (7) organizing activities, (8) to interact with students in communicative, (9) concludes the lesson, (10) providing feedback, (11) self-assessment, and (12) use of time.

Thus, it can be said that implementing the learning process is something where the activity takes place between human relationships, with the goal of helping foster student engagement and learning.

Basically implementing the learning process is to create an environment and atmosphere that can lead to changes in the students' cognitive structures. Achievement or fulfillment of competence in the implementation of teaching and learning in the implementation of the PPL is an important target so

that students who are following the PPL program gained a lot of experience and knowledge which is expected to take place during the process of supervision.

So as the S1 PGSD can work well to produce quality graduates who are competent, it is necessary to develop appropriate curriculum and devices. S1 PGSD curriculum was developed with reference to the Class Teacher Competency Standards (SKGK) SD. Curriculum can work well if balanced with adequate tools that include a complete learning resources (library, books, and laboratory), adequate support facilities (learning media), and competent human resources (faculty and support staff). With the quality of competent lecturers are expected to manage learning / lecture well, both in terms of learning management, classroom management, and assessment and instructional media. Given PGSD will generate prospective elementary teacher, then as much as possible since on-campus students have been introduced to the world of elementary school.

Currently in grade school reform has occurred in all areas, both on the system of management of the school and the learning system, for example through the SD project MBS/PAKEM, SEQIP, DBE-2 and many more. Therefore Primary Teacher education Program (PGSD) as a producer of primary school teachers do not miss it informed of developments in the elementary school. For that need to be designed that is able to bridge the developmental activities in the elementary school with campuses in particular PGSD world. Activities designed will be able to change the existing learning models have been carried out by lecturers PGSD. Models that do faculty lectures will be learning model that will be performed by the prospective elementary teachers. Based on the results of the study, that learning through modeling showed better results.

4. Literature

4.1 The foundation of Field Experience Program

4.1.1 Definition

Field Experience Practice or PPL is a program in Pre-service teacher education, which is designed to train prospective teachers master teacher skills are intact and integrated so that after completing their education prepared independently carry out duties as a teacher. Ability to carry out the task as a teacher is formed through Field Experience Practice. Therefore, Field Experience Practice is the estuary of the Pre-service teacher education programs.

4.1.2 basic

Field Experience Practice activities necessary to set basic skills teacher, which reflected on the task and role of primary school teachers. Therefore,

all activities from planning, implementation, and on assessment beroreintasi on the role and duties of teachers.

The main points of the role and duties of teachers in general include:

- a. Professional duties:
Educate namely (in order to develop the personality), teaching (in order to develop the ability to think / intelligence), and training (in order to implement teaching technologies).
- b. Human tasks:
It means that the teacher in charge of educating himself and put himself in the interests of the child.
Here the teacher in charge of educating himself and put himself in the interests of the child.
- c. Community task:
This task is mainly to human form good citizens based on Pancasila, the 1945 Constitution and the Guidelines. Here is the introduction to the future teachers of the students and the mobilization advances.

4.2 The Objectives of Field Experience Practice

General purpose of the Field Experience Practice is, students can master the skills taught. Teaching skills that must be mastered by the teacher is a skill to open and close the lesson, explaining skills, questioning skills (basic and advanced), provide skill reinforcement, held a variety of skills and classroom management skills.

And special purpose Field Experience Practice is to prepare prospective teachers are able to carry out duties as a professional elementary teachers include:

- a. Thoroughly familiar with the physical environment administrative, academic, and social environments Elementary School.
- b. Master a variety of teaching skills.
- c. Teacher is able to apply the full range of capabilities and integrated in real situations under the guidance of mentors.
- d. Capable of Drawing on appreciation and its practice during exercise.

The aim of supervision is:

- a. Prospective teachers who have a personal set of knowledge, skills, values, attitudes and behavior necessary for the profession as well as competent and appropriate use in education and teaching, both in school and outside of school.
- b. In order to be a good model for the students, it is necessary to design a design to reflect the active supervision lecturers and tutors in the teacher interacts with students. The design of the future outlined in the manual book or manual supervision. In the manual guide book or books are there alternative models of supervision that will develop student teacher competence and teaching skills (teaching skills), such as opening and closing skills lesson,

explaining skills, questioning skills (basic and advanced), provide reinforcement skills, skills held variations and classroom management skills.

The system and design of the supervision is not well designed yet. Therefore, it is expected to optimize the supervision program; to empower Cooperating Teachers and University Supervisors; and to provide and use Student Teaching manual handbook, Journal of student teaching, and Feedback and Reinforcement.

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TEACHERS' CONFIDENCE AND PREPAREDNESS IN TEACHING SCIENCE IN THE PRIMARY SCHOOLS

Bob Chui Seng Yong

Universiti Brunei Darussalam

e-mail: chuiseng.yong@ubd.edu.bn

Abstract

A new education system called *Sistem Pendidikan Negara Abad Ke-21* (SPN21) or the National Education System for the 21st Century was introduced in 2008. Concomitantly, new Primary Science Curriculum was introduced to provide teachers and pupils with new teaching and learning materials for Year 1 to Year 6 levels. The new materials were designed in such a way to enable science to be taught more systematically and holistically with the desire to improve attainment and to increase the enrolment rate into the science stream at the secondary level. The success of this challenge will very much depend upon teachers who teach science. Teachers who are confident in pedagogical skills and science content knowledge will be in a better position to empower students' interest and achievement. This paper reports teachers' confidence and preparedness in teaching science in the primary schools. The participants comprised 146 teachers drawn from 49 primary schools in Brunei Darussalam. A questionnaire was used to gather the data. Results show that teachers are moderately confident in teaching science and the level of confidence decreases from Year 1 to Year 6. Similar results were obtained in terms of their preparedness where teachers' ability to teach the various science topics in the curriculum decreases from Year 1 to Year 6. They were also found to be less comfortable in teaching topics related to physical sciences than biological sciences. Findings from this study are discussed offering suggestions to better prepare teachers to enhance their effectiveness.

Key words: primary school teachers, confidence, preparedness, teaching science

1. Introduction

Teachers need to develop in children a disposition for learning science. This will empower them to become life-long learners who are predisposed to seek scientific knowledge for the benefit of the society. Knowledge in science has experienced exponential growth in recent years and therefore developing scientific literacy is a priority to enable citizens to participate and build a society that is open, just and fair. Teachers are therefore crucial in providing the appropriate learning environment to develop pupils' interest in science right from the young age to build a strong science foundation which is fundamental to develop positive disposition for science. In order to achieve this it is imperative that "Teachers must perform to a satisfactory level of competency to implement the curriculum. This means demonstrating a sufficient level of knowledge, skill and motivation to meet the demands and requirements of the teaching job satisfactorily" (NZEI Principals' Kit, 2010, p.1).

Science is given a prominent place in the national curriculum right from the primary to the secondary level of education. The recent educational reform in 2008 known as SPN21 or *Sistem Pendidikan Negara Abad ke 21* or the National Education System for the 21st Century witnessed the introduction of the new Primary Science Curriculum and the development of new teaching and learning materials. The aim is to enable teachers to teach science more

systematically and holistically to improve pupils' attainment.

Despite the introduction of new primary science curriculum, examination results in the Primary School Assessment for 2012 show only about 7% of students obtained grade A and about 30% obtained grade B. The low achievement in science at the primary level will have a serious repercussion on students' achievement in science at the secondary level. The deficiency in science background means that a great proportion of pupils entering the secondary education will be ill-prepared to engage science at the higher level. It is apparent that there is an urgent need to improve science achievement at the primary level if more students are to choose science when they advance to the secondary level.

Improvement in science education relies heavily on teachers who teach science. This is because the quality of science delivered to the pupils is an important factor that is very much dependent upon the quality of teachers. At the primary level, however, teachers' lack of confidence in teaching science remains a stumbling block why science is not effectively taught in schools (Appleton & Kindt, 2002; Mulholland & Wallace, 2001). The lack of confidence in their ability to teach science will have a dire consequence on the quality of science being taught to pupils (Watters & Ginns, 2000). Teachers in the elementary schools were also reported not to give science a high priority and these belief systems

influence the effort they put into teaching science (Fathi-Azar, 2002). Studies have also shown that many primary teachers have limited science background (Goldstone & Shroyer, 2000; Raizen & Michelsohn, 1994; Ramey-Gassert, Shroyer, & Staver, 1996).

Invariably, teachers' subject matter knowledge affects not only the way they teach but also students' achievement. Based on a seminal empirical study of a corpus research literature on the importance of teachers' subject matter knowledge and instructional practice, Stein, Baxter and Leinhardt (1990, p.641) concluded that, "In general, teachers with more explicit and better organized knowledge tend to provide instructions that feature conceptual connections, appropriate and varied presentations, and active and meaningful student discourse. On the other hand, teachers with limited knowledge have been found to portray the subject as a collection of static facts; to provide impoverished or inappropriate examples, analogies, and/or representations; and to emphasize seatwork assignments and/or routinized student input as opposed to meaningful dialogue." Extant literature (Buczynski & Hansen, 2010; Hill, Rowan & Ball, 2005; Lenhart, 2010; Monk, 1994; Ozden, 2008) documents the strong direct and positive relationship between teachers' command of content knowledge and student learning. As explained by Davis and Simmt (2006), teachers who possess strong subject matter knowledge are more able to interpret individual student responses, provide multiple interpretations, identify misconceptions, and organize rich learning experiences for students.

Surprising as it may seem, inadequacies in mastery of scientific knowledge are a common phenomenon affecting primary teachers in developed as well as developing countries in many parts of the world. In the UK, Murphy, Neil and Beggs (2007) and Holroyd and Harlen (1996) reported that, of all the issues impacting on primary science, teachers' confidence and their ability to teach science were the areas of greatest concern to teachers. Similar concern has been reported by Harlen, Holroyd and Byrne (1995) where they had observed that primary teachers in the UK were less confident about teaching science and technology than about almost all other curriculum areas. They further observed that teachers were rather more confident about 'Living Things and the Processes of Life' and 'Earth and Space' than they were about 'Energy and Forces' and design and control technology. In Ireland, studies also showed that there is an apparent lack of confidence amongst teachers regarding the teaching of science in primary schools (NCCA, 1990). A study conducted in Iran, Fathi-Azar (2002) found that primary teachers have difficulties in understanding science concepts to be effective in teaching elementary

science and lack skills to conduct science experiments.

Studies that were carried out closer at home illuminated the same pattern. In Australia, Goodrum, Hackling and Rennie (2001) and Masters (2009) had shown that science is not taught sufficiently in primary schools. Similarly, Skamp (1992) made the same observation when he reported that many Australian primary teachers have a limited understanding of science concepts. In Singapore, Toh, Chew, Low, Ho and Wan (2002) reported that primary science was not taught correctly because many non-graduate teachers do not have accepted scientific views and full understanding of science concepts. This has also been the case in Malaysia as stated by Hashimah (2001, p.45), "41% of teachers did not have enough content knowledge to teach accurately science concepts to primary pupils. Most teaching strategies used were based on questioning, discussion and lecturing."

In the local context, the confidence of primary teachers in teaching science has also attracted much attention. Notably, the statement made by Wong, Nannestad, Veloo and Lourdasamy (1999, p.6) in which they emphatically asserted that "locally trained teachers are still weak in the content that they are supposed to teach particularly in mathematics, science and English" drew attention to the need for better preparation of teachers. Part of the reason for this problem lies with the enrollment of students with poor background in science into teaching. Studies carried out by Yong (1994) and Chin (1996) had reported that more than half of teacher trainees did not have an Ordinary level pass in science in the General Certificate of Education also supported this assertion. More seriously, the weak academic background in science of teacher trainees emasculated their ability to fully grasp the major ideas that underpin their understanding of science concepts as evident by their misconceptions on biology concepts such as classification of animals (Yong, 2000a), their conceptual difficulties with mathematics in physics (Tan, 1998) and failure to obtain good grades in science content courses while enrolling in a teacher education program at the University (Yong, 2000b).

Teachers' attributes such as confidence and teaching competency affect the ways they teach as well as their students learn. Undoubtedly, teachers who are well trained and have the genuine desires to make a real impact on their students are crucial if better achievement is to take effect.

In this paper teachers' confidence and preparedness in teaching science in primary schools will be reported. The research questions are as follows:

1. How confident are primary teachers in teaching science to Years 1 to 6 classes?

2. How well prepared are primary teachers in teaching science contents that are covered in science syllabuses for Years 1 to 6?

2. Method

2.1 Questionnaire

The questionnaire was adapted from Dhindsa (2011) for investigating primary teachers' science teaching competency. Prior to the administration of the questionnaires, permission was first sought in November 2012 from the Ministry of Education in accordance to the normal protocol procedure. The questionnaires were sent by post to head teachers of 62 primary schools randomly selected in January 2013 in all the four districts in Brunei Darussalam. The head teachers were informed that only teachers teaching primary science would be involved in the study. The questionnaires were returned to the researcher by post in self-addressed stamped envelopes. In total the researcher received 154 completed questionnaires from 49 head teachers. From the 154 questionnaires received, 8 had not been completely filled by teachers and therefore were not included in the study. Results and discussion that followed were based on responses from 146 teachers; 20% male and 80% female.

The questionnaire consisted of six sections and in this paper, only two sections on teachers' confidence and preparedness in teaching primary science were presented and discussed. In the first section teachers were asked to rate the level of confidence in their ability to teach science in Years 1-6 classes by indicating 1 for not confident (I need a lot of help), 2 for moderately confident (I need some help), 3 for confident (I need a little help) and 4 for very confident (I do not need any help). The second section consists of a list of topics/themes found in Years 1-6 textbooks. Teachers were asked to rate how well prepared are they to teach these topics by indicating 4 for very well prepared, 3 for well prepared, 2 for slightly well prepared and 1 for not well prepared. The mean scores for confidence (C) and preparedness (P) were interpreted as follows:

- 3.41-4.00 = the highest level of C or P
 2.81-3.40 = a high level C or P
 2.21-2.80 = a medium level C or P
 1.61-2.20 = a low level of C or P
 1.00-1.60 = the lowest level of C or P

3. Results and Discussion

In analysis using descriptive statistics, the mean scores obtained range from 2.44 to 2.95 which indicated that teachers have a high level of confidence in their ability to teach science at Years 1 to 3 levels and a medium level of confidence in teaching science at Years 4 to 6 levels (Table 1). This shows that teachers were more confident in teaching science at the lower levels than at the

upper levels. Furthermore, the mean values obtained show a steady decline from Year 1 to Year 6 which indicates that teachers' confidence in teaching science decreases when they teach the higher levels.

Table 1. Teachers' Confidence in their Ability to Teach Primary Science at different Year Level

Year	1	2	3	4	5	6
Mean	2.95	2.98	2.91	2.80	2.64	2.44
SD	0,74	0,69	0,69	0,75	0,81	0,90

N=146

Teachers' confidence in teaching science was further analyzed using one way analysis of variance (ANOVA) to determine if significant differences exist between the year levels. In Table 2, the F value obtained indicates that teachers' confidence significantly decreases with year levels ($p < .001$). In other words, teachers have more confidence in their ability to teach science at Year 1 than at Year 6 level.

Table 2. Results obtained from ANOVA for Teachers' Confidence between Groups

Confidence	Sum of Squares	Mean Square	F	Sig.
Between Groups	28,676	5	5,735	9,608
Within Groups	445,900	747	0,597	
Total	474,576	752		

The level of teachers' confidence in teaching science was further demonstrated by the percentage breakdown of teachers who expressed their confidence in teaching science at different year levels. As shown in Table 3, the percentage of teachers who were not confident or slightly confident in teaching science was 22.5% at Year 1, 24.1% at Year 2, 25.6% at Year 3, 27.5% at Year 4, 34.7% at Year 5 and 43.6% at Year 6.

Table 3. Percentage Distribution of Teachers' Confidence in their Ability to Teach Primary Science at different Year Level

Level of Confidence	Teachers (%)					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Not confident	3.9	1.6	1.6	6.5	11.3	20.2
Slightly confident	18.6	22.5	24.0	21.0	23.4	23.4
Confident	56.6	52.7	56.6	58.9	55.6	48.4
Very confident	20.9	23.3	17.8	13.7	9.7	8.1

N=146

An important observation that can be drawn from this finding is that the percentage of teachers who were not confident or slightly confident increases from the lower level to the upper level. This means that the amount of help that teachers need increases as they teach science at the higher levels. It seems that teachers are more confident in teaching science at the lower levels where they need less help than at the higher levels where they need more help.

In terms of teachers' preparedness in teaching science the means obtained by descriptive statistics ranged from 2.53 to 3.15 (Table 4). It seems that teachers have a high level of preparedness in teaching science at Years 1 to 3 and a medium level of preparedness in teaching science at Years 4 to 6. The result also shows that there was a steady decline in teachers' preparedness in teaching science from Year 1 to Year 6 levels. These findings seem to suggest that there is a gradual decrease in teachers' ability to teach primary science content from Year 1 to Year 6 levels.

Table 4. Teachers' Preparedness in Teaching Primary Science Content at different Year Levels

Year	1	2	3	4	5	6
Mean	3.15	3.03	2.97	2.73	2.61	2.53
SD	.58	.62	.59	.71	.73	.76

N=146

Teachers' preparedness in teaching Years 1 to 6 was further analyzed using one way analysis of variance (ANOVA) to determine if significant differences exist between the year levels. Results in Table 5 show that the F value obtained indicates that teachers' preparedness significantly decreased with year levels ($p < .001$). In other words, teachers were better prepared in teaching science at Year 1 than at Year 6 level.

Table 5. Results obtained from ANOVA for Teachers' Preparedness between Groups

Preparedness	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	41.957	5	8.381	17.866	.000
Within Groups	364.950	717	.470		
Total	406.907	782			

The level of teachers' preparedness in teaching science was further demonstrated by the percentage breakdown of teachers who expressed their ability in teaching science at different year levels. As shown in Table 6, the percentage of teachers who were not well prepared or slightly well prepared in teaching science was 12.6% at Year 1, 19.2% at Year 2, 21.5% at Year 3, 32.4% at Year 4, 38.3% at Year 5 and 43.1% at Year 6. An

important observation that can be drawn from such a finding is that teachers' ability in teaching science decreases from Year 1 to Year 6 levels. This decrease in the preparedness was significant as indicated in Table 5.

Table 6. Percentage Distribution of Teachers' Preparedness in Teaching Science Content at different Year Levels

Level of Preparedness	Teachers (%)					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Not well	.2	.6	1.0	8.1	10.0	12.9
Slightly well	12.4	18.6	20.5	24.3	28.3	30.2
Well	57.7	56.8	58.8	54.2	52.0	47.6
Very well	29.7	24.0	19.7	13.5	9.7	9.3

N=146

Teachers' ability in teaching the various topics/themes in terms of their preparedness at each year level is presented in percentage response as well as in means and standard deviations for each topic/theme. There are altogether 27 topics in the primary science syllabus for Years 1 to 6 levels which can be broadly divided into 14 topics related to biology and 13 topics related to physics.

Results in Table 7 show the topics/themes which have the highest mean scores (M) and highest percentage responses by teachers were (1) Your body (M=3.21, 90.9%), (2) Living and Non-living things (M=3.23, 91.0%), (3) Growing plants (M=3.04, 79.1%), (4) Colors (M=3.19, 87.3%), (5) Staying healthy (M=3.19, 88.9%), (6) Grouping objects (M=3.13, 86.6%), (7) Healthy living (M=3.11, 86.5%) and (8) Grouping living things (M=3.08, 85.8%). These topics/themes are covered in Year 1 to Year 3 science syllabuses.

Topics which have the lowest mean scores and lowest percentage scores on preparedness were (15) Energy and forces, i.e. light and sound, (M=2.63, 65.1%), (16) Cycles (M=2.78, 69.7%), (18) Systems, i.e. transport, digestion (M=2.51, 53.9%), (19) Variety and classification (M=2.55, 60.1%), (20) Energy and forces (M=2.61, 60.9%), (21) Cycles (M=2.70, 68.0%), (22) Personal health and the environment, i.e. diseases, (M=2.53, 55.5%), (23) Systems (M=2.68, 63.8%), (24) Energy and forces, i.e. electrical, (M=2.60, 61.9%), (25) Cycles (M=2.51, 56.3%), (26) Personal health and the environment, i.e. drugs, (M=2.60, 60.3%) and (27) Systems, i.e. electrical and mechanical (M=2.44, 49.2%). These topics are covered in Year 4 to Year 6 science syllabuses. Results show that between 30-50% of teachers were found to have a moderate level of preparedness in teaching these topics.

Table 7. Teachers' Preparedness in Teaching the Various Topics/Themes in Primary Science Syllabus at different Year Levels

Topics/ themes	Level of Preparedness				M	SD
	4	3	2	1		
Year 1						
1. Your body	31.1	59.8	8.3	.8	3.21	.62
2. Living & Non-living things	31.6	59.4	9.0	0	3.23	.60
3. Growing plants	24.6	54.5	20.9	0	3.04	.68
4. Colours	31.3	56.0	12.7	0	3.19	.64
5. Staying healthy	2.99	59.0	11.2	0	3.19	.61
Year 2						
6. Grouping objects	28.4	58.2	13.4	0	3.15	.63
7. Healthy Living	24.8	61.7	13.5	0	3.11	.61
8. Light energy	21.1	55.6	21.8	1.5	2.96	.70
9. Pushes & pulls	21.8	51.9	25.6	.8	2.95	.71
Year 3						
10. Grouping Living things	22.6	63.2	14.3	0	3.08	.60
11. A Clean environment	21.8	54.9	23.3	0	2.98	.67
12. Reuse, Recycle	16.5	60.2	21.8	1.5	2.92	.66
13. Electricity	18.0	57.1	22.6	2.3	2.91	.70
Year 4						
14. Variety & Classification	18.6	58.1	17.1	6.2	2.89	.77
15. Energy & Forces	9.3	55.8	25.6	9.3	2.65	.78
16. Cycles (plants, water)	14.7	55.0	21.7	8.5	2.78	.76
17. Personal Health & the environment	17.1	55.8	21.7	5.4	2.84	.79
18. Systems (movement, transport)	7.8	46.1	35.2	10.9	2.51	.79
Year 5						
19. Variety & Classification	6.2	53.9	28.1	11.7	2.55	.78
20. Energy & Forces	8.6	52.3	30.5	8.6	2.61	.76
21. Cycles (animals)	12.5	55.5	21.9	10.2	2.70	.82
22. Personal Health & the environment	7.8	47.7	34.4	10.2	2.53	.78
23. Systems	13.4	50.4	26.8	9.4	2.68	.82
Year 6						
24. Energy & Forces	10.3	51.6	26.2	11.9	2.60	.83
25. Cycles (Earth, Sun)	8.7	47.6	29.4	14.3	2.51	.84
26. Personal health & the environment	11.9	48.4	27.8	11.9	2.60	.85
27. Systems (electrical, mechanical)	6.3	42.9	37.3	13.5	2.42	.80

4=very well prepared, 3=well prepared, 2=slightly well prepared, 1=not well prepared, M=mean, SD=standard deviation

Gleaning from these results, it seems that teachers were more comfortable teaching topics related to biology than topics related to physics. This finding concurs with those reported by Harlen et al. (1995) for UK primary teachers. In this study, however, there are some biology topics which are particularly difficult for teachers and they include Personal Health and the environment (infectious diseases: TB, cholera, malaria, red eye, spread and prevention of diseases), Variety and Classification (microorganisms, bacteria, fungi, plants and animals, animals with and without backbones) and Systems (body system like movement, transport, digestion, breathing and nervous). Concerning physics topics that teachers find most difficult are Systems (electrical and mechanical systems, simple machines and uses, systems in machines) and Cycles (the Earth and the Sun, the Earth and the moon, solar system, use and conservation of water). In general, teachers are better prepared to teach science at the lower levels than the higher levels when the mean scores of all the topics in each year level are taken into consideration (see Table 4). This indicates that the coverage of the topics/themes in the science syllabus for primary pupils increases in both breadth and depth from Year 1 to Year 6. The increase in content coverage inevitably emasculates teachers' ability in terms of their confidence and preparedness to teach science more effectively.

4. Conclusion

Findings elucidated from the study demonstrated that teachers were more confident in teaching lower primary science in Years 1 to 3 than upper primary science in Years 4 to 6. Results also supported the findings which indicate that teachers' confidence in their ability to teach science significantly decreases with year levels. Another observation was the percentage of teachers who rated 'not confident' or 'slightly confident' in teaching science increases with year levels. This observation means that the higher the level they teach the more help they would need to teach science effectively.

Similar to confidence, teachers' preparedness also show a steady decrease from Year 1 to Year 6. They seem to have higher ability in teaching lower primary science than teaching upper primary science. In addition, they were also found to be more comfortable with teaching topics that are related to biology than topics related to physics. This observation concurs with Lawrenz (1986) which show elementary school teachers have poor background in physical science. These limitations are likely to engender teachers' ability to teach science effectively.

Teachers need to build in children a strong foundation in science at the primary level. This is will empower them to take up science at the

secondary level. As Postlethwaite and Wiley (1992) have demonstrated that science achievement of secondary students is closely linked to science achievement of primary students, it becomes apparent that improvement in science education at the secondary level must take into consideration on how successful science is taught at the primary level. Teachers will be in a better position to respond effectively to this expectation if they have the confidence and preparedness to teach science at the primary level. As Caillods, Gottelmann-Duret, and Lewin (1996, p.60) argued "How teachers teach is a function of how adequate their knowledge of science is and the sophistication of their conceptions of science constructs; it also depends on their interpersonal skills with students, their pedagogical skill, the leadership they receive and the learning culture in schools." Therefore, the key to improving the quality of science education is to improve the quality of primary school teachers because they are the ones responsible for carrying out the new curricula and initiatives that are stipulated in the reform agenda.

5. Implications

A large proportion of primary teachers are the products of various teacher education programs run by the Institute of Education. The programs are Certificate in Education, Diploma in Primary Education, Bachelor of Arts in Primary Education and Bachelor of Education which are either of 3 or 4 years duration. As evident by findings of the present study the initial teacher education programs offered to pre-service teachers to equip them with knowledge and skills to teach science is clearly inadequate. One of the reasons is because pre-service teachers who enroll in the primary education programs are trained to be generalist teachers. They have to take many content and method courses related to teaching science, mathematics, history, geography, civic, art, physical education, English language and Malay language. This imposes limitation on the number of courses allocated for each subject. For example, in the Certificate and Diploma programs two science content courses are offered while in the Bachelor programs three science content courses are offered to the pre-service teachers. The number of science content courses offered to pre-service teachers in these programs seems to be insufficient to prepare them to teach science at the primary level. Furthermore, many pre-service teachers entering the teacher education programs do not have a strong science background and this may be another reason that further exacerbates their confidence to teach science.

The initial teacher education program, therefore, need to consider increasing the entry requirements to ensure students with strong science background enter into teaching. Equally important,

it also needs to consider increasing the number of science content courses as well as covering important science concepts more thoroughly and in depth. Similar recommendation was made by Smith and Gorard (2007, p.142) in which they asserted that in order "to strengthen the teaching profession by raising its standards for training, entry and professional development – one aspect of this was the requirement that prospective teachers take fewer courses in education and more in the subjects they expect to teach." It is believed that such arrangement increases teachers' confidence and preparedness in teaching science.

One way to solve this problem is to conduct a needs assessment survey for science teachers to find out areas of pressing concerns that they need to consolidate in order to improve their teaching competency. An appropriate intervention for this group of teachers that has the potential for mitigating problems such as the lack of teaching competencies in content and pedagogy is to undertake short in-service courses. This will improve their knowledge and content delivery by adopting best practices that take into consideration of pupils' backgrounds and ability. In-service courses to strengthen their content knowledge especially on topics related to physics and biology which they find difficult will help improve their confidence to teach science more comfortably.

The school milieu is dynamic and changing. Educational reform and initiatives, new school curriculum and new generation of pupils require teachers to continuously restructure their teaching skills to meet these new challenges and expectations. The initial teacher education is far from sufficient to prepare teachers for the 30 or more years of their teaching careers. It must be made readily available generous provisions for teachers to undertake continuous professional development to strengthen their knowledge in science content and pedagogical skills for them to stay abreast with the new developments in science education. This is important because in teaching, professional development is an essential part of the process underpinning teachers' quality and effectiveness and it enhances teachers' self-confidence, motivation and commitment to teaching (OfStEd, 2003). Such intervention is only feasible if teachers are given the opportunities to upgrade themselves academically and professionally.

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MODIFICATION OF THE PRIMARY LEVEL CURRICULUM FOR CHILDREN WITH MENTAL BARRIERS

Ishartiwi
PLB-FIP-UNY

Abstract

Children with mental barriers (mental retardation) have main characteristic of the condition of intelligence below average and hampered in some aspects of adaptive behavior. These children get problems in the ability of personal skills, motor coordination, communication, personal skills and social skills, cognitive function, health care, personal welfare, consumer skills, community orientation, and work skills. The development of mental age (mental age) and age births (chronological age) is imbalanced like normal children in their age. These conditions give rise to barriers in learning (barrier of learning) and learning needs (needs of learning) of the individual. These children also achieve low academic learning outcomes. But the children still have the potential to resolve routine and simple activities through learning. Learning programs for children with mental barriers serve to develop self-help skills. Related to variations in the condition of the child, it is not possible to conduct the primary school curriculum. Therefore, the modified model of functional curriculum is considered effective to provide basic interventions in shaping the independent generation of children with mental barriers.

Keywords: curriculum modification, functional learning programs, children with mental barriers.

1. Introduction

Children with mental barriers are included in the scope of the subject of special needs education (Johnsen & Skjoten, 2001). Children with mental barriers are also referred to as mental retardation (Reynolds & Mann, 1987). In terms of education services in Indonesia it is named as mentally-retarded children (*tunagrahita*) (Government Regulation Number. 72, 1991). Further in this article uses the term mentally retarded child.

The meaning of mental retardation that became international reference was advanced by the American Association on Mental Retardation (AAMR), referring to the opinion Grossman (1983) stating that mental retardation is a state of intellectual functioning below average, and coincided with the lack adaptive behavior skills displayed during the developmental period. The intelligence (IQ) of mentally retarded children ranged between 50-70. (Payne and Patton, 1981; Reynolds & Mann, 1987; Hallahan and Kauffman, 1992; Shea and Bauer, 1997). According to Moh.Amin (1995), mentally retarded children have trouble in thinking of things that are abstract and convoluted in a variety of fields. In the education the children have difficulty in theoretical subjects, such as writing, concluding a reading, numeracy and understanding abstract symbols. Mentally retarded children also demonstrate that their condition of Mental Age (MA) is lower or not aligned with the condition Chronological Age (CA). MA and CA conditions on these individuals are as a way to establish the level of IQ. One example of the results of observations in a special school (SLB) of Yogyakarta in 2010 showed the condition of mentally retarded children with CA 13

years or in equivalence with a normal child in sixth grade of elementary school but has a MA equivalent with normal children aged eight years and second grade elementary school. The characteristics of this mentally retarded children show that there is a need and problem in individual learning problems. Therefore the learning program for mentally retarded children can not be equated with the learning of normal children in the classical with the assumption that all students have the same ability. The condition of this learning has effect on children education services, especially the content coverage of the curriculum. According to Rohyadi & Zaenal (2003) learning for mentally retarded children should accommodate condition, learning needs and abilities of children, therefore ideally curriculum for mentally retarded children should be developed from the results of the condition assessment of the child because the curriculum content inherent in every child. Thus the curriculum for mentally retarded children cannot be treated in the standard curriculum.

In fact it is still found a problem in a special school for mentally retarded children, concerning with. Based on the observations in the school, mentally retarded children in Yogyakarta and interviews with principals and teachers found few problems, among others: 1) the standard curriculum follow the policy as a normal school, 2) the implementation of a curriculum used learning resources of school textbooks of normal children was distinguished one level, meaning that if a mentally retarded children were in third basic class, then the books would the same with the ones used in the second basic class 3) despite being implemented the curriculum education unit (SBC) that provided school with opportunities to develop

curriculum which were appropriate to the conditions of students, yet this has not been optimally utilized, still tends to have its school curriculum results in the development of the National range, 4) in school there hasn't been assessment of learning needs to develop the curriculum, and the curriculum modification has not been carried out 5) the understanding of human resources at the school on curriculum modification is still less .

From the study of policy on the content standard (PERMEN No. 22 of 2006) as a reference for school in preparing KTSP/ SBC, including special schools in mentally retarded children, found several aspects that need to be observed, among other things: 1) the structure of a school curriculum for children is still based on levels of classroom and lesson. This is not in accordance with the conditions of mentally retarded children who can't be categorized in cluster; 2) determination of the number of course from 8 to 10 lesson and time allocation for each class is not based on a rational consideration of the fundamental characteristics of the mentally retarded children; 3) the structure of the special program is only limited on building itself, and only with time-2 hours. It is not appropriate because the self-development program is an important material for mentally retarded children to sustain their independence, 4) the structure of the curriculum is still equated with normal children's curriculum focusing on the development of academic aspect.

Based on the structure of the curriculum is still oriented on lesson content, supporting the implementation of curriculum-oriented targets for the completion of the learning material and not competency development of mentally retarded children. Implementation of the curriculum for mentally retarded children has the same system as the normal ones, both in terms of organizing teaching materials, manner of presentation and evaluation of learning outcomes. As the result the learning will be less meaningful to equip the lives of mentally retarded children in the community after school.

In an ideal mentally retarded child, despite her intelligence below average of normal child, but the child still has the potential to be developed through learning. Mentally retarded child requires the development potential for the provision of life in the community. Therefore mentally retarded child desperately needs development adaptability, so in the learning the content of functional curriculum should be needed. In this case the necessary curriculum modification for mentally retarded children is necessary. These modifications include curriculum content, learning outcomes achievement targets, strategy implementation and evaluation process. Curriculum for mentally retarded children is designed to achieve the optimization of

independence, so that the contents of the program include the ability to help themselves, personal social skills, academic skills and functional and vocational skills.

2. Educational Objectives for Children Mental Retardation

The conceptual view of the term of "mental retardation" referred with *developmental disability* (Beirne, Ittenback and Patton, 2002). The term of developmental disability means that individual referred to mental retardation if he/she has the following characteristics: 1) the existence of mental disorders (cognitive) or physical or a combination of physical and mental; 2) interference occurs before the age of 18 years; 3) has limitations in three or more on the aspect of self help, receptive language and descriptive, learning mobility, self directed, capacity for independent living and problems in obtaining income (economics), and 4) requires a systematic education and multi-disciplinary services, namely education designed individually. This condition also gives basic directions of education programs to minimize the limitations of mentally retarded children. Therefore we need a model of curriculum modifications that can accommodate learning needs of mentally retarded child.

In a policy the formulation of educational goals for individuals with special needs, including children with mental retardation has been presented. The goal as stated in:

"Peraturan Pemerintah No. 72 Tahun 1991 tentang Pendidikan luar Biasa, Bab 2 Pasal 2: Pendidikan luar biasa bertujuan untuk membantu peserta didik yang menyandang kelainan fisik dan/atau mental agar mampu mengembangkan sikap, pengetahuan, dan keterampilan sebagai pribadi maupun anggota masyarakat dalam mengadakan hubungan timbal balik dengan lingkungan sosial, budaya, dan alam sekitar serta dapat mengembangkan kemampuan dalam dunia kerja atau mengikuti pendidikan lanjut".

The statement to follow advanced education in that goal is for ABK (children with special needs) who have high or normal mental abilities. According to Hallahan and Kauffman (1988) give consideration to the child's educational program is based on three categories of mental retardation age classes, namely: 1) preschool class (6-10 years) with emphasis on the introduction and basic interaction program, 2) middle-grade primary school age (9 -13 years) with a focus on preschool development programs and functional academic like reading the newspaper, reading the labels of goods, use of money, etc., and 3) advanced high

school classes with a focus on functional academic skills program, social education, and professional education. More detail in the development of learning programs tailored to the level of mental retardation, which is mild, moderate, severe, and very severe. According to Moh. Amin (1995) it's suggested that specific purpose is the education of children with mental retardation develop the potential of children, develop self-help skills, and provide the ability for children to have a decent life physically and spiritually. The destination charge implies the right to self optimization of mentally retarded children. The objective philosophical payload that contains the essence of education for children with mental retardation be pursued in order to normalize the child's behavior within its capabilities. Thus learning for mentally retarded children to strive for children to adapt and survive in the social order in its environment. Mentally retarded children do not have a high level of academic learning skills, and not be able to complete a complicated job, but they have the ability to solve simple and routine work. Even for mentally retarded children in the moderate category and severe category can only complete one type of job simpler. Based on the purpose of education for children and the mentally retarded children and this condition indicated that the curriculum based on developing academic skills or subjects are appropriate. These children need a functional curriculum that suits their learning needs.

3. Modification Model Curriculum for Children's Mental Retardation

The curriculum is designed to achieve educational objective. The curriculum well designed and adjusted with the needs of learners can be one way to prepare the qualified generation. For mentally retarded children despite having academic barriers but must be prepared as society member and given an opportunity to participate in social life in the environment. Therefore in modifying should be developed in accordance with the stage of development of learners, the needs of national development, and the development of science and technology (MKDP Development Team, 2011).

The Modified curriculum for mentally retarded children must also apply the general principles in developing curriculum. Curriculum according to Law No. 20 of 2003 on National Education System in Article 1 paragraph 19 states that "curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials, assessment techniques, and methods used to guide the implementation of learning activities to achieve goals certain education ". This purpose covered national education goals and compliance with local peculiarities and conditions of potential learners. Development of curriculum for special

education in addition to referring to the national policy was coordinated and supervised by the provincial education department and considering the suggestion from school committees and user community (Directorate of Extraordinary School, 2007). In addition to modifying the curriculum should also apply the general principles of curriculum development, namely: relevance, flexibility, continuity, practical or efficient, and effectiveness (MKDP Development Team, 2011). Based on this principle in the curriculum for mentally retarded children developed several principles, namely: 1) centered on the needs, requirements, and interests of learners and the environment, 2) to accommodate diversity and integrated, from the aspect of the diversity of learners, potential areas of customs, ethnic, religious, socio-economic and gender status, 3) following the development of science, technology and art, 4) relevant to life, 5) comprehensive and continuous, 6) to accommodate life-long learning, and 7) the balance between the interests of the central and precinct (Directorate coaching Extraordinary School, 2007). The principles provide direction and opportunities for curriculum developers to develop curricula according to the needs of learners and the context of the region. This principle is critical for modifying curriculum for mentally retarded children. Considering the condition of the mentally retarded children not able to achieve high-level academic skills, the curriculum emphasizes the independence requirements of life post-school. Therefore, in the current curriculum modifications involve the parents / families and the business / industry. This collaboration is essential to determine the scope of the curriculum needs to be developed and useful for mentally retarded children in the community.

While the modified model curriculum for mentally retarded children, according to Moh. Amin (1995), is more appropriate to use the behavior modification approach. This approach is more in line with the characteristics of the mentally retarded child is experiencing difficulties in adaptive behavior. Moreover this approach is more attention to individual differences. This approach emphasizes curriculum modification of aspects: the flexibility of a long time to learn the contents of the subject matter, limiting the breadth and depth of teaching materials, the achievement of the learning progress over a period of slow, volume-determined learning abilities of children. Further Moh. Amin argues that at the elementary school level curriculum for mentally retarded children directed to develop: 1) self-confidence, 2) healthy habits, 3) mastery of language and speech, 4) understanding the basic concepts of letters and numbers, 5) skills of visual function and audio, 6) thinking ability or cognitive function, 7) work habits and attitudes to participation. This direction indicates that the

curriculum content curriculum for mentally retarded children of primary school age is not oriented subjects but emphasizes functional capabilities. This ability is a basic life skill, which is necessary to adapt the daily activities on the environment. The curriculum is called a functional modification.

Associated with modifications curriculum should formulate national policy on the national curriculum should include only general guidelines about the content of the curriculum coverage assessment charge for child achieve independence. These signs are as an umbrella general curriculum for mentally retarded children and reference to develop school-leveled curriculum. As for modifying the curriculum for mentally retarded children there are some aspects that need to be considered, is as follows:

- a. The structure of the standard curriculum (as an umbrella policy) is not classified on the basis of lesson, but based on the learning needs of the group, for the development of adaptive competence;
- b. The allocation of study time no benchmark / standard, because the characteristics of the child's condition cannot be generalized, especially in terms of learning and mastery learning targets;
- c. Learning group is not based on grade level, but based on the gradation of skills assessment results that have been achieved by students;

- d. School for mentally retarded children function more as social rehabilitation institutions for preparing children to live in the community. Therefore, the implementation of the curriculum laid down the principle collaborative networking with a variety of professional fields;
- e. Implementation of the curriculum focuses on developing functional skills (functional skills). Learning for children with mental retardation priority to develop adaptive competence;
- f. Evaluation of learning outcomes not test the ability of thought, but a competency test to determine the child's graduation. More test devices in accordance with the form of the test acts / practices;
- g. HR aspects of the school especially the teachers need to have competence curriculum development. If it is associated with the new policy (Minister Regulation), it is necessary to follow-up on operational debriefing teacher competence is, and is not limited to the dissemination effort.

Based on some considerations about the characteristics of mentally retarded children and conditions of national curriculum policy as well as the condition of special schooling the form of modification presented in Table 1, as follows.

Table 1. Modified forms of Functional Curriculum Elementary School Children Mental Retardation

Form	Direction	Study	Implementation
1. Simplification of the regular school curriculum	Application of public elementary school curriculum with the subject matter and content of parsimony way to achieve learning mastery via school and master one kind of a basic vocational	a. Basic academic subjects based b. Generic life skills c. Vocational skills d. Mobility skills with public facility	a. Content of the subject matter is limited its breadth and depth and practical b. Concreteness-emphasized presentation and s direct practice and internships c. The process involves the family and the business d. Evaluation of Practical academic through portfolio and practice
2. Curriculum adaptation	Functional curriculum is based on the needs of society life and simple work (domestic sector)	a. Functional academic of developing cognitive functions b. Personal social skills	a. The content of subject matter is integrated to life and not based on subject (eg, writing the name of self, reading price, phone number,

		c. Simple vocational skills (domestic sector employment) on the basis of team work	residential address, etc) b. Presentation strategies through simulations and application in daily living, sustainable to schools and families c. The process involves a full role of family and understanding about society in the place where the children live d. Performance-based evaluation through fort polio
3. Individual curriculum	The curriculum based on the needs of each child to help themselves and interact with nearest or limited environment	a. Self-building skills to serve yourself and minimize help from others b. Skills to interact and communicate with a limited environment (family, school friends, close neighbors) c. Skills to help simple and routine work both on the family and the neighborhood children	a. The content of materials cover activities of daily living to serve themselves (eg mentioning their name, names of family members, self care, bathing, eating, dressing, using the telephone, turning on TV, etc.) b. Practice strategies in real situation (in school there should be family laboratory) c. Evaluation of school and family-based collaboration based on performance with log books or daily journal.

The table above shows the form of curriculum modifications for mentally retarded children. Structure-based curriculum subjects are not absolute, but the emphasis on the scope of competence for survival in the child's neighborhood. Implementation of the curriculum emphasizes concreteness, repetition and practice directly in real conditions. Learning success is not essential to set levels rise, but the minimum completeness of independence to help themselves, interaction with the environment and have limited work skills for the persistence of simpler life for mentally retarded children. Involvement of family, community, and the world of industry is absolute to the implementation of curriculum modifications.

4. Closing

The existence of children with mental retardation or mentally retarded children can not be prevented in the middle of life caused due to various factors, such as technological advances, cultural and geographical conditions. Mentally retarded children in primary school age have individual characteristics and delayed mental age (CA) of approximately four (4) years under normal children. This condition affects barrier of function cognitive and difficulty thinking things abstract and complicated. In education services do not allow the curriculum standards applied. Functional model of

curriculum modification as one of the effective alternative education services for children with mental retardation. It fit for the purpose of developing the potential of children with mental retardation to self-help and survival in a confined environment. In order the model of this curriculum modifications can be realized miraculous things are necessary, namely: 1) commitment to education of children with special policy mental barriers that are not oriented in common standards, 2) concern for collaboration between schools, families, businesses and communities in the environment where the children live, 3) providing children with opportunities and chance for achievement and active participation in the community, 4) Flexibility of the system of institution and education services for mentally retarded children. All this can be done if there is a common perception about education for children with mental barriers.

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RAISING SENSE OF BELONGING TO YOGYAKARTA CULTURE Through Seven C's Cycle learning process in Tarbiyah Project Curriculum.

Nisa Shalihah

Teacher and Head of Academic Division of SDIT LHI

Abstract

Globalization era makes our children far from their own culture and identity. This is identity crisis of our generation, we need them more understand and aware about their nationality, to love the heritage of Yogyakarta, the Javanese norm, as we called it "kearifan local tanah jawa". Its need new system of curriculum that practice contextual, project and problem based learning at the same time.

Tarbiyah project Curriculum concept that bring by Dr. Tauhidi from America has made new concept of curriculum based on religious and moral approach. Its build on Seven C's teaching learning process, that i.e. Curiosity, Character, Contemplations-Connection, Concretion- Connection, Collaboration, Cultivation, and Caring. This cycle of curriculum is design to raising all these seven types of literacy in every part of learning process.

Transforming education concepts in Tarbiyah Project curriculum at SDIT LHI design to build Unit Plan of "Raising Sense of Belonging to Yogyakarta Culture" with Seven C's cycle teaching-learning process is to make sure the student applying knowledge, skill, and experience the Yogyakarta culture in this cycle teaching learning process. In their progress, they try to speak properly in kromo language to adult, begin to consume traditional food, toys and dance. The powerful idea about sense of belonging to good Javanese tradition begins to grow in their mind.

Keywords: Tarbiyah project curriculum, Seven's C Cycle learning process, raising sense of belonging, Yogyakarta culture, unit plan.

1. Introduction

The era of globalization has tremendous challenge for future generations. This challenge not only in terms of information technology, but more than that the world is increasingly rapid development led to a crisis of identity. This identity crisis may lead to discontinuation of cultural values from one generation to another.

Culture of Indonesia, especially Yogyakarta has a specific tradition known local wisdom in Java land. This local knowledge can be seen from both traditions in Yogyakarta, such as manners, spoke chromo to older. Traditional drinks and food are healthy, simple game, as well as song and dance that have religious poetry.

If this cultural wealth is not inherited to the next generation, it is feared the loss of this fine tradition later.

Then the question is how efforts to preserve the culture of education in the curriculum as what can meet the challenges of globalization as well as pass on the virtues that have been there before. What kind of learning model that allows for the transformation of knowledge, skills, and values.

These questions arise in learning conditions for these runs tend mechanistic. Mechanistic worldview believes that nature is made up of separate parts and is not related to each other, each of which operates in accordance with its own laws that have been established. This encourages the

formation of fragmentation of knowledge and learning. The subjects are often taught "outside the lines" in a way that is really linear, apart from systemic interrelationships and their simultaneous with other factors in the real world. (P. 66).

So it can be said that the lesson has been the subject of fragmentation minimize the possibility of contextual learning and the transformation of value, because learning merely transfer knowledge. This prompted the authors to conduct research about curriculum and instructional model Seven C's Cycle as an alternative that is able to transform student learning with the virtues charge of culture Yogyakarta.

1.1 Tarbiyah Project Curriculum.

The Tarbiyah Project has developed a holistic vision and integrated approach to education that aims to nurture the character and inner spirit of children and empower them to self-discovery, wholeness and social consciousness.

Tarbiyah Project Curriculum is aware of the discrepancies between the current model of education with educational ideals should be. It is described in the following table below. In practice, Tarbiyah project curriculum in which there is the essence of learning methods CTL

(Contextual Teaching Learning), problem based learning, and project based learning in a learning cycle based on the value of spirituality and moral values.

Table 1. Common Misconceptions about Education

Issue	Misconception	Alternate Conception
Vision	Education seen as separate academic disciplines; disjointed view of knowledge, learning and students; the factory model.	Tawhid : A holistic and integrated view of knowledge, life, learning and the learner
Structure	Vague and incoherent structure, or structured by separate academic, disciplines, no unifying structure	Powerful ideas: Universal and unifying concepts; big ideas that can inspire and transform.
Content	Traditional subjects, information-driven; not relevant to students life, “instruction (ta’lem), the textbook is the curriculum.	Tarbiyah; character-based ; transformation driven; “education (tarbiyah); real world connections, the “book of life” is the curriculum.
Process	Didactic (words and lecture). Teacher as “sage on the stage” factory model, one size fits all, uninteresting and uninspiring.	Discovery learning- Integrated Learning Model (ILM); teacher as “guide in the side”, student-centered, differentiated instruction, multiple learning styles, modeling and mentoring
Programs	Past-focused ‘about Islam’. Islam as religion	Life Mastery Present-focused about “being Muslims”, Islam as lifestyle, Islam for Life Mastery (ILM).
Goals	Acquiring information, knowledge, skills mainly for the purpose of taking tests and for gaining employment.	Beyond schooling ‘How to learn, lifelong and life-after learning; total human development.
Assessment	Pencils & Paper; true or false, pass or fail standardized testing	Authentic assessment: authentic work, connected to the real life, for a real audience, multiple intelligences, modalities and formats, performance based.

This can be understood from the CTL sense an educational process that aims to help students see meaning in the academic material they are learning by linking academic subjects in the context of their daily lives, i.e. the context of personal circumstances, social, and cultural.

Tarbiyah project curriculum allows for the integration of learning between subjects in the contextual approach holistic. Besides integrated, activity in the contemplation phase also allows for the investigation of the process of critical thinking to solve problems and complete the project as a form of learning problem and project based learning.

Moreover, tarbiyah project developing multiple Intelligence in every phase of the cycle because it is in accordance with its vision of developing a full seven human literacy, namely the spiritual literacy, moral literacy, intellectual literacy, interpersonal literacy, physical literacy, interpersonal literacy, cultural literacy, and social literacy.

Key components of holistic education above makes Tarbiyah Project curriculum as an alternative to implementing the right to education contextual that transform the character of students with prevailing values in society, in accordance with the religion and culture of their residence.

1.2 Integrated Learning Model in Tarbiyah Project Curriculum

The Integrated Learning Model consists of a 7-part process that parallels the seven content strands of the curriculum. This effectively integrates both the content and process of learning into a single, unified learning system and eliminates the content-process dichotomy noted earlier. This is significant design feature of this model.

The seven component of this instructional model (referred to as the Seven C’s) are listed and briefly described below:

Phase 1: Curiosity (spiritual Aspect)

In the Islamic view, knowledge and learning begin with and connect us inexorably to the creator. According to the Qur’an (62:2), the starting point of learning is to experiencing the awe and wonder of God’s signs in creation (ayah). Therefore, the first part of the learning process involves guiding students to experience a sense of the awe and wonder of God creation (awe) through “being there” experiences. These “signs” are found in ourselves, nature, and history and in scripture. They are intended to “spark the interest” (motivate) and to activate the heart and mind in the learning process (of phase 2).

This phase they hope will raise awareness of the existence of God begins with having a high curiosity that led to an interest in learning. Interest is an important element for children to be actively involved in the learning process.

Phase 2: Character (Moral Aspect)

The second aspect of the learning process therefore involves assisting students in preparing themselves for learning. This includes: 1) developing a sense of humility at seeing the grandeur of Allah's signs (humility); 2) acknowledging the efforts and accumulated knowledge of earlier generations and drawing inspiration and courage from those efforts (respect and inspiration); 3) understanding the real purpose of learning (purpose); 4) clarifying and aligning one's intention accordingly (sincerity of intention); 5) realizing that acquiring knowledge is a sacred activity (trust) that carries with it certain moral and social responsibility to action and service (Amana). This phase is essentially moral in nature and draws on the intrapersonal dimension of the learner.

Phase 3: Contemplation and Connection (Intellectual Aspect).

The third aspect of the learning process involves guiding students through the four steps of discovery learning. This includes: 1) planning a strategy to find answers to their question (plan); 2) investigating by doing hands-on activities, using resources to gather information and record their findings (explore); 3) Reflecting on their findings (reflect); 4) And summarizing the new understandings they have learned (discovery). This phase is essentially intellectual in nature and focuses on the logical (cognitive) dimension of learning.

Phase 4: Concretion & Connection (Physical & Practical Aspect).

The fourth aspect involves guiding students to solidify (i.e. make concrete and real) their new understanding by testing it in ways (expand) and in new context (extend). This is done by making connections to other areas and contexts and to real world situations. This phase is practical in nature and draws on the visual and kinesthetic styles of learning.

Phase 5: Collaboration (Interpersonal Aspect)

The fifth aspect of the integrated learning process involves assisting students in utilizing cooperative learning strategies (collaboration) throughout the learning process, and assisting them in sharing what they have learned with different audiences in different ways (sharing). This phase is primarily interpersonal in nature and incorporates the interpersonal and verbal-linguistic styles of learning.

Phase 6 : Cultivation (Cultural Aspect).

The sixth aspect of this model involves guiding students to examine and reflect on the significance of what they have learned for themselves personally and to identify ways of applying it in their personal lives and integrating it into their personal lifestyle (transformation). This

phase includes ways of authentically assessing the students' personal application of their learning. The phase is practical in nature and speaks to the visual-spatial dimension learning.

Phase 7: Caring (Social Aspect)

The seventh and culminating aspect of the ILM learning process involves guiding students to identify ways to use what they have learned by applying it for the good of others (service). This phase is social in nature and focuses on the kinesthetic (doing) dimension of learning.

1.3 Raising Sense of Belonging to Yogyakarta Culture

Ground local knowledge of Java is believed to have valuable traditions and values need to be preserved, such as is in the form of cultural products. It is a tradition values modesty (or upload your manner), and traditional values of simplicity (not consumer). As the formation, also has a certain characteristic value for the change. Because the value obtained by a separate, that is generated by the experience of the culture, society and personal contained in the psychological structure of the individual (Danandjaja, 1985), then the value to be durable and stable (Rokeach, 1973).

So the values have a tendency to settle, although it is still possible to change by certain things. One is when there is a change in the cultural value system of the individual is sedentary (Danandjaja, 1985). According Koentaraningrat (1987:187) says that the tradition at the customs, concepts and rules are steady and strong integrated in the cultural sector in culture systems that organize human action in the socio-cultural field [1].

According Poerwadarminto in KBBI (1996:958) tradition are: (1) the customs, habits of generations (ancestors) who still run the community, (2) that the judgment or respond in ways that have been there a best way and the right. Peursen through Hartoko translation (1985:11) says that it is the tradition of inheritance / forwarding norms, customs, rules, and inheritance of wealth.

As for the traditions or customs of the people who grew up in Yogyakarta, was a hereditary tradition that hope can be preserved through this study is that children can recognize, preserve and love in the form of traditional Javanese tradition manners, simplicity tradition, and the spirit of hard work done by the hereditary our ancestors.

Hope for children inspired by their cultural wealth starts with foster their sense of belonging to the culture of Yogyakarta.

Sense of belonging is one powerful idea in the structure of Tarbiyah Project Curriculum. To Raising sense of belonging is one of the important aspects of the role of education in cultural continuity, making the stage known as the ladder that must be passed to foster a love for the culture.

Sense of belonging to a culture can be grown with a child on the social life associated with that culture. To foster a sense of belonging to the culture of Yogyakarta child, then the child was introduced to the various elements of the culture of Yogyakarta.

2. Discussion

The research was conducted in SDIT Luqman Al-Hakim International, Class 3A and 3B, which consisted of 41 children.

This study was conducted to determine how the implementation of the curriculum through project learning methods Seven C's Cycle learning process can foster a sense of ownership of the culture of Yogyakarta.

Research done by made the Unit Plan that includes standards of competence and basic competences in grade 3. Which is used to manufacture the unit plan is sure how powerful idea about having a sense of Yogyakarta culture that can grow in the child. It started with the process of knowing and understanding the culture of Yogyakarta.

Seven C method implementation is done in a learning cycle consisting of seven phases.

Phase 1: Curiosity (Spiritual Aspect).

In this phase, students are invited to admire the signs of God by admiring God's creation in some tourist attractions in Yogyakarta. They were invited to admire the beauty of the beaches in Kukup, admiring the many types of creatures who live there, as well as the type of soil and rock that was there. They are also invited to admire the attitude of obedient and loyal courtiers who carried the king. Loyalty of courtiers is then analogous to how it should be obedient and loyal attitude of humans to their Creator. This has created a beach and a very beautiful earth for humans.

Phase 2: Character (Moral Aspect).

In this phase, students are encouraged to appreciate how little human being before God the creator. Man cannot create a beautiful beach with a variety of animals in it. If people are not able to create natural beauty where he lived, then why many are proud people and do not want to be obedient and faithful to God. In this phase the child is also invited to observe how simple clothes and traditional food-drink Yogyakarta.

Phase 3: Contemplation & Connection (Intellectual Aspect).

In this phase, the number of children invited to reflect on our friends, or even they themselves do not know the culture of the place of residence. They are then directed to the big questions about how if the Yogyakarta culture is being lost.

This question encourages further activity of the children were asked to draw up a number of questions about what they want to know and what

they want to promote the culture of Yogyakarta. Question starts with how we should grateful for the gift of God's creation in Yogyakarta. Then about what they want to know about Yogyakarta was done by arranging about the type of food, drinks, toys, and art every district in Yogyakarta, ranging from Sleman, Kulon Progo, Bantul, City, until Gunung Kidul. They gather information by interviewing local residents directly with outing school through the program.

This interview was conducted to answer their questions about the district they are visiting. Example of how making existing geplak in geplak centers. They also look and feel directly the way of making batik and pottery in the pottery center. In addition to direct interviews, they also use the Internet to search for information they need. This activity is an activity that's fun for the kids. Because of the traveling, he will feel a different experience and impression of the current study. Eight years of age children have the drive that makes him feel independent.

Phase 4: concretion & Connection (Physical and Practical Aspect).

In this phase the child practice making preparations Mini Jogja Expo in school. Mini exhibition is done so that the child can implement understanding that they have in the form of an exhibition of the works. This modest exhibition features traditional foods and drinks of their own making, traditional toys of their own making, batik and pottery that they made themselves.

Their works are then exhibited and sold to visitors, who happened at that time there were guests from Sweden came to school. They serve buyers with chromo implementing language they have learned in class. They also take into account the advantages and disadvantages of their own capital by applying the mathematical skills they have learned in class.

This is because in a real-world understanding will facilitate understanding. In addition, the subjects discussed from various angles that will enrich and deepen his understanding.

Phase 5: Collaboration (Interpersonal Aspect).

In this phase, children sharing to each other's in groups. Sharing is done with the guidance of one cleric that children can reflect on what they have learned during the Mini Jogja Expo took place. Discussions in each group were then used as a basis for their present knowledge and understanding of each group in the class. Each group presents the knowledge, skills, and values that they learned during Jogja Mini Expo.

Phase 6: Cultivation (Cultural Aspect).

In this phase the children reflect on what they've learned to be applied in their everyday lives in the form of playing a role and tasks at home. Play the role done by making the traditional drink

of Yogyakarta, the sweet tea to be given to older people. Then they have to give a polite manner and language of good manners.

A task in the home is the child to do the same. He makes tea for the parents using good manners and language of good manners. This task is done so that children have the guidance of the parents of the closest people how to speak in the language of manners.

They also learn by practicing a role-that is by mimicking people who identified himself as a goal. However, they will learn faster with better outcomes if they were taught by someone who can guide and direct the learning activities and choose the peers so that they will have a good example to emulate. (P. 252)

Phase 7: Caring (Social Aspect).

In this phase, the child is given the option to manage their sales proceeds in Jogja Expo Mini. The money they get is going to be used for their own or part of the wherewithal for the poor. Most of the children have started to charity by give the money to the poor, compared to spending it alone.

3. Conclusion.

Tarbiyah curriculum project allows for the integration of learning between subjects in a holistic contextual approach. This holistic contextual approach include in its vision, content, and structure. In addition, the learning process in a project based activity tarbiyah reflection on a problem to find a solution and then apply it in the form of a project. It is easier to make a very good relationship between the processes of learning in school to real life.

Tarbiyah project curriculum with seven c's cycle has realized multiple intelligence based learning in activity at each phase. This is because the project is to develop a vision tarbiyah human nature as a whole, not only the cognitive aspects,

but also the physical and social, spiritual and even his heart.

After going through the process in the Seven C's Cycle tarbiyah project curriculum, most kids have started to feel a sense of ownership of Yogyakarta culture. Ownership is indicated by the enthusiasm children to wear traditional dresses Yogyakarta, food-beverage-making traditional toys, and children promote to other people in the school. They look happy to practice manners in their home language. This is evident from the results presentation every child after making the task of making tea at home.

They also seemed happy to do the learning that can give them not only the knowledge, skills, and understanding, but more than that gives them a great idea of the importance of knowing and preserving our cultural heritage as a way where we give our grateful to God, the creator.

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JOYFUL LEARNING IN PRIMARY EDUCATION : IDEAS FOR BANGLADESHI PRIMARY SCHOOL LEADER

Shanta Akther Sheema

Country – Bangladesh, Universitas Negeri Yogyakarta Master Degree, Educational Mangement

Abstract

Bangladesh is a third world developing country. Still Bangladesh has not achieved 100% primary education enrolment rate. Poverty, child labour, early marriage, parents less conscious, drop out, old learning system are the main factors of the primary education problem. Joyful learning is the one of most important processes, which can reduce drop out rate. Moreover, it can build creative power and cognitive knowledge. Bangladeshi primary school leaders also can apply joyful learning system. As Bangladeshi all primary school leaders have many barriers so it is also hard to make a joyful learning environment. In this situation, the researcher wants to give some ideas and recommendations for the primary school leaders of Bangladesh which are obtained from Indonesian school Gajahwong. The researcher used participatory observation and interview method for this ideas.

Keyword: Joyful learning environment, Primary school leader, build creativity power.

1. Introduction

Bangladesh is a developing country in the world. There are about 14757 million (census report, 2011) people living in Bangladesh. Bangladesh has 81508 number of primary schools which are obtained for primary school, non formal primary school, high school attached primary school and PTI attached experimental primary school (Banbeis report, 2009) and the primary education. In the backdrop of the bleak scenario, Bangladesh became one of the signatories to the UN Millennium Declaration in 2000, and has committed to eight Millennium Development Goals that asserts a vision for the 21st century (Burns et al, 2003:23). Bangladesh also promised to implement the MDGs roadmap by 2015. The MDG-2 targets for 'Achieving Universal Primary Education' are claimed to be on track in Bangladesh, showing remarkable achievements in terms of net enrollment rate in primary education 73.7% in 1992 to 87% in 2005 and primary education completion 42.5% in 1992 to 83.3% in 2004 (Titumir, 2005:120). But, student enrolment rate is only 49.83% (boys) and 50.17% (girls) (MOPME report, 2009) in Bangladesh.

At present Bangladesh is struggling to achieve the quality education in primary level. In order to achieve this goal as early as possible, it is important for Bangladeshi school leaders to build the creativity minds from childhood. But as a developing country, where drop out problem is the one of common problems in primary education, it is very hard to make a joyful learning environment. According to the ministry of primary and mass education drop out report 2009, "drop out behavior is determined by various socio-economic and management factors that include economic

condition of people, local environment, availability of child employment, accessibility, school infrastructure and availability of teachers, their attendance, qualification and skill, teaching materials and teaching learning environment, school stipend program, family demography, role of SMC, and monitoring and supervision". So, as a developing country Bangladesh has many factors which can make barriers to make a joyful learning environment for children.

Although, it is a challenge for Bangladesh to make a joyful learning environment in primary level, it is also possible to give a joyful learning environment for Bangladeshi primary level students. But, most of the primary school leaders have no interest for making a joyful learning environment. So, by this paper, the researcher give some ideas to Bangladeshi primary school leaders which are obtained from a Indonesian primary school and according this, researcher will give some recommendations to make a joyful learning environment for primary education.

2. Methodology

The researcher used a mixed methodology including observation and interview. At first the researcher used participatory observation system in Indonesian school named "Gajahwong". After observing Indonesian schools the researcher wants to apply this system for Bangladesh. For applying this system the researcher made Interview schedule for interview "Gajahwong" instructors at Yogyakarta city in Indonesia. After finishing observation and interview, the researcher used Gajahwong schools curriculum and teaching planning and made some ideas for Bangladeshi school leaders. And finally, after finding out challenges and successes of joyful learning

environment in Gajahwong school, the researcher put some recommendations for Bangladeshi school leaders.

3. Findings and Ideas

3.1 Short description of Gajhawong School in Yogyakarta

Gajahwong School is a free pre primary school for the urban poor community in the Yogyakarta area. Gajhawong School is located beside the Gajah Wong river banks, in Ledhok Timoho . This school has some own aims which can lead this school as a creative way. The aims of this school are-

1. Giving space to play (education) for urban poor children of early age groups who have not had the opportunity because of many factors. For example cost, culture, consciousness, administrative structure and other things.

2. Providing awareness and education to the poor in the city about the importance of early childhood education.

3. For research, development and information about the methods of early childhood education (early Childhood development care resource center)

3.2 Joyful learning environment in Gajhawong school in Yogyakarta in Indonesia

Gajah Wong school uses their learning method in such thematic areas art craft, painting, science, math literacy preparation, role play, computer, celebration, environment and the 3R concept. However, Gajhawong school instructors use these methods for achieving their own four aspects – physical, social-emotional, language and cognitive knowledge. Gajawong school measures their children's abilities by their own evaluation process (tahapan perkembangan anak-children development stage). By this evaluation process, they can measure from Language aspects- reading, writing, speaking, listening skill. From emotional aspects they can measure angry, fear, curious, happy and affection aspects. From cognitive skill they can measure memory, identification power skill. From physical aspects, they can measure children's motoric and sensoric skill. However, Gajahwong school instructors also uses the lowcost material for using their 3R concepts (Reduce, Reuse, Recycle) . As Gajahwong school has built for urban poor students, this school has not enough teaching aids for teaching, so they use low cost material to build for teaching and joyful learning environment.

3.3. Ideas for Bangladesh primary school leaders by using low cost materials in primary school

Like Gajahwong school, Bangladesh primary school leaders also can use such thematic areas art craft, painting, science, math literacy preparation,

role play, computer, celebration, environment and the 3R concept in their primary school for making a joyful learning environment.

Art- craft and painting - As Gajahwong school, Bangladesh primary school leaders can use their art and craft class to make the joyful learning environment. School leader can give facilities for making the teaching aids by low cost material in art and craft class. School teachers can give instruction to their students for making their teaching aid according their lesson . Students can also apply their own thinking to make their teaching aids. In this way, students can build their creativity power and can enjoy the joyful learning environment. However, teachers also can use their students hand-made teaching aids for explain the lessons in their class.

Laptop- As Gajahwong school, Bangladesh primary school leaders also can use their laptop to give lessons according their text book. However, primary school leaders also can use LMS(learning management system) system by computer. Teachers can arrange some movies and problem solving class for his students by LMS system. They can help their children to make some comments, discussions, and critical thinking. In this way, student can introduce with ICT and also can increase their cognitive power by solving the problem. However, teachers can help also to increase their leadership power by giving some group assignments.

Environment for science literacy - Like Gajahwong school, Bangladesh school leaders also can use environment or outgoing event for improving their practical knowledge with their theoretical knowledge. Rural school leaders can give facilities to make a garden by their students in their school. In this way, student can get help for their biology class from their school garden. Urban school leaders also can arrange some outgoing events to give knowledge for environment. However, school leaders also can use the low cost teaching aid for giving the general science knowledge.

Role play –Role play is the most enjoying part of joyful learning environment of Gajahwong school. However, Bangladesh school leaders also can arrange some role play activities in their schools for making a joyful learning environment. Bangladesh school leaders also can give permission to their school teachers to arrange some role play activities in their class time to explain their lessons. Teachers also can arrange some " banning early marriage and banning dowry system" related role play activities in their school. In this way, students can learn from a joyful environment and teachers also can increase their social awareness.

Celebration- Celebration is the other joyful learning part of Gajahwong school. Gajahwong school has celebration day in their daily class

routine. Bangladesh school leaders also can celebrate some important celebration days in the year. School leaders also can celebrate the 21st February, 26 March, 16 December, world health celebration, world children's day, etc. However, in this way, student can get a clear conception about those days. Students also can understand their respect and responsibility on the country by joyful leaning environment.

3R concepts - Bangladesh rural primary school leaders can use the 3R concepts (Reduce, Reuse, Recycle) like Gajahwong. As Bangladesh is a developing country and the rural primary education learning environment is not suitable and moreover, has no joyful teaching-learning environment, school leaders can use this 3R concepts in their schools. The leader of the Gjawong school said, "these low cost material facilities are very simple and students can bring it from their home or besides their home sides or their parents shop. Actually, this school is for poor community school, so this types of low cost materials help to make them joyful learning environment for children."

4. Challenges for Bangladeshi primary school leaders

It is a question for Bangladeshi school leaders who have no building facilities for teaching their child "how they can give joyful learning environment". For accessing this facilities every school leaders need –

- ☐ Trained teachers .
- ☐ A laptop and projector .

Trained teachers : Trained teachers can help their students for using 3R concepts. Teachers can help their students in art-craft class for making teaching aids by low cost material. Trained teachers can help their students by introducing ICT . Trained teachers also can help for role playing . However, trained teachers also can help their students for making gardening to introduce with environment and science.

Laptop and projector: Nowadays computer is the one of most enjoying instruments for children. However, Bangladesh school leaders need a computer and a projector to make the joyful learning environment in primary school.

5. Conclusion and Recommendation

5.1 Recommendation for Remote areas, Village and Government Primary School Leaders

A. In Bangladesh most of the village primary school leaders economic condition is not good. In fact, many school leaders have no ability to give their teachers salary every month. In this situation every school leaders, they can take help from rich village people or government or Upazila resource

center officer for providing ICT facilities and gives training facilities to any school teacher.

5.1.1 Electricity is one of the problems, which can make barriers for joyful learning environment.

They can change their schedule or they can use "Laptop engkel" to give the charge facility in their laptop. The figure can be shown by Figure



Figure 1. Laptop engkel

Figure 1 above shows, that "Laptop engkel" can give electricity facilities. Bangladesh school leaders can give charge by this "engkel" in their laptop.

5.1.2 It's not important to use the laptop and projector for everyday or for every lesson.

Teachers can download different data and movies from the Internet related with their studies. They also can make some questions for their students according to their studies. Any computer literate person can do it easily.

5.2 Conclusion

Joyful learning environment is very important to build creativity and decrease study pressure. As Bangladeshi children can not get chance for playing, if Bangladeshi school leader can make a joyful learning environment, then they will be able to built a strong creative generation. Joyful learning system is very well known system for teaching children in Indonesia but it is also true that this system is not well known as primary level in Bangladesh. However, to see the real practises and the effectiveness of joyful learning system in Indonesian school of Gajahwong and to consider our country present situation, in this paper the researcher gives the ideas to Bangladeshi school leaders who will to make a creative children society by joyful learning environment to ensure the best quality of education in primary level.

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MANAGEMENT OF PRIMARY EDUCATION CURRICULUM DEVELOPMENT BASED ON SOFT SKILL

Sri Utaminingsih

Universitas Muria Kudus, Kudus

utami_ningsih28@yahoo.com

Abstract

The curriculum of primary schools in general are still emphasized cognitive aspects and loaded with material that overload the students as well as there is no balance between the hard skills and soft skills. The purpose of this article is to describe a model of curriculum development that seeks to communicate and ability of critical thinking (soft skills) on elementary school students that the basis on education and later life. For the development of the underlying then formulated the issue as follows: How does the management of elementary school-based curriculum development of soft skills?. The concept of applying the principles of curriculum development management: planning, organizing, implementing and controlling. In the development of curriculum implementation competence standard refers to graduates (SKL), the basic and core competencies competency-oriented soft skill. The structure of the curriculum refers to the center of the curriculum, the learning materials provided with soft skill-based thematic-holistic-integrative adjusting environmental conditions. The learning process emphasized the ability of soft skill for all subjects with characteristics of learning: Thinking-Talking-Meaning. Communication and critical thinking as methods and instruments in learning. The assessment focused on the oral test and the portfolio. Management Model-based curriculum development of soft skills is expected to improve the quality of basic education.

Keywords: management, development, curriculum, primary schools, soft skill

1. Introduction

The curriculum is an important component in education, this is because the curriculum as a guide for learning activities to achieve the goals of education. According to Mulyasa (2009:7) any matters relating to the curriculum will have an impact as in the implementation of the curriculum as a learning plan has a strategic position in the overall activities of the study and will specify the process as well as the results of the learning learners; even the results of education as a whole. Change and curriculum development should look at aspects of philosophical, juridical aspects and aspects of concept (Kemendikbud, 2012:5). The philosophical aspect refers to the rationale what needs to be developed and through the deep thinking to solve the problem of learning that will be achieved and given to the students include: (1) a philosophy of education based on the lofty values, academic grades, the needs of learners and the community; (2) development of competence-oriented Curriculum, juridical aspects must be based on a number of underlying rules why a curriculum need to be modified or developed where the rule are (1) the RPJMN 2010-2014 the EDUCATION SECTOR about the changes to the methodology of teaching and curriculum Setup (2) PRESIDENTIAL INSTRUCTION No. 1 of 2010 about the acceleration of the implementation of the priority national development: the improvement of curriculum and active learning methods based on cultural values to shape the competitiveness of

national character, and conceptual aspects of the last include hooks and methods in achieving stated on the philosophical vindication which includes issues: (1) Relevance; (2) a Model of competency-based Curriculum; (3) the curriculum is more than just a document; (4) the process of learning: learning activities, learning, learning outcomes learning Outputs; (5) Assessment; (6) Compliance with competency assessment techniques; and (7) grading assessment.

The emergence of new curriculum implementation of changes and developments will be a lot of interest from many quarters, both to educate students, parents, stakeholders and the public, it is of course because the results of the curriculum developed will have a direct or indirect impact on them. By basing on the above aspects and aspects of curriculum development should not be just a trend, as long as it wants to be developed by using international standards, because of internationalization in education is part of neoliberalism and education doctrine contradicts Pancasila and UUD 1945 (Tilaar; 2012:673). In the philosophical aspects of the sublime values that exist in the Indonesia's Pancasila and the CONSTITUTION, these two things are the lofty values that should be the character of the nation, and academically will be developed to meet the needs of learners and the needs of the community. Therefore it will be used as the basis for the development of competencies must be owned by students.

The need for curriculum development 2006 this according to Kemendikbud (2012:12) due to the large number of problems still arose as follows: (1) the content of the curriculum is still too solid, indicated by the number of subjects and a lot of the material that the extent and the level of difficulty beyond the level of development of the age of the child; (2) not competency-based Curriculum in accordance with the requirements of the function and purpose of national education; (3) Competence has not been described holistically domain attitude, skills and knowledge; (4) some of the required competencies in accordance with development needs (such as character education, active learning methodologies, the balance of soft skills and hard skills, entrepreneurship) has not be accommodation in the curriculum; (5) the curriculum yet sensitive and responsive to social change that occurs at the level of local, national, and global; (6) the process of learning Standards have yet to describe the learning sequence is detailed so that it opens a rich interpretation opportunities and resulted in a teacher-centered learning; (7) the standard assessment has not been directed at the competency-based assessment (process and results) and have not been expressly demands remediation at regular intervals; (8) With a curriculum document requires KTSP in more detail so as not to give rise to multiple interpretations.

In addition to the above issues, hence the 4 challenges identified and need i.e handling future challenges on the domestic and international changes such as the WTO, globalization, technological developments, shifts in the economic barometer which require a competence which challenges should have need to change in order to have the competitiveness, While this is specifically the response community in General about the curriculum 2006 still dominated by cognitive aspects, not many touches in terms of the affective and psychomotor and bear the necessary character to life, even from the results of the curriculum led to negative phenomena such as: student Fights, drugs, corruption, plagiarism, Cheating in examinations (Contek, Kerpek ..), given that the Community (social unrest) (Kemendikbud, 2012:13).

Moving on from problems and challenges, the development of the curriculum based on soft skill required, this is due to problems in graduates is still weak in its main soft skill at communication and creative thinking, from the results of observation on learning in the classroom is almost flat – the students when studying in class a lot more silent when given the chance by the teacher to speak, either answer the question or asking questions. While the creative thinking by Bjorg (2009) need to be learned in students since the early education, it is as the basis of active creative education to the next level of education.

This article aims to provide thought-provoking design management in developing curriculum for primary education, was based primarily on communication skills and creative thinking. For the development of the underlying then formulated the issue as follows: How does the management of elementary school-based curriculum development of soft skills?.

The idealistic concept developed by Kemendikbud for a curriculum covering various aspects such as: competence of graduates that have a noble character, relevant skills, related knowledge; Learning materials: relevancy with the required competencies, essential material, compliance with the level of development of the child; the learning process: the learner-centered, contextual learning, nature of textbook contains material and the learning process, the scoring system as well as the expected competencies; assessment: a cognitive, affective aspect is stressed and psychomotor assessment test is proportional, oral and complementary portfolio; Educators and Educational Personnel: meet the competencies of the profession, pedagogy, social and personality; Curriculum: the Central Government and the regions have control of quality in the implementation of the curriculum in the education unit, unit-level education curriculum has been able to consider the condition of the unit, the education, the needs of the learners, and the potential of the area, the Government is setting up all components of the curriculum and textbooks until the guidelines.

The idealistic concept can be achieved if the implementation of the curriculum being developed can be effective and efficient, because as good as any curriculum success highly depends on the implementation (see Mulyasa). Curriculum In the implementation of the strategy Mulyasa (2006 and 2009) need to be used with SWOT analysis. Slameto and Haryono (2011) for various applications and planning measures related to training, coaching and education needs analysis is required, it is intended for compatibility with participants/participants.designing the curriculum.

Implementation of Curriculum Management efficiency and effectiveness requires, this is in accordance with the principle of management, general management functions are the POAC (Planning, Organizing, Actuating and Controlling), therefore in curriculum development that function must be run.

Design the framework of curriculum development of Kemendikbud described concerns the issue of Curriculum Structure, SKL, standard – a standard content, and assessment Processes. And as the basis for putting it together must refer to aspects of the psychology of the students regarding the issue of Readiness: physical, emotional, intellectual and Spiritual aspects of pedagogy that

concerns the appropriateness of content, delivery methods, and assessment methods, and impact on the social aspect of meeting the needs of individuals, communities, countries and the world as well as nation building human civilization.

In practice the need curriculum Handbook (parent sources) which consists of the student handbook, and a teacher's Handbook, and it should be also formulated the competence of teachers and preparation of teachers.



Source: Kemendikbud 2012

Figure 1.

KTSP curriculum in implementation there are things that need to be fixed, namely an increase in creativity and teacher in the school so that it does not happen because of the uniformity of each region, each student has his own characteristics. This primary school curriculum development seeks to balance the hard skills and soft skills so that children have a strong foundation in life and education.

2. Methodology

This article aims to give a donation of advice in the management of elementary school with curriculum development was based. The results of development are not the results of the study but is a theoretical framework, therefore the method used is the study of the literature from a variety of sources with the following procedure: (1) Seek relevant references (2) Identify problems in curriculum development (3) Reviewing the framework of existing curriculum development (4) modify the development framework and designing (5) Framework discussed with colleagues and experts.

3. Results and Discussion

Management soft skills based curriculum development is an effort management in developing primary school curriculum based on soft skill primarily on the ability to communicate and think creatively. Communication and creative thinking course based on the values of Pancasila.

In management to achieve greater efficiency and effectiveness of the development of the functions – such as management functions of planning, organizing, inductive, and control must be running. Because of the management functions

in the development of the curriculum there should be, where it is necessary in the planning of identified need was required by the individual and the community, which was required was communication and creative thinking. The second was the need to specify standards of competence of graduates, make up the structure of the curriculum, the fulfillment of standard content, a process implemented and his judgement.

All of these need to be made to smooth the Handbook which will be supported by the Central Government or local governments. On the other hand readiness of teachers need to be prepared according to the requirements for learning. All components should be organized in neat.

Actuating with suitable curriculum which has been carrying out planned, and control functions need to be carried out, where this function is to ensure the implementation of planning to comply with expectations. If it can smoothly then obtaining results can be seen by the quality of students with communication skills and creative thinking.

By design can be described as follows:

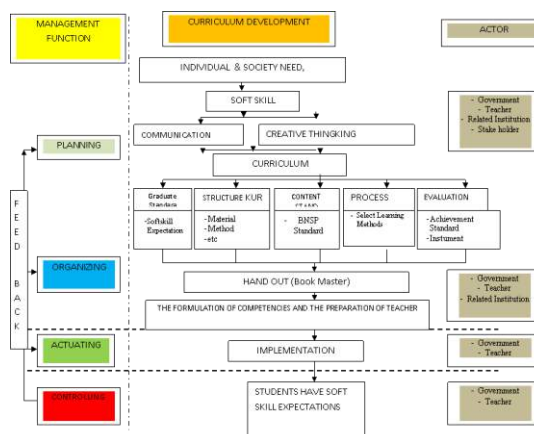


Figure 2. Figure1. Curriculum Management Development-Based on Soft skills

Soft skill of communication developed since elementary school due to determine the success of a person and a much-needed capability in the world of work. One who is unable to communicate well will get the constraints in her work, because of the frequent misunderstanding (Kris Cole, 2005), on the other hand communication will also be able to turn on work atmosphere, in the study of psychology of communication will relieve stress in the job, improving morale and work motivation as well as reduce the restrictions work. The study of communication in school will provide a pleasant atmosphere, because often decline because students learn the spirit of not being able to communicate what is in his mind and his heart (Cagne: 2010).

For it in terms of communication to be able to improve their skills there are a few things that need to be done by supervisor/teacher communication (<http://ahlipresentasi.com/>): Provide the motivation

and inspiration, providing training on how to communicate well, start to apply, do the evaluation. And for individuals in increasing communication needs: to equip themselves with knowledge, ethical and humble, make eye contact, speaking clearly and easy to understand.

The ability for creative thinking needs to be developed, according to Mustaji (2012): creative thinking is to think reasonably and reflectively with emphasizes decision making about what must be held to be or do. The following are examples of critical thinking ability, for example (1) appealing and differentiating, (2) creating categories, (2) examines small parts and the whole, (3) describe the cause, (4) create a sequence/order, the (5) determine the source of the trust, and (6) make a forecast. While the definition of creative thinking in Hassoubah (2007): critical thinking is the ability to give reasons is organized and evaluate the quality of a reason systematically. Of the two definitions can be inferred if the creative thinking is making a systematic thinking and have reason to make a decision is in order. This is emphasized by Johnson , (2002) creative thinking is a habit of mind that are trained to pay attention to intuition, animate the imagination, reveals new possibilities open up perspectives, and generating ideas that are unexpected.

For creative thought process according to the Sahala Sinurat (2013) are: (a) Orientation: he was the problem (the parent Discovery); (b) preparation: the collection of relevant data; (c) analysis: sorting out the appropriate data; (d) the collection of ideas: Identify alternative ideas; (e) the Incubation: bring up Incubation; (f) the overall Uniting Sinthesis;; (g) evaluation: Assess ideas generated.

In curriculum development in primary schools on the implementation is focused on the development of the syllabus, the RPP (lesson plan) and the learning process. This is in accordance with the opinion of Sagala (2010:44) that the management of curriculum in the hands by the school according to needs and ability. In practice the teacher play a role in the implementation of the curriculum, especially in the preparation of the syllabus, the Lesson plan (RPP) and the learning process.

In the development of the syllabus, soft skill of communication and creative thinking not the hidden curriculum but as an instrument or method so that the students had unknowingly soft skill expectations. For it in the development of the syllabus and the RPP has been good emerging competencies in the formulation of objectives, as the strategy and methods of learning and has a clear evaluation. Furthermore the competence socialized on principal, colleague friend/teacher, parent and student in hopes of going on the agreement and shared responsibility in the development of these competencies.

The learning process starts with the submission of the goal-oriented development of communication skills and creative thinking, all subjects are designed stressing the existing thematic and holistic-based soft skills. In an important learning children must talk or argue. Next the children practice thinking critically with poured in speech, argues, an initiative with the material competence of the thematic approach will be achieved by-inegratif-customized holistic environment. Communication and critical thinking into core competencies in learning in ELEMENTARY SCHOOLS in all subjects. The learning process emphasized the ability of soft skill for all subjects with characteristics of learning: Talk-think- being mean. The evaluation emphasizes the oral test and the portfolio.

The curriculum does more than just documents but a systematic and detailed stages. For the teacher curriculum development is to develop the content of the curriculum for applied learning, therefore the teacher should be able to develop the curriculum syllabus, instructional development plans as well as learning materials and learning media. This curriculum development success lies in the fact of learning activities or in accordance with the concept of curriculum development.

Schematic for curriculum development, developed by teachers can set out below:

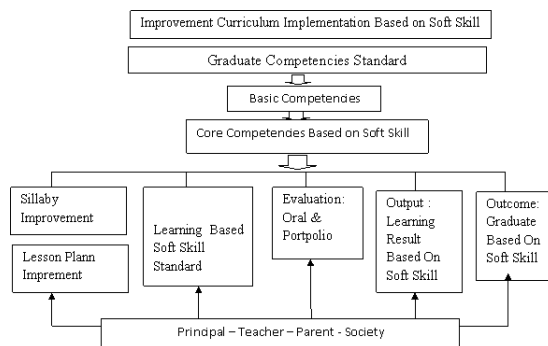


Figure 3. Figure2. Implementation Curriculum Development Based on Soft Skill

Expected with the development of this curriculum implementation will produce graduates with a balance of soft and hard skills and skill has successful graduates learning outcomes in later life. The success of this when all curriculum development (principals, teachers, students, parents and the public) understand and agree, be that soft skill competencies into the methods and instruments in learning and actively participate in its implementation.

4. Conclusion and Suggestions

The concept of primary school-based curriculum development of soft skills is applying

the principles of management: planning, organizing, implementing and controlling. Micro development curriculum implementation started in the development of the syllabus, RPP, the learning process and evaluation. The ability of communication and critical thinking as a method and instrument of learning with emphasis on the evaluation of the oral test and the portfolio. The development of this curriculum is to successfully negotiated and demand an active role teacher-principal-students-parents-people.

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THREE BASIC PRINCIPLES FOR CREATING A ENJOYFULL LEARNING IN PRIMARY EDUCATION

Bambang Setiyo Hari Purwoko

Mechanical Engineering Education Departement
Faculty of Engineering Yogyakarta State University
bambang_shp@yahoo.co.id

Abstract

Primary education is successful if it is able to make students piety, good personality, and still have a high curiosity. This curiosity is innate nature of every child since the child was born, but often curiosity is eroded and become lost when a child's entry to primary education. One reason, learning in primary education is often not stimulated the curiosity of students, but the tendency is just to turn it off.

Curiosity of the child is to be maintained and developed, therefore learning in primary education is designed to facilitate the learners so that the learners' curiosity continues to grow, students are free to express themselves, and enjoy while learning. In order to stimulate the growth of curiosity, freedom of expression, and enjoy learning for learners, instructional design in the primary education should use strategies that combine harmoniously the three principles; (1) the principle of learning is fun (enjoyment learning), (2) individualized and differentiated learning, and (3) the principles of coaching and mentoring, especially for students who are having problems learning motivation, as students who do not want to work hard, fear of making mistakes, do not want to try, not enthusiastic, feeling useless, and the problems associated with personality and devotion.

Keywords: enjoyfull learning, primary education

1. Introduction

We realize that the development of science and technology current rapid change has accelerated the social values, in the form of speed and increased levels of thinking, more efficient lifestyle, and relationship patterns that are competitive (Poespowardojo, in Semiawan, 2008:102). All of it is a challenge for the younger generation, which can deal with the necessary skills to compete (competition) and adapt.

Competition and adaptation capabilities is a natural instinct (mechanism) owned organisms including humans in order to survive and grow. As nature in order to survive and growing, the ability to compete and adapt it must continue to man as a living being, and this can only be achieved through the study of environmental changes that are constantly changing.

Strong desire to continue to learn to adapt to environmental changes already possessed child from birth, manifested in the form of a high curiosity of every child. This curiosity is a basic potential of every child in different levels. Curiosity is a psychic energy that drives children to continue learning naturally the interests and concerns.

But many found, the curiosity of children who are born with the potential of it does not continue to grow even larger following the increase in age. Lack of stimulation and opportunity afforded adults to children to do activities that can channel curiosity, create curiosity that continues to decline, and eventually closed altogether. In its place is emerging is passivity, apathy, not interested in

doing something (response) although given various stimuli.

Mission of education, especially primary education is to facilitate the learners so that the potential curiosity owned learners channeled into activities of interaction between learners and the environment that has been manipulated as a learning resource. Activity interaction of learners with learning resources should be able to take place in everyday situations (natural), exciting and fun for the kids so that curiosity that continues to grow in line with the development of knowledge, values, interests and talents.

However, many teachers in primary education has not fully developed the design of instructional strategies that facilitate learners' curiosity so often this curiosity to be lost when a child's entry to primary education. The learning process in basic education often do not maintain the curiosity of students, but rather turn it off. One reason, teachers are less able to develop learning strategies that make children happy and busy interacting with learning resources.

2. Enjoyed learning

According Permendiknas Nomor 41 Tahun 2007 Tentang Standar Proses, learning is a process of interaction of learners, teachers and learning resources in a learning environment. Expressed also in Permendiknas that learning in each unit of primary and secondary education, implemented with certain conditions, one of which is having fun (Permendiknas Nomor 41/2007).

Until recently enjoyed learning sense is interpreted in various ways. Most people, interpret enjoyed learning, is the atmosphere and learning environment that brings a sense of comfort, fun, and exciting. Fun in this sense is the state of the environment (factors outside themselves) that can lead to a sense of enjoying.

Enjoyed learning the terminology of this paper, is defined as a condition satisfactory, as unsatisfactory according to the terminology of the law of readiness Thorndike. According to Thorndike in Hergenhahn and Olson (2008:64), satisfying defined as a state that has made someone did not do anything to avoid the situation, often to do something to get that situation again, and keep trying to defend it.

Enjoyed the term, which means equated satisfactorily, understood as a condition that causes a person to want to remain in that state, always trying to get a situation like that, and always try to keep it in any longer. Thus meaning that enjoyed learning is a learning process that brings a sense of fun learning, always trying to get a sense of fun learning state, and maintain a sense of fun to learn it in a much longer time.

At enjoyed learning, growing sense of enjoy learning, at the learners themselves. Various attempts were made by the students to be able to continue to enjoy learning in a subsequent learning, and continue to strive to maintain that sense of fun learning on subsequent learning again. And so on, so as to enjoy learning, will continue to lead the growth of the desire to learn, self-learners in a sustainable manner, in every lesson.

Learners who enjoy learning, will continue to appear in his desire to interact with learning resources. If the impulse from within is owned by each learner in a learning class, then the class has created individuals who continue to learn, so it can be said that learning is enjoyed, will encourage the creation of individual learners, which is the basis for the establishment of a learning organization (Senge, , 2000, 24).

There are three factors or principles to be implemented, when we want to apply enjoyed learning. The third principle is to be implemented; theoretical models of enjoyment learning, individualized and differentiated learning, and guiding and mentoring.

3. Theoretical Model of Learning Enjoyment

Theoretical Model of Enjoyment Learning, developed from the law of readiness, which is written by Thorndike, who adapted to the context of learning. The readiness of the law states: (1) if the person is ready to take action, then do it, it will be satisfactory, (2) if a person is ready to take action, but do not do it, it would seem annoying, (3) a person who is not ready to commit action, but do it,

it gets annoying (Thorndike, in Hergenhahn and Olson, 2008:64).

In the context of learning, someone who is ready to learn, so if someone is learning, would satisfy him. Someone who is ready to learn, then do not learn, will annoy him, and someone who is not ready to learn, then if that person will learn annoying him.

According to Piaget, learning should be built around the cognitive structure of learners. Learners in a learning class, usually consisting of age and culture that is relatively the same, but has a cognitive structure is different, and therefore requires the type and levels of different materials. Learning materials which can not be assimilated in the cognitive structure of the learner, not be meaningful to him, but the learning materials that can be fully assimilated, learning does not occur in self-learners (Piaget, in Hergenhahn and Olson, 2008:324).

It said further by Piaget, that learning can take place, then the material or learning materials need to be partially known, and the other half is not. Parts that have been known to be assimilated, and part of that is not known to cause modifications in the child's cognitive structure. This modification is called accommodation, which according to Piaget, meaning the same as learning.

Enjoyed learning is defined as learning that can bring a feeling of enjoying, exciting, and comfortable. Such feelings, its essence can be equated with the satisfying feeling, as it was intended by Thorndike, the law of readiness. Feeling enjoy or satisfy it, will come when a student is ready to learn, then he learned.

Can be explained, every student has a cognitive structure as a learning experience that has past. Such learners, said to be ready to learn. When given a new learning materials, at about the development of cognitive structures, the learners, can connect new learning materials and learning experiences, resulting in assimilation and accommodation, which would lead to intellectual growth. This means, the students are ready to learn with a learning experience that has been owned, so when given the new learning material around the past experience, there will be assimilation and accommodation (learning), it will bring a feeling of satisfying or enjoyable.

Enjoy the conditions, it would appear that the students feel has learned that generate intellectual growth. The emergence of a sense of excitement caused by this study, followed by an increase in the confidence that he has the ability. Enjoying and feeling confident, will be multiplied by the given praise as reinforcement, and will be repeated if the prize (reward). This is one of the principles of learning, namely "the response will be repeated, if unpleasant consequences"

Enjoyed learning occurs when students are ready to learn, he then had to learn. So that learning can be experienced by all learners, then learners are different cognitive structures, should be facilitated, making it easier to study the occurrence of self-learners. This can be done in a way;

1. Organize teaching materials in such a way, the degree of difficulty is set to increase by a small increment, sorted from simple to complex, and organized into instructional materials with a high difficulty level, medium, and low.
2. Analyzing the characteristics of learners in learning, especially related to the development of cognitive structures, namely the speed of learning. Identification results, then grouped, so that learners know anyone who belongs to a group learning fast, medium and slow. The purpose of this grouping is for teachers to be able to determine appropriate instructional materials for each group.
3. Delivering learning, as the learning progress of each learner. Each level of teaching materials, prepared for learners with learning characteristics appropriate learning pace. The goal is that the students in learning materials, learning will experience a moderate load, did not encounter difficulties and obstacles that make students feel anxious, when trying to understand the teaching material, or otherwise become bored, because it feels too easy teaching materials. Teaching materials that are too easy, often making students bored, while teaching material that is too difficult, potentially making the students anxious. Teaching materials with the appropriate level of difficulty with the development of cognitive structures, or past learning experience, for students, will bring a feeling of enjoying.

The third case, a minimal basis for the implementation of learning, which can help students succeed in learning. Often learners, was not facilitated, thus decreasing enthusiasm for learning. Learners when learning with instructional materials that are too easy, would quickly get bored and lose interest following study. While the instructional materials that are too difficult, will lead learners feel anxious, do not enjoy, and in a short time, will decrease attention and enthusiasm in participating in learning.

If the implementation of a learning conditions enjoyed by unnoticed, so many learners will feel and think, that learning is boring, because it does not provide a challenge. While other students said that learning was "scary", making it difficult worried because their subject. Both conditions are learning together will result in ineffective learning.

4. Individualized and differentiated learning

According to the cognitive paradigm, especially as represented Piaget and the behaviorists, although for different reasons, they realize that learning must be done individually, or individualized. That is, although the learning done in the classroom, and in the same time a number of learners consisting of various backgrounds and characteristics. together learning, service learning and facilitation should be individualized to each learner.

In Piaget's view, the optimal learning requires a challenging experience for students, so that the process of assimilation and accommodation can produce intellectual growth. To create that kind of experience, the teacher must know the level of learners cognitive structure functions, because the ability to assimilate, varies between learners and the other one, which therefore, learning materials must be tailored to the cognitive structure of individual learners.

The behaviourists, also realize that reinforcement should rely on proper behavior, and proper distribution amplifier, requiring face-to-face relationship between one teacher and one student, or between learners and learning materials. Thus, every student should obtain appropriate amplifier proper behavior are made to meet with the teacher, which means giving the amplifier, must be individualized.

In addition to individualized, differentiated learning too. Rationale, for anyone, especially parents and teachers, hoping that every student be successful in school, and develop to the fullest potential. Hope this becomes a difficult challenge, especially for basic education teachers, elementary school because the model we have always require teachers to merencanakam learning, for learners who are grouped according to age, but with very diverse characteristics. This situation requires teachers to differentiate instruction proficient.

In differentiated teaching, the teachers still have to focus on the essential standards of competence. However, teachers need to modify what is taught and fitting methods, strategies, and materials to the needs and ability of certain learners. Needs of learners is determined by cognitive development, style, and learning preference.

In general, the learning that takes place in a classroom in a regular school, many teachers teach the same materials, the same way for all students. In a differentiated classroom, the teacher will begin by learning based on their interests, needs, learners' readiness to learn, and then use the models and structuring of learning to ensure that learners are growing their learning potential.

Differentiate teacher learning, using the planning process to respond to the needs of individual learners and to ensure the success of all

learners. It is a challenge for teachers of basic education. To overcome this challenge, teachers must find ways to differentiate instruction so that every student can learn to the maximum. Carol Ann Tomlinson identifies the essential elements of differentiation, namely: (1) the teacher to focus on the things that essential, (2) teachers pay attention to students' differences, (3) melihatasemen teachers and teaching as inseparable; (4) all students participate in an honorable job (5) teachers and students collaborate in learning, (6) the teacher to balance between the norms of the group and the individual; (7) teachers and students work together flexibly; (8) teachers modify content, processes, and products (Carol Ann Tomlinson in Arends, 2008:124).

5. Tutoring and Mentoring

Every child has the enthusiasm to meet life. They love what is around, the desire to explore, develop skills, and strength. Encouragement of the child to know what is around it, is fundamental, owned since the time of his birth. Therefore, we need to ask, how a kid who started active life, have a strong desire to know what's around it, it can turn into a lethargic child and give in, do not want to try when in the classroom.

Many school-age children experiencing learning problems, so it is perceived, learning or school that is a burden, whose activities are boring and drab. Children who at the beginning of active age, high sense of intending him, has now become apathetic, do not care, and loss of self-confidence. Teacher's task is to provide guidance and mentoring to students on an individual basis in order to return the interest, I am confident, and feel respected.

Jean Robb and Hilary Letts (2004: vii), identify a number of problems faced by many primary school aged children, who need guidance and mentoring of teachers, so that children can overcome the problems it faces. These problems, among them: (1) do not bother to, (2) fear of making mistakes, (3) do not want to try, (4) loss of self-confidence and enthusiasm, (5) feeling useless, (6) do not assume anything importantly, (7) does not want to become an adult, (8) loss of passion, (9) easy menterah, and (10) does not want to cooperate.

Teachers in primary education, in carrying out the study, in addition membimbing learners to master the teaching materials are delivered using methods and learning strategies that suit learners' learning progress, should also guide and provide assistance, to students who experience problems, as stated Jean

Robb and Hilary Letts is. With the guidance and assistance expected, students will again have the enthusiasm to learn.

6. Conclusion

1. Curiosity is the basis of the potential of every child from birth, in different levels. Task of education, especially primary education, is to facilitate that potential learners curiosity, channeled into activities of interaction between learners and learning resources. Interaction of learners with learning resources, should be able to take in the atmosphere exciting and fun for students, so called learning enjoyable.
2. At enjoyed learning, growing sense of enjoying the learning of the learner. If the impulse from within is owned by each learner in a learning class, then the class has created individuals who continue to learn, so the learning fun will encourage the creation of individual learners, which is the basis of the formation of a learning organization
3. There are three factors or principles that should be implemented when we want to develop a learning process fun. The third principle is to be implemented; theoretical models of enjoyment learning, individualized and differentiated learning, and guiding and mentoring.

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SOCIOCULTURAL BASED THEMATIC-INTEGRATIVE TEACHING AND LEARNING MODEL FOR ELEMENTARY SCHOOLS

La ode safiun arihi
University of Haluoleo

Abstract

1. Introduction

Elementary schools as institutions of formal education is the basic foundation that can lay the foundation of knowledge, attitudes, and personality that support mental realization of national character, which has been much eroded even disappear along with the demands of global progress. Elementary schools have established ourselves as a strong school, qualified, tough and independent schools so it can be a reliable and competitive in developing themselves in accordance with the vision and mission of the school in supporting the achievement of national education goals.

Therefore, character education is very suitable to be applied in any learning in elementary school. With character education is expected to instill character values to students that include components of the knowledge, awareness or volition, and actions to implement the character values to students that include components of the knowledge, awareness or volition, and actions to implement those values. In character education in the schools, all the components must be involved, both curriculum content, learning process and assessment, treatment or management subjects, school management, the implementation of the activities or co-curricular activities, empowerment infrastructure, finance and work ethic of the entire school community / environment . In addition, character education is defined as a behavior that promotes school community character values.

Problem and is the reason to increased the formation of character education in the application of learning models are:

- a. Character of the nation's moral disintegration and reintegration demand national character values in children.
- b. There are still families with classic excuse not provide character education to children as informal education.
- c. Intelligence and character is one unit that should have formed so that the children in the school in addition to intelligence, is also character and personality.
- d. Intelligence will be meaningful and useful if it is supported by good character.

- e. Many natural phenomenon and a social phenomenon that leads, threatening decline of children characters.
- f. Disintegration the nation's morals and personalities that affect the child's mental and personality led to the disintegration of the character of the child.
- g. Demands of globalization should be based on a strong character or personality.

Facts that can be viewed either through print and electronic media, including information technology shows that there has been a shift in the value of ethics in the life of the nation, waning awareness of the cultural values of the nation, frequent fighting between students, fighting between youth groups, inter-ethnic conflict , violence in schools, the result of the disintegration of fostering character education. Another issue that is very fundamental and complex issues related to the nation's character is the tendency to do corruption and abusing power to enrich te private. Corrupt behavior and abuse of power are done precisely by the nation's leaders and government officials and elites at all levels, starting from the center to the regions. Corrupt behavior also occurs in all institutions, whether executive, legislative and judicial branches. Corrupt behavior is the tendency to destroy the character of a nation that long time ago known as an honest nation and the interests of public rather than private interests.

Character education in the school setting requires the participation of parents and the local community as a system, so that the character formation of the child as an integral part that can not be diposahkan of the child. With this approach, the child can be spared from the growing social phenomenon of increased juvenile delinquency in society, such as mass brawl, rape, theft and various other cases of moral decadence that is done by children who are still in school. Even in some large cities, this phenomenon have been to the extent that very troubling. Therefore, formal educational institutions as the official coaching youth agency is expected to increase its role in the formation of personality of students through increased intensity and quality of character education.

2. Implementation analysis of learning Models in Shaping Character In Primary School Students in province of Southeast Sulawesi

Characters literally mean "congenital, heart, soul, personality, character, behavior, personality, traits, character, temperament, character". character means "personality, behavior, character, temper, and character." In another sense, the character refers to a set of attitudes, behaviors, motivations, and skills. Character derived from the Greek word meaning mark or focusing on how to apply the

value of kindness in the form of action or behavior, so that people who are dishonest, cruel, and other bad behavior that said the ugly character. Conversely, people whose behavior is in accordance with the moral code said good character.

In the period 2012/2013 I have been doing research on the Application of Analysis of Learning Models in Shaping Character School Students in some districts in the province of South East Sulawesi. Character values that can be analyzed in the study are:

Table 1.

No.				
1.	Faith and piety	clean	Consistent	interest
2.	honest	polite	Commitment	Motivation
3.	discipline	mutual	Critical	Adjustment
4.	open	persistent	patient	confidence
5.	reasoned	fair	polite	humility
6.	creative	healthy	respect	appreciation
7.	care	visionary	respect	affection
8.	Responsibility	respect	cooperative	
9.	nationalistic	Work hard	Mutual grindstones, compassion and caring	
10.	Inovative	independent	Reflection self	

Values character above, can be analyzed on learning models are applied in the study adapted to the material, student characteristics, including the level of students' ability to use time allocation. Learning models used are models of cooperative learning with different types, models and PAIKEM PAKEM Learning, Learning Model VCT, Contextual Learning Model, Role Playing Learning Model and Social Simulation, Model Problem Based Learning, Constructivist Learning Model. The study was conducted in three districts (districts South Konawe, North Buton and Muna) and Kendari. Each elementary school districts sampled central region of the city, suburbs and rural areas. The results of the study can be summarized as follows:

2.1 Results of South Konawe

Sample A

Learning activity	character (%)			
	BT	MT	MB	MM
early	35.7	21.4	28.6	14.3
main	21.4	21.4	28.6	28.6
end	0	21.4	28.6	50.0

Sample B

Learning activity	character (%)			
	BT	MT	MB	MM
early	50.0	14.3	28.6	7.1
main	28.6	35.7	21.4	14.3
end	7.1	14.3	21.4	57.1

Sample C

Learning activity	character (%)			
	BT	MT	MB	MM
early	57.1	7.1	35.7	0
Main	7.1	28.6	21.4	42.9
end	0	7.1	28.6	64.3

2.2 Result of North Buton Regency

Sample A

Learning activity	character (%)			
	BT	MT	MB	MM
early	35.7	21.4	28.6	14.3
main	21.4	21.4	28.6	28.6
end	0	28.6	21.4	50.0

Sample B

Learning activity	character (%)			
	BT	MT	MB	MM
early	35.7	7.1	28.6	7.1
main	21.4	21.4	28.6	28.6
end	0	28.6	21.4	50.0

Sample C

Learning activity	character (%)			
	BT	MT	MB	MM
early	50.0	28.6	14.3	7.1
main	21.4	42.9	14.3	21.4
end	7.1	0	14.3	78.6

2.3 Result of Muna regency

Sample A

Learning activity	character (%)			
	BT	MT	MB	MM
early	50.0	14.3	28.6	7.1
main	28.6	35.7	21.4	14.3
end	7.1	14.3	21.4	57.1

Sample B

Learning activity	character (%)			
	BT	MT	MB	MM
early	57.1	7.1	35.7	0
main	7.1	28.6	21.4	42.9
end	0	7.1	28.6	64.3

Sample C

Learning activity	character (%)			
	BT	MT	MB	MM
early	21.4	14.3	35.7	28.6
main	7.1	21.4	14.3	57.1
end	0	7.1	14.3	78.6

2.4 Result of Kendari City

Sample A

Learning activity	character (%)			
	BT	MT	MB	MM
early	21.4	14.3	35.7	28.6
main	7.1	21.4	14.3	57.1
end	0	7.1	14.3	78.6

Sample B

Learning activity	character (%)			
	BT	MT	MB	MM
early	57.1	7.1	35.7	0
main	7	28.6	22.4	42
end	0	7.5	28.5	64

Sample C

Learning activity	character (%)			
	BT	MT	MB	MM
early	57.1	7.1	28.6	7.1
main	0	57.1	7.1	35.7
end	0	7.1	7.1	85.7

From the research that has been conducted on the four areas in the Southeast Sulawesi province, the average shows that the pre- activity of learning the values of the characters are still many who do not seem (BT) and main activities began to appear (MT) and started to develop (MB), and at the end of activities ranging entrenched (MM).

3. Conclusions and Recommendations

3.1 Conclusions

- Application of learning models can form the character of students at every learning materials relating to the matter and grade levels in the learning process, evidenced by the increase in the values of the characters in each lesson of the pre- activity, main activities, and the end of the learning activity.
- In shaping the character of elementary school students, teachers are required to be able to apply the learning model adapted to the material, student characteristics, including the level of students' ability to use time allocation.

3.2 Recommendation

- Recommend to elementary school teachers in the learning process in order to implement learning models as well as insert the values of character, so as to form or strengthen the character and the character is good.
- Recommend to Dikbud Provincial and Regency / City always held a training application that models of learning for elementary school teachers.

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COOPERATIVE LEARNING FOR ELEMENTARY SCHOOL

Martha Christianti
PGPAUD FIP UNY
marthachristianti@yahoo.com

Abstract

Every child does not have the same, they have unique characteristics. Characteristics of the variety that characterizes the child or have the potential to learn a different way. Effective learning should be able to facilitate all the differences there are children. Cooperative learning can facilitate all these different potentials. Cooperative learning a pattern of learning that involves the child actively. Learning centers not on the teacher, but the children. Children actively developing learning materials. Cooperative learning also makes children learn to dare to express their opinions and ideas to others, to train children to work in teams, and actively to seek answers to a child's curiosity. Thus, cooperative learning not only develop academic skills alone, but social skills and interpersonal skills are also children grow. Cooperative learning has many methods that STAD, Jigsaw, TGT, Write Pair Square, Think Pair Square, Inside-Outside Circle, Round-Robin, NHT, Two Stay Two Stray Group Investigation, Learning Together, Cooperative Controversy, Murder - Mood, Understand, recall, Detect, Elaborate, and Review. All these methods have the common feature that involves cooperation among children. Learning puts educator as a facilitator and motivator in learning. The success in this study lies in the preparation is done by the teacher. Teachers prepare learning materials that serve foster children's interests in learning. Learning material can be selected directly by the child and based on discussions conducted with children and teachers. Teacher learning is no longer just as the pouring of information, but the child can understand the information directly to their needs.

Keywords: cooperative learning, elementary school

1. Introduction

Education in Indonesia began using the curriculum in 2013. Characteristics of learning in the 21st century are the information, computing, automation, communication (Ministry of National Education, 2013). Information directed learning means that children can find out a variety of information not told. Computing that is directed to formulate the learning problem (asking) not only solve the problem (answer). Automation is learning directed to analyze not think mechanics. Communication is that emphasizes learning the importance of cooperation and collaboration in solving problems. Thus, education encourages active child in figuring out science according to his needs. This is consistent with the characteristics of the studied children according to Piaget children are active learners.

Characteristics of active learning are learning initiatives appear to be intrinsically of children. Children will try to find out something from his curiosity. Curiosity in children can be raised if the subject matter interesting, according to the child's interest, and became their needs. Subject matter can be designed with the right strategy in order to attract the attention of children. Presenting real objects in learning is one of the interesting strategies that can be selected to develop a child's interest in something. For example, for learning about living things that live in the water, the teacher may choose to provide real fish in the classroom in order to attract the attention of children. To select a

material that suits the interests of children, teachers can learn and observe a variety of children's behavior related to the interest being needs.

Basically, if educators can develop a child-centered learning, the child's character can also be formed. Character values that have to be developed at an early age are a curiosity, mutual respect, cooperation, sharing, be patient. Learning that takes into account the values that are later creating intelligent graduates not only academically but also affectively intelligent. Children who have intelligence will affectively be able to survive in the real social life.

Cooperative learning is learning to develop active children in learning while also able to develop character values that are important to note as well. Cooperative learning is expected to meet the curriculum in 2013 that the children in a learning center.

2. Cooperative Learning for Primary School Children

Cooperative learning is to work together to achieve common goals. This sense says that every child in this study classify children into groups to work together and enhance mutual learning among children. This is consistent with the understanding of cooperative learning according to Newman and Artz is a small group of learners that work together as a team to solve a problem, complete a task, or achieve a common goal (Miftahul Huda, 2011).

Suyanto (2012) describe the characteristics of cooperative learning, namely 1) aims to resolve the material studied together, 2) the child in the group has a variety of capabilities that is high, low and medium, 3) children in groups of diverse racial, ethnic, gender, and culture, 4) the award is directed at groups instead of individuals. Based on these characteristics, there is no discrimination learning in cooperative. Indirect discrimination frequently arises in learning. But with cooperative learning is expected that children feel safe and learn to respect others, and helping friends.

Learning model is a lesson plan that shows certain patterns of learning (Suyanto & Asep, 2012). Learning patterns means there are activities that teachers, students and teaching materials. Therefore, cooperative learning is a learning model that develops with individualism and the competitive nature aside in an atmosphere of education. Cooperative learning is learning that is cooperative, which means that the success of a person because of other people's success. People cannot achieve success with alone. Thus, the core of this learning is a positive interdependence between each child. This attitude formed the caring attitude of children to the surrounding environment. There are five learning principles underlying cooperative learning model according to the Orphans (2010), namely; positive independence, face to face interaction, individual accountability, use of collaborative / social skills, group processing.

Cooperative learning consists of various kinds / types. Some of them are the type of STAD (Student Team Achievement Divisions), TGT (Team Game Tournament), Jigsaw, KI (Group Investigation), NHT, KBS (Numbered Heads Structure), Think-Pair-Share, Mind Mapping (MM) / Concept Mapping (CM), ST (Snowball Throwing), Two Lives Two Guest (DUTI-AMBASSADOR), Time Token (TITO), Debate, Picture and Picture (PP), CIRC (Cooperative Integrated Reading and Composition), Student facilitator and Expailing (SFE), Cooperative Script (CS) (Orphans Riyanto, 2010). The types of learning that has steps (syntax) in learning. In general, cooperative learning steps: 1) selecting methods, techniques and structure koopertif learning, 2) managing the classroom, 3) rank the child, 4) determine the number of groups, 5) form a group, 6) designed a "team building", 7) presented learning materials, 8) split worksheet in children, 9) assigning children to take tests independently, 10) assess the results of the quiz boy, 11) gave the award to the group, 12) to evaluate the behavior of the group members (Miftahul Huda, 2011).

Cooperative learning creates an active learning and fun. The benefits of cooperative learning, namely: 1) teach students to reduce dependence on the teacher and more confident in

yourself, 2) encourage students to express their ideas verbally, 3) helping students to learn responsibility and learn to accept differences, 4) help students obtain good learning outcomes, increased sociability, positive relationships between individuals, improve children's skills in managing time, 5) develop collaboration skills, 6) students prefer learning activities, like school, 7) capable of using abstract information is then converted into a decision estate, 8) provide opportunities for students to compare answers with the correct answer (Suyanto & Asep, 2012).

3. Implementation of cooperative learning in primary schools

The successful implementation of cooperative learning in primary schools (Miftahul, 2011) depending on training, group size, group composition, and task groups. Research shows that the success of cooperative learning is strongly associated with the training. Children and teachers were trained in advance to follow the thought processes of cooperative and uncooperative demonstrate efficacy in this study. The content of the training was the training to design cooperative learning activities for example by understanding the five basic principles of the cooperative learning, explicit training on the types of aid and how to do it on a particular topic, and so forth. Research shows that the more clear and concrete training given to students and teachers that this learning model will be more successful.

Group size in cooperative learning is also crucial to success. Should number in the group is not too much. The ideal size of the group is consisting of three to four people in one group. The fewer the number of children in the group then cooperation between the child will be more effective. Another factor is the composition of the group. Gender and ability level of the child in the group will determine the success. Research (Webb, 1998) says that the more diverse the group members in a high-ability child assistance among low to be more intense. In this same study, academic achievement in a group of children who are gender diverse and better capability and quality. Therefore, should share in the cooperative learning group should consist of low-ability children, medium and high, and composed of men and women. A further factor is the task group. Tasks that need to come together and discuss the level more appropriate if used in this study. Instead task such as mathematics and computer generate one answer does not fit using cooperative learning. Appropriate assignment for cooperative learning task is such as observation-based social and other tasks that are not structured.

Here is an example of the application of cooperative learning type/kind of STAD in elementary school. STAD consists of five

components, such as; classroom presentations, team building, quiz, change/growth score of individual and team recognition. Preparation of the pre learning to do the teacher is choosing methods, techniques, and cooperative learning structures. For elementary school kind / type that is often done is paired STAD and storytelling techniques. Next is preparing the order of the room. The room gives a chance to adjust the methods and techniques that have been previously selected. The next stage is the stage of learning. The initial step in this study is to form a group. The group consists of 4 people. Make sure each member has a different intelligence, gender and ethnicity. Ways to classify children in a variety of intelligence that is with child by their ability to rank low, medium and high. The second step, the teacher presents the lesson. Teacher presented the material to be studied in outline and procedures as well as the activities of groups working procedures. The third step, the teacher gives the task to be done in groups. These tasks can be prepared in the form of worksheets. At the time of these discussions do teachers provide scaffolding (guidance) in each groups.

The fourth step, the teacher gave a quiz or questionnaire to all children. This question provided individually. By the time the child to answer the question every child should not help each other. Result values are then collected and averaged in groups. The fifth step, the teacher evaluation. Teacher evaluation is done to measure the success of children and the program of activities that have been previously prepared teachers. Award given group of teachers when completing the evaluation. Teachers make a predicate in such teams, good teams to score 15-19, great team to score 20-24, and a super team to score 25-30. The final stage is to do inference. Conclusions made

from the results of the validation teachers to group assignment.

4. Conclusion

Cooperative learning is one of the lessons that make children active and able then to create a fun learning. Various benefits can be obtained in this study, among to others, children not only develop academic skills (cognitive), but also to develop affective skills that support children in character education. In this study, the success and the success of the child is determined not only by himself but also by the help of others. Involving children in active learning puts educators as facilitators rather than as a motivator and casting information.

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INCORPORATING TECHNOLOGY IN PRIMARY CLASSROOMS: PERSONALISED LEARNING CATERS FOR STUDENTS' SUCCESS

Nur Amalia

Muhammadiyah University of Surakarta

Abstract

This paper presents a description and analysis of an Information, Communication and Technology (ICT) project commenced with year five and six students. The project comprises a personalised learning framework, that listens to students' voice and students' choice, analyses students' background and designs a more comprehensive and sequenced lessons. Therefore, concept mapping in learning is introduced to the students as it provides the foundation and builds students' awareness of self learning. The paper addresses the use of two computer applications, paint and windows movie maker, as a learning tool, an instructional strategy, and as a collaborative thinking tool. This paper offers guidelines for educators on how to implement these uses in the classroom. The first section of the paper provides a rationale that underpins the project. The second section outlines the instructional approaches used in a 5E's table of the teaching practices and pedagogies used during the project. The third section evaluates the project using the 9 aspects of the key features of Personalised Learning Framework and description of how the project incorporated Action Cycle of Targeted Intervention. The final section provides an evaluation of the project as well as recommendations for future teaching.

Keywords: ICT, Personalised Learning, Students' Voice, Students' Choice

1. Introduction

1.1 Participants

The project was conducted with 21 students of year five and six. There were 3 new students in the classroom and 3 students with special learning needs, i.e. Attention Deficit Disorder and Emotional Disturbance. The composition of the students influenced the decision of the grouping in the lessons which will be discussed in another section of this paper.

1.2 Rationale for Primary ICT as a Personalised Learning

We often find students enthusiastic when they learn something related to technology because today children live in a digital era. Children are exposed to a various kind of information in a range of presentation forms that aim to present information audio-visually and symbolically. This information attracts and maintains the attention of children because 'using technology is natural for our youngest generation' (<http://www.techskool.org/using-technology-to-teach-children-should-we-be-teaching-primary-school-children-differently>). Considering this phenomenon, teaching ICT would mean catering for students' choice or learning preference.

Thus, how can we utilize technology to support students' learning? The use of technology in the classroom can be applied in two ways: **computers for learning** and **learning with computers** (Barnett, 2003). According to Barnett (2003), the classroom which uses **computers as tutors (computers for learning)** had students with better success and achievements, and even more for

the one which implemented **learning with computers** or **computers as tools**. It is a common trend in the primary classroom that the application of ICT is limited to computer for learning. That is to say, the computers with the technology inside are merely being used as tutors. This kind of implementation supports children's learning in a sense that it helps teachers transfer knowledge or lesson. However, Barnett (2003) suggests that students' learning can be maximized by implementing both ways of using computers in teaching and learning so that computers work as teachers' aid for teaching and students' facilities for learning.

Therefore, it is important to not only provide children with engaging learning that using technology to transfer knowledge but also offer opportunities for them to experience the technology and explore, experiment and use it to develop their ICT skills. Students need real-life experiences to truly benefit from available technologies. Perry (http://teacher.scholastic.com/professional/bruceper/ry/using_technology.htm) argues that 'technologies should be used to enhance curriculum and experiences for children'. The balanced learning is important to support their proficiency. It is teachers' responsibility to be a facilitator in children's learning by modelling the skills and allow students experience it by themselves. This also means teachers cater for students' need by providing learning environment which supports active engagement from both teachers and learners, which resembles what personalised learning is.

Information literacy is important to master today and in the future era. The Final Report of the American Library Association (ALA) Presidential

Committee on Information Literacy defines Information literacy as "To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information" (1989, p. 1). Therefore, students need skills to encode the information which is not only printed words or text but also images, colours, movements, sound effects and other kinds of visual effects. Students need to be able to understand that multimedia text has different purpose and conveys particular message. Students need to experience making multimedia texts in order to comprehend the concept and the underlying intentions. Thus, this project introduced one of animation techniques to develop a short animation story that aims to support students in using *"a range of procedures and technology equipment to process a particular data and producing technology products to suit a particular purposes and audiences by implementing relevant techniques and conventions"*- VELS-ICT level 4 (VCAA, 2009).

2. 5E's Framework, Teaching Practices and Pedagogies

Lesson Overview: The idea of the project was adapted from one of animation techniques called stop motion technique which makes static objects appear to be moving. Because of resources limitation as we suddenly did not have digital cameras, I modified the lessons and provided a similar learning experience for students. The project used two accessible and readily software in a Windows computer, i.e. Paint and Windows Movie Maker. Students would explore those two applications' features and use them to create a short animation story.

2.1 Engage:

Before commencing the animation making project, I taught students how to make a PowerPoint presentation about Healthy Body and Healthy Minds, a topic term, and idiom presentation. These first sessions worked as a pre-assessment which informed me about students' interests and learning needs in ICT. For example, I found that one of the new students in the classroom was not familiar with operating a laptop and clumsily moved the cursor using the mouse. They were enthusiastic when they animated their slides and imported visual effects to their slides. Taking into account students' interests, I led a discussion about animation process and provided two options for students to choose to learn in their next ICT sessions: Interactive Story Making or Animation Making. Students would like to learn about animation making.

In each lesson, I always provided a time for 'building knowledge or prior understanding' that engaged students as they reflected on themselves of

what they know or experience. We also discussed a particular concept in animation making which requires them to express and generate ideas. Animation videos often became a learning stimulus, e.g. I provided two different animation videos and as a whole group, students analysed them by comparing and contrasting and thinking the making process (see Appendix for further detail of each lesson).

2.2 Explore

Using the learning stimulus, students explore different possible technique of animation making. Together they created a mind map about what animation is. With some prompts, they also designed a making animation procedure that they followed, i.e. planning the story, drawing, saving pictures, compiling or importing the pictures and editing. I set up an activity where they critically evaluated the motion effect related to objects movement in pictures (see Appendix, lesson 3) and explored features to make their animation be more interesting, e.g. adding speech bubbles or dialogues.

2.3 Explain

For each focus of lesson, I modelled the activity and/or shared modelled with students. Giving opportunity to students to interact in the modelling session ensured the active engagement and provided information about students' needs to be able to successfully do the activity. This would help me in setting the expectations for them. For example, knowing that drawing in Paint for some students was tricky to do; I expected students to finish 3-5 pictures in a session. Being informed from what students did to solve his/her problem in drawing, I drew another focus in the second session, introducing some features in Paint that they could use to make them drawing faster, e.g. Basic Shape, Lines and Display Grid Paper.

2.4 Elaborate

Students were given time to apply their understanding of making animation process; they created storyboard, explored features of the two applications, combined different techniques, applied effects, and compiled pictures to build and set up the elements.

2.5 Evaluate

Students shared what they had learnt from the lesson and explained what they did to make their animation. They also communicated what they want to learn more and evaluated what difficulties they found and the things they did to solve it. For example, one student shared that he wanted to copy some part of his picture and paste it to different part of the picture. Another student suggested to select the part and use usual copy and paste icons to do that. In the next session, we explored the features

that can be used to copy and paste and found that we could do rotate for the selected part.

3. Teaching Practices and Pedagogical Strategies:

To support students' different learning styles the instructions were made to embrace those differences. Videos as stimulus were used to support visual learners, shared modelling and hands on activities were applied to cater for kinaesthetic learners, discussions, comparing and contrasting as well as thinking using other analytical skills were encouraged and storyboarding or planning was also implemented to ensure that ideas were well developed before production. It can be seen that I implemented "Predict Observe Explore", "Predict Explore Reflect" and "First Important Priorities" for the teaching strategies, and "Recognise, Analyse and Divide" strategy to help me set clearer, more explicit and more achievable learning for students. For example,

- a. Students *predicted* and used their prior understanding to discuss what animation is and how to make animation. They *observed* different kinds of animation videos and making animation videos to understand more about the topic then *explored* some concepts that underlie animation making, application features that can be used and techniques to minimize the time taken.
- b. Students *predicted* how the movements in animation were compiled then *explored* the idea by experiencing it; they wrote on a board how they might set the animation for two children playing throw and catch a ball then in slow motion two students enacted the actions while other students recorded the movements. They *reflected* on the two activities, contrasted them and discussed which one is better and why. Students agreed that the second one is better because it had more details of movements that make the animation flows smoother.
- c. I regularly reflected and assessed students' progressions in the lesson and set priorities of what students need to do first before moving to the next activity. I also broke down some concepts into smaller parts to make it more manageable and achievable for students, e.g. in animating process, students were given chance to explore the features of Windows Movie Maker, then I explained how to import pictures. After that, I showed how to edit the duration or the speed of the animation before modelling how to add captions, a credit scene and music.

4. Personalised Learning Framework and Action Cycle of Targeted Intervention

4.1 Aspects of the Framework and how they were incorporated

- a. **High quality teaching and learning:** Considering students' interest in animation, the unit of lessons in animation making was designed with clear objectives, active engagement activities, and guided practice for targeted students. Each lesson was structured with a whole class focus teaching before working independently, in groups or pairs, or guided. Various teaching strategies including questioning, modelling and explaining were applied appropriately. Students were encouraged to take responsibility for their own learning and work independently. Encouragement and authentic praise were used regularly to engage and motivate them. Students were encouraged to reflect on their prior knowledge or experiences and demanded to articulate their understanding and thinking. Time for discussion and sharing of what students had learnt was provided.
- b. **Target setting and tracking:** Students' needs (strengths and weaknesses) were identified from observations throughout the lessons to inform me whether or not the learning should be modified or adjusted. Individual pupils' progress, especially from the ones who needed more support, was tracked. There were also regular opportunities to discuss and share progress.
- c. **Focused assessment:** Explicit objectives and instructions were provided so that I could easily follow students' progressions related to the instructions. Students self-assessed their work and challenged themselves to make their animation better by expanding the ideas and using more features. Praise, positive feedback, questions and suggestions were applied to challenge and extend their thinking.
- d. **Intervention:** I introduced one technique or focus lesson, modelled the activity (either modelled by teacher or shared modelled by teacher and students), gave time for independent activity, roamed talking to students and observed to identify misconceptions or needs, took the misconception found and consolidated understanding and learning through further modelling or discussion then evaluated learning and revised planning. An action cycle of targeted intervention was implemented when students needed more support. Whenever I saw students struggling with the task, I would provide instant support by conducting one-to-one teaching or guiding them to solve the problems themselves. When I found more than

three students found the same problems, I would gather students on the floor and exchanged the problem with students and encouraged students to solve it or explained to students how to solve the problem. Eventually students would have some alternatives to maximize their time and have effective learning time.

- e. **Pupil grouping:** As a whole class, students learnt the lesson focus and engaged in the modelling and explanation sessions. Then, most students worked independently. Students with special needs and some of the new students worked at the same table with me guiding them to make sure they understand what to do before let them work independently. Occasionally, students were grouped into mixed ability sets to ensure that they have access to a range of views and to encourage peer teaching.
- f. **The learning environment:** The learning environment was comfortable, everyone has one laptop to use. I always made sure I prepared all the resources needed before commencing the lesson so that the teaching and learning ran effectively and productively. Suitable small spaces for intervention or extended work were provided; usually I would ask the students to sit on the floor and guided them.
- g. **Curriculum organisation:** The lesson was tailored for individual needs, increasing opportunity for students to make their learning choices. Students were given some free choice of the topic for their animation. Some attempt to connect the animation topic to their narrative writing and classroom's topic (Healthy Body and Healthy Mind) was made so that they had more choice, making animation from their own writing or reading or something related to Healthy Body and Healthy Mind.
- h. **The extended curriculum:** Students were encouraged to make animation about how and what children in their neighbourhood spend their time and how that relates to Healthy Body and Healthy Mind. They were also encouraged to build a narrative story from the animation they made.
- i. **Supporting children's wider needs:** Instructions were given through written instructions, pictures and demonstration,

satisfying all types of learners. Team teaching with classroom teacher provided more assistance for students. To enhance their understanding, early finishers were encouraged to do research about animation making from the internet and took ideas and inspirations to develop their animation.

5. Incorporating Action Cycle of Targeted Intervention

This project applied the Action Cycle to ensure I cater for students' personal learning needs and provide a teaching to the point of need. For example, when I found some students were struggling finding ideas for their animation, I revised my lesson and related it to narrative planner that students were learning at that time. Using an animation storyline which breaks down their animation story into beginning, middle and end, students developed their story ideas. It provides a tool to visually plan out the entire animation as well as an assessment tool to assess misconception about animation movements.

Picture 1. for his animation.

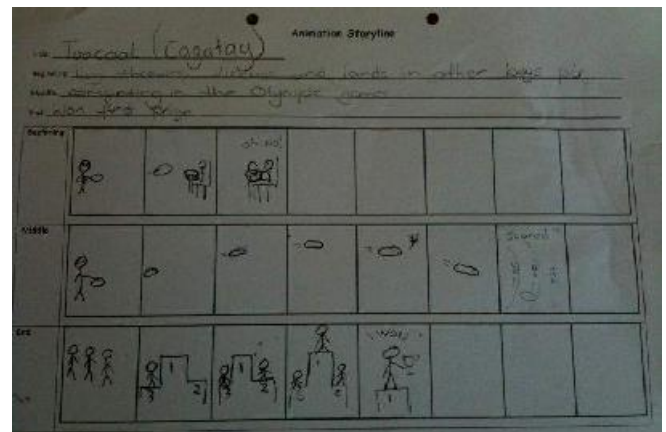


Figure 1. A student with deficit attention disorder was able to complete his planner

Evaluating students' planner, I found some misconception and planned a session where students explore the concept of movement in animation. Here, students began to think about the 'camera work' that shows every transition or movement in the animation.

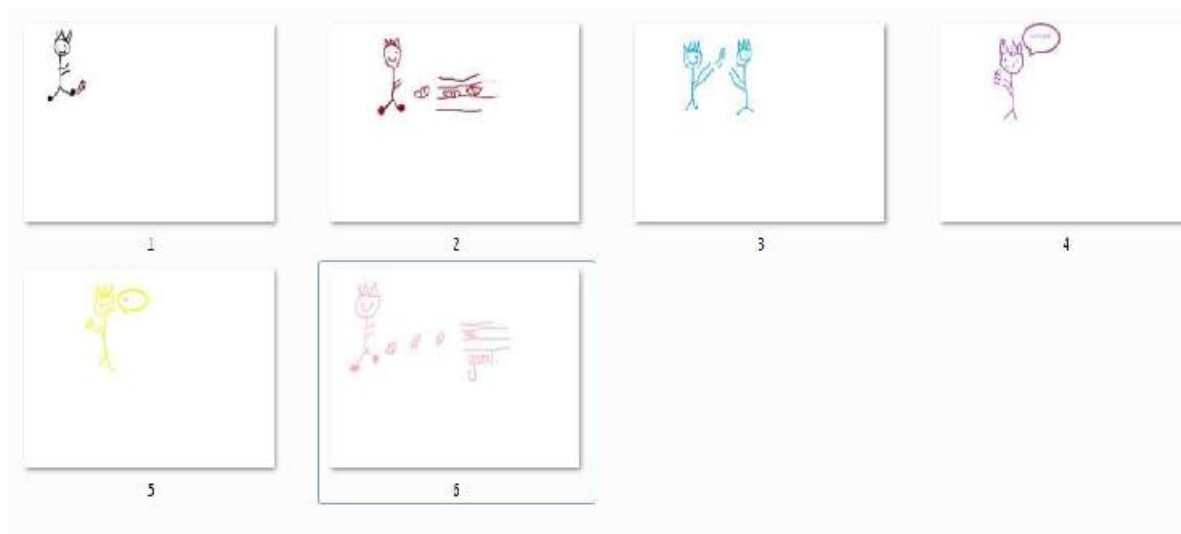


Figure 2. A student with a misconception in frame transition

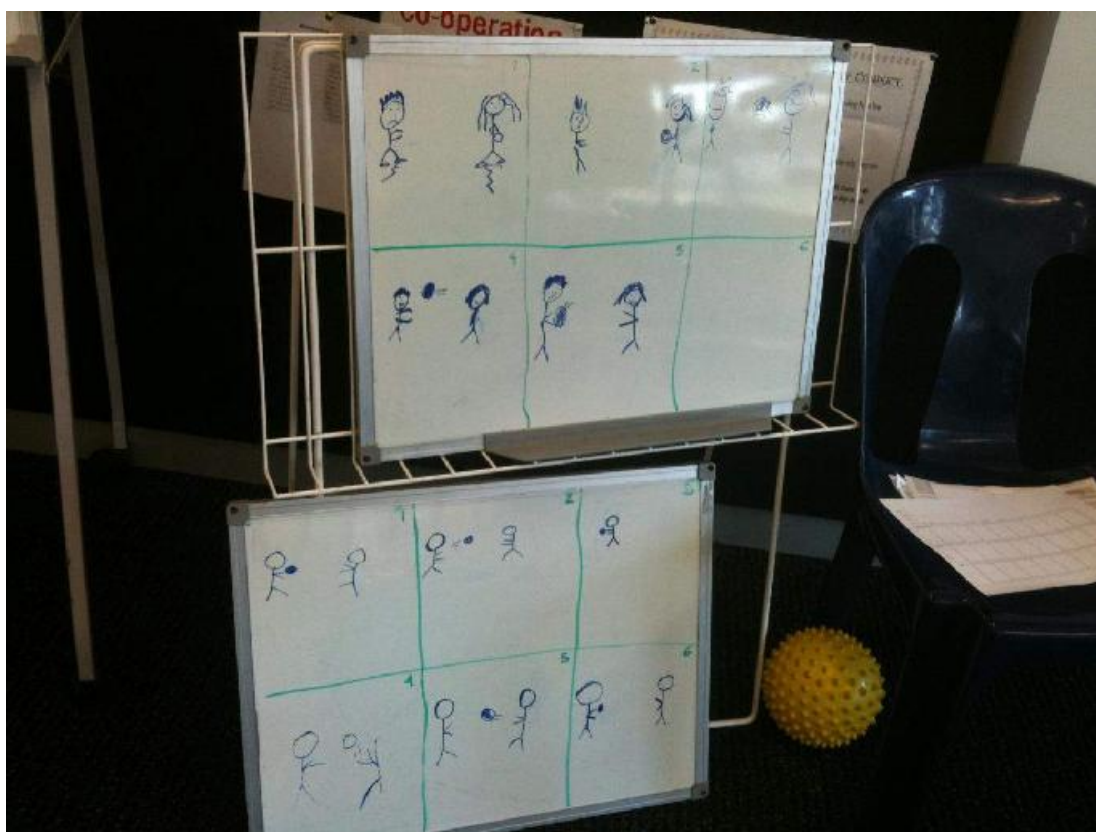
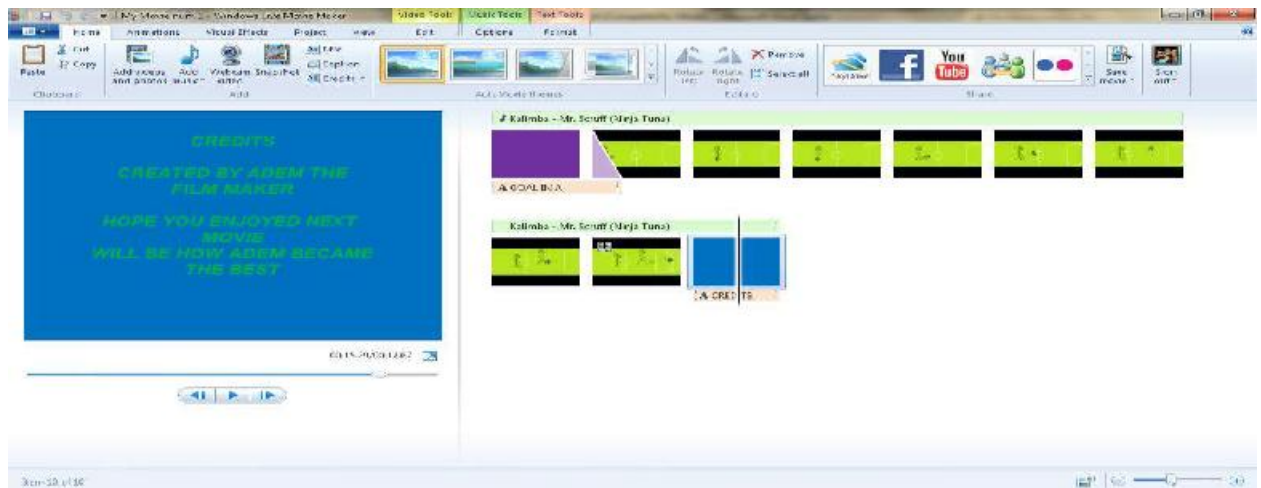


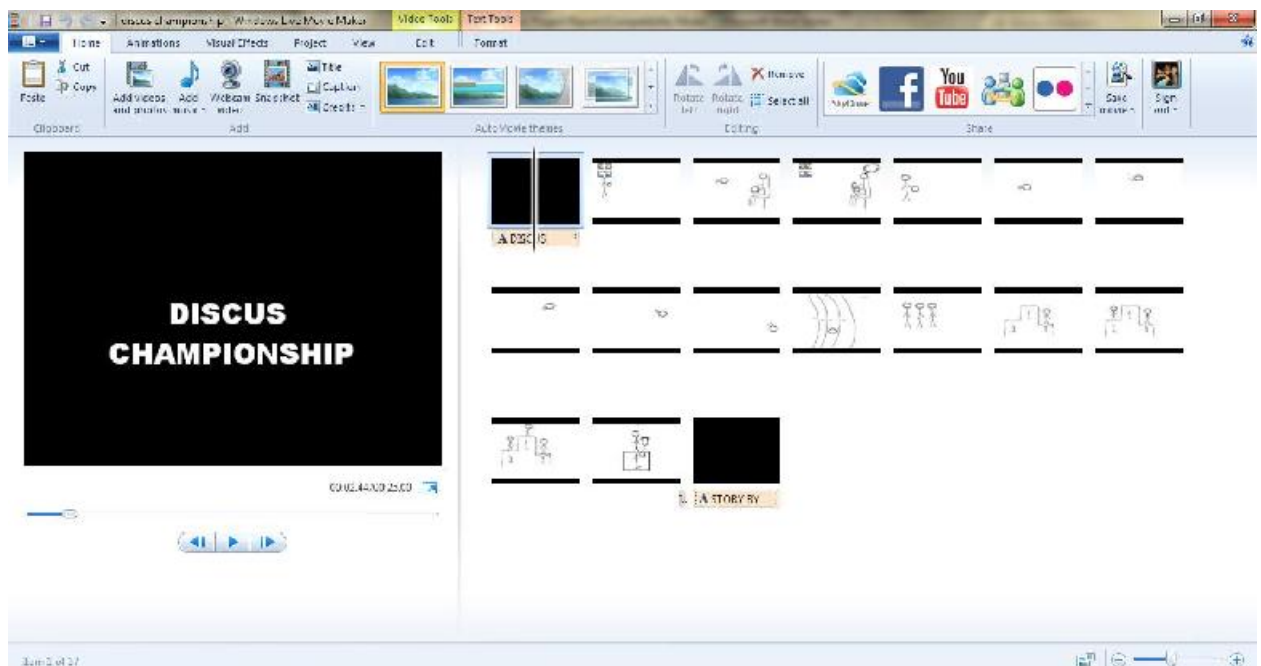
Figure 3. Demonstration activities where students drew animation frames to show movement and analysed, justified and learnt the concept of frames or movements transition.

Students comprehended a better understanding and applied their understanding to develop their animation.



<https://skydrive.live.com/?cid=ca0f662eea96ef90&id=CA0F662EEA96EF90%21180#!/?cid=ca0f662eea96ef90&sc=photos&id=CA0F662EEA96EF90%21181>

Figure 4. An animation by a student.



<https://skydrive.live.com/?cid=ca0f662eea96ef90&id=CA0F662EEA96EF90%21180#cid=CA0F662EEA96EF90&id=CA0F662EEA96EF90%21182>

Figure 5. A finished animation by the student with attention deficit disorder.

6. Evaluation and Recommendation

The project was an achievement for me where I learnt how to closely and fully assess students' progressions and reflected on the assessment to revise and implement a further direction of teaching. By *listening* to students' voice, I ensured students' engagement which made the learning more effective. It is evident that students enjoyed the learning and appreciated it as some students shared that *"I like when miss Amalia taught how to*

make animation and helped us make a great animation", *"I like the ICT lesson when we made animation because I now know more about animation"*, *"I remember that miss Amalia helped me to try the stuffs that made my animation awesome"*.

I would like to suggest to always have a written pre- and post-assessments that can always be looked back and inform what students think, feel and know. I learnt that observing the child at the computer provides teachers with a "window into a

child's thinking process" (Weir et al. 1982). Some students were a reluctant writer and often struggled writing a story planner but when we had this project, I did not find any reluctance from them. From the activities, I also noticed that there are hidden talents in students that we missed if we did not listen or provide personalised activity for them. For instance, some students applied humour scenes and interesting problem in their animation which I did not find in their narrative writing. It gives me an insight that personalised learning enhances students' creativity and develop their thinking skills.

For future teaching I would, if possible, invite an animation expert or animation design student to share his/her experience and achievement so that students have more motivation. Moreover, I want to integrate the ICT learning into other domains; using their animation as stimulus for students to write narrative, explanation or procedure text. If there were complete resource, I would like to provide challenge the students who need to be extended by giving them different animation making techniques.

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IMPROVING MATHEMATICS SKILL IN EARLY AGE OF ELEMENTARY SCHOOL THROUGH TRADITIONAL GAME “*LURAH-LURAHAN*”

Nur Cholimah
PAUD FIP UNY

Abstract

Learning math in early age of elementary school is considered as a matter by some people because it is assumed as a boring lesson. Math, especially calculating skill is really important because the skill will be used in daily life whenever and wherever we go. The desire to learn math should be encouraged in a very early age, especially in the beginning of elementary school. The learning process of math can be implemented by combining the lesson with the game. Through that way, students will enjoy and understand the lesson better.

One of the ways that can be done is by using traditional game which is well-known in java as “*Lurah-lurahan*”. This traditional game is the game which uses a tool called as *lidi* -palm leaf rib- or *biting* in Javanese term. In addition to *biting*, the game also uses chalk or marker to line the square as the game border. The game is a popular game in all over regions in Indonesia. The children playing the game are children both girls and boys with age of around seven to twelve years old. This kind of game is a simple game which does not take much energy.

Through the game, calculating skill of children can be improved. Beside, the game is also able to improve other abilities, such as improving friendship among the children, soft motorist coordination, and patience.

Key words: Javanese traditional game “*Lurah-lurahan*”

1. Introduction

Learning mathematic in the early age of elementary school can be troublesome for some students. It is because the lesson is considered as an uninteresting, annoying, and even boring lesson. Students in elementary to senior high school often feel that math is something scary. To make it worse, they often feel pressed because of the lesson. Parents, as well as students, sometimes feel that their children are not good enough in math because of their lack in calculating. However, math is not as bad as parents and students thing about. Math is actually an interesting lesson and can be a good friend to play with if we understand it better. Math, especially calculating skill is necessary since the skill will always be used in daily life. The desire to learn math should be encouraged as early as possible in the beginning of elementary school age. The learning method of math should be made in interesting way, such as through playing games. In addition, math should give some fun for children in understanding it.

The simple learning method can be made by using concrete things and it is made based on the age of the children. Through that way, children will be stimulated by math. The desire to learn math should be encouraged as early as possible in the beginning of elementary school age. The learning method of math should be made in interesting way, such as through playing games. In addition, math should give some fun for children in understanding it.

Math can be understood as learning about pattern and relation. Everything in this world cannot be separated from patterns and relations which are the basic concept of math. Math can be said as the way to think. People who understand math will be more practiced in thinking analytically. When a child learns about math, it will make him think analytically in their adult age. Math is also related to the art. When children learn about symmetric shapes, such as (diamond, cube), flowers, etc, they learn art in the same time. Math is also a language. When someone speaks a language, he also uses the concept of math in his language concept. The content or the utterance of a language is the result of math thought either verbal language or non-verbal language. Math is a tool as well as a language. As a tool, math helps children to do something in their daily life. One of the ways which can be done to make children love math is by applying traditional Javanese game “*Lurah-lurahan*”. Through the game, math can be more fun and it will improve children’s skill in math.

2. Discussion

Math can be said as the way to think. People who understand math will be more practiced in thinking analytically. When a child learns about math, it will make him thing analytically in their adult age. For children, math is in everywhere! Math is natural and unseparatable part of their world. Like math concept, the children understanding of calculating moves through some

steps which is controlled by a set of principle. As Gelman and Galistel (1986) say that the steps are:

1. *One-by-one principle*. This principle is used only to one name of number (one, two, three, etc) to a number calculated.
2. *Stable order principle*. This principle is used to the names of number in stable order.
3. *Cardinal Principle*. This principle is used by saying the last number which depicts object numbers in a group. For example “one, two, three...three snakes!”
4. *Abstraction principle*. This principle is used to calculate the part of mixing item set.
5. *Irrelevant order principal*. This principle is used to know that the order objects calculated is irrelevant.

Furthermore, a child logic mind may have not developed well to know that resetting the same objects will leave the number or the sum up that does not change. Children, in fact, want to build their own basic concepts of logical math. There are many things, such as comparing, classifying, and measuring needed when children develop conceptually in other domain developments, including affective areas, social, and aesthetic. On one hand, the other concepts which are developed by children in other areas, such as science and language will be necessary in the development of logical math (Charlesworth & Lmd, 1995).

Firstly, math knowledge will appear through complete natural experience controlled by children themselves. This kind of experience is completed by informal activities and exploration in which adults or teachers will comment or ask the questions. The experience then will be changed by structural achievement established from the activities which are planned before by the teacher. Children or kids need informal exploration period which takes long time to shape basic concepts of shape, one-one relation, weight, height, texture, and sum. For pre-school children, this period can be made through natural activities like making a building with cubes, watering, working with sand, playing puzzles, cooking, matching, and ordering things.

In kindergarten age to elementary school grade fourth, nine elements related to the math areas included in curricula are:

1. Estimation concept. Determine the policy from the result and apply it in “Working with quality and measurement, calculation, and problem solving.
2. The concept of the number of meaning and the giving number. It is the way to make students build the sum through the real world. Children

can experience physically the system of giving number related to calculation, classification, and the concept of place score. Develop the sum and interpret the double use from numbers in the real usage.

3. Develop the concept of integer. It is made to make students develop the meaning of operation. This concept can be done by discussing a variation of problem situations. Connect math language and symbolism operation into problems situations and informal language. Recognize that wide structural problems can be represented by an operation.
4. The calculation of integer concept. It is made to make students be able to explain and develop appropriate ability with the facts and basic algorithms. Use various mental calculations, assessment methods, and the use of calculators in specific computational situations. The last is determining whether the results are appropriate.
5. The understanding of partial geometry concept. It is needed to make students be able to explain and classify the shapes, and to predict the results of combination, classification, and change of shapes. Develop the meaning of space. Relate the idea of geometries into the idea of numbers and measurement. Recognize and appreciate algebra in their world.
6. Measurement concept. It should be understood well in order to make students understand attributes of the height, capacity, weight, domain, volume, mass, time, temperature, and angle. Develop the process of measuring and the concepts related to the units of measurement. Make sure about the product of estimations and the use of measurement in the daily use.
7. Statistic and probability concept. These concepts should be understood well to make children be able to collect, organize, and explain the data as well as build and interpret the data. Make pattern and solve the problem involving the collection and research of the data. Find the concept of opportunity.
8. Fractions and decimal system concept. The concepts need understanding well to make students develop the concept of fractional numbers, mixed number, and decimal system. Develop what is meant by the sum for fractions and decimal system. Use the model to connect fractions into decimal system and find out the equal fraction. Use the model to explore operation in fractions and decimal system. Apply fractions and decimal systems into problem situations.
9. Pattern and connection concept. These should be understood well to make students be able to recognize, explain, and create wide patterns. Show and explain mathematical relation of

variables and open sentence to relate the relation.

To promote the optimal development of these concepts, effective teachers should complete the classroom with chosen system and manipulative tools to attract students in learning math. As well as any other knowledge, the aspects of curriculum should be able to be used to promote concept of logical math. Burns (1995) says that integration of language and writing about math is a good technique to give children hope in testing their ideas and reflect what they have learnt.

Children have development steps and characteristics which are different from each other depending on the age. The special way of children in thinking is that they can absorb everything around them concretely. Jeromer Bruner says that there are three ways of learning math in children implicating directly into the learning of math since the early age. They are:

- (1). Enactive : Children learn a concept concretely. For example: A teacher shows an orange (the real orange)
- (2). Iconic: children learn a concept through pictures. For example: A teacher shows an orange picture.
- (3). Symbolic: children learn a concept through symbols, such as picturer and letters. For example: A teacher shows a writing of "Orange"

Early age or pre-school age is an effective age to develop several potential things owned by them. The effort to develop those potential things can be done through several ways including through calculating game. Calculating game does not relate to cognitive skill only. But it deals with the readiness of social mental and emotional skill. That is why in the practice, it should be conducted interestingly, variously, and delightedly. Calculating game is a part of math itself. It is needed to grow calculating skill which is, in fact, necessary in daily life, especially number concept which is the basic of math skill development as well as the readiness to join basic education.

Maryani (2010) says that basically, playing is an activity being able to make children happy. Playing is the activity done by children all day long because for children, playing is their life and their life is for playing (Majesty, 1990:196-197). Meanwhile, Piaget in Mayesti (1990:42) says that playing is an activity done continuously and bring joyful or satisfaction for a child. Parten in Dockett and Fleer (2000:14) sees playing as social tool. By playing, children are expected to give an agreement for themselves in exploring, finding, and expressing their feeling, recreating, and studying interestingly. Moreover, playing can help children to know themselves better, people they live with, and environment where they live. Playing plays a big

role in children life and children development including their cognitive development which is heading into logical math intelligence (logic smart). It is intelligence in the terms of number or the ability in using logical mind.

In Java island, there is a game which can improve children skill in math. The game is called as "*Lurah-lurahan*". According to Suwandi in Ahmad Yunus (1981), there is a game in Javanese society, particularly in D.I Yogyakarta, which the name of the game is unique. It is called "*Lurah-lurahan*"

People may feel confused with the name of the game. In this game, in fact, there is no one who is pretending to be a head of village (*Lurah*). *Lurah* in this game is just the name of the game itself. In Javanese language, the repeating word means that someone pretends to be something of the base word. For example, "kucing-kucingan" means that there is one who is pretending to be a cat. The term *Lurah* used in the game is used more to appoint the tool used in the game. The tool used in the game is *lidi* -palm leaf ribs-. One of *lidi* which is folded is considered as "*Lurah, Mbok*- big mama-, or *gacuk* -leader-". It means that in this game, there is no relation with someone who plays as *Lurah*. In one regency in D.I Yogyakarta, like Sleman, the game is called as *Dolanan Cuthikan*. It is called *cuthikan* since the game is played by "*nyuthik*" which means taking something with the help of a tool. The name of the game may be different in other places. In Javanese language, according to Baoesastra Jawa (W.J.S. Poerwadarmita, 1939, page 279) the game is called as "*Lurah*" which means people who governs a village.

This traditional game is one of the games which needs tool to play it. The tool used is *lidi*-palm leaf ribs- or in Javanese term biting. Wood is also able to be used, but *lidi* is more popular because of its ease to find. Other tool used is chalk or marker which is used to make line as the border of the game. This game is quite popular in Java island.



Figure 1. The heap of *lidi*



Figure 2. Students of MI An-Nuur are playing "Lurah-lurahan" with the teacher



Figure 3. Students of MI An-Nuur are playing "Lurah-lurahan"

The game is played by children in age around 7-12 years old, both boys and girls. This game does not take much energy. What is needed in this game is patience and persistence. The game is played in the leisure time in the morning, afternoon, or even evening.

Preparations before playing the game are as the followings:

1. Prepare the place to play the game with the size 1 to 4 meter depending on number of players.
2. Make a group consist of 2 to 4 people.
3. Make the field for "Lurah-lurahan" with the size 30x30 cm for each group. It can be done on the floor as well.
4. The game is started by "sut" or "hompimpah" for the order who will become the first.
5. Prepare 9 *lidi* with the following detail: 8 *lidi* with the length 10 cm and 1 *lidi* with the length 12 cm. 12 cm *lidi* functions as "lurah" or the tool to take (Javanese term "nyuthik"). 12 m *lidi* should be folded on the tip, around 10 and 2 cm.

The ways to play "Lurah-lurahan" are as the following

1. All players should agree with the rule made together before. The rule is

usually made orally. Among oral agreements are: 1) if a *lidi* throws in the air and it goes out of the line, it will not be included in the game; 2) when a player is trying to take a *lidi* and it makes other *lidi* moves, it means he/she is over; 3) *lidi* "Lurah" can be used to take "nyuthik" other *lidi*s: for example, the point of a *lidi* is 10, 20, and soon; 4) the maximum point (to get the crop) should be agreed together. For example 500, 1.000, and so on; player who gets the least point is considered as losing player (he/she can be punished depending on the first agreement).

2. If in a group, there are 2 players, like A and B, so both players can play face to face. If player B gets the first turn, so he holds 9 *lidi*s. With the distance around 30 cm on the floor, player B throws the *lidi*s into the box in front of him. The *lidi*s will be thrown and spread out in the box. When a *lidi* goes out of the box or the line of the box, the *lidi* will be disqualified. All *lidi*s should be held then thrown to the side so that the *lidi*s do not go out of the area. The *lidi* which does not heap can be taken and it belongs to the player. The *lidi* heaps with other *lidi*s should be taken by sticking the finger on the tip of the *lidi* then it should be taken by other hand so that the *lidi* taken does not stick with other *lidi*s. When the player gets the *lidi* shaping the letter L, it can be used to help taking the heaped *lidi*. The more the *lidi*s taken, the more points he or she will get. The player should be changed if she or he sticks his hand to the *lidi*. The activity is done continuously until the *lidi*s are over.

From the game we can see that it is appropriate with math principles for children. Those are:

- 1). Children use concrete thing, in this game *lidi* which is used as game medium. This is used to strengthen children concept of calculating with concrete thing
- 2). Children experience and involve themselves actively in calculating so that children get the understanding of calculating. It is proven by children who can calculate quickly. When the point of a *lidi* is 10, the children will directly calculate 10, 20, 30, 40, and so on. For the "Lurah", the point is 5 times of the normal *lidi*.
- 3). Make playing as a meaning activity.
- 4). In the game, problems and conflicts among the players can stimulate children to think

- accommodation and adaptation, like making the rules together and obey the rules made together.
- 5). The game is suitable with order lesson, begin with enactive (concrete) to symbolic.
 - 6). Through the game, the role of the teacher is not as just a knowledge giver, but as a facilitator or motivator.
 - 7). The game is also suitable with appropriate activity with children development area.
 - 8). The game makes playing as the meaningful activity. The game can connect math with daily experience.
 - 9). The game can encourage children to speak either to the teacher or to the other friends.
 - 10). The game uses model and manipulative things to help children in learning math especially in calculating.

From the game, they make an agreement agreed by each group about number of tens, hundreds, and thousands. The table below shows the agreement about the point in “*Lurah-lurahan*” in Islamic Elementary School- Madrasah Ibtidaiyah- An-Nuur Sleman 2013.

Table 1. *Lidi* Point Agreement

Number of Lidi	Point of 1 Lidi		
	Point per unit	Point per tens	Point per hundred
1	1	10	100
2	2	20	200
3	3	30	300
4	4	40	400
5	5	50	500
6	6	60	600
7	7	70	700
8	8	80	800
Lurah	2	20	200
Sum Up	$8+2=10$	$80+20=100$	$800+200=1000$

From the observation made it can be drawn the conclusion that children will calculate easily after they make an agreement with their group. The writer divides the group into three groups. The first group points unit, the second group points tens, the third group points hundreds. The result of the observation shows that each child in each group does not feel difficulty in calculating the *lidi*. In a while, they are thinking of calculating one, two, three,...or ten, twenty, thirty, and so on. However, in the second round, they fluently calculate the *lidi*. The winner of the game is he or she who can reach the highest point based on the first agreement. When the agreement is in unit, the winner is the first player reaching 100 points. For tens, the winner wins when he or she reaches 1000 points. For hundreds, the winner should reach 10000 points. Therefore, to get the highest points, the

players should pass some rounds. Each round should be passed persistently and patiently so that the player could reach the maximum point.

3. Conclusion

Learning mathemathic in the early age of elementary school can be troublesome for some students. It is because the lesson is considered as an uninteresting, annoying, and even boring lesson. Students in elementary to senior high school often feel that math is something scary. To make it worse, they often feel pressed because of the lesson. Parents, as well as students, sometimes feel that their children are not good enough in math because of their lack in calculating. However, math is not as bad as parents and students thing about. Math is actually an interesting lesson and can be a good friend to play with if we understand it better. Math, especially calculating skill is necessary since the skill will always be used in daily life. The desire to learn math should be encouraged as early as possible in the beginning of elementary school age. The learning method of math should be made in interesting way, such as through playing games. In addition, math should give some fun for children in understanding it.

The simple learning method can be made by using concrete things and it is made based on the age of the children. Through that way, children will be stimulated by math. The desire to learn math should be encouraged as early as possible in the beginning of elementary school age. The learning method of math should be made in interesting way, such as through playing games. In addition, math should give some fun for children in understanding it. One of the ways which can be done to make children love math is by applying traditional Javanese game “*Lurah-lurahan*”. Through the game, math can be more fun and it will improve children’s skill in math. Through the game, calculating skill of children can be improved. Beside, the game is also able to improve other abilities, such as improving friendship among the children, soft motorist coordination, and patience.

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MANY ALTERNATIVES TO MAKE JOYFUL, INTERESTING AND MEANINGFUL PRIMARY EDUCATION LEARNING

Rita Singh

Assistant Professor (D.B.P.G.College, Bachharawan, Raibareli
ritaooo15@gmail.com

Abstract

The Department of Education believes that a school must be a happy, Attractive and secure place for children, that if the learning is joyful, Interesting and meaningful, then they will want to come to school and Continue studying there. All the initiatives in the previous chapters and indeed in this one too are focused on achieving these goals. However, some children are unable to attend school, no matter how good the school may be, for reasons which are beyond their control. In an urban metropolis these vulnerable children are invariably street children who may have little or no support, child labourers, or children from the most deprived sections of society. In order to ensure that these children are not deprived of their right to education the Department of Education, in collaboration with the MCD, are implementing a number of steps. I believe that respectful, caring bonds with children and their families are the vital foundation for a wonderful kindergarten experience. As a teacher of the young, I share with parents the responsibility for teaching their child. I believe that each child has unique strengths, varied prior language learning experiences, and preferred learning styles. My instruction must be differentiated to provide enough challenge and support for all children to build on successfully and to develop positive attitudes about learning.

Some children need much more carefully scaffold instruction than we used to consider appropriate. As a teacher-researcher, I love the challenge of building success for each individual learner. I am constantly learning and open to new insights from educational research and my wise teaching colleagues. My high expectations for children's literacy development, thinking skills, and love of learning keep me challenged and reflective. By awakening children's love of nature, we create compelling reasons for them to want to read, write, research, and learn. My goal is to develop a sense of wonder and respect for the natural world. As we bring our connections with nature back into the classroom, we create a more engaging and alive learning environment. Children who learn to appreciate and respect the natural world will make wiser ecological choices now . . . and in the future.

1. Introduction

In this fast changing scenario of education, the child is constantly facing the pressure knowledge explosion, Fast paced technology, pressure from peers, parental demands and stiff competition. This was not so few years ago today the child has to handle many tasks. He can cope with the pressure of multitasking provided the parents at home and the teachers in the school are caring and understanding. A compassionate teacher can play a vital role in not only grooming the child but even transforming the personality of the child. The role of the teacher has become more important as compared to the earlier times because they have to keep in mind the philosophical, sociological and psychological aspects vis-a-vis the needs of the child.

Dr. Kalam lays great emphasis on primary education. He believes that the teachers, particularly school teachers, have tremendous responsibility in the shaping the life of an individual. Childhood is the foundation stone upon which stands the entire life structure and he also states that the seeds sown in childhood blossom in to the tree of life. Education which is imparted in childhood at very

early stage of development of mind is more important than the education received in college and university.

At the primary stage education must nurture the child's curiosity about his/her environment and integrate the thinking process with the skills of hands, limbs and body. Primary education needs revamping of the syllabus, the teaching methods and the examination system, so that children's creativity is kindled and allowed to grow and emphasis should be on exploration, innovativeness and creativity through activities. Education is the pursuit of truth and an endless journey through knowledge and enlightenment which open up new vistas of development of humanism where there is neither scope nor room for pettiness, disharmony, jealousy, hatred or enmity. Emphasising the importance of education, education transforms a human being in to a wholesome whole, a noble soul and an assets to the universe. As we know education is the pillar of a development and powerful country and also the most important element for growth and prosperity. He trusts that education is the most important area of the service sector as it provides the required knowledge and skill to do any work. Based on the experience of

his student life, he has suggested that real teaching is giving theoretical lesson coupled with practical examples from nature and learning also needs freedom to think and freedom to imagine and both have to be facilitated by the teacher and the education system.

2. Aim of Education

Education system should be able to nourish and encourage creativity among children and most important is retain the smiles of children. It is also states that the education system has a tremendous responsibility to transform a child in to a leader- the transformation from “What can you do for me? To “What can I do for you? I believe that proper education would help nurture a sense of dignity and self- respect among the students. He maintains that the purpose of teaching is to create nation- building capacities in the students and these capabilities are derived from knowledge, education, own experience and value system inherited through civilisation. The main aims of education are-

- To build character and to cultivate human values in students
- To encourage creativity and to develop scientific attitude with spiritual foundation
- To enhance learning capacity through technology
- To build confidence among children to face the future
- To enlighten and empower citizens to contribute towards healthy nation building
- To develop moral leadership
- To reveal a sense of dignity, self respect and self-reliance among students

2.1 Curriculum and Syllabus

Curriculum and syllabus should be structured in such a manner that it should meet the changing societal and occupational needs and inculcate high moral values among the students in addition to learning skills.

2.2 Teaching Methodology

Teaching methodology plays a significant role in the process of education various methods of teaching at different levels but at the primary level emphasis should be on exploration, innovativeness and creativity through activities.

There are some important methods for teaching at primary levels:

- Play way method
- Learning by doing
- Self-observation
- Demonstration method
- Lecture-cum-demonstration method
- Concept mapping

- Concept formation with the help of digital technology
- Observation method
- Field-trip method
- Discussion method
- Experimental method

I do not advocate traditional methods of teaching and I favour learning by doing and self-observation and self observation outside the classroom is equally important for the students. A child must become an active participant in the process of learning through observation, field studies, experiments’ and discussions and when the teachers interact with children they do so in the manner of scientist, this technique promotes creativity among children. For maintaining interesting and joyful teaching at primary level – school, children and teachers play a vital role and we can provide a glorious place to teacher in educational philosophy. Teacher who teach with heart are constantly on the lookout to rekindle the interest and desire in students. They have the zeal to learn and this zeal to learn gets passed on to the students.

They do this by:

- constantly updating their knowledge,
- attending professional enhancement courses,
- interacting with people who are creative and innovative,
- making notes of reflections and discoveries

To sum up , one can say that a teacher who is remembered by the students is ‘DOER’. This teacher is s taught worker and knows what to do, how to do and what measures have to be adopted to do what is required to be achieved. A teacher who connects well is also a risk taker. It is not always that things work well. Sometimes, despite of best efforts success is not achieved.

To wear the crown of authority in heart rather than on head is perhaps the prerequisite for being a successful teacher. A Teacher who feels the pulse of the children and loves them unconditionally is the teacher who teaches with heart.

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EMPOWERING MEANINGFUL LEARNING THROUGH ONLINE COLLABORATION

Stefanus Christian Relmasira

¹Primary School Teacher Training Program, Faculty of Education and Teacher Training at
Satya Wacana Christian University
Stefanus.relmasira@staff.uksw.edu

Abstract

This paper describes the importance of empowering online collaboration in classroom. Some facts have shown that the users of mobile technologies and Internet are increasing exponentially every year. The improvement not only happens in developed countries, but also in developing countries like China, Korea, India, Japan, and Indonesia. Many students are familiar with technologies, as they become parts of students' daily lives. There are many Web 2.0 tools that students and teachers can use to enhance meaningful activities. Web 2.0 tools also opens possibilities for students to do online collaboration with other students in other schools or even in other countries. Therefore, teachers should use this opportunity to enhance the quality of teaching and learning by utilizing technologies to empower meaningful learning through online collaboration. This paper also provides explanation about how to maintain online collaborative activities. There are three steps. First, choosing the right tools. Second, keeping students' engagement. Finally, implementing continuous assessment. Further explanation of each steps are discussed in this paper.

Keywords: Meaningful learning, Online Collaboration, Web 2.0 tools

1. Introduction

Technologies in information and communication are improving every year not only in developed countries but also in developing countries like Indonesia. This can be demonstrated clearly by the mobile technologies such as smartphones and tablet PCs because many companies are in competition to win these markets. As a result, the prices of smartphones are getting cheaper and service is affordable for many people. In Indonesia, there is an increasing number of people that use mobile devices. They use smartphones not only as a tool to make calls or send text messages but also as a tool to access social networking sites, email, browsers, and to download apps. This indicates that social networking, email, and the Internet are no longer new things for them. Bandwidth capacity for Internet access in Indonesia is also getting bigger. According to Safitri (2011) from BBC News Indonesia, from a population of 232 million, 30 million are Internet users, 37 million are Facebook users, 5 million are Twitter users, and 3 million are Blackberry users. The numbers provided are close to the latest data provided by Internet World Stats (2011). Indonesia is the 4th highest in terms of Internet users in Asia after China, India, and Japan. In Indonesia, there are 39,600,000 this year with 38,860,460 Facebook subscribers. If we compare this to the users in 2000, there were only 2,000,000 Internet users. This indicates that there is a significant increase of Internet users in Indonesia from 2000 to 2011 and it will keep increasing in the future. It is important for educators in Indonesia to harness this incredible

opportunity and to learn about how to empower meaningful learning through online collaboration that focuses on students rather than teachers.

2. Online Collaboration

In Indonesia, especially in big cities, many students have smartphones such as Blackberries and Android devices that they can use to access many services such as Facebook and Blackberry Messenger. Most Indonesian students are heavy users of Facebook and Twitter. They also use Blackberry Messenger as a tool for communication with their friends because it provides unlimited messaging service for all users. It opens possibilities for various ways of collaboration with online multimedia. They can exchange ideas, share photos and files, update information in Facebook or Twitter, and for some students, do online businesses by using social networking websites. Therefore, those tools are no longer novel things for many students in Indonesia, especially those who live in big cities. This indicates that online communication is a major part of the collaboration that students do outside school.

3. Research on collaborative learning

Over the last quarter century, educational research has accumulated a vast amount of evidence suggesting that one of the most important pedagogical aspects of educational practice is the use of collaboration as a central organizing principle. Collaborative learning is also important for enhancing critical thinking. In a research conducted by Gokhale (1995) of undergraduate

students in Industry Technology at Western Illinois University, there was a significant difference between students who learn individually and in a group. The researcher found out that those who studied in groups had higher critical thinking skills compared to those who studied alone. It is concluded that, “collaborative learning fosters the development of critical thinking through discussion, clarification of ideas, and evaluation of others’ ideas” (1995. P.30). Other research in collaborative reasoning also has proven that collaborative learning is effective in increasing reasoning ability. A research study that was conducted by Reznitskaya, Anderson, McNurlen, Nguyen, Archodidou, and Kim (2001) on fifth and six graders in central Illinois, proved that “students who participated in CR (Collaborative Reasoning) discussions wrote essays that contained a significantly greater number of arguments, counterarguments, rebuttals, uses of formal argument devices, and references to text information than the essays of similar students who did not experience CR” (p.171). There are many other researchers who have proven that collaborative learning is a powerful medium for organizing effective teaching and learning that focuses on student and creative thinking. Thomas Friedman (2007) in his book entitled *The World is Flat 3.0* gives emphasis to the importance of collaboration for workers and institutions in this present era. Thus, collaboration is one of the critical skills that students have to have in order to be successful in the future.

4. Power of Online Collaboration

With the increasing number of Internet users in the world, there is also an increasing number of online applications and Web 2.0 tools that people can use for free for business purposes, education, or entertainment. According to Bonk (2009), “the world is open.” There are 10 openers to the open learning framework. The third opener is the availability of open source and software and the seventh opener is electronic collaboration and interaction. Bonk wrote “This transition to an emphasis on teamwork is perhaps most noticeable because online learning success is often dependent on such skills as communication, collaboration, and conversation.” (p. 249) The thousands of free open source software applications available allow people to communicate and collaborate like never before. Therefore, the tools that are available online open possibilities for students and teachers to engage in online collaboration.

One of the most exciting results of the use of technology in education is the new potential for collaboration using technologies that were unavailable even a decade ago. In a book written by Howard Rheingold (2007) entitled *Smart Mobs* he describes the power of collaboration among people

with technologies. According to Rheingold, the term “smart mobs” refers to people who utilize communication and computing devices to collaborate with other people to act in concert whether or not they know each other. In the book there are many examples that the author gives. The power of collaboration itself can be seen not only in modern times where Internet and communication technologies already exist, but also in the past where ancient people relied on symbols or signs to communicate with each other. Complex structures of collaboration were created by our ancestors to build civilizations, pyramids, skyscrapers, and empires. Without collaboration, those things would not exist. In the present, Rheingold gives an example of how revolution occurred in Manila in 2001 because an organized demonstration happened when people forwarded text messages to many citizens to overthrow president Estrada (2007). All these examples describe the power of collaboration that most people do not realize yet, although the Arab Spring technology-enabled revolutions are increasing global awareness of this power. (Pearson, 2011)

5. How to empower collaboration in School

After realizing the power of collaboration in this world, it is time for educators to think about empowering collaboration in school for effective teaching and learning. Sometimes as teachers we are afraid to let our students work on their own because of the possibility in our minds that they will not learn anything. However, in collaboration, teachers should put their trust in students to be creatively maintaining their own learning. Teachers should be no longer control the learning and start to empower meaningful collaboration for achieving successful learning where all students achieve progress in learning. Perhaps, some people may think that this is too idealistic to be practical. There is an interesting insight from Adora Svitak, a 12 year-old- girl who spoke at the TED Conference in 2010 about “What adults can learn from kids.” She said:

“Now, I do most of my speaking in front of an education crowd, teachers and students, and I like this analogy. It shouldn’t just be a teacher at the head of classroom telling students do this, do that. The students should teach their teachers. Learning between grown ups and kids should be reciprocal. The reality, unfortunately, is a little different, and it has a lot to do with trust, or a lack of it”

It is true that in this modern era there are many teachers who do not believe in or notice students’ talents or potentials. Especially in a developing country such as Indonesia, teachers tend to have

more power than students. This leads to a learning culture where teachers are the masters and students are the followers no matter if the teachers are right or wrong or if the students are learning anything. Therefore, to break this teacher centered learning environment, teachers should empower online collaboration in their teaching and learning processes by using Web 2.0 tools.

6. Web 2.0 as collaboration tool

With the availability Web 2.0 tools, students will be encouraged to collaborate not only with their friends in their class, but also with their friends in other classes. Teachers can also create online collaboration with students at other schools. For example, MacInnes, a third grade teacher at Washington Street School, connected her class to third grade classes in all the 50 states in the USA by using Skype, Google, and iChat (Harrison, 2010). In the process of learning, students exchanged information about each state in the USA. This kind of collaboration can provide new experiences for students and teachers to have free collaboration by using technology. Online collaboration can embrace new learning experiences that can be done for free. With the availability of free Web 2.0 tools such as Skype and other video conferencing tools, teachers can invite local community members such as farmers, doctors, or businesspersons to have collaboration in certain projects that may improve lives in their community. Students will learn from experts in their local city about certain issues and try to find solutions for the problems. Teachers also can invite experts from different parts of the country or even in different countries to have a videoconference through Skype. Not only in a country, but also internationally collaboration can happen. For example, in an English class, students can learn to improve their writing skills by having an e-pal. Teachers can write an email to a school in a different country to have an electronic pal program where students can use email or blogs or other Web 2.0 tools to exchange information.

7. How to maintain online collaboration activities.

There are three main steps that teachers have to know in order to maintain online collaboration activities. Choosing the right tools for online activities is the first step for successful online collaborative learning. There are many Web 2.0 tools that teachers can use to facilitate online collaboration. One example is Second Life. This is a fun and powerful tool that students can use to interact with other people in different parts of the world by using voice and text. They can synchronously talk and share ideas in this virtual world. However, it requires high-speed bandwidth and computers with compatible graphic cards. In

this case, this can be done in a school that has good infrastructure and high capacity of bandwidth speed. Wikis and blogs are other common tools that students can use to collaborate in writing. Students can give comments on papers or contribute ideas in a blog. All students can have privilege to edit the page. Google docs are also powerful tools for collaboration that students can use to share files in a form of word documents, PowerPoint, Excels, drawings or pdf formats. Students can create, edit, and work on a project together. Google docs can increase efficiency in file sharing and collaboration over different kinds of document formats. Students can use Youtube, Vimeo, and other Web 2.0 tools to share videos. Another video sharing tool that students can use is Animoto where students can collaborate on a video project.

After deciding the right tools for an activity, the next step is, teachers have to think about how to keep students' engagement in the activities. There are many important factors that can influence students' engagement in online collaborative learning. One of them is familiarity with the tool. Instructors should teach the students how to use collaboration tools before using them for teaching and learning activities. In the five-stage model of online learning developed by Gilly Salmon (2007), the first stage is individual access and the ability of participants to use an online tool. Access and motivation are the basic steps of online learning activities. Students can easily get frustrated if they have difficulty in mastering the tool. Bonk & King (1998) even recommended an initial training day. Instructors also have to provide clear course plans and due dates, and provide an initial assignment that should be submitted early so that students get a chance to test their mastery of the tool and courseware system. This will also help instructors to address any problems earlier. Another thing that teachers should know about keeping students' engagement is that building a sense of community among students and with the teacher is essential. A study that involved 2036 students from 23 states who enrolled in online classes at University of New York showed that students' sense of community in online learning increased when there is active presence of instructors in learning (Shea, P.J., 2006). In this case, teachers should take a role as e-moderators who can be catalysts for effective collaboration by asking the group further questions without giving students the answers. Many times online activities fail because instructors cannot facilitate good communication and discussion among students. The next factor that can increase students' engagement is clear vision of the final product of the collaboration. Students should have a clear idea in mind about things that they will create and achieve at the end. One of the most powerful ways of helping students envision the final product is to ask them many questions about their vision,

and to get them to ask each-other questions about their shared vision. If the activities are project based, the project should be built based on meaningful and authentic real world problems. By realizing those important factors, instructors can create effective online collaborative learning.

The third step of maintaining collaborative activities is continuous assessment. Web 2.0 tools keep logs of students' works. Students and teachers can access the works anywhere and anytime. Direct feedback from peers and teachers can be given directly. Self and peer assessment are an important part of assessment in collaborative activities because during the learning process students will learn from each other. Thus, students should learn how to assess themselves and their peers. Self-assessment and peer assessment can be done through reflection and feedback that is written by students themselves or by their own peers. This does not mean that instructors will not take part in giving feedback on students' work. In the future, students can compile all of their online work with all feedback and reflections into an authentic product that can be assessed.

8. Conclusion

Some people think that it is impossible to apply online learning in Indonesia because schools in Indonesia have limited Internet capacity. However, based on the fact that there are exponential increasing numbers of people who use the Internet in Indonesia every year, especially with mobile communication, it will be a good opportunity for educators to empower meaningful learning towards online collaboration. This online collaboration will create student centered learning environments. In order to maintain collaborative learning activities, instructors need to find the right tools for online collaboration, increase students' engagement, and apply continuous assessment.

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PLAY METHOD AND MATCHSTICK MEDIA ROMAN NUMERAL IN MATHEMATICS LEARNING FOURTH GRADE ELEMENTARY SCHOOL

Titin Mulyaningsih

Yogyakarta State University PPs Student
titinmulyaningsih@yahoo.com

Abstract

This paper arises from the author experiences with regards to investigating how to build a joyful and meaningful in mathematics learning, mathematics teaching as well as for professional development. This paper illustrates mathematics learning use a playing method and matchstick as an interesting and meaningfully. This learning using play method and matchstick in material symbol roman numeral. Students learn to be creative using the roman numeral matchstick. Typically, students learn to write a roman numeral and roman numeral symbol memorizing shapes. Lessons like these make learning students quickly bored and uninteresting. Lastly, through the use my experiences working with group of students using the play method and matchstick, I argue that the success of integrating the playing method and matchstick into mathematics teaching and learning depends very much on teachers' knowledge and their philosophical beliefs about learning and teaching, learners, and mathematics.

Keyword : play method, matchstick, numeral roman, grade four mathematics learning

1. Introduction

The era of globalization can not be separated by a very rapid development of science and technology. Therefore the quality of human resource occupies a strategic position for the success and sustainability of national development. All that can be realized with a genuine concern and systematically designed based on careful thought. Education is the right forum for improving the quality of human resources.

Improving the quality of education put emphasis on improving teacher performance and improve the quality of learning by including the role of School Based Management (MBS), Pakem, and community participation. In the application of grip, teachers are required to be able to create a conducive learning environment, learning is an active, creative, and fun efektif. Grip atmosphere that is created to be followed by the achievement of optimal quality improvement education.

According to Bobbi DePorter in his book Quantum Learning, process learning can be be effective if the learning fun. Teachers are required for capable foster a sense pleased on a eye lesson. In this case the teacher must be pour his creativity within create learning which is innovative by deploying SDM and learning resources who existing optimally. This is the challenge for teachers to be able to draw on the learning becomes interesting and fun

Mathematics during the this is considered difficult by most students. mathematics is characterized by abstract requires extra energy to be able to understand easily. teachers must be able to

convey math according to phase of the development of students.

characteristics of elementary school students are still happy to play an active, engaged, have a curiosity high, and at the time of concrete thought. by because it, teacher is expected capable facilitates by selecting the method, learning strategy which appropriate.

Facts on the ground show that students are still lacking in academic achievement. Students tend to be reluctant to learn mathematics. Results national exam who used as a benchmark in determining the graduating or absence of students still far from expectation.

The role of teacher in inside classroom very determining for school students elementary. Teachers must be able to instill a strong mathematical concepts. planting the concept of which strong will be influential against ability of students' receive materials in level hereinafter.

concrete thinking stage of development can be facilitated by the use of concrete objects in learning. appropriate use of media will reinforce the concepts being. Concrete objects that are used do not need an expensive item, enough objects around that close to student life.

Planting the Roman numeral symbol concept is one of the materials in mathematics instruction. Roman numeral studied as part of learning the history of mathematics. Students are expected to read and write the Roman numeral symbol.

Based on the identification of issues and findings in the field, then the problem can be formulated as follows:

- a. How to create a fun learning math on a material change to the symbol symbol bilangan chopped roman numeral?
- b. Is the use apai match can create a math learning fun and meaningful change in the material symbol of natural numbers become a symbol of the Roman numeral?

This study aims to improve mathematics achievement on the material symbol integers. In addition, through this game will create an atmosphere of fun and meaningful learning.

Math is one subject which is mandatory for students ranging from elementary school level to high school. Learning mathematics is an exact science that contain material (eksata) and abstract. Described as learning mathematics with the manipulation of numbers and pemecahann problems in academic and daily life. Mathematics as a basic science foundation pengetahuan a variety of science and the world of work.

Mathematics learning objectives in the curriculum are:

- a. Understand mathematical concepts, explains the relationship between concepts and apply concepts or algorithms flexibly, accurately, efficiently, and accurately in solving problems,
- b. Menggunakan reasoning on patterns and properties, perform mathematical manipulations in making generalizations, compile evidence, or explain mathematical ideas and statements,
- c. Solve problems that include the ability to understand the problem, devised a mathematical model, solve the model and interpret the obtained solution,
- d. Communicate ideas with symbols, tables, diagrams, or other media to clarify the situation or problem,
- e. Have respect for the usefulness of mathematics in life, which is curious, attention, and interest in studying mathematics, as well as a tenacious attitude and confidence in solving problems (Department of Education, 1994).

Thus, learning mathematics is not just aimed so that students are able to perform arithmetic operasi addition, subtraction, multiplication and division, but the students were able to use mathematics in problem solving (problem solving).

This material is standard competencies of students using the Roman numeral symbol with the following core competencies:

- a. Familiar with the Roman numeral symbol
- b. Declared natural numbers and Roman numerals instead

Learning of mathematics in the field shows that math seem serious, tense, and even tend intimidating for students. This can be seen from the lack of interest of students towards mathematics. The cause of it is the lack of motivation to learn mathematics, methods and media are monotonous

and not varied, both from the students and the teacher factor itself. The effect is mainly on the low student achievement in mathematics.

The problems of the student factors can be described as follows:

- a. Lack of student motivation to learn math
- b. The existence of a fear of math because math requires a lot of extra work with numbers abstract thinking.
- c. Lack of knowledge and lack of skills in using mathematics in daily life application.

While the issue of teachers' factors can be identified as follows:

- a. Methods and media used by teachers is limited and less varied.
- b. Teacher only gives the memorization techniques.
- c. Teachers' lack of appreciation of the process and the results obtained student.
- d. Teacher fixed on a solid curriculum demands that students' mastery orientation but not on completion of the course material.

The problem is compounded by the problems that refers to the assessment results not only in the process, as well as other factors. These problems can be solved by learning process improvements that teachers do. In other words, teachers must continue to innovate, be creative in learning to conduct classroom action research, observing, analyzing the results and learning to think and make improvements so that objectives can be achieved.

Competency standards that are expected of students can menggunakan lambang Roman numeral. Therefore students need to know in advance the Roman numeral symbol. The introduction can be done by looking at the use of the Roman numeral lambangan.

Bruner theory states that learning mathematics teaching will be successful if the process is directed to the concepts and structures contained in the subject being taught, in addition to related relationships between concepts and structures.

Mathematics instruction should be given the opportunity to manipulate objects (props). With the props that students can see first hand how the regularities and patterns contained in the observed props. From here, it appears that Bruner suggests involvement of the student in the learning process. Thus it can be said that the props or teaching media is very important to the success of learning.

Learning that lasts a matter of observation the author, who then thought strategies to overcome the problems that arise. Learning that takes place is the lack of appropriate use of instructional media and support in the delivery of mathematical concepts. Students were given a lecture that concept with the more abstract concepts, while students are still in the thinking stage concrete stage. Based on the case trying to find a strategy, or the way that the media can help to mengkonkritkannya.

Learning model is needed to improve the quality of learning. Besides learning model is used to help explain abstract mathematical concepts become more concrete. The purpose of the use of learning models is as follows:

- Eliminate the boredom of students
- Increasing students' motivation to learn a thing dala
- Develop students' desire to discover new things
- Serve students' learning styles of diverse
- Increasing levels of students in learning activities keadktrifan
- Create a fun learning environment

With the right model, the concept of which is difficult and tedious to be interesting, especially if the function is varied with other media, such as digital media.

2. Discussion

Learning before use media that is learning with lectures, students just listen and solve problems. From these results obtained initial values described in the following table:

Table 1. Data Value Before of Treatment

Range	Number of Student	deskription	Avarage
≥ 70	10	Tuntas	63,5
60 - 69	12	Belum tuntas	
60	6	Belum tuntas	
jumlah	28		

Based on the table above, the value of minimum completeness criteria KKM 70, there are 18 students who have not completed and 9 students who already completed. The number of students who have not completed indicates that learning has not been successful. So that the necessary repairs are learning to use the media used for the cultivation of the concept.

On the appointed day the students learn the material using the Roman numeral matches. Previous students invited to enjoy a show that shows the use of the Roman numeral. Impressions in the form of a powerpoint presentation. The presentation contains historical sites, urban streets, and objects using Roman numbers. The purpose of the presentation is that students can get to know the use of the Roman numeral concrete. After students

watch the show, the students began to learn by using the media.

Students examine the Roman numeral symbol and its meaning. After that, students work in groups. Students to practice and learn from each other and the other one between friends. Students learn to arrange matches to be appropriate symbol roman numeral numbers mentioned teachers. If there is difficulty friends friend who can guide him so that students are active atmosphere and help each other.

The next stage is to integrate learning with game method. Each group sends representatives to advance in front of the class and complete the form matches a symbol of the Roman numeral corresponding sosla given. The competition system makes students feel happy. Students no longer feel bored to learn mathematics. students also had no difficulty in completing the task. As the end of the lesson, students complete the student worksheet (LKS).

After students take learning to use the media matches, held evaluation. Evaluation results show an increase in the value obtained. Class average to 74. Students who scored above KKM or completed as many as 24 students, while the students were less than KKM number of 4 students.

Proceeds from the students after using the media matches are as follows:

Table 2. data Values After of Treatment

range	Number of student	deskription	avarage
≥ 70	24	Tuntas	74
60 - 69	2	Belum tuntas	
≤ 60	2	Belum tuntas	
jumlah	28		

In addition to an increase in value, students also felt pleased with the learning of mathematics. after learning is complete, students were given a paper to write responses to pemeblajaran that have been implemented. Most students wrote that mathematics learning to be fun, math be fun because while playing, and the students asked to extend the meeting time. Based on this it can be concluded that in creating a fun learning does not require a big expense. Objects around us can also be used. In addition, the use of media influence and interests elementary school student achievement.

3. Conclusion

Results improved learning materials using media Roman numeral matches, can be summed up as follows:

- a. Learning mathematics can seem difficult to overcome by creating a fun learning math, the use of media and methods are appropriate and support the learning objectives.
- b. Creation of a pleasant learning mathematics with the use of media and methods of game matches.
- c. Increased student motivation and active in participating in learning mathematics because students can practice on their own and directly using media and games.
- d. The results of student learning achievement Roman numbers increased from 63.5 to 74 in a single repair cycle.
- e. Planting a Roman numeral concepts into concrete to abstract models of usage in everyday life.

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SCHOOL CULTURAL INFLUENCE ON CHARACTER ESTABLISHMENT OF 5TH GRADE STUDENT MINOMARTANI ELEMENTARY SCHOOL NGAGLIK SLEMAN YOGYAKARTA

Agung Hastomo

Elementary School Program, Educational Faculty, Yogyakarta State University
agung_hastomo@uny.ac.id

Abstract

This Study aims to reveal the contribution of school culture to students character establishment. School culture are seen from: (1) discipline and efficient, (2) clean habit, (3) teamwork and togetherness, (4) respect each other and greeting habit, and (5) honesty. Character are seen in moral intelligences by Borba (2008) that consist of empathy, lustrous, self control, respectness, tolerance and justice.

This study employed the quantitative approach. The research data consisted of quantitative data. The data were collected through questionnaire. The research subjects consisted of the principal, teachers and students. The data were analyzed by using quantitative descriptive. The data trustworthiness was established by a triangulation and peer discussion.

The study shows the following findings. School culture have a positive contribution to the student character establishment. The correlation coefficient is 0,612. The percentage of the correlations is 37,4% in regression formula: $Y = 26,459 + 0,649X$.

Keywords: school culture, character establishment, 5th grade elementary school student

1. Introduction

Education face numerous challenges as the development of globalization. Rapid changes taking place in many areas of life in society, on the one hand can bring progress, but also gave birth to anxiety in the community at the same time. One of the things that is troubling moral issues. People tend to no longer have a grip of the norms of goodness. Seeing this situation, especially in education takes a clear stance towards him and the norms of truth that can be justified. Education is not only required to conform and adapt to social change, but more than that, education is also required to anticipate changes in preparing young people to navigate their lives in the future. One of the challenges of education is the persistence of moral education and values, which are needed as a reference in their behavior, in order to avoid and dismissed the social changes that lead to the negative direction.

Cause of the problem is very complex moral decline, this is evidenced by the existence of several cases of immoral behavior by some children with conscious. Ironically some cases immoral that occurred involving children as agents of social change utamanya. dan dismissed that leads to the negative direction.

Some immoral behavior lately staggering, events flip flops theft committed by minors, abuse cases committed by elementary school children, cattle theft, all of which was done by elementary school age children. If we ask, who is to blame in this case. Then there is the fact that there is no

doubt that environmental factors place children's lives today a major impact on their moral intelligence.

The status of children of primary school students are vulnerable to negative environmental influences. School as one of the social institutions that conservative and static in the community are considered less capable of responding to and with the current changes happening fast enough in the community (Ariefa E, 2007: 45). Schools have a responsibility in the development of education, one of them with the learners develop the moral intelligence to equip and make their own feelings and thoughts to act in accordance with good morals. Moral intelligence needed to better understand the child's right and wrong, a strong stance also to think and behave according to moral values. It makes children aware of the law of cause and effect and may be responsible for behavior they do.

Many things can be done to improve the quality of education, particularly the development of moral intelligence. Ministry of Education (2004) outlines that in relation to the school as an institution implementing formal education, there are at least 3 main aspects that need to be considered out of 5 overall aspects: 1) teaching and learning, 2) school leadership, 3) school management, 4) means and prasarana and 5) school culture. Some of these factors seems to be the main focus of the school in developing the school, but the latter factor is school culture seems to have become a serious concern for implementing education in schools, in order to improve the quality of education, especially with regard to the morals of the students.

School culture is seen as the quality of school life that grow and evolve based on the spirit and values the school, which is in the form of how the school community such as school committees, foundations (for private), school principals, teachers, employees, and students work, learn, and relate to one another. School culture is an essential factor in helping students become people who are optimistic, courageous look, behave cooperatively and have the personal skills and academics.

The role of school culture can help the school to improve its performance in the education and development of children's potential, build commitment of the school community, as well as create a collaborative, family atmosphere, learning resilience, which enables the realization of education that can give birth to the young generation and noble character.

Based on previous observations, actions performed and displayed by the 5 th grade students Minomartani 6 is not formed by itself. There is a process that affects the formation of student behavior. This is consistent with the theory of the law of exercise behavioristik by L.Thorndike (in Sugihartono, dkk.2008: 93) which states that an action is performed repeatedly with certain conditioning can become a habit. Likewise, the school culture that is conducive to creating a good and behavioral well. However, in reality there are many things that should be developed by the school related to the culture or the culture that created the school. For example, in grade 5, which still has a tendency to do that is not normative acts as a form of moral disintegration. Such actions include behaviors that are cheating, beating or bullying, taunted each other by some students on the sidelines learning or at recess.

See explanation above the researcher is interested to know whether there is any effect of school culture on students' moral intelligence. This is important because, unconsciously what is happening in the school environment can influence the development of children. School culture can be seen as a major factor that can have an impact on improving the quality of education. Schools can realize the importance of school culture, and working to improve the school culture more conducive to the realization that enable optimal student growth primarily moral intelligence.

1.1 School Culture

School culture / education units (Kemendiknas, 2010: 5) is the atmosphere of the school / unit primary education, and secondary education in which there are educators, students, and the educational staff interact with each other. Budaya internal social interaction group and between groups are bound by different rules, norms, morals, and ethics that apply in a joint educational unit. Djohar said (2003: 1), culture or

school culture can be expressed as a structured academic culture, which develops students' intellectual competence there are the socio-cultural and psychological culture. Because education is essentially a process of children's psychological response to external stimuli from both conditions that are natural and spontaneous as a cultural manifestation of teachers and students in general, and the artificial conditions created by schools and teachers in the learning process. Therefore school culture allows children socialized with multiple stimulation conditions and allows the emergence of multi-response psikologi so perubahan values affecting behavioral changes can occur with certainty.

The concept of school culture is essentially an attempt to provide guidance on the efficiency of the learning environment. According to the school's culture Harun and Mansur (2008: 31) can be defined as a pattern of historical transmission of the meaning of norms, values, beliefs, ceremonial, ritual, tradition, understanding, myths perceived by members of the school community. while the meaning of the value dimaksudkan as what people think and how they act.

According to the school culture by Vembriarto in Ariefa (2008) is a complex set of belief, value and traditions, ways of thinking and behaving that distinguishes it from other institutions. School culture has important elements, namely:

- The location, neighborhood, and school physical infrastructure of school buildings, mebelair, and other equipment).
- School curriculum which includes the ideas and facts into a whole educational program
- Individuals who are citizens of the school consisting of students, teachers, non-teaching specialists, and administrative staff
- Moral values, regulatory systems, and climate of the school life

Every school has its own culture that is unique. Every school has a discipline rules, customs, ceremonies, mars / hymn school, uniforms and other symbols that provide distinctive style to the school in question. Studies show that school culture has a profound influence on the process and student learning. As in the phrase "children learn what is not taught, but what is caught" (Ariefa E, 2007: 52). The concept of school culture into education is essentially an attempt to give directions the efficiency of the learning environment, in this environment can be divided into two terms, the natural environment that are appropriate to the culture of students and teachers, and the artificial environment created by the teacher or the result of interaction between teachers and students. The concept of school culture from the culture at the workplace in the industrial world, the situation which provide the basis and direction for

the course of a process (learning) effectively and efficiently.

Concluded that a sense of the culture of the school are a pattern of values, norms, attitudes and habits myths that formed in the course of a school, teachers, staff, and students, as their foundation in understanding and solving the problems that appeared in the school. In other words it can be said that the school culture as thoughts, words, attitudes, actions, and the heart of the school community are reflected in the behavior of the spirit as well as the slogan and symbol of the typical school identity.

a. Cultural Elements in Schools

School culture by Deal and Peterson (1999) consists of a number of norms, rituals, beliefs, values, attitudes and habits formed in school. Form of cultural / school culture is intrinsically emerged as a unique and interesting phenomenon, because the view is the attitude, behavior that live and thrive in school basically reflects the deep trust and confidence of the citizens and the typical school. In line with the opinion of Deal and Peterson on school culture, Peterson, Purkey and Parker (Munawar, 2007; 169) states:

Summarize the general knowledge base regarding school culture: (1) school culture does effect the behavior and achievement, (2) school culture does not fall from the sky, it can Thus Spake is created and manipulated by people within the school, (3) school are unique, (4) to the extent that provides a focus and clear purpose for the school culture Becomes the cohesin that bonds the school together as it goes about it's mission; (5) thought we concentrate on its beneficial nature, culture can be counterproductive and an obstacle to educational success, culture can also be oppressive and discriminatory for various subgroups within the school, (6) lesting fundamental change eg Change in teaching practices or the decision making structure

Explanation of the above mentioned that the school culture emerged as an interesting and unique phenomenon, because the school culture is formed of thoughts, views, attitudes, behavior that live and thrive in school. School culture does not necessarily come down from the sky, but the fruits of interaction and manipulation by all components of the school which reflects the deep conviction of the school community, and make a symbol or identity or characteristic of a school.

Furthermore Deal and Petereson in his book *Shaping School Culture* (1999) mentions some elements of school culture, among others, (1) the school is a tribe or organization, (2) the vision and values as the foundation of the school culture, (3) ritual and celebration, (4) and a history school trip, (5) school of architecture and artifacts as a symbol or sign of a typical school, (6) the carrier togetherness.

Hedly beare in Munawar (2007: 168-169) describe the school culture elements into two categories, namely the elements visible and invisible elements. Visible element has meaning if barkaitan or kasata not reflect what the eye. Invisible culture that is the basis of the school of philosophy or view of the fact that vast, meaning life or that is considered important and should be championed by the school. All of it must be expressed in the formulation of conceptual vision, mission, goals and objectives are more concrete will be achieved by the school. While the tangible element can be conceptually termenifestasi which include: 1) the vision, mission, goals and objectives, 2) curriculum, 3) the language of communication, 4) narrative school, 5) narrative figures, 6) organizational structure, 7) ritual, 8) ceremony, 9) learning procedure, 10) regulatory system of rewards / punishments, 11) services social psychology, 12) pattern of school interaction with parents, the community and the meteriil can be: facilities and equipment, artifacts and memories mark as well as uniforms.

Nurcholis (2003: 203) basic categories that characterize the organizational culture of the school as a conceptual foundation that does not look that consists of the values, philosophy, and ideology interact with symbols and expressions that seem composed of:

a. Verbal conceptual manifestations that include goals and objectives, curriculum, language, metaphors, history, and structure of the organization.

b. Behavioral manifestations that include rituals, ceremonies, teaching and learning processes, operational procedures, rules or discipline, rewards and sanctions, social and psychological support, and forms of interaction with parents and the community.

c. Manifestations and symbols-visual material includes facilities and equipment, the location of the environment, the conditions, the relics, finance, motto, and uniforms.

As with the opinion Mardapi Djemari (2003), which divides the elements of school culture when viewed from efforts to improve the quality of education as follows:

a. Positive school culture

Positive school culture is to support activities that improve the quality of education, for example, cooperation in achievement, respect for achievement, and commitment to learning.

b. Negative school culture

Negative school culture that is counter-cultural to the improvement of education quality. Means resistant to change, for example can be: students scared one, students are afraid to ask, and students rarely collaborate on solving problems.

c. School culture neutral

That is a culture that does not focus on one side but can contribute positively to the development of the quality of education. This could be a family gathering, uniforms teacher, student uniforms and others.

2. Development of School Culture

School culture should be developed in schools. School culture development done in order to establish an academic climate of the school. In development (Adjar S, 2009: 24) takes several steps: (1) observe and read the existing school culture, traces the history and the problems raised by the existence of the school culture, (2) developing a school culture assessment system consistent with the goals desired school improvement, (3) conduct assessment activities in order to diagnose problems and cultural actions that can be performed, (4) develop a vision, mission and strategy of the school, (5) conduct a redefinition of roles: principals, teachers, students, parents, and various stakeholders, (6) be aware of the negative old behavior, (7) design pattern and development of school culture membangun new practices and new artifacts consciously linked with the old values that are relevant and new values are expected to grow, (8) monitoring and evaluation of the dynamic, the development of school culture and its impact. Development of school culture is the responsibility of all components of the school.

Kemendiknas (2003: 13), conditions that favor the development of school culture include, 1) the selection of sustainable urgency, 2) the development of teamwork and team leadership, 3) internal habituation school simplicity, not extravagance, wasteful and prestige, 4) development path as short as possible, 5) minimize bureaucracy.

In the opinion of the General Directorate of Education in Mardapi (2003) primary culture better and recommended to be developed in schools, among others, (1) a culture of honesty, (2) a culture of trust, (3) cultural cooperation, (4) a culture of reading, (5) disciplined and efficient culture, (6) net culture, (7) culture of achievement, (8) culture of reward and reprimand. As a feature or a sign of a change can be seen from several indicators of culture in the eighth. The indicators of each of the above aspects of culture are:

2.1 culture of honesty

a) transparency in school policy-making, such as new admissions b) the independence of students in completing the tasks assigned by the teacher c) the fit between every activity reports with the fact that there d) tersampaikannya any information that should have been addressed kesisaran

2.2 culture of trust

a) delegation of authority if the leaders are not in place. b) determination of the trainees, refresher courses and seminars c) the establishment of work teams or task forces

2.3 cultural cooperation

a) the enforceability of either division of teaching duties and other tasks, b) decision-making, involving the entire school, c) establishment of participation in the school

2.4 culture of reading

a) the number of visits to the library b) the number of books borrowed c) type of books borrowed or read

2.5 disciplined and efficient culture

a) timeliness in the learning process b) frequency of attendance of teachers and students c) how to dress, teachers, and employees d) the use of facilities, amenities, school media

2.6 Clean culture

a) the cleanliness of the school grounds b) the cleanliness of the classroom c) hygiene of toilet

2.7 cultural achievement

a) teacher participation in various competitions b) achievement motivation

2.8 culture of reward and reprimand.

a) Providing oral or written reprimand for the mistakes, or at least not award credit for the achievement, and hail. b) Appreciate the difference.

In this study the researcher will only focus on the 5 aspects of culture, namely: (1) culture of discipline and efficient, (2) net culture, (3) cultural cooperation and togetherness, (4) a culture of mutual respect and greet, and (5) a culture of honesty. This case, because the five aspects of the culture was seen to have a close connection with the moral aspects of intelligence.

Character (Moral Intelegences)

Character is defined as a set of specific traits or characteristics of a person. The character has not been appointed at the appropriate circumstances norm or violate the norms. As long as it is nature or human behavior can be called character. The concept of character education in kaitanya poerilaku kaakter is a series that is considered normative or good (according to the norms of society) so that the characters in this study will be approached from the theory of moral intelligence. Moral intelligence is the ability to understand what is right and wrong: that is to say, having a strong ethical beliefs and act on that belief, so people behave properly and honorable (Michele Borba, 2008: 4). Intelligence is very important this include the main characters, such as the ability to

understand the suffering of others and do not act maliciously; able to control impulse and delay gratification; hear from various stakeholders before giving appraisal; accept and respect differences; able to understand the options that are unethical; can empathize; fight for justice and show compassion and respect for others. This is the main traits that will form a good boy, character, and good citizenship.

Michele Borba (2008) awakened the moral intelligence of the seven cardinal virtues namely, empathy, conscience, self-control, respect, kindness, tolerance, and justice.

a. Empathy, a person's ability to understand other people's feelings. Children who have empathy trait tend to be sensitive, sensitive to the needs and feelings of others, encouraging help people in distress or pain, as well as demanding treat people with compassion.

b. Conscience is the inner voice that helps children choose the right way than the wrong way and stay on a moral path. Children who have a high level of conscience tend to stand up and admit a mistake and say sorry, able to identify mistakes in their behavior, honest and trustworthy, rarely requiring a reprimand or a warning from a person authorized to act properly, recognize the consequences of inappropriate behavior / wrong, not blame on others.

c. Self-control, help children resist the urge from within themselves and think before you act, so naka doing the right thing, and less likely to take action that will lead to bad consequences. Children with self-control tend to wait their turn and rarely impose their opinions or interrupt; able to regulate impulse and drive without adult assistance; easily calmed down when frustrated / disappointed or angry; refrain from physical aggression; rarely require warnings, persuasion, or reprimand to act true.

d. Respect, encourage children to be kind and respectful of others. Children with respect tend to treat others respectfully though different, using a polite tone and refrain from talking about friend / other person in the back and sassy behavior, treat yourself with appreciation, respect the privacy of other people .

e. Kindness, help children mempu da show concern for the welfare of other people's feelings. By developing this virtue, the child is more compassionate and not think too much about yourself, and realize good deeds as right action.

f. Tolerance, making the child is able to appreciate the difference in quality in others, open to the views and beliefs in others regardless of race, gender, appearance, culture, beliefs, and abilities. Children tend to show a tolerant tolerant of others regardless of differences; showing respect for adults and authority figures have; open to get to know people from different backgrounds and with different

beliefs; voice their displeasure and concern over someone who insulted; stretched on the other hand a weak child, do not allow any cheating; refrain from giving comments which will hurt another child or group; focusing on positive character in others despite differences among them; refrain from judging others.

g. Justice, guiding children to treat others well, impartial, and fair, so that he abide by the rules, like taking turns and sharing, as well as hearing all parties openly before giving any judgment. Children who have a sense of justice in him very happy for the opportunity to help other people do, do not blame others with impunity, be willing to compromise to meet the needs of others, open-minded, true sportsmanship in sports games, resolve problems by peaceful means and fair, play by the rules; willing to acknowledge the right of others to ensure that they should be treated equally and fairly.

Factors Affecting Children Moral Intelligence
According to Bern are quoted from by Yuli Kurniawati (2009) argues that there are three circumstances (contexts) that affect a person's moral development, namely: situation, individual, and social. The three conditions are:

a. Context of the situation. Context of the situation include the nature of the relationship between the individual and related to whether there are other people who see it, the same experience before, and social values or norms in the community residence (in Yuli K Turiel, 2009). b. Individual context. Individuals include the nature and context of the existing conditions within the individual, namely: 1) Temperament; moral development may be influenced by the individual's temperament, innate characteristics of a person sensitive to a variety of experience and the ability to react to variations in social interaction, 2) Self-control (self-control); moral development may also be influenced by self-control, the ability to regulate impulse, behavior, and emotions, 3) Self-esteem (self-esteem); In children, self-esteem has not developed completely. The concept is more appropriate to describe it is self-worth. At preschool age children, the value of the child can not be based on a realistic appreciation. Children are able to make an assessment of their competence but have not been able to sort out its importance, 4) Age and intelligence; moral reasoning associated significantly with age and IQ (Kohlberg et al in Yuli Kurniawati: 2009). The older the child the child's moral reasoning were developed in accordance with the stages. Along with changes in children's ability to capture and understand, the children move to the higher moral development, 5) Education; Through education, children have the opportunity to develop their child's critical thinking. Critical thinking can be developed through practice

discussions to promote the development of moral reasoning. Children are socialized and given the opportunity to engage in dialogue to help improve the capacity of moral, 6) social interaction; Interactions child with others allows for open communication and dialogue, children have the opportunity to express their views, 7) Emotions; Individuals are motivated to behave morally when conditions characterized pleasant feelings emotions than unpleasant feelings.

c. social context

Social context associated with the child's social interaction with the social environment are:

1) Family; Michele Borba (2008) argues that in order to build a moral culture must begin at home. Morality is built on the basis of love, affection of both parents to the child's father and mother to the child, 2) Peers; Children who have the opportunity to participate in a peer group can further develop reasoning and moral behavior, 3) Schools, Schools influence moral development through the learning program and its staff (Sadker & Sadker in Yuli K, 2009), 4) Mass media, research on the influence of television and moral judgment in children show that children who spend more time watching television shows moral reasoning levels lower (in Yuli K Berns, 2009). Children to identify the model through the television, the child receives the attitude and behavior of the characters in the television and in the end the child to imitate, 5) Society; Some experts believe that moral development is influenced by cultural ideologies in society. Children learn manners through natural processes within the family which certainly colored by the philosophical values of the culture that is believed by the family.

According to the above explanation, the factors that influence the development of children's moral intelligence and social factors include individu

3. Children's Moral Development
Moral development is change, reasoning, feelings, and behaviors about right and wrong standard mengenahi. Moral development is characterized by the child's ability to understand the rules, norms and ethics in society (Santrock, 2007: 117). Visible moral development of moral behavior in society that show compliance with the values and norms of society. Santrock (2007: 132-135) states that moral behavior is heavily influenced by the parents' parenting and behavior of the people around him.

School Culture

The distribution of student's school cultures shown in table below:

Table 1. School Culture Descriptions

Interval	f	%	Categories
$\geq 72,15$	35	32,8	High
60, 15 – 72,15	55	51,2	Average
$\leq 60,15$	10	16,0	Low
Numbers	100	100	

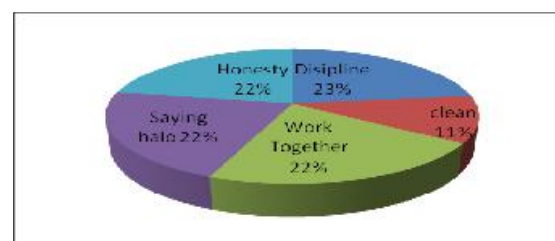


Figure 1. School Culture Descript

The figure shows that the cultural aspects of a discipline that has a fairly high percentage of 23%, while the culture of cleanliness has a fairly low percentage of 11%. This suggests that aspects of school discipline a priority in carrying out life in school. Despite the fact that in the field, do not rule out the possibility that other aspects of culture are also a priority school.

Characteristics of Moral Intelligence

The characteristics of moral intelligence of students in elementary group IV Minomartani Ngaglik Sleman as shown in Table 2 below:

Table 2. Moral Intelegences Distribution

Interval	Frekuensi	%	chatyegori
$\geq 74,4$	10	19,2	High
60,5 – 74,4	86	67,0	Average
$\leq 60,5$	4	12,8	Low
Numbers	100	100	

The percentage level of activity of each aspect of moral intelligence possessed by the 5 th grade students Minomartani cluster IV can be seen as follows:

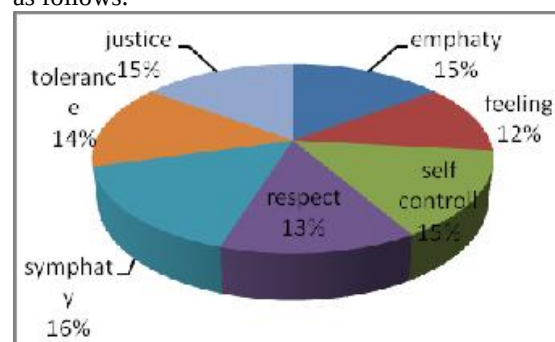


Figure 2. Moral Intelegences Distributions

Diagram above showed the percentage of 5 th grade students has a heart cluster IV is high, as shown by the attitude of those who have a caring

and compassionate attitude toward others. From the above data aspect of conscience have a pretty low percentage. This is demonstrated by the lack of honesty of the students, for example, many students who think that they sometimes like cheating.

A. Effect of School Culture on Moral Intelligence
Positive influence on the school culture moral intelligence of students can be seen on the scale or the correlation coefficient $R = 0.612$, $R^2 = 0.374$ square. Based on the analysis mentioned that if, correlation coefficient or R count is greater than the R chart (at 0.228), it can be said that there is a positive effect of school culture on students' moral intelligence.

As based on the results of data analysis, it can be seen the level of the percentages of each aspect of school culture that influence students' moral intelligence as shown below:

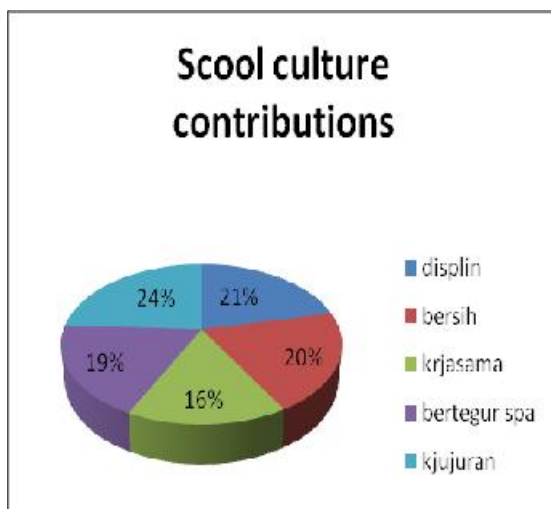


Figure 3. School culture contributions

The picture above shows the percentage of donations that discipline has considerable influence high at 24% and aspects of cooperation have little influence persentaase donation by 16%.

Shape effect of school culture on students 'moral intelligence can be described by the regression equation $Y' = 26.459 + 0.694 X$. The equation shows that whenever there is an increase culture or school culture by 1 point, then the moral intelligence can be increased by 0.694 points at 26.459 point constants and vice versa if beitu decreased.

The study show that there is a tendency the higher influence school culture held at the school the higher moral intelligence of students. Conversely, if the lower the influence of school culture, the lower the moral intelligence of students. This is due to the pattern of school culture that built and implemented by all components of the school have an impact on students' moral intelligence, which makes students better understand any behavior done.

The amount of influence or contribution is 37.4% with a regression equation $Y' = 826.459 + 0.694 X$, the remaining 62.6% is determined by other factors. Another factor that can contribute to students' moral intelligence, among others; parenting parents, peer relationships, internet, television.

3. Conclusion

Based on the results of hypothesis testing and the discussion it can be concluded that the culture of the school has a positive influence on students' moral intelligence 5 th grade IV Minomartani cluster. This is indicated by the amount of correlation coefficient of 0.612. Massive contribution to the school culture influence students 'moral intelligence of 37.4% with the regression equation $Y' = 26.459 + 0.694 X$

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A WISE WORD FOR ALL STUDENT: IMPROVE MORAL INTEGRITY TO PREVENT THUGGISH IN PRIMARY SCHOOL

Ayu Rochanah Choirul Ummah

Psychology of Education and Counseling, Faculty of Education, Yogyakarta State University Indonesia

Abstract

The presence of thuggish cases in some areas in Indonesia increasingly prove that the morals of children is very poor. Lately that case are exist in educational institutions (include primary school) widely reported in media. Sometimes thuggish acts performed by the junior and senior, also between friends.

The actions that categorized as thuggish is an act that harm other people for personal gain. Therefore, demands against the moral integrity in every student are very important. Through character education, moral integrity can be rebuilt for restoring Indonesian student which are sublime.

A Wise Word for All Student is the one of the best techniques which can improve moral integrity in primary school. It is a teaching technique which some of student tell about wise words or quotes in front of the class. It can be practiced before starting the lesson, to motivate all student.

That technique also can prevent thuggish. Because, in every wise words as told, certainly contained moral values . Therefore the teacher should summarize and explain in more detail about the moral value that contained on it. Teachers also can insert the values of moral integrity in it. So teachers can advising their students, until they moved away from the thuggish.

The purpose of this paper is to explain how A Wise Word for All Student technique can improve moral integrity in primary school. Moreover is to eliminating seeds of thuggish in early ages.

Keywords: A Wise Word for All Student, teaching, technique, moral integrity, prevent thuggish.

1. Introduction

Thuggish is derived from the Dutch language that meaning *vrijman* = free men and *ism* = stream. So, thuggish has a meaning as a free stream of people who harm the others. The actions that can be categorized as an act of thuggish is an act that harm other people for personal gain.

According to Boechari, thuggish is a form of social deviation that has been done by someone since ancient times, exactly the ancient of Javanese era. Thuggish in the ancient of Javanese era written in the epigraphs (ancient writing) about the world of banditry that listed in the inscription. For example, the depiction of thuggish in ancient times contained in the relief Mendut Temple, Central Java. Relief on the temple tells about the work of the thugs who disturb the public tranquility in the village at that time.

Lately thuggish case are exist in educational institutions (include primary school) widely reported in mass media both print and electronic. For example, the case of money extortion by senior to junior, up to bullying that performed by the senior and junior, also between friends which causing injuries until fatalities. Therefore, demands against the moral integrity in every student are very important.

Integrity is the quality of being honest and always having high moral principles. Moral is

living standards of right and wrong that people do. Integrity is without a mask, acting in accordance with a pronounced, consistent between faith and deeds, between attitudes and action. It involves all aspects of human life are sublime and virtuous. Closely related to the pure of moral integrity, honesty, and sincerity. Additionally integrity applies to all aspects of life, such as the law, social, political, economic, and others.

Moral integrity is a very abstract term. It refers to a moral value and an ethical notion which is complex by nature. Many philosophers and theologians have tried to explain and describe this concept for a long time. The most satisfying definition is that it is a virtue that lays the foundation for all other virtues and is therefore fundamental to all others.

Through character education in primary school, moral integrity can be rebuilt for restoring Indonesian student which are sublime. A Wise Word for All Student is the one of the best techniques which can improve moral integrity in primary school.

Wise words is a word full of inspiration to be delivered to the people in order to create a more perfect life in the present and in the future. It also contained various meanings that make the heart more peaceful and feel calm. Wise Words affect on boosting identity and improve the self attitude to be more useful people for others.

A Wise Word for All Student is a teaching technique which some of student tell about wise words or quotes in front of the class. It can be practiced before starting the lesson, to motivate all student. In every wise words as told, certainly contained moral values. therefore the teacher should summarize and explain in more detail about the moral value that contained on it. Teachers also can insert the values of moral integrity in it which is aims to prevent thuggish on their students.

2. Discussion

A Wise Word for All Student technique can improve moral integrity to prevent thuggish in primary school. There is so many reasons why the teacher need use a words wise to improve moral integrity and prevent thuggish, include the following is that:

2.1 Teacher can insert moral integrity values in a wise word.

After some of student tell about wise words or quotes in front of the class, the teacher should summarize and explain in more detail about the moral value that contained on it. Teachers also can insert the values of moral integrity.

The kind of moral integrity values according to Ronald Greer is such as compassion, truth, character, courage, build good relations loyal, and respectful.

2.2 Teaching more meaningful than threatening.

Some teachers teach moral values to their student by threatening. For example, a teacher told his student that if people hit his friend, that people would be shunned by his other friends, prisoned, and with the other threats that other more terrible. Whereas threatening can make their mental formed as a coward. Student is going to avoid it because of fear. Not because the students know where is the right thing and where is the wrong thing.

According to Alfi Kohn, in Dwi Siswoyo (2005:72) states that in order to help the children in order to grow into adulthood, then they should be instilled the values of discipline from an early age through the interaction of teachers and students. In this approach the teacher assumed to have the values of virtue which implanted firmly and consistently to the child. The rules what should be done and what should not be done need to conveyed firmly, continuous, and consistent. If the child break the rules then it can be punishable, but not in violence.

Children have prominent ability in terms of mimicking. Therefore a teacher should be able to be a role model or example in the field of morals. Both good and bad habits of teachers will be easily seen and then followed by the child. Figure of the teacher very important to the moral development of

children. That means, the values which will be implanted by the teacher to the child should be ingrained in the teacher first. According to Cheppy Hari Cahyono (1995: 364-370) an ideal moral teacher is who can place themselves as facilitators, leaders, parents, and even resting place of trust, as well as help the others in reflection.

Teaching is better than threatening. The teachers can teach the right thing to do and avoid the wrong thing to their students. Teachers usually use supporting media and techniques which suitable for teaching.

2.3 About 25% of the child's time per day spent in school.

Based on Indonesian Education Curriculum 2013, about 25% of the primary school child's time per day spent in school. Therefore, the role of the teacher to help establish the character of children is very important. School was the most effective and conducive place to teaching the moral integrity values to children. It because the most of the children who go to school would have prepared himself to accept the lesson. They open minded, so it will be easy to put the knowledge including positive values into them.

The ideal profile of teachers occupied a central place in moral education. Many scientists have argued in this case, including Durkheim, John Wilson and Kohlberg. Durkheim argued that learning is a social process related with efforts to influence students in a way, so they may grow in harmony with the position, levels of intellect, and moral condition expected by the social environment (Dwi Siswoyo, 2005:76). While, Kohlberg argued that the main task of the teacher is to contribute to the moral development of children. Teacher's task here is to develop the ability of learners to think, consider and take decisions.

2.4 A wise word is trusted by most people to motivate themselves.

Someone needs to provide themselves with a solid motivation. They usually get a motivation from the wise words. A wise word is trusted by most people to motivate themselves. Most people like to read wise words because they think that the wise words can make them rise from failure and make them more mature in thinking and acting. Wise words also able to make sure someone in act. They will do what they believe.

2.5 Words can change the world

Indeed, a word is just the array of letters to be read. Word is just the unit intonation that can be heard. Word is just a four letters that can be a long phrase, but words can break down the concept into reality. It could change savagery into civilization.

Words can change the world. For sure, just try to look at the famous figures and the successful world that capitalized only by words. They inspire and change the world, from black to white, from white into be more colorful, become something beautiful and colorful like a rainbow.

A wise word are needed by students to make them be a good people. It can make them have a high moral integrity. It can make them avoiding thuggish. If the bad people changed to be a good people, then the world could change to be a good also.

Not every wise word can be used to prevent thuggish. That's why the teacher should filtering appropriate word to use in this technique. Certainly the wise words must contain the value of moral integrity. Because when a person has a high moral integrity, the person will avoid despicable acts, including thuggish. The following is an example of a wise words that can be used in the A Wise Word for All Student to prevent thuggish in primary school:

- ✓ "If you want to know what a man's like, take a good look at how he treats his inferiors, not his equals."
- ✓ — J.K. Rowling, *Harry Potter and the Goblet of Fire*
- ✓ "In the end you should always do the right thing even if it's hard."
- ✓ — Nicholas Sparks, *The Last Song*
- ✓ "Live a good life. If there are gods and they are just, then they will not care how devout you have been, but will welcome you based on the virtues you have lived by. If there are gods, but unjust, then you should not want to worship them. If there are no gods, then you will be gone, but will have lived a noble life that will live on in the memories of your loved ones."
- ✓ — Marcus Aurelius, *Meditations*

However, there are no perfect technique. All techniques certainly has weak point and strong point respectively, although it is the best technique or the worst technique. As well as A Wise Word For All Student technique that still has the weak point and strong point. The following is the weak point and strong point of these technique, that is:

Weak Point:

- ✓ Not all students dare to speak in front of the class.
- ✓ Sometimes it is hard to find a wise words about moral integrity to prevent thuggish.
- ✓ Still difficult to guarantee the realization of its goals from the planned time.
- ✓ Can occur behavioral symptoms where there are dominative participants, on the other hand, there are participants who act as minority.

Strong Point:

- ✓ Can develop maturity of mind and emotional stability students.
- ✓ Can build and trained students to be more open minded.
- ✓ Can provide the possibility of expansion information, even the addition of new information to the students.
- ✓ Can provide an opportunity for students to know their self, find the best possibilities in solving problem, developing his opinions, believing certain the values of life, and also improve students skills to making decisions in his life.

3. Conclusion

From the whole discussion above, it can concluded that A Wise Word for All Student technique surely can be applied for improving moral integrity to prevent thuggish in primary school. It proved by some reasons, such as: teacher can insert moral integrity values in a wise word, teaching more meaningful than threatening, about 25% of the child's time per day spent in school, wise word is trusted by most people to motivate themselves, and words can change the world.

Although on this technique still have some weak points, if the teacher can cover it up with their skill, it will be joyful, meaningful, effective, and efficient technique to prevent thuggish in primary school. It will be work out.

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THE ROLE OF PHYSICAL EDUCATION IN IMPROVING SOCIALIZATION ABILITY PRIMARY SCHOOL STUDENTS

Banu Setyo Adi
PPSD FIP UNY
Banu_adi@uny.ac.id

Abstract

The aims of national education are form a complete Indonesian, in the sense of healthy physical, spiritual, and mental thus achieving effective and efficient life level. The problems that arise at the moment is the lack of children soft skills ability as a result of the pattern of the individual child's play. In primary schools at present many skills developed soft skills. The purpose of the development of life skills education life skills is that children are able to apply the knowledge acquired in school to the community. One of the life skills that are developed social skills/socializing. Students are less likely to develop communication skills for the demands of high passing grades so that students do not have time to play.

As one part of the elements of education, physical education has a purpose in the formation of the growth and development of children. The goal of physical education can be described as follows: (1) To believe in themselves, develop memory, (2) Associated with humanity, respect, friendship, cooperation, urbane sublime, cherish family, and to be democracy at home, (3) For economic efficiency, (4) In relation to the responsibilities of good citizenship and social justice.

School is the right environment to insert educational purposes. Physical education and health in school-related physical, spiritual and social development is essential to help the success of students in learning and shaping the personality of the student.

Key words: socialization ability, physical education

1. Introduction

At the end of these days we often see in television shows and news in the newspapers about the violence and conflict among individuals, community groups and even to a greater extent in the State of Indonesia. The culprit is none other Indonesian citizens who claim to be natives. That certainly makes sense of concern from all walks of life. Negative views of the people of Indonesia who once famous virtuous changed the paradigm of an unruly nation. Without realizing it is the buildup of problems that arise in the years of childhood. Patterns of modern life that are individualists have a major role in the occurrence of symptoms of disintegration. If attention to this present life, children tend to be conditioned by the demands of school too much emphasis on the cognitive aspects. The impact of parents will condition the child to always associated with cognitive learning, for example full day of school, private tutoring, to the provision of facility at home games. A condition when children need age-appropriate growth and development. Children are human beings who are growing and developing as well as having different personalities with adult humans. The differences in physical and mental form that has a unique character. Growth and development of children will walk normally when creating a healthy

environment. One attempt that children develop according to age is by having the school level.

The school is the right environment to insert educational purposes. Ki Hajar Dewantara defines education as an effort to advance the character, mind and physical child in order to advance the perfection of life is alive and turn the child in harmony with nature and society. At school students will be conditioned both emotionally, socially, and culturally. The purpose of the development of life skills (life skills) is that children are able to apply the knowledge acquired in school to the community. One of life skills (life skills) are developed social skills / socializing. Students are less likely to develop communication skills for the demands of high graduation grades so that students do not have time to play.

Physical education is one of the subjects in elementary school and is an integral part of national education. Physical education is a process through physical activity, which is designed and arranged systematically, to stimulate growth and development, and improve physical skill, intelligence and character formation, as well as values and attitudes are positive for every citizen in order to achieve educational goals (Aip Syaifuddin and Muhadi, 1992). One of the benefits of physical education is the interaction of students in the learning process. It could be one solution to the

development of social skills of elementary school children.

2. Socialization.

Socialization is the process of learning individuals interact in society. Restrictions regarding socialization is a process by which individuals learn the habit of attitudes, ideas, values and patterns of behavior within the society in which he lives (Ihromi, 1999). Socialization is an activity that aims to make educated and invited parties, then abide by the rules and values that apply and embraced by the community. The main objective of socialization is not merely that the rules and values are known and understood. The end goal is for people to behave in accordance with the act and the rules that apply values and order is concerned appreciate (Soekanto, 1990).

So it can be concluded that the socialization skills against their peers in school is a condition that indicates an element of maturity that is also related to knowledge and skills, resulting in the formation of attitudes to behave in accordance with the demands of people who more or less the same age in thinking and acting together in school environment.

3. Aspects Ability to Peer Socialization in Schools

Socialization skills against their peers in the school include the following aspects (Hurlock, 2000):

3.1 Social Adjustment

Individuals who are able to adapt to the social environment will demonstrate appropriate behavior with indicators of social demand both in the group of peers and adults. Social adjustment is defined as the successful individual to adjust to the other person or group. Social adjustment has the following criteria: 1) behavior according to the social demand, 2) Adjustment to various groups, 3) Social attitudes are fun, 4) satisfaction with social contacts and social roles

3.2 Social Skills

Individuals who have social skills skilled in dealing with social situations. Individuals also have a sense of responsibility and sensitivity to others, for example, show friendly behavior, helping, comforting, open and able to share with others, kindness, compassion, presence of social participation such as play, the quantity of talk, and strategies for coping with anger to avoid aggression. (Hurlock, 2000).

3.3 Social Acceptance

Individuals whose behavior is acceptable to the social environment, especially by the peer group is shown by an indicator of taste like peer group. Children are accepted by their peers is always chosen to be a friend to play and work together. (Hurlock, 2000).

4. Factors Affecting Dissemination Capability Against Peers in Schools

Socialization occurs in an environment of diverse patterns of interaction. Hurlock (2000) says that every social group influences different. One of the social groups that influence the socialization is the school. The school environment provides an important contribution to the development of the potential for children to socialize. The school environment is no small influence in the development of the child's personality as it begins to learn about school rules, teacher authority, discipline, habits hanging out, learning, and school demands that will enrich your child's personality in the process of socialization.

5. Socialization Process

Children are born essentially social nature as yet have not been able to get along with others. Children learning through interacting with other people will learn to socialize. Actual social processes are at the core dynamics of the social environment. Social process is the core of social interaction is a reciprocal process between individuals, between groups and between individuals in the group. Individuals in society will undergo a process of socialization in order to live and behave in accordance with the values and norms prevailing in a society in which individuals live.

According to Mead (in Ihromi, 1999) socialization through which a person can be distinguished through the following stages.

5.1 Preparation phase (Preparatory Stage)

Preparation phase experienced since humans are born, when a child is preparing to recognize the social world, including to gain an understanding of ourselves. At this stage children also started to engage, though not perfect mimic.

5.2 Phase mimic (Play Stage)

Stage is characterized by the imperfect mimics a child imitating the roles performed by adults. At this stage begin to form self-awareness about the name and the name of his parents, his sister, and so on. Children begin to realize what a mother and what is expected of a mother of a child.

5.3 Stage ready to act (Game Stage)

Impersonation is done has begun to diminish and be replaced by a direct role played by himself with full awareness. His ability to put yourself in someone else also increased so that the possibility of the ability to play together. Children begin to recognize the demand to defend the family and work with his friends. At this stage the adversary interacts more and more and increasingly complex relationship.

5.4 Acceptance stage collective norms (Generalized Stage)

At this stage of one's acceptance of collective norms are considered adults and are able to put themselves in the position of the society at large. At this stage of the acceptance of collective norms are able to tolerate not only with the people who interact with them but also with the wider community.

6. Physical education

Physical education is an educational process involving interaction between the participants (children) students with an environment that is managed through physical activity systematically towards the formation of the whole person (Toho C and Rusli L, 1997). The meaning of the whole man is man who is faithful and devoted to Almighty God and virtuous, have the knowledge and skills, physical and spiritual health, stable and independent personality and sense of civic responsibility and nationality. Based on the understanding of physical education, it clear that in physical education not only benefits embodied in physical form, but also mentally and socially.

Mental element can be seen with the child's ability to control emotions when performing exercise which be practiced into his daily life. For social elements can be seen from the child's ability to interact with peers in a sports game. Children will feel more mature, able to adapt to their peers as well as older material younger. At the time of exercise, children will get to know the advantages and disadvantages of himself so that he would not be haughty and children will recognize the advantages of friend and foe. Good affective formation very seen in physical education activities, such as students who have to keep sportsmanship when playing, appreciate the advantages and friends's disadvantages or yourself, disciplined to obey the rules, honesty, and so forth.

7. Physical Education relationships with social ability

If we look at the purpose and benefits of physical education, it clear that physical education is not only focus on physical fitness or body alone, but also on the mental and social students. The role

of physical education in the formation of students' mental and social activity can be seen when the students in the play. Playing develop social emotional aspects of the child through play, children have a sense of belonging, to feel a part / accepted in a group, learning to live and work together in a group with all the differences that exist. Unspoken desire also increasingly formed when children play. The realm of character education that be reached through the game by Caron and Allen (Victor G Simanjuntak, et al, 2008:6-3-7) is:

7.1 Self worth and self confidence

Each game involves two or more people. Children will try to show that optimal performance in the play. Children's participation in playing the game will inadvertently foster self-confidence. Children will get used to performing in front of his friends.

7.2 Confidence, responsibility and concern for others

When children are playing, there is a task that should he run. The existence of tasks to be completed and concerns the interests of the group, causing the children will try to run the task as well as possible. Sometimes when a children's play and should entrust the task to share with friends. This will get children to always complete the task with full responsibility, the ability to trust other people, and foster a sense of caring with others.

7.3 Interpersonal relationships and effective communication skills

Play involving several people, both as a friend and as an opponent. Each game definitely requires good communication. Without good communication, it is difficult to implement the strategy, so that the children should strive to make effective communication with others.

7.4 Ability to think/act independently and develop self control

State of the game that can not be guessed, causing the child should immediately take decisions quickly and accurately. Decision-making to solve problems that arise in the game will get children to calm down in the search for a solution and get the best results.

7.5 Skills to express ideas and feelings

Emotional expression l children who appear in the game as a means to release the children can hone in controlling attitudes and behavior. Decision-making, especially in team games will trigger a children's courage to express ideas associated with necessities together.

7.6 Understanding and management of information about the physical and social environment

Children will identify the needs of the environment against him. Placement of the role and position in a game will get children to play a role in socializing.

7.7 Acquisition and use of skills to solve problems

The game is a skill transfer. Through play every children will try to follow the example of his capabilities.

7.8 Curiosity about the world and its surroundings and feel comfortable in learning to explore.

Natural attitude of those children are curious about the surroundings. Game involving the surrounding nature can cultivate an attitude of loving creation of Almighty God

8. Conclusion

Modern life makes students experience a change in lifestyle. Children tend to occupy themselves with activities at home and spend time with alone. New students in the school will undergo a process of social relationships with peers and elders.

The school is the right environment to insert educational purposes. Physical education related physical health, spiritual and social is important to help the success of students in learning. Objectives

of physical education is a public school that includes students, teachers, and employees. Physical education to enhance the value of health (body, mind and social) so as to provide an opportunity to grow and develop in harmony and learn efficiently and optimally.

In the learning process of physical education, children will freely vent their emotions and learn to interact with others. This will familiarize the children in a social atmosphere, thus forming a social individual child.

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GREEN SCHOOL EMPOWERMENT AS ENVIRONMENTAL CARE CHARACTER EDUCATION FOR ELEMENTARY SCHOOL STUDENTS

Fani Akdiana

Yogyakarta State University
fani26ana@gmail.com

Abstract

Care for the environment is one of the characters that must be possessed by human being. This relates to the attitude in preserving the earth as a place to live. However, the lack of current human consciousness to keep the earth makes the state of the earth was deteriorating.

Character education to raise awareness of environmental care is needed since early age. This is because the character education cannot be inherited nor directly in one process but on an ongoing basis. Foster environmental care character can be started since elementary school. However, we need a method of learning inside and outside the classroom that can provide meaningful experience for the students.

This paper is organized using descriptive method of writing source obtained from journals, reference books, articles and other media. The steps of data analysis are data collecting, data reduction, data displaying and conclusion.

Empowerment of green schools is expected to be environmental care character education for elementary school students. This is because, through the activities of the program can be a meaningful learning experience to participate in preserving the environment as a place to live.

Keywords: Green Schools, Environmental Care, Elementary School Students

1. Introduction

Earth is the only one planet that humans can live in. Humans do all the activities and works. Therefore, the preservation of nature to do all those things is needed to be maintained. However, awareness of the environment by humans has been lacked. Humans currently only consider the environment as a residence without noticing that caring attitude towards livable place was necessary. As a result, the earth now is in a critical condition where rubbish is everywhere, global warming, flood and others.

Care for the environment is one of the characters that must be possessed by human being. This relates to the attitude in preserving the earth as a place to live. As revealed by MT Zen (1980: 157) that education is one step that can be used as a character building to care for the environment. This is because the human resources that have character can be fulfilled through education. The Human resource that can be fulfilled are extensive knowledge (cognitive), skills (psychomotor), and attitude (affective).

But, the Indonesia education system today is more oriented towards the cognitive. This is evidenced by the lack of student awareness about the environment. Litter culture is still mostly done by the students even to adults.

Currently the national education has proposed a character education. This education is an idea that

not only orients to cognitive but also develops the three aspects of education domain. Thus, it is expected to form character education for the students to know how to act accordance with the existing norms in society.

However, character education which is implemented in education, especially early and elementary education are too abstract if only given through conventional methods. Character education which is only given conventionally without a functional approach will not be understood by the students. This is because the students will only learn the material without understanding the materials of character education given.

Learning by the proper methods is needed so that the students will really understand the purpose of the character education. Functional approach or a real example can be used to make the students know the right thing as the norm in the society. This is because habituation of the character education is needed for students. Habituation by the students can be seen from the example of parents and teachers at school.

Stage of operational concrete of the students demands an innovation on learning process. Learning innovation which is can be done is a process that inspiring, interactive, fun, motivate, and challenging. It will further strengthen the student learning experience by things that can be experienced themselves. Teacher only acts as a facilitator, mediator and guidance for the children.

This is according to Jean Piaget's theory which states that the child is left to build and develop their own thoughts. So that aspects of the child's development can be achieved. Therefore, to achieve the eco-conscious generation need intracurricular and extracurricular learning methods also indoor and outdoor activities. This is because through varied activities that will be a memorable experience that student can learn some vital lessons. Programs should be conducted using a functional approach. Thus, students can learn firsthand experience. This learning experience will be a habituation for character education in caring environment, especially for elementary school students.

2. Writing Method

2.1 Type of Writing

This paper will describe the notion of Green School Empowerment as environmental care program. Type of writing of this paper is descriptive in which this method will provide an overview of the issues investigated and solutions offered.

2.2 Sources of Data

This paper was compiled using secondary data sources. Secondary data is data which is not obtained directly from primary sources but from the study of book literatures, articles, and other media sources. The use of those data adapted to the purpose of the writing of this paper.

2.3 Data Collection Method

The method used in writing this paper is qualitative method. Data collection used by the author is to look for resources that can reveal the problems. The collection of resources is used as the data that will be discuss and conclude.

Data Analysis Techniques

Bogdan (Sugiyono, 2011 : 224) states that data analysis is the sistematically process of searching and collecting the data obtained from interviews, notes, and other materials, so it can be easily understood, and its findings can be communicated to others. Sugiyono also named the analysis steps below:

2.3.1 Data Reduction

Data reduction means summarize, choose the basic things, focus on the important things, and look for themes and patterns. Thus, the reduced data will give a clearer view, and makes the author easy to undertake next step to collect the data.

2.3.2 Data Display

Presentation of the data can be done in the form of brief description, charts, relationship between variables, flow charts, and the others. The most often used to present the data in qualitative research is the narrative text. Withe the present data, it will be easier to understand what is happening, the next work plan based on what have understood of it.

2.3.3 Conclusion Drawing / Verification

The final step is to make inferences from the existing data and then draw a relationship between the data and then match it with the relevant data.

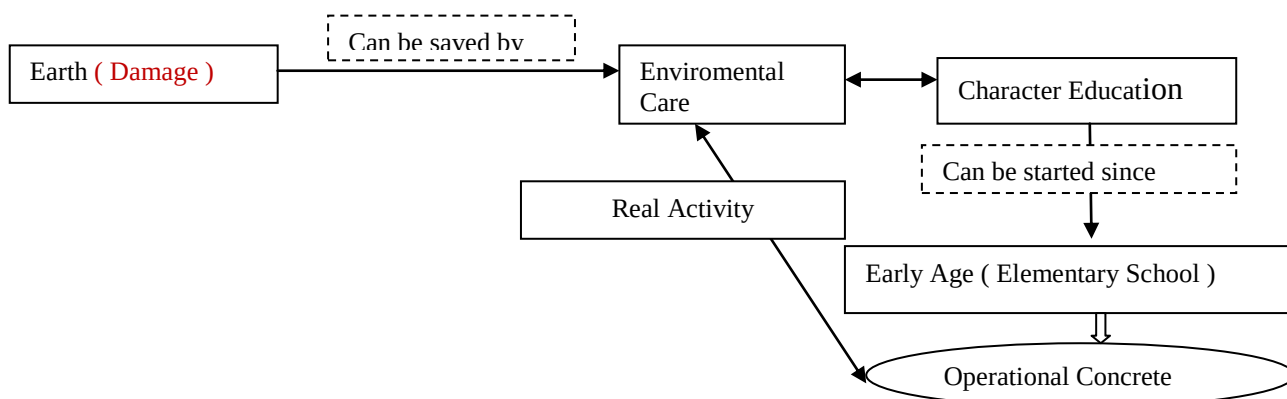


Figure 1. Framework

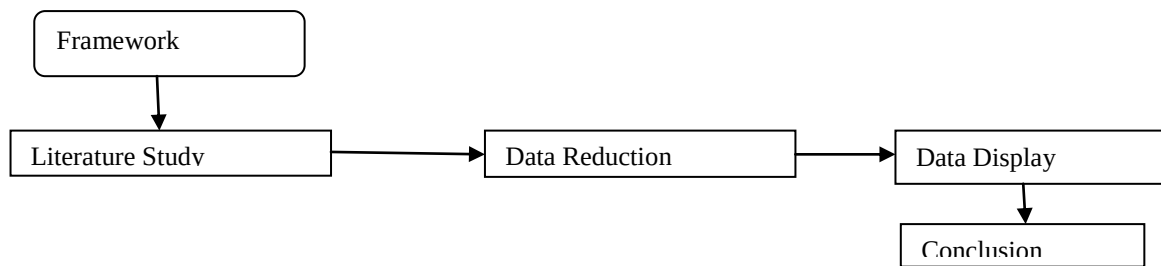


Figure 2. Data Analysis

3. Enviromental Care as Character Education

Ki Hajar Dewantara stated that education is an effort to foster moral (character), mind (intellect) and the child's body. These three things cannot be separated or removed so that the growth of a child can be optimum. Thus, according to Ki Hajar Dewantara, character education is needed in the education system.

Character is interpreted as a way of thinking and behaving of each individual to live and work together, both within the family, community, nation, and state (Muchlas Harmani and Hariyanto, 2011:41). The character cannot be given directly but given by ongoing basis. This is accordance with the statement of Helen G. Douglas (Muchlas Harmani and Hariyanto, 2011: 41) that the character is not inherited.

Character education has a component which is a basic behavior in interacting with human beings. On the other hand, the values of the character that comes from religion, Pancasila, culture, and national education goals are religious, honest, tolerance, discipline hard work, creative, independent, democratic, curiosity, nationalism, patriotism, the achievements, communication, love, peace, enviromental care, social care, and responsibility.

Care for the environment according to the above statement is one of character value. The value from enviromental care, someone has implied the other value of character education. The values include of how a person can practice responsibility towards the enviroment.

The concept of environmental care can be a habituation which is the first step of character education. This is because enviromental care is the part of the character education that cannot be given in a directly process. Habituation is the way of character can be planted continuously. So that the students will be able to take the perpetrators of the essential values of how human should act. It will be more efficient than giving the concept conventionally

4. The Characteristic of Elementary School Students

Elementary school student is the end of childhood. Ritta Eka Izzaty (2008 : 114) stated that by the stage of this age, the kids tend to like game. The game is preferred play in group. Playing can make the children interact with their friends by the valuable experience. Playing in groups will provide a lesson for the students to tolerate each other.

Late childhood in elementary school is divided into two phase, they are low grade and high grade. The characteristics of a low grade student are :

- There is a strong relationship between physical condition and achievement at school
- Prefer to praise their self
- If unable to complete a task or job, then the job will not be considered as an important job
- Prefer to compare their self with the other children
- Prefer to underestimate others

Meanwhile, the characteristics of high grade Elementary school student :

- Their attention was drawn to the practical daily life
- They want to know, want to learn and realistic
- Interest to particular topic
- Children look for the achievement
- Children prefer to be n peergroup

5. The Concept of Green School

According to Ritta Eka Izzaty et al (2008: 110) moral development of the child in kindergarten or elementary school has begun. At this stage the child will begin to understand the rules, norms, and ethics in society. Thus, the guidance for moral development which is just begun is needed.

Green school concept is a form of implementation of environmental care that began in the school for elementary school student. This program is a follow up of the *adhiyaya* program or environmental education proposed by the Ministry of National Education and the environment.

Through this program, students are expected to apply the environmental care character in the future as a stand on issues that need awareness to

preserve the earth. This is because in this program, students will experience a continuous learning experience as a habituation to the values of the character.

Green School program for elementary school students was conducted using simple activities. That is because the Operational Concrete of the elementary school student which needs a realistic goal for the activities done. At this stage a child will ask the purpose of what was done and start to decide using causal relationship. In addition, children will also begin to consider whether the activities carry out fun or not. Therefore, the following are the activities of Green School program that can be implemented in elementary school :

5.1 Picket Class

These programs have been done by many schools in any level. Through this activity, students take turn according to the daily schedule to clean the classroom. This activity makes the students and the group has an obligation to keep the classroom clean every day.

5.2 Paperless

It aims to provide understanding that the excessive use of paper would threat the existence of the tree. The program emphasizes the reuse step for the use of paper. At the time of daily tests and assignments, the paper used is the papers which are still worth taking and minimize the use of the new paper.

5.3 Green Day

Green Day is a day where the whole school communities together clean the school. The concept is the same as the community service activities in the society. By this program, there will be special hour in a day which is devoted to clean the school.

5.4 My Garden

This program is implication of cooperative learning team-gains-tournament. All students from low grade or high grade will compete for caring the garden. The gardens are given in the form of land which has been prepared by the school and given to each class to be treated. At each end of the semester will be announced the best garden.

5.5 Three Styles Dustbin

Three styles Dustbin is labeled bins for organic trash, inorganic, and metal. The whole school communities are expected to dispose of trash in the correct bins. The students are oriented to do this. The classification will help further trash management. The Figure 3 is the trash management from the Three Style Dustbin.

6. Green School as Character Education

Student centered activities require the interactive learning process. Those activities applied not only in the classroom learning but also all activities at school. Therefore, it is necessary to design the activities to determine the learning experience and the learning outcome so that the goal can be achieved.

The purpose of the Green School program is that elementary school students can receive the character education that can be used as an environment conscious steps. The use of real activity is due to get the optimal results through direct learning experience. Thus, students will gain a memorable experience and it is expected to be a habituation for character education. Wina Sanjaya (2008: 160) argued that the learning activities taken by students to acquire new competencies in accordance with the goals to be achieved. Gagne (Wina Sanjaya, 2008 : 160 – 162) suggested that there are eight types of learning experience, they are signal learning, react with reinforcement learning, chaining, verbal association, discrimination, concept, rule or law, problem solving. From the Green School, the learning experience obtained as follows:

6.1 Signal Learning

Signal learning is learned through signs (visual). Green School program provides signal learning experience with the signs on the bin (Three Styles Dustbin), littering prohibition, and the other hygiene signs. Therefore, through the signs that the students will react continuously and associations forming that remain.

6.2 React with reinforcement learning

Reinforcement given to the students will make the individual always responds the stimuli. At the Green School program, the concept of reinforcement is given by the My Garden program. Through this program students will obtain the reward which the reinforcement which is given by the end of semester for the best garden.

6.3 Chaining

Chaining by the Green School program can be found in all activities. It is started by the picket class until Three Styles Dustbin. This learning experience will lead to the sustainability stimulus.

6.4 Verbal Associations – Discrimination – The Concept – The Rule or Law – Problem Solving

Through a series of verbal association, discrimination, concept, rule or law, and problem solving will be used by the students in deciding something. This is because the students will use it to classify the good and bad value based on those series.

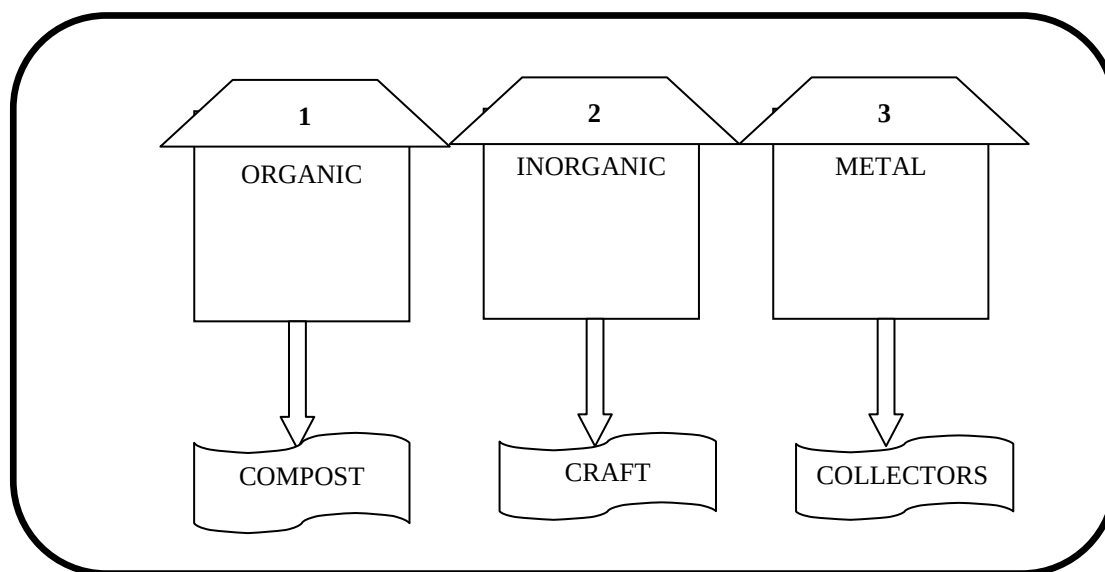


Figure 3. Trash Management

Learning experience produces learning outcomes based on activities that have been performed. Gagne (Wina Sanjaya, 2008: 162) stated that there are five learning outcomes appropriate to the learning experience as the explanation before. The learning outcomes are intellectual skills, verbal information learning, intellectual activities, attitude learning, and motor learning. The learning outcomes of the Green School can be seen in Table 1.

Learning outcomes of the students which are obtained will stimulate the ongoing association. Therefore, it would be a habituation. That habituation will be a memorable learning experience for the students and as the first step to build the character of the students. Care for the environment which is based on a good character will make the environmental preservation easier to do. This is because the awareness has been created to care for the environment. The achievement can be seen in figure 4.

Table 1. Green School Learning Outcome

No	Learning Outcome Variable	Green School Learning Outcome
1	Intellectual Skill	Students can learn about the classification of trash, clean environment concept, Cooperate concept, and others.
2	Verbal Information Learning	Students can be built up the awareness through the signs posted to keep the school environment clean.
3	Intellectual Activity	Students can learn the problem solving with the systematic steps.
4	Learning Attitude	Students can take the appropriate action in order to keep the environment clean.
5	Motoric Learning	All activities in the Green School can train the children about motoric intelligence.

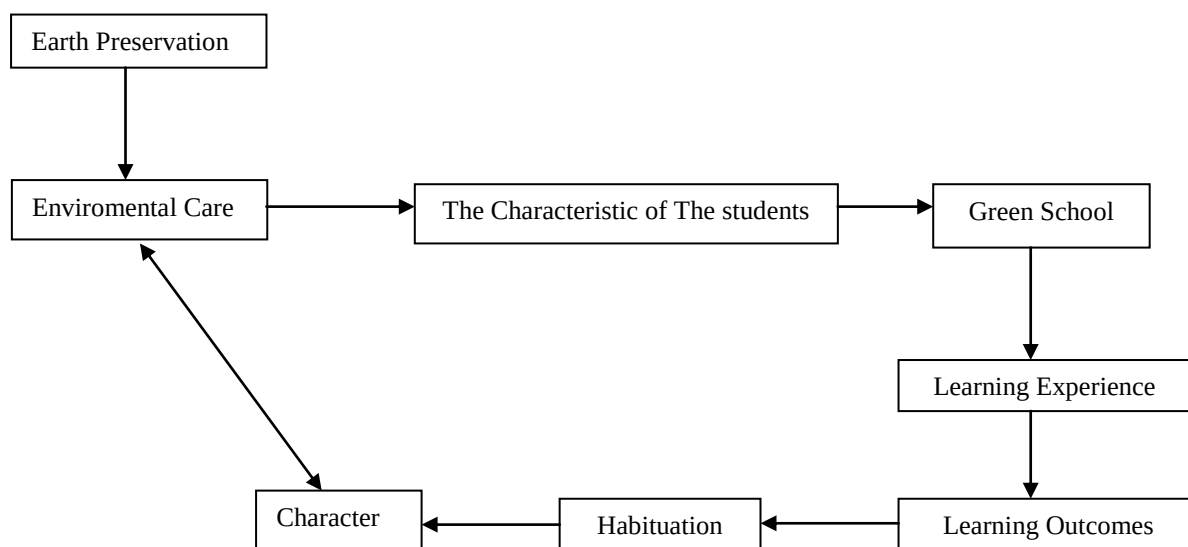


Figure 4. The Achievement Of Green School

7. Conclusion

Green school is a program based on environmental care. The purpose of this program is to build the character of elementary school students to care about the environment early on. The concept of Green School program is based on a simple activity but it can be a memorable experience for students.

Green School program consists of picket class, paperless, Green Day, My Garden, and Three Styles Dustbin. The entire program is student centered where the students will experience a learning experience and get quality learning outcomes. The program aims to enable students to experience habituation to build personal character. Thus, with the personal character so that the activation process

of environmental awareness to preserve the earth can be optimally implemented.

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THE REVITALIZATION OF MATHEMATICS EDUCATION IN PRIMARY SCHOOL FOR THE NATION'S CHARACTER BUILDING

Hardi Suyitno

Jurusan Matematika FMIPA Universitas Negeri Semarang
hhardisunnes@yahoo.com

Abstract

The foundation of Indonesian character is Pancasila. Currently, the Indonesian plane of life is miserable, inparticular on behavior. It is shown by the mushrooming acts of corruption, bribery, anarchy, public deceiving, traffic incompliance, etc. This mean any problem in nation character. The education of the nation's character building must be get start in the early as soon as. So, we must be start since primary school. The nation character building is the duty of citizenship education. The mission of citizenship education in Indonesian is develop or build the nation character as the instructional effects and nurturant effects. Whereas, another courses include mathematics course have to develop the nation characters through the nurturent effect of the instructional. According to the Directive of the Implementation of Curriculum 2013, the standar proces of the instructional for primary school is using Tematic-Intregrated Model. The implementation of mathematics instructional for nation's character building had better using webb model. One of the prerequisite for the revitalization of mathematics education in primary for the nation's character building is teachers must be comprehend the natural af mathematics and the nation's character.

Keyword: nation, character, mathematics, primary school

1. Introduction

The objective conditions of Indonesian life today is quite alarming. This is demonstrated by the increasing case in corruption, bribery, anarchy, public lies, chaotic traffic circulation, etc. This condition is contrary to Pancasila, the state's fundamental basis. One of Indonesian major weaknesses is being inconsistent with that value (Sumodingrat and Nugroho, 2005). The number of violations of laws and rules indicate that one of Indonesian weaknesses is the "disobedience" against the law or regulations, the inconsistency with religious values as well as Pancasila, and also the low self-tolerance. This situation emerges from the weak character of the nation. Therefore, weak national character must be addressed with character education.

Character education is meant to carve morals through an educational process involving the cognitive aspect, emotions, and physical (Megawangi, 2007). Elementary School is an education in a golden year for the success of character education in order to form the foundation of of national character. Simultaneous formation of character should be supported by all subjects, including mathematics. Mathematics is the major subject in elementary school. The problem is how to empower the learning of mathematics in primary schools as a contribution to form a national character.

2. The Definition of Nationality

Based on history, the Indonesian nationalism is formed by the unity of historical elements, the

unity of fate, territorial integrity, cultural unity, and religious unity. Nationality does not depend on racial origin, ethnicity, religion, language, geography, or other similar things, and its presence is a communal agreement that happen every day (Bakhtiar, 1987: 23). There are three elements of nationalism, namely a sense of nationhood, the nationality understanding, and the spirit of nationality (Moetodjib, 2010). A sense of nationhood reflects that everyone is part of a national community and should have loyalty to participate in maintaining the integrity and identity of the nation. This sense of nationality should spread and grasped by every child in the nation's psyche and manifest in all his behavior. Every child should have loyalty as their character to maintain the integrity and identity of the nation. The understanding of nationality is reflected in the Archipelago Concept based on Pancasila. Archipelago concept contains the unity of ideology, politic, economic, social, cultural, as well as defense and security. The key word is "unity".

3. The National Character

The Formation of national character includes independence (self-reliance), international dignity (bargaining positions), national unity, and democracy (Hadi, 2011). Independence is necessary in the administration of the country. Independence requires intelligence, skills, expertise, tenacity and toughness. International Dignity is the basic idea underlying the idea of "nation and character building." National unity is a necessary condition for the realization of the ideals of the nation and tolerance is one of the necessary requirement for

the realization of national unity. The enforcement of democracy requires an agreement that there is guarantee to protect the constitutionalism (Andrews, 1968). Agreement on a common goal (the general goal of society) to strengthen unity in the life of the nation required the formulation of the ideals and objectives of the so-called state philosophy (Assiddiqie, 2005). Republic of Indonesia's philosophy of State is Pancasila. Pancasila includes religious values, honesty, tolerance, discipline, hard work, creative, independence, democratic, curiosity, the spirit of nationalism, patriotism, recognized excellence, friendship / communicative, love peace, love reading, caring environment, care about social, consistent, obey the principle, and responsibility.

4. Character Education

The Ministry of Education Decree N0.23/2006 gives the outline for Graduates' Standards Competence for each type or educational unit, for example implicitly or explicitly contains the substance of value (character). The values/characters consist of faith, honesty, discipline, openness, nationalism, critical thinking skills, creativity, politeness, mutual assistance, persistence, fair, tolerance, etc..

Character development can be done through main activities, they are; teaching and learning activities, activities of daily life in the form of school culture, co-curricular activities or extra-curricular activities at home, and activities in the community. In classroom teaching and learning activities, character development is implemented using an integrated approach in all subjects. The existence of education values in general, the values contained within mathematics, and the values contained in mathematics education is not separated, but a number of values embodied in those two or three categories of values (Seah, 2008)

5. Values in Mathematics Learning

Mathematics is characterized by, among others, the abstract, general, objective, formal, rational, theoretical, and is strongly associated with the justification (Ernest, 1991). Mathematics consists of a consistent system. Definitions and axioms as a set of rules that are based on a variety of applications and needs or interests and determined by consensus. Mathematical truth is the result of social agreement of mathematicians (general said Hardi, 2010). Mathematical truths are based on an agreement and are consistent. Mathematics is the result of an organized human activity, a social construction, and a culture results. The values contained in the agreement covering mathematics, freedom, consistency, universality, and tightness (Soedjadi, 2007). Characteristics of the subjects of Mathematics requires logical

thinking ability, analytical, systematic, critical, creative, and innovative as well as emphasis on the mastery of concepts and algorithms in addition to solving the problem (BSNP, 2007). Grades in mathematics education is an important part of the educational aspect of attitude that helped through the mathematics subject materials (Bishop, 1999).

Values in mathematics and values in mathematics learning can be nurtured through the implementation of teaching and learning mathematics with the interaction between teachers and learners. Atmosphere in the classroom, rules and administrative procedures, the language used by teachers and learners, and learning models (collaborative or competitive) are the ones producing values (Roulet, 1995). Teaching, learning and mathematics teaching materials can be used to instill the values to be directed to social issues, moral, political, and so on.

6. Mathematics Learning and National Character

There are many implementation of mathematics learning following the view of social constructivism. One implication is that learning mathematics pedagogic must explicitly load the values associated with mathematics and its application in society. Socially, learners must appreciate the social messages in mathematics curriculum. Therefore mathematics education should also be part of character education and education in order to build a civilized nation and has the values of adherence to the agreed values in the community or country.

Cooperative learning model will be very helpful to the growth of cooperation values (gotong royong), respecting other people's opinions, and democracy. Problem-solving strategies to help growing the creativity, tenacity, toughness, intelligence, and high competitiveness. The open-ended mathematics questions are useful to instill creativity and broad-mindedness. Teaching and learning process with collaborative atmosphere can help growing the sense of willingness and ability to work together, as well as the opinions of others. Teaching and learning process in a competitive ambience will trigger the brave attitude to face challenge and improve competitiveness. Amin (2010) states that learning mathematics with realistic approach to improve their ability in training students in terms of discipline, self-reliance, negotiation, and appreciation toward the opinions of others

The subject material of arithmetic can be used to embed tolerance. For example, after the teacher explained the arithmetic concept of modular arithmetic; the teacher will then give a group task. Groups I, II, III, and IV will be working subsequently in a row on the modulo 5, the modulo 6, the modulo 7, the modulo 8. Each group is given

the same task to calculate the sum of $5 + 5$. Groups I, II, III, and IV in a row will give the answer 5, 4, 3, and 2. After each group completed its work, class discussion then followed between groups. At the end of the discussion, the teacher explained that although they have different answers, all are correct according to the rules of each. A group can not blame the other group and vice versa, because they work with different rules according to their respective duties. This learning can be used to emphasize tolerance. If any exchange group work to correct each other, then this activity can be used to embed openness (Hardi Suyitno, 2011).

The chapter of fractions can be used to inculcate fairness. Teacher presents the concept of fractions through the following issues:

Mrs. Mami has four children. She wants to divide the pie to her children equally. For her, fair share is very important, because peace will lead to justice and injustice can lead to hostility, envy, and jealousy. Furthermore, teachers emphasized the importance of justice in life with a variety of examples.

Perbedaan hasil penjumlahan antar aritmetika jam lima, aritmetika jam enam, aritmetika jam tujuh, dan aritmetika jam delapan dapat dimanfaatkan untuk menjelaskan bahwa tanda/symbol "+" memiliki penerapan berbeda. Perbedaan tersebut disebabkan pada masing-masing aritmetika jam memiliki aturan yang berbeda dalam melakukan operasi penjumlahan.

The difference between the sum of $5 + 5$ on the modulo 5, 6, 7, and 8 can be used to explain that the sign / symbol "+" has a different application. This difference is due to the different rules in each arithmetic hour which needs to perform addition operation. Basically this regulations is a result of an agreement. In learning this material teachers emphasize that the rules must be followed exactly in the right and tight way. Values contained in this study is the observance of the rules or agreements.

In learning about quadrangle, students are expected to understand the relationship between the types of rectangles, for example any square is definitely a rhombus but a rhombus is not necessarily a square. Learning to train the students to be able to think logically. If learning is implemented through exploration process, it would also embed the values of precision and accuracy. An exploration process using materials of the same size plastic straws and students were asked to make a variety of geometry only with four straws.

In learning the introduction to money and social arithmetic, teaching and learning activities can be carried out with the CTL learning model, for example by buying and selling. Values such as

honesty, thoroughness, hospitality, and the attitude of trust can be cultivated through learning. The introduction of equity value for money, such as money worth Rp 2000 can be either 2 pieces of Rp 1000 or one sheet of Rp 2000 or twenty coins of Rp 500, etc. can be used to infuse creativity, honesty, and accuracy. Event tracing and cutting geometry models are also useful to impart skill, thoroughness, and creativity.

In learning about statistics, teaching and learning activities can be carried out by collecting data such as weight, height, and parental occupation. This learning can be used to embed the value of diversity in life, for example, there are some people who are fat, some are thin, some are rich, some are poor, and so on.

When the teacher reminds the students not to cheat on a test, the values of honesty or uprightness can be embedded during this momentum. When the teacher says, "Try checking back if you've answered correctly! You do not just entrust calculator or confident with your friend answers, check again! "Values in it are" prudence and wisdom "(Soedjadi, 2007).

7. The integration of national character value in learning mathematics

Elementary learning standards in teaching and learning process should require the thematic learning (Candy 2006). Thematic learning can be viewed as a learning method to implement integrated learning and interdisciplinary learning (Barton & Smith, 2000). There are ten models of integrated learning, i.e. fragmented, connected, nested, sequenced, shared, webbed, threaded, integrated, immersed, and networked (Fogarty, 1993). The development of thematic learning begins with determining the theme and sub-theme that shows the relationship between the subjects, and subsequently developed in a variety of learning activities that are supporting. The development of Mathematics Learning can be developed by using a web model and implemented in three ways, they are; Completely Thematic, Thematic in math only, and Maths math-content-equivalent centred. Completely Thematic puts Mathematics equal to other subjects and the chosen theme will be a common theme. Learning mathematics with common themes and values that are integrated with national character in it could be developed with a model in math only. Mathematics learning by using math as a theme as well as the national character values integrated in it can be developed by using Maths-content-centered model.

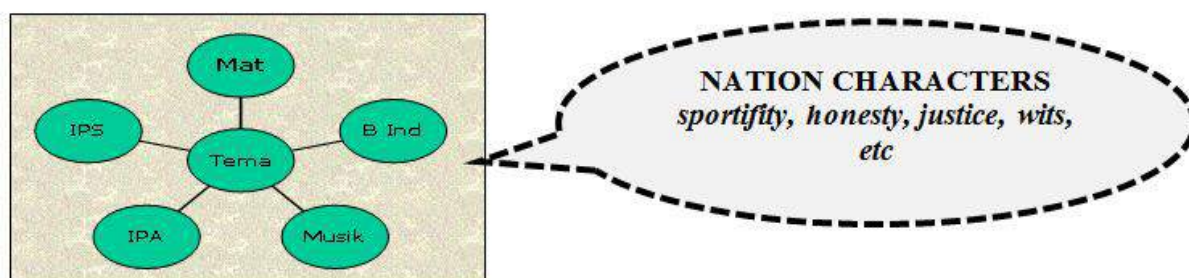


Figure 1. Completely Thematic

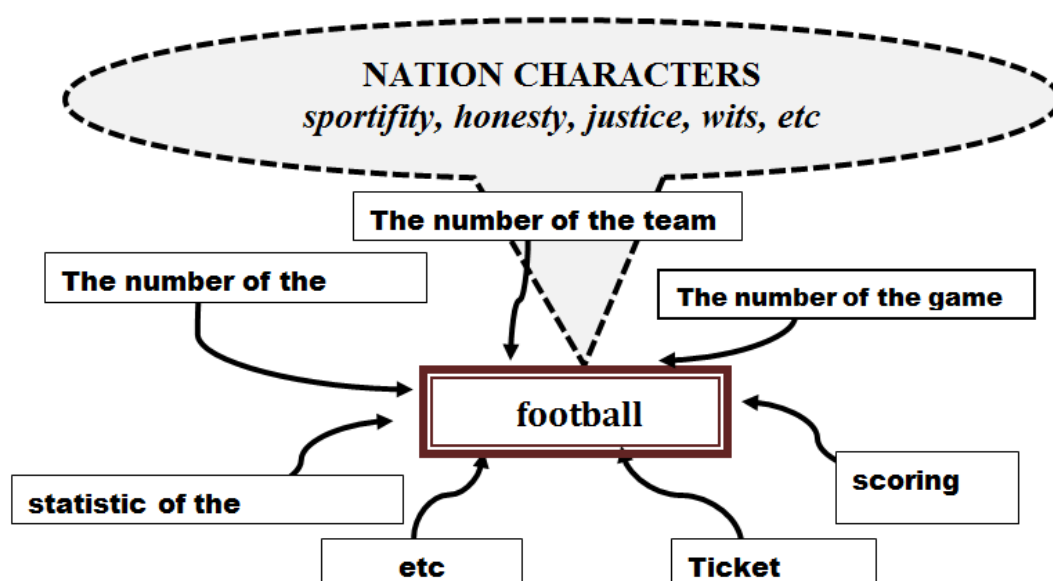


Figure 2. Thematic in math only

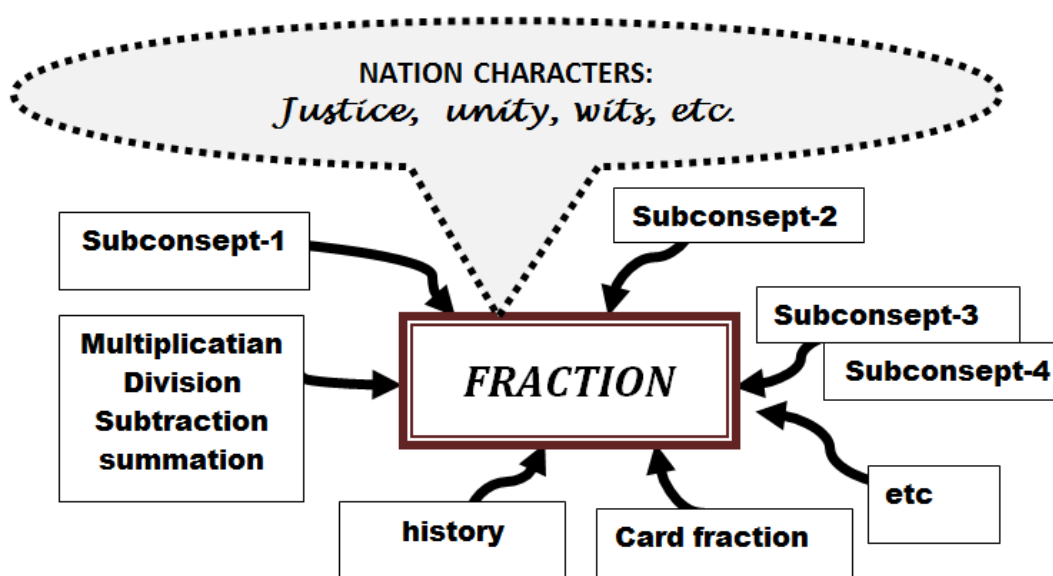


Figure 3. Maths-content-centred

Thematic learning in studying mathematics into the comprehensive curriculum and related to real life. Real life can be in a form of individual environment, family environment, school environment, society environment, etc. Mathematics can also be used and integrated as a theme.

8. Closing

Values in mathematics and mathematics education has the potential to foster the values of the nation's character. The Empowerment of Mathematics Education in Elementary School in order to build a national character by digging the values in mathematical models and then selecting the appropriate method of learning with the learning material and the character to be established. The problem is how to raise awareness for the power of mathematics education including mathematics teachers and the decision-makers to create the awareness that mathematics education has the potential to contribute in achieving the success of character education. Empowerment of mathematics education in elementary education for the nation's character will be optimal if the teacher is able to integrate the values of national character in the learning. One of the problems is how to prepare teachers for this purpose.

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STRENGTHENING OF CIVIC CULTURE CHARACTERS FOR THE TEACHERS OF MI IN SUKOHARJO

Khuriyah, Muh. Munadi, Retno Wahyuningsih, Noor Alwiyah, Subar Junanto

Fakultas Tarbiyah dan Bahasa IAIN Surakarta

Abstract

Based on the results of the pre survey showed that the average of the teachers of MI in Sukoharjo have a bad communication, even untrusted. In fact, these two components are fundamental components that affect the frame of educating children in the school. If the teachers have a bad communication how can they be able to present the material in accordance to dynamics context of life. If the teachers are untrusted, how could he instill honesty to their students. Therefore, the strengthening of the teacher's character-based civic culture is needed for the survival of quality learning.

The method that is used in this research is mix method, both of the quantitative and qualitative methode. Mix method is needed to collecting the data about the strengthening activities which required by the teacher from observation, ointerview and questionnare. The subjects of the research are the teachers of Civic in MI in Baki and Kartasura. The data analysis technique that is used also mix methode both of quantitative and qualitative analysis

The strengthening of civic culture character was taken from the focused group discussions (FGD), which aims to explore the data needs assessment of teachers as well as other activities that support the strengthening of the character of civic culture. In addition, the strengthening of character building is given through brainstorming model, sharing character, inquiring positive, motivation reinforcement through group dynamics and the movies that will inspires motivation to change the mind-set.

1. Introduction

Private Elementary School in Sukoharjo have significant differences in number compared with the Islamic Elementary Public School, MIS 96 (Islamic Elementary Private School) and 6 MIN (Islamic Elementary Public School). From the 96 MIS, the ratio of classes should have 21 students per class. However, based on field data that the average of the number of classrooms MIS is only 15 students.

Number of 15 students in each class of teaching is very ideal. Teachers can be a really professional teacher. Teachers can further maximize the potential and talents of students, teachers can learn more and explore the intellectual ability of students to become qualified students. As Rudduck and Flkutter (2004: 76) said that teacher quality are: 1) human, accessible and trustworthy; 2) appreciate and be sensitive to students' difficulties in learning, 3) positive thinking and passionate; 4) skilled, and 5) professional and expert in the subject matter mastery.

Rudduck's criteria of teachers quality in line with the needs of a teacher who has the characteristics of civic culture. Almond and Verba cited Rulska (2005) said that the civic culture is "*a set of specific attitudes which are crucial to the success of modern democracies*". The civic culture's characteristics is "open ego" "*a warm and inclusive attitude toward other human beings; a capacity for sharing values with others; a multi-valued rather than a single-valued orientation;*

trust and confidence in the human environment; and relative freedom from anxiety).

It is very important to be owned by a teacher, such as the teacher of MI. As it is known that MI's teacher has a very dominant role in education, but they have a lot of job. Many of MI's teachers acts as a classroom's teacher who must teach all subjects, and they have administrative duties also. The heavy's role and loads will affect patterns of work and thinking of teachers. Based on the results of the initial survey showed that the average teacher in MI Sukoharjo have closed behavior (not open), even untrustworthiness. In fact, these two components are fundamental components that affect the pattern of educating children in the school. If the teacher is not open how can he be able to present the material accordance with the dynamics context of life. If teachers are untrustworthiness, how can he possibly instill honesty to their students. Therefore, strengthening teacher character-based on civic culture is necessary for the survival of quality learning.

So the research questions is "How is strengthening of civic culture characters for the MI's teachers in Sukoharjo?

2. Discussion

This study examines the mastery of the six pillars of character include trustworthiness, respect, responsibility, caring, openness, and citizenship in fourteen MI's teacher in three District are Kartasura. Baki, and Gatak. The respondents

consisted of 1 teacher status of civil servants from public MI, and 13 teachers from private MI. The data was taken from 14 Elementary School teachers through initial inventory showed a worrying condition, because the character is less supporting in the formulation of characterf in students. If it is associated with the paradigm of education of Ki Hajar Dewantara, there are “*Ing Ngarso Sung Tuladha, Ing Madya Mangun Karsa Tut Wuri Handayani*”, very contradictive. The teacher should be a role model for his students but they could not yet. Here we need to strethening the teacher’s before the student’s character.

Strengthening of MI’s teacher character begins with positive inquiring activity. The activities of positive inquiring such as inquiring of advantages and disadvantages of focus group discussion participants. Each participant in pairs and then tell what the strengths and weaknesses of the participants. And then each participant gets feedback from the other participants on tackling weaknesses and how to optimize advantages.

The next activity is the motivation reinforcement. All of participants gives the motivation to other participants to strengthen the character and change the paradigm of the participants from original textual to contextual. From that input, the participants were asked to make a changes plan will be use to *address* the weaknesses and optimize the advantages to maximize learning in the future.

Next, the plan changes have been informed to the trainees friends. The aim is to strengthen the participant’s motivation in making changes. This is done, because all participants believe that a change is often no support from other parties. Therefore the training of all participants in the forum trying to convince their self that a change can definitely be done if we want to do. Beside of a plan change will be communicated to all participants, also taped over the desk of individual teachers, as a reminder to be consistent to make changes.

Reinforcement of motivation followed by watching on the movie was entitled “*Alangkah Lucunya Negeri ini*”. From that film, the participants were *treated* a story about the teachers efforts when giving a lessons to children pickpockets community. In fact, the teacher could not give them an interest lessons with easy language. Finally, they got understand from the teachers friend. He delivered a matter about an objective of the importance of learning in their context language.

After watching on that film, the participants were asked to analyze the learning context will help them to be optimis that changes can be made. And after receiving all the training, the teachers had a very good character. Here is the complete overview of results (initial conditions and final conditions) as follows:

Table 1. Results of Character In Teachers (initial conditions and final conditions)

No	Categories	Initial condition	Final condition
1	Very bad	2	0
2	Bad	4	1
3	Good	4	3
4	Very Good	4	10

The histogram from data above as follows:

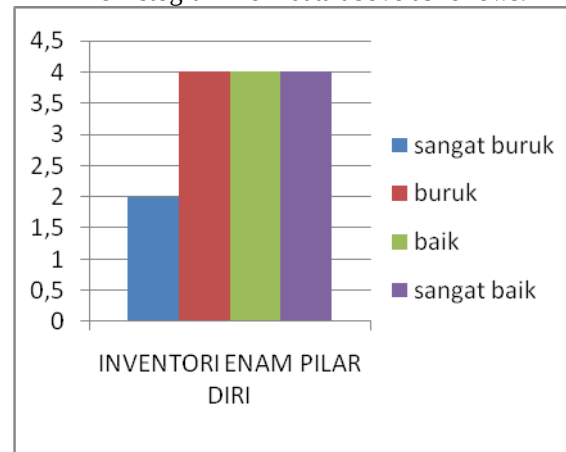


Figure 1. Histograms Achievement Character In Totality (initial conditions)

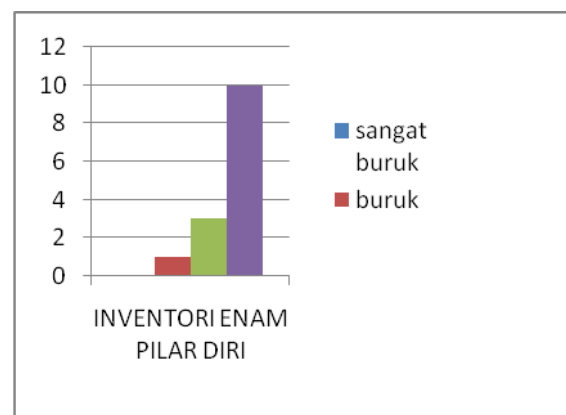


Figure 2. Histograms Achievement Character In Totality (final conditions)

Before give them the treatment, the civics character of MI in Gatak, Baki and Kartasura distric are two teachers have very bad character, four teachers have bad character, four teachers have a good character, and four teachers have very good character. After giving them the treatment, there is a change which no teacher has very bad character, no teacher has bad character, two teachers have good characters, and ten teachers have very good characters. From that diagram and histogram showed us that there is a significant change after giving them the characters building treatment.

Detailly, the explanation of the result from each pillar at initial and final condition will be show as follows:

Table 2. The change of Trusworthy Character

No	Trusworthy	Initial condition	Final condition
1	Very untrustworthy	1	0
2	untrustworthy	7	3
3	Trusworthy	5	6
4	Very trusworthy	1	5

Before the treatment, it is identified that the character of trustworthy of MI's teacher in Gatak, Baki, and Kartasura district are one teacher has a very untrustworthy; seven teachers have untrustworthy; five teachers have trustworthy, and one teacher has very trustworthy. After treatment, there is a significant change which no teacher has very untrustworthy, three 3 teachers are untrustworthy, six teachers are trustworthy, and five teachers are very trustworthy. Thus there is a change of trustworthy after character building treatment was given.

The second pillar is respect. Here is the result of data of pillar respect both of initial and final conditions.

Table 3. The change of Respect Character

No	Respect	Initial condition	Final condition
1	Really no respect	0	0
2	No respect	3	2
3	Respect	8	3
4	Very respect	3	9

Before the treatment, it is identified that the character of respect of MI's teacher in Gatak, Baki, and Kartasura district are one teacher has a Really no respect; three teachers have no respect; eight teachers have respect, and three teachers has very respect. After treatment, there is a significant change which no teacher has very unrespect, two teachers are unrespect, three teachers are respect,

and nine teachers are very respect. Thus there is a change of respect after character building treatment was given.

The next character is Responsible. In detail, the character responsible for the initial conditions and final conditions presented by the following table:

Table 4. The change of responsible Character

No	Responsible	Initial condition	Final condition
1	Very irresponsible	2	0
2	Irresponsible	2	0
3	Responsible	6	4
4	Very responsible	4	10

Before the treatment, it is identified that the character of responsible of MI's teacher in Gatak, Baki, and Kartasura district are two teacher has a very irresponsible; two teachers have irresponsible; six teachers have responsible, and four teachers has very responsible. After treatment, there is a significant change which no teacher is very irresponsible, no teachers is irresponsible, four teachers are responsible, and ten teachers are very responsible. Thus there is a change of responsible after character building treatment was given.

The next character is openness. In detail, the character of openness on the initial conditions and final conditions presented by the following table:

Table 5. The change of openness character

No	Openness	Initial condition	Final condition
1	Very Not Open	2	0
2	Not open	7	1
3	Openness	3	5
4	Very openness	2	8

The histogram from data above as follows:

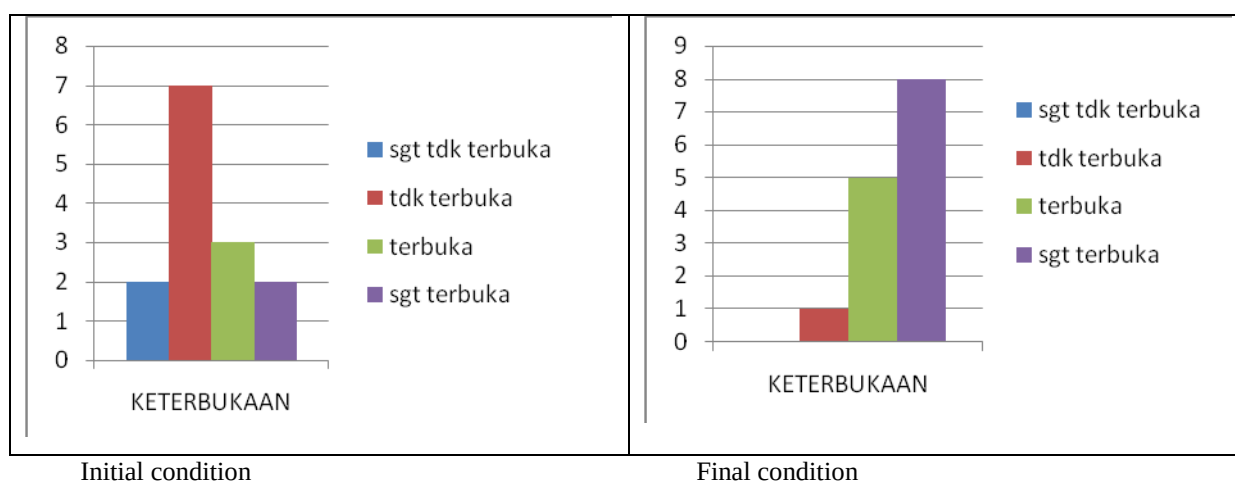


Figure 3. The histogram of target change of character of teachers

Before the treatment, it is identified that the character of openness of MI's teacher in Gatak, Baki, and Kartasura district are two teachers has a very not open; seven teachers are not open; three teachers are openness, and two teachers are very openness. After treatment, there is a significant change which no teacher is very not open, one teacher is not open, five teachers are openness, and eight teachers are very openness. Thus there is a change of openness after character building treatment was given.

The fifth character is Caring. In detail, the character concerns in the initial conditions and final conditions presented by the following table:

Table 6. The change of caring character

No	Caring	Initial condition	Final condition
1	Very Uncaring	2	0
2	Uncaring	4	1
3	Caring	6	7
4	Very caring	2	6

Data above if made histogram as follows:

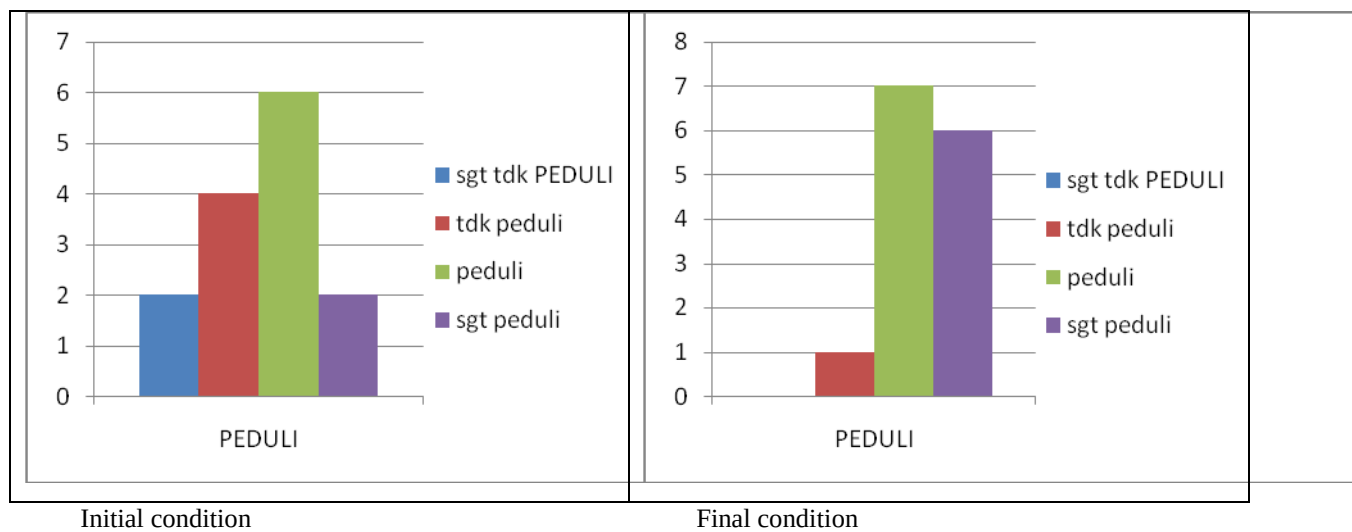


Figure 4. The Histogram of Change target of Caring Characters

Before the treatment, it is identified that the character of caring of MI's teacher in Gatak, Baki, and Kartasura district are two teachers has a very uncaring; four teachers are uncaring; six teachers are caring, and two teachers are very caring. After treatment, there is a significant change which no teacher is very uncaring, one teacher is uncaring, seven teachers are caring, and six teachers are very caring. Thus there is a change of caring after character building treatment was given.

The sixth character is Citizenship. In detail, the character of citizenship in the initial conditions

and final conditions presented by the following table:

Table 7. The change of citizenship character

No	Citizenship	Initial condition	Final condition
1	Very bad citizen	2	0
2	Bad citizenship	4	2
3	Good Citizen	5	2
4	Very good citizenship	3	10

Data above if made histogram as follows:

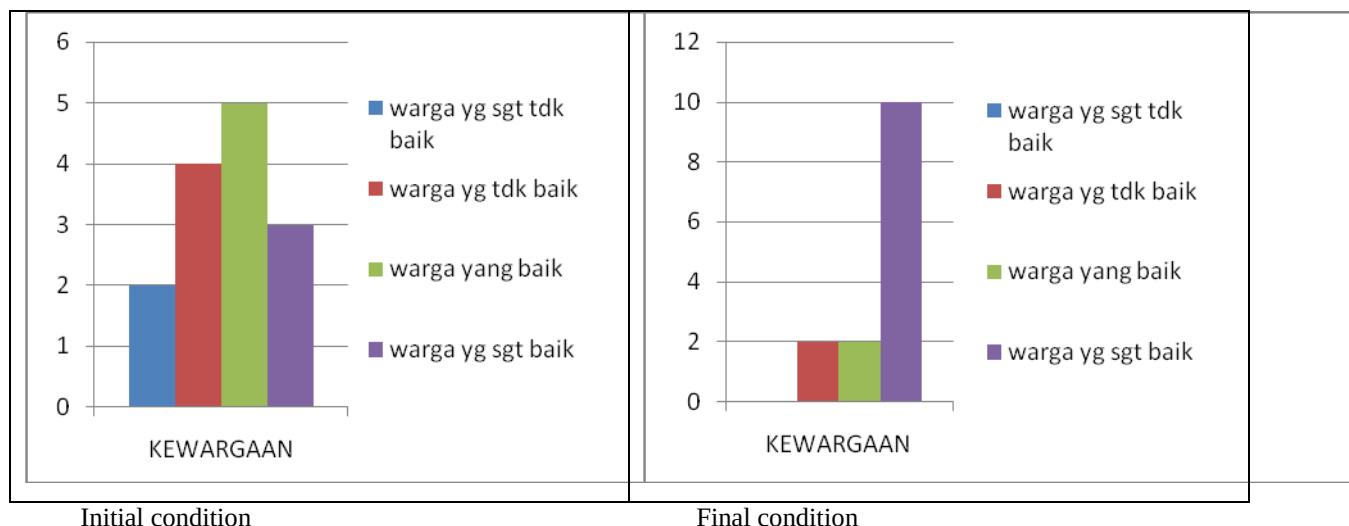


Figure 5. The Histogram of Change target of Citizenship Character

Before the treatment, it is identified that the character of citizenship of MI's teacher in Gatak, Baki, and Kartasura district are two teachers has a very bad citizen; four teachers are bad citizen; five teachers are good citizen, and three teachers are very good citizen. After treatment, there is a significant change which no teacher is very bad citizen; two teacher bad citizen; two teachers are good citizen, and ten teachers are very good citizen. Thus there is a change of citizenship after character building treatment was given.

Teachers in the context of culture is referred to as "*digugu lan ditiru*". They agree and copy all their daily behavior, especially in school. This position makes the teacher is very central in the formation of the affective domain, especially in the development of the characters of all citizens of the school. This condition requires a teacher must have positive character before. So, this will make easy to influence the same characters virus to the learner. The teacher still has not been a very positive character and has not been agents of change in learning.

The Changes was obtained by the participants after the training given the significantly change. For example: there is a drastic change from beginning that the teacher who has a very good character only three people turned into ten people, and remaining there are three good character and one person still poorly characterized. This fact makes optimism in MI will be grow.

The Change of character of the teachers will improve education quality in micro and macro. This is similar to studies in Hawaii by different respondents (Wood, 2012) that "*Improved social and character skills leave more time for teachers to teach, and students to learn and be more motivated.*" So, with the quality of good character of MI's teacher will be able to expand the quality of MI in the countryside who had only owned by MI in the cities like the results of Steenbrink study

(1986) that the Islamic school especially in urban areas is no longer having problems related to quality, but the madrasah level tsanawiyah and 'aliyah still have seen the quality problem of the number of applicants who entered the institution.

3. Conclusion

Strengthening of civic culture based on the character of teachers in Sukoharjo MI significantly increased after obtaining a variety of activities during the training. The activities such as positive inquiring, motivation reinforcement and watching on movies.

Sebagaimana hasil yang diperoleh pada kondisi awal terjadi perubahan signifikan yang dihasilkan pada kondisi akhir :

As the results obtained in the initial conditions produced significant changes in the final conditions

Table 8. The recapitulation of Change Character

No	Inventori	Kondisi Awal	Kondisi Akhir
1	Very Bad	2	0
2	Bad	4	1
3	Good	4	3
4	Very Good	4	10
		14	14

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IMPLEMENTATION LEARNING METHOD TO IMPROVING LIFE SKILLS FOR CHILDREN IN MATHEMATICS

Action Research on The Elementary School South of Jakarta, 2013

Mohamad syarif Sumantri

Lecturer of PGSD State Jakarta University

Abstract

The objective of this research is to know: the learning process to increase the lifeskill ability of primary students through playing with mathematic study and the change of the academic skills after the implementation. 28 students of grade 1 at Cilandak 1 Pagi Primary School in South of Jakarta as the research subject.

This research using action research method according to Kemmis and McTaggart that consists of four steps: plan, action, observation, and reflection. Data collecting technique uses field notes, interview, documentation, and observation. This research uses descriptive analysis.

The result of the research describes that playing in mathematic study gives impact for increasing academic skill & sosial skill of the primary students. The test result shows increase of the mean over 85% and the observation result shows more than 80% students had good mark.

Keyword: life skills ability, playing with mathematic study, sosial skill

1. Introduction

Education is the basis for preparing a quality human being. According to the National Education System of 2003 that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for the student have the spiritual strength of religious, self-control, personality, intelligence, noble character and skills needed them. Furthermore according to UNESCO, education should be built with the four pillars, namely learning to know, learning to do, learning to be and learning to live together. Education is not only oriented towards purely academic but also put it into practice to solve the problems of everyday life. Life skills need to be developed as personal awareness can help a child in having a self help skills and have the independence. (Carol E.Catron & Ian Allen, 1999). Additional the topic or materials in Learning Math should be related to the daily life of children, involving real objects and provide opportunities for children to apply what they get the effort to solve the problems (Anita Decker dan John Decker, 2001).

Learning math is a tool that can help a child skilful in life skills in everyday life. Mathematics helps children to be aware of the world around them and discover the meaning of the physical world that meets every day. Through mathematics, children not only learn to understand the numbers and shapes, but the child will learn the reasons, connecting ideas and think logically. More broadly math help children to think deeply about the relationships and patterns in everything. Porter

(2000) stated that students would be more motivated to learn when they judge that what they do relate to their lives and make something useful. learning the principles of mathematics must be in accordance with the characteristics of the child, the child must make active learning, fun, no gender discrimination and to improve students' skills and understanding in the recall.(Sue Bredekamp, 1986).

In fact mathematics is a difficult subject and does not appeal to children. Although mathematics is a science that is very useful for human life, but many people have not been able to feel the benefits of mathematics in the development of thinking skills, the formation of attitudes, and overall personality development. For example in the field of personality development, mathematics education in schools have not been able to develop personalities of students being personally able to make decisions about what is best for himself, to be honest, courageous and responsible for things that have been done and spoken. So that mathematics education produces graduates who have a lot of knowledge but poor in life skills, entrepreneurial and less to be responsible attitude.

One cause enthuses about learning mathematics because mathematics curriculum is overload and inappropriate or less able to respond to students' diverse developmental characteristics. In addition to the techniques and methods of teaching so that teachers are less varied causes students not interested in following the lessons and tend to become bored. Teachers have change the paradigm, not promote skepticism toward change and progress and become a professional and innovative teachers in conducting learning. The math game activities that can be introduced include:

(1st) playing pattern, (2) playing classification, (3) playing numbers, (4) playing size, (5) playing the geometry, (6) playing statistics and (7) playing estimate (estimate).

2. Formulation of problems

- a. Is learning math through games can increase life skills of elementary school children?
- b. How to improve the life skills of elementary school children in grade 1 mathematics learning through games?

3. Discussion

This study aims to improve the life skills of elementary school children in learning mathematics through the game and to know the different types in the game due to a program of learning and knowing mathematics in elementary math game activities that can improve the life skills of elementary school children. The research was conducted in an elementary school in Cilandak 1st south of Jakarta. September 2011 until February 2012. The research subjects is the students class 1st and the amount of 28 students.

This study using classroom research is a particular form of action research is doing by the classroom in the model of a spiral. Preliminary and final assessment of life skills in elementary students by using : (1) develop a plan of action before the researchers to observe and conduct an assessment the situation of elementary school students' mathematics learning and teaching new actions as a teacher before, (2) the material assessment based on conceptual definitions and operational obtained from synthesis theory. Data analysis using mix method approach, which is quantitative data with descriptive techniques percent, and the data qualitative, with the reduction techniques and concluded.

Life skills is the ability to multiplying capability and process information, perform reasoning, making decisions, solving problems, classify, measure, predict, and communicate acquired elementary students as a result of the learning process to be taken during a period of time based on the learning objectives that have been set.

Instrument in the study of life skills such as test results in the form of observational learning by using a rating scale, during the execution of the instrument of action. This ability is measured by the range of scores obtained by each respondent 1- 4. Way of scoring is that if a child is able to consistently demonstrate the ability and skills to live well without direction / guidance then given a score of 4. If a child is able to demonstrate

the ability of life skills without direction then given a score of 3. If a child is able to demonstrate the ability of life skills with the directives given a score of 2. If a child has not been able to demonstrate the ability of life skills then given a score of 1.

Furthermore, aspects of the life skills that were examined include:

- 1 The children search for the Information
 - 1.1. Child to ask the teacher about the material,
 - 2.2. Children looking for the answers from another source.
2. Information to process
 - 2.1. Children are able to count in sequence.
 - 2.2. Children are able to work on the problems increase 1-20.
 - 2.3. Children are able to work on the problems subtraction 1-20
 - 2.4. Children are able to read the signs of time / hours.
 - 2.5. Children are able to mention the names of days and months
 - 2.6. Children are able to measure the length of the measuring instrument.
 - 2.7. Children are able to distinguish the value of the place.
3. Take decisions; children are able to answer the questions.
4. Solve problems
 - 4.1. able to answer the the question from the stories
 - 4.2. Interacting with other people.
 - 4.3. Children are able to work in groups
 - 4.4. Children are able to control conflicts that may occur.
5. Concept of Discipline
 - 5.1. Children can follow the rules
 - 5.2. Children can focus while studying
 - 5.3. Children can keep the tool after they have learning of mathematics.
6. communicating
 - 6.1. Children unable to speak / communicate with others.
 - 6.2. Children are able to listen to the stories of others

Play math activities on the first meeting called drop a hanky with a focus on the academic skills children are able to looking for information on the subject, to process information from the teacher explained about the sum of 1-20, while social skills focused on the ability to follow the rules, concentrating currently able to learn and stationery tidy up after the game and learning tool. The following is an explanation of the change of life skill aspects of cycle 1 to cycle 2 after a given treatment play in learning mathematics.

Cycle 1	Cycle 2
Academic Ability Test: Lowest score of 1 and the highest score 10.	Academic Ability Test: Lowest score of 9 and the highest score 10.
Observations Basic Academic Ability: a. 78% of students scored well for the ability to dig up information b. 78.5% of students scored well for the ability to make decisions c. 36.6% of students scored better on problem-solving skills d. 80.3% of students get good grades to interact with other people e. 73.2% of students scored well for the ability of the discipline f. 71.4% of students scored well for the ability to communicate g. The mean cumulative for all aspects of the capability is still below 75% (not reached the target)	Observations Basic Academic Ability: a. 88.2% of students scored well for the ability to gather information b. 93.4% of students scored well for the ability to make decisions c. 86.6% of students scored better on problem-solving skills d. 80.3% of students get good grades to interact with other people e. 82.1% of students scored well for the ability of the discipline f. 75% of students scored well for the ability to communicate g. The mean cumulative for all aspects of capacity above 75% (hit the target)
Observations Learning Process: a. Teacher have simply do to plan and implement learning instructional design. There is one aspect that has not been measured. Often teachers' abilities still dominate the activities, children less students less freely to explore. b. Teacher have simply do to evaluate learning. Frequently asked questions to draw Conclusions c. Because sometimes overlooked teachers believe that working together to draw Conclusions worksheets.	Observations Learning Process: a. Teachers have a good plan and implement learning instructional design. All done and all aspects measured. Teachers' ability to give more children the freedom to explore b. Better teachers in the evaluation of learning Including frequently asked questions to Draw Conclusions.
Students' motivation is quite good. It looks at interest, spirit, student responsibilities in carrying out the tasks well enough, and 56% of children feel students were quite fun.	Students' motivation high. It looks at interest, spirit, student responsibilities in carrying out the task of getting better, and almost all children feel students were fun.
Students active in asking, discuss, and answer questions.	Students are more active in asking, discuss, and answer questions
Students are still not familiar and active enough to use the media as a group.	Students already familiar to and actively using the media as group.

Based on theoretical studies and evidence collected data can be concluded that playing on mathematics learning is very suitable for early grade elementary school class since the beginning of the students' characteristics during the fun playing. Besides the teacher's role is very important in the interaction with students by doing a lot of deep questions.

4. Conclusion

- At the end of the second cycle based on observations of researchers and collaborators found that the majority of children have been consistent to gather information, process information, make decisions, solve problems,

understand cause and effect relationship and able to think critically. In the social skills children are able to listen to others, be able to tell a lot of things, able to work in groups and be able to control conflicts that may occur.

- The results of observations of their academic abilities and social skills after the measures show an increasing number of students getting a consistent assessment criteria (mean above 85%) by more than 80%.
- The observation of the process of learning mathematics through the game shows that through the game in learning mathematics makes students more excited and delighted in participating in learning, interested, challenged to be active, and better understand concepts

- taught life skills so that they can improve on aspects of their academic and social skills.
- d. Maturity in doing mathematics learning is important that the indicator should be known by an elementary school teacher, since the advent of the maturity of the individual. Stimulus and teaching provided to students should pay attention to the level of student progress.
 - e. Maturity of the students in learning mathematics needs to be stimulated as early as possible to avoid the element of coercion. It takes a good cooperation between teachers representing the school and parents will be given so that effective learning. One way to stimulate maturation of academic skills and social skills children are learning mathematics by applying through the game.

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DEVELOPING STUDENTS CHARACTER THROUGH SELF-REGULATED LEARNING

Muhammad Nur Wangid¹

¹Educational Psychology and Guidance, Faculty of Educational Sciences YSU

¹e-mail : nurwangid2003@yahoo.com

Abstract

Childhood is a time to play. As a result of this period children would rather play than in many other activities. However, at this time the children also have a very important task for later life, which is studying a variety of other tasks to deal with later life generally, and learning about learning skills for academic mastery. Therefore, children are required to have the learning skills and life skills. Various skills are essentially contains character values that accompany perfection mastering these skills. Therefore, the cultivation of character inherent in the development of life skills learning and development. The form of the most important skills to learn is to learn how to learn. Mastery of skills on how to learn to do by developing the ability to organize themselves in learning, that is called self-regulated learning. Skills include the ability to self-organize themselves to manage the cognitive, affective, and psychomotor comprehensively. Through a process of self-regulated learning can develop students' character . Self-regulated learning process occurred through several stages. Each stage has a function that can develop students' character. Character students which will evolve is capability students to set goal-setting, express ideas and show curiosity (initiative), carried out its duties independently, organizes activities of life (caring), committed to completing the task with flexibility, accountable for his actions (self-discipline), collaborate with friends (team works), and have positive attitude (optimistic).

Keywords: character, self-regulated learning

1. Introduction

Childhood is the period of a child to play. Much of the time when children are interacting with their peer, they are playing. They are very happy with playing to satisfying their desirability. So, play is pleasurable activity that is engaged in for its own sake (Santrock, 2011). Montessori characterized children in this period as preferred work to play (Pound, 2011). Actually there are some reasons why children want to play. Play allows children to use their creativity while developing their imagination, dexterity, physical, cognition, and emotion (Ginsburg, 2007).

Children could developing their imagination through playing. An example of how this occurs is when children play the role of the teacher in pretend play. To do this, they must adopt another perspective and practice the rules that operates in the classroom. They also internalizing the words that help them control their own outbursts, such as when they imperiously tell a "pupil" to take turn and sit down. When children acting as teacher scold the "pupil", they are mastering their own reaction to when they were last scolded. Make believe play is rule based, and children work at following the rules (Singer, et al, 2006).

Children developing their dexterity through playing. As they play master their world, play helps children developed new competencies that lead to enhanced confidence and the resiliency they will need to face future challenges (Hurwitz, 2003).

The most frequently performed play children are physically. Playing is a natural activity that is done in order to develop the body's abilities, including skills, strength, speed, balance, and so on. This was done to address a variety of tasks in the future. The older, the more skill, strength, speed, and balance required in carrying out development tasks.

Play, both directed and undirected, is critical component of learning. Play helps children learn new concepts and problem-solving skills in natural, fun way. Many new concepts discovered through play. Many of the types of games that encourage children to perform troubleshooting. Through certain types of play children can recognize, understand, apply the rules, analyze situations, synthesize the components, to evaluate a structure that has been formed. Even further they can criticize, predict, and creativity to create something new.

Play also critical to self-regulation and children's ability to manage their own behavior and emotion. For example, when a child learns to delay gratification or to calm herself when is upset, she is manifesting the development of self-regulation. Play is the place where children practice these skills (Singer, Golinkoff, and Hirsh-Pasek, 2006).

However, while doing activities are always in the form of play, children's still has the developmental tasks that must be done. According to Havighurst (Fingerman et al, 2011) developmental tasks explained as each individual, by virtue of being a citizen of a larger society, faces

a series of expectations over the life course. He posited that judgments of success by self and society are highly influenced by the degree to which an individual is perceived to be meeting these expectations. In children stage according to Havigurst theory, some of the developmental tasks are (a) developing basic skills for reading, writing, and arithmetic; (b) developing conscience, morality, and values; (c) achieve personal freedom. It is mean the children should begin to master academic discipline, and also moral values that must be learned and applied in life. And in the end is reached personal liberty, not dependent on others. Starting from this idea then how to develop the academic skills of children who also can develop morality to achieve independence. To answer these questions the growing up theoretical perspectives on learning will be discussed.

The development of learning theory last for at least one hundred years period based on three sphere: first, learning as response strengthening, secondly, learning as information processing, and third learning as construction of knowledge (Mayer, 1996: 152). Learning as response strengthening occurred during the period 1900 - 1950 where the research using animals with tasks that are artificial. Principal role of the teacher is as a supplier of rewards and punishments, otherwise students served as recipient of reward and punishment. Then the type of learning method that teachers are trained and provided practice (drill and practice) by skill. The second period that assumes learning as information processing. This occurred during the period of the 1960s until the 1970s, which began research using human but with the tasks that are still apparent. The teacher's role as a spreader of information, while students assigned to receive information. In relation to the types of tasks the students are done learning methods are textbook and lectures. While the third period learning is seen as a construction of knowledge, which occurred in the 1980s up to the 1990s. Research based on experiments with human tasks that are realistic. The teacher's role is to provide guidance to explore the academic tasks, while students tasked with making sense. Therefore, the type of learning method is discussion, guided discovery, supervised participation in academic tasks.

In accordance with the development of the theory of learning in the way of developing the academic skills students need to be adjusted with the existing development. One important assumption is that students as individuals who construct their own knowledge. Therefore students should be able to manage their own learning needs and obligations. Based on the reasoning above, the learning strategies that enable students to acquire academic skills and independence are self-regulated learning (SRL).

2. Self-regulated learning

The term *self-regulated learning* emerged largely from a sociocognitive perspective. Self-regulated learning refers to strategic and metacognitive behavior, motivation, and cognition aimed toward a goal. "Students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process" (Zimmerman, 1989). Sociocognitive models of SRL emphasize modeling and prompting as key instructional tools for promoting SRL. Social context is central in framing and influencing student self-regulation, and the underlying goal is to enhance the individual's regulation of cognition, metacognition, behavior, and motivation. Social and self are viewed as distinct entities whereby social influences shape the development of SRL by defining conditions for tasks and providing standards, feedback, and modeling. From this perspective, self-regulation refers to an individual's process, within which contextual and interpersonal feedback affect the acquisition, while an individual's goals and efficacy influence the motivation (Jackson, Mackenzie, and Hobfoll, 2000). The focus is on an individual as a regulator of a behavior (individual-oriented process)

Self regulation is essential to learning process (Zimmerman, 2008). It can help students for better learning create habits and strengthen theirs study skills, apply learning strategies to enhance academic outcome, monitor their performance, and evaluate their academic progress (Zumbrun, Tadlock, and Robert, 2011). Teachers thus should be familiar with the factors that influence a learner's ability to self-regulate and the strategies they can use to identify and promote self-regulated learning (SRL) in their classrooms. In addition to self-regulation, motivation can have a pivotal impact on students' academic outcomes (Zimmerman, 2008). Without motivation, SRL is much more difficult to achieve.

Self-regulation refers to both unconscious and conscious processes that affect the ability to control responses (Carver, 2004). It is a skill that has overarching effects on an individual's ability to tolerate unmet wants or needs, handle disappointments and failures, and work towards success. The ability to self-regulate is the foundation for compliance with accepted standards of conduct at home, school, and later, in the workplace. Self-regulation is often thought of as a dual process-cognitive and social-emotional (Blair and Razza, 2007)

Cognitive self-regulation is the degree to which children can be self-reflective, and can plan and think ahead. Children with these strengths are in control of their thoughts. They monitor their behavior, evaluate their abilities, and are able to adjust their behavior, if necessary. For example, if a

self-regulated child knows there is an upcoming test, he or she chooses to study to be ready for the test, instead of hanging out with friends.

Social-emotional self-regulation is the ability to inhibit negative responses and delay gratification. An individual with this ability is able to control his or her emotional reactions to positive and negative situations, as in the case of a child who can resist his immediate inclination to erupt into anger when a peer skips in front of him in the lunch line.

The ability to self-generate increase dramatically as children grow older (Fingerman, et al., 2011). Whereas self-regulation depends largely on development capabilities (Bandura, 1997), as children mature goal setting and self-monitoring become critical (Campbell, 2006). In general, children and adolescents are more likely to carry out self-regulatory behaviors if they set manageable goals for which they have direct control and continuously evaluate their behaviors and responses.

3. Rationale the importance of self-regulated learning

Children need to develop self regulation skills because of the strong influence these skills on school readiness and building relationship with peers (Eisenberg, Valente, and Eggum, 2010). In line with the previous opinion Galinsky (2010), found self-regulation essential for success in school, work, and life. Self-regulation remains perhaps even more important in teen years, which are often marked by an increased vulnerability to risks such as truancy, peer victimization, and substance abuse (Bandy and Moore, 2010). Adolescent who do not regulate their emotions and behavior are more likely to engage in risk-taking and unhealthy behavior (Grolnick et al., 2002). Being able to suppress impulsive behavior and to adjust behavior as appropriate has been linked to positive outcomes for children and adolescents. Some of these positive outcomes include:

- a. Higher academic achievement. Children who are self-regulated are more likely to perform well in school (Ahmad, 2012). The capacity self-regulation in fulfilling the task of learning through the selection of appropriate learning strategies, and overcome various problems and barriers that exist to be key in obtaining academic achievement. Thus, the more capable in organizing various activities to learn well then it will be better the academic results obtained.
- b. School engagement. Adolescents who delay gratification and adjust their behavior are more likely to be engaged in school. Moreover, such students tend to work harder than do their peers who lack self-regulatory abilities (Eisenberg, Valente, and Eggum, 2010). Student

involvement in the learning process is the key of success in learning (Frederick, Blumenfeld, and Paris, 2004). As discussed above that students should construct their own knowledge. Through the efforts of self-regulated learning process itself is done through planning, implementing the plan with commitment, as well as evaluating the results will make students fully engaged in their learning.

- c. Peer social acceptance. Self-regulation is also linked with favorable perceptions by others. Ability to manage oneself include social and emotional aspects, so that when the students in schools that have been well able to adjust its behavior associated with his friends will get popularity and wider acceptance than students who are less able to regulate social and emotional behavior (Eisenberg, Valente, and Eggum, 2010). Children and adolescents who are able to control impulses and reflect on their actions are more likely to have friends and to get along with others (Bandy and Moore, 2010).
- d. Avoidance of negative behaviors. Self-regulated adolescents are less likely to engage in substance abuse, truancy, and violence (Lee, Hamman, and Lee, 2007). Full engagement in academic tasks school makes the students not leaving time school and wasting energy to do the negative. This is because the learning behavior has been designed or goals to be achieved are determined so that they only focus on the activities that must be performed. The interaction between students is also an effort to achieve learning goals, so if there is resistance or ignorance of them instead they will help each other. There is no thought or intention to be absent. Among the students there has been a growing sense of mutual need to organize together with self-awareness. Help each other when they are in need, so that school assignments are not considered to be a heavy burden, but rather as a joint liability.

4. Process self-regulated learning

To develop self-regulated learning should be understood first the process implementation. Social cognitive theory postulates that the self-regulation process consists of three stages: self-observation, self-judgment, and self-reaction (Bandura, 1986). Self-observation refers to deliberate attention to be paid on a particular aspect of a person's behavior (Schunk and Zimmerman, 1997). When the observation is made will result in the perception of progress, it can motivate someone to improve performance by changing what he had done. Students who experience academic barriers to learning activities are often surprised that he has done, because it is not aware of having to spend a lot of time to study for non-academic activities, duties or obligations while it is still unfinished.

Such knowledge can motivate students to change his habits. Bandura and others such as Mace, Belfiore, Shea in Schunk & Zimmerman (1997) recommends to assess the behavior should look like the dimensions of quantity, quality, value, and originality.

Self-observation closely associated with self-judgment which refers to the comparison of current results with a standard. Bandura (1986) put a lot of emphasis on the assessment process and the specific factors that affect the valuation, which has facilitate empirical findings. So that the self-assessment, estimated, influenced by the type and importance of standards used.

Standards can be expressed in terms of absolute or normative form. Standards are absolute certain is that, for example, a student who is trying to complete the task within the time limit concerned subjects. Time to complete a learning task is limited by the time available. While the normative standards based on the achievements of others, for example, a student who is trying to become the first person to complete the task. Thus, the normative standards based on social conditions. These standards are often obtained by observing the model (Bandura, 1986) socially compare themselves with the achievements of others, it will help one to evaluate its accuracy in behavior. Social comparisons are used in the process of self-assessment as absolute standards have no effect or unclear (Schunk, 1996).

Self-reaction include making one's evaluative response to decide actions, for example, is something the matter / case it is good or bad, can be accepted or rejected, or is outside the range of expectations. Evaluative reaction is a critical aspect of self-regulation and is a unique contribution of social cognitive theory (Bandura, 1986). Evaluative reactions include students' beliefs about their progress. Students' beliefs in making acceptable progress toward a goal together with the hope of satisfaction for the purpose, capable of heightening feelings (self-efficacy) and sustain motivation (Schunk: 1996).

The third stage (subprocess) of self-regulation is to interact with each other. When a student observes his own actions, he was assessed on the basis of objective standards and react to that assessment. Evaluation and reaction extent they organize additional observations further. Subprocess also interact with environmental factors (Zimmerman, 1989).

Students who assess the progress of a task or learning is still in its early stages is not enough (inadequate) would probably react by asking the help of the teacher. Teachers may help students learn better strategies, which will then be used by students to enhance a better learning performance. Dynamic interaction of those aspects of self-

regulation is a basic overview of the process of a self-regulation capability.

5. Character in childhood

Childhood is a period of development of all aspects , including physical, cognitive, social, and personal. So, character as one of the aspects of development need to be developed. Character development can not be separated from other aspects of development. Therefore, character development should be integrated in every other aspect of the development effort. Lack of progress the development of the character will make an individual is considered as an individual who is less or imperfect his humanity. This is because the character is very useful for themselves and when dealing with others. Therefore, the importance of character development in childhood to be very significant

The word character as it relates to character education is most often used to refer to how 'good' a person is - in other words, a person who exhibits personal qualities which fit with those considered desirable by a society might be considered to have good character and developing such personal qualities is often then seen as a purpose of education.

There are three main categorical factors that influence the development of character capabilities in the early years, relating broadly to *structural circumstances*, *parenting style* and *psychology* (Lexmond and Reeves, 2009):

- a. *Structural factors*: Material poverty, parental background, family structure, ethnicity, gender, disability and the other structural circumstances of children's early lives all form the background to their development and exert an influence on that development. This is the kind of 'visible' disadvantage which is most obvious to policy makers, and which drives many policy priorities in this area.
- b. *Parenting style and confidence*: Parents' approach to their children – their level of warmth, responsiveness, control and discipline – are strongly influential on children's character capability development. Parents' perceived view of their competence or ability to parent well is also an important influence on the development of children's character capability.
- c. *Psychological vulnerability*: Genetic, pre-natal and very early environmental factors can affect children's early psychological development. Some children, as a result of these varying factors, have a temperament that makes them more susceptible to weaker parenting or a less nurturing environment, or less susceptible to better parenting or more nurturing environments. These children are found across the socio-economic spectrum, but suffer more in

low-income households; in this sense they are doubly disadvantaged.

There are many character education programs are offered to achieve the desired character in accordance with the norms of society or of other values. On this occasion we will discussed the developing of character through self-regulated learning

6. Developing character through self-regulated learning

To promote SRL in classrooms, teachers must teach students the self-regulated processes that facilitate learning. Each of these sub-processes have different meanings when interpreted from the perspective of the character development of students. Zumbrunn, Tadlock, and Robert, (2011) summarized the various opinions and results of the studies showing that the processes of self-regulated learning include: goal setting, planning, self-motivation, attention control, flexible use of learning strategies, self-monitoring, appropriate help-seeking, and self-evaluation. Each stage of this process has a function that can develop character. The following stage is passed to the students and the characters that are developed.

6.1 Goal setting

Goals can be thought as the standards that regulate an individual's actions (Kivinen, 2003). In the classroom, goals may be as simple as earning a good grade on an exam, or as detailed as gaining a broad understanding of a topic. Short-term attainable goals often are used to reach long-term aspirations. For example, if a student sets a long-term goal to do well on an exam, then he or she also may set attainable goals such as studying for a set amount of time and using specific study strategies to help ensure success on the exam.

In goal setting is actually the students practice being honest with himself. The goal set is essentially a measure of their own abilities, so if students set a goal that is not in accordance with his ability then that goal may not be achieved, it is because of insincerity to himself. In addition, students also practice self-control. Desires that are not in accordance with its ability to be adapted to existing conditions on him. McElmeel (2002) says goal setting is the ability to determine what is wanted or needed and to work toward it. It is identifying desired outcomes or objectives and designing a strategy or plan of action to achieve them.

6.2 Planning

Similar to goal setting, planning can help students self-regulate their learning prior to engaging in learning tasks. In fact, research indicates that planning and goal setting are

complementary processes, as planning can help learners establish well thought out goals and strategies to be successful (Schunk in Zumbrunn, Tadlock, and Robert, 2011). Planning occurs in three stages: setting a goal for a learning task, establishing strategies for achieving the goal, and determining how much time and resources will be needed to achieve the goal (Schunk in Zumbrunn, Tadlock, and Robert, 2011). Character values obtained with the planning is students had initiative, and also activities students to be careful, to act with considering the consequences, so that the activities undertaken strategic value. The nature of prudence or thinking carefully is very important when an action would be undertaken. The success of the students mastered the character values will appear in the actions of students who seem quiet, calm but definitely knows the direction of the goal. It is the character obtained from planning. Initiative is the ability to take action independently without outside influence or control. It is a willingness to make the first move or take the first step without being prompted by anyone else McElmeel (2002).

6.3 Self-motivation

Self-system has an important role in the self-regulated learning, that is an internal self-generated desire resulting in an intentional choice that is (a) based on self-system awareness and value, (b) motivated by personal self-development and self-determination goal, (c) integrally related to affect and mood (McCombs and Marzano, 1990). Self-motivation occurs when a learner independently uses one or more strategies to keep themselves on-track toward a learning goal. It is important to the process of self-regulation because it requires learners to assume control over their learning). Furthermore, self-motivation occurs in the absence of external rewards or incentives and can therefore be a strong indicator that a learner is becoming more autonomous (Zimmerman in Zumbrunn, Tadlock, and Robert, 2011). By establishing their own learning goals and finding motivation from within to make progress toward those goals, students are more likely to persist through difficult learning tasks and often find the learning process more gratifying (Wolters, 2003).

Character values contained in the self-motivation is independence. Self-regulated learning to integrate "will and skills" to proceed a more meaningful activities. Thus self-regulated learning will make the students more willing to act on its own initiative. It is also student will be courageous. Courage is a firmness of mind and will in the face of danger or extreme difficulty. It is the ability to stand up to challenges and to support unpopular causes (McElmeel, 2002). This character very important to everyone, because not everyone will be free of problems, one conditions that should be faced.

6.4 Attention control

In order students able to regulate their activity independently, they should concentrate. Controlling attentions is cognitive activity that requires self-monitoring significantly. Therefore, it makes sense that students are able to focus his attention to follow the teacher's explanations get better academic results. Thus, teaching students to attend to learning tasks should be a priority. Teachers can help their students control their attention by removing stimuli that may cause distractions, and providing students with frequent breaks to help them build up their attention spans.

Character values obtained by students in the attention control is caring, confidence and patience. Through practice to control attention the students actually also trained to pay attention to one object. Ability to pay attention is very important in social relationships. Specifically the ability to give attention to someone who is need or in line with the context of the relationship, it will indicates the quality of social relationships. It is in accordance with the opinion of McElmeel (2002) caring is the act of being concerned about or interested in another person or situation. It is feeling or acting with *compassion*, *concern*, or *empathy*. Whereas, confidence is a faith or belief in one self and one's own abilities to succeed. It is the belief that one will act in a right, proper, or effective manner. And, patience is the capacity to endure and to wait for one's goals to be achieved; to conduct oneself without undue haste or impulse.

6.5 Flexible use learning strategies

Students who succeed are those who can implement a variety of learning strategies and adapt it to the various conditions encountered so that learning goals can still be achieved. However, it is important to note that most students, especially those in the primary grades, typically do not have a large repertoire of learning strategies at their disposal (van de Broek in Zumbrunn, Tadlock, and Robert, 2011). It takes time for students to learn and become comfortable with different learning strategies. By modeling how to use new strategies and providing appropriate amounts of scaffolding as students practice, teachers can help learners become independent strategy users (Zumbrunn, Tadlock, Robert, 2011).

The ability to implement an appropriate learning strategies in a variety of conditions requires the ability to dynamically adapt. Various barriers to implementing learning strategies that can arise both from within oneself or of external factors. Ability to handle or overcome obstacles both from internal or external factors is a form of flexibility in adjusting to the environment or needs. The flexible nature of the characters is important for the individual to adapt or face the next life. It thus also says McElmeel (2002) flexibility is the

capacity to adapt or adjust to new, different, or changing situations and their requirements.

6.6 Self-monitoring

To ensure the learning objectives to be achieved is a student needs to monitor the process of implementation of the plan. The absence of monitoring often create new problems, because it is not in accordance with the plan or the plan could not be implemented. Therefore self-regulated learner must be responsible for the process that is being carried out. To make sure the students have to set goals, self-motivate yourself to reach goals, focusing on tasks, and use strategies to facilitate the achievement of goals. From this perspective the value of developing character in students through self-monitoring is self-discipline. Discipline on the plan, and the discipline to a strategy that has been believed to be the truth. McElmeel (2002) explained self-discipline is the ability to control, manage, or correct oneself for the sake of improvement; the ability to forfeit lesser objectives or short-term gratification for more worthwhile causes or long-term goals.

6.7 Help-seeking

In fact we often face even though a plan has been prepared good manner or properly and equipped with a good strategy, but the fact, the implementation, still have problems or do not even work properly. These conditions are also often faced by self-regulated learner. Hence the willingness to seek help be the last alternative to be done to achieve the goal. Students' awareness about the conditions of the self that still need help from others to encourage them to do the same for others. This is a character value that can be derived from the sub-process help-seeking. In other words, grow awareness of the need for teamwork and friendship. McElmeel (2002) clarifying teamwork is working with others to reach a common goal; acting together to achieve a shared vision.

However, teamworking without friendship will not be able to last a long time. Teamworking is done only for the sole purpose to achieve. Once the goal is reached often it happens hostility, competition, rivalry and so on. Therefore need to be complemented with friendship. In connection with the issue McElmeel (2002) explained friendship is a state of being attached to another by affection, loyalty, respect, or esteem.

6.8 Self-evaluation

The final step of the process of self-regulated learning is self-evaluation. Zumbrunn, Tadlock, and Robert (2011) getting across, students are more likely to become self-regulated learners when they are able to evaluate their own learning, independent of teacher-issued summative assessments. This practice enables students to evaluate their learning

strategies and make adjustments for similar tasks in their future. So, the students would have positive attitude. McElmeel (2002) explained positive attitude as a state of mind or way of thinking that views the most desirable aspects of a situation and anticipates the best possible outcomes. In other words, students have the optimistic nature. They see the future with hopefull and confidence.

Beside that students also actually had a curiosity about continuation of efforts to achieve the goal. Through deep honesty, students try to evaluate themselves openly against the existing shortcomings. They are also armed with faith and hope to fix the mistakes that have been done. Therefore curiosity about the state itself is also a form of genuine curiosity to develop themselves. Curiosity is a desire to learn, investigate, or know. It is an interest leading to exploration or inquiry.

7. Conclusion

Students are self-regulated learner and not different in appearance and performance. Application of self-regulated learning for students learning can really have an impact on students' character development. In general, students who have the ability to self-regulation, these students has emerged as metacognitively, motivationally and behaviourally active participants in their own learning (Zimmerman, 1986). Meaning of the metacognitively processes is self-regulated learner plan, set goals, organize, and self-evaluate at various points during the process of acquisition. These processes enable students to be self-aware, knowledgeable, and decisive in their approach to learning. Similarly, motivationally processes meaningful as the learners showed high self-efficacy, self-attribution, and intrinsic tasks interest. If the students were observed to behave like self-starters who display extraordinary effort and persistence during learning. Likewise, in students behavioral processes, self-regulated learner select, structure and create environments that optimize learning. They seek out advice, information, and place where they are most likely to learn; they self-instruct during acquisition and self-reinforce during performance enacments (Zimmerman, 1990). All of the subprocesses have the significant functions to develop students' character. In other words, students who are successfully developing the ability to self-regulate their learning directly they are also actually well developed their character.

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DRAWING THE STRENGTH FROM THE PAST: DEVELOPING OPTIMIST AND HOPEFULNESS PUPILS THROUGH PROJECT BASED-LEARNING OF NATIONAL HERO DIPONEGORO

Mulatiningsih

Teacher of Luqman al-Hakim Internasional (LHI) elementary school,
flo.mulati@gmail.com

Abstract

The world changes rapidly and being more integrated due to fast development in economic and technology. Change in one place can trigger change into other places and nowadays uncertainty becomes more common. Being optimist, hopefulness and steadfastness are among necessary characters that should be built to face such unpredicted difficulties.

Indonesia has a lot of heroes whom we could take never-ending inspirations. Their confidence, courage and struggle in fighting colonialism and injustice can be used to motivate and inspire pupils to always be optimist and hopefulness despite any difficulty. One of the project-based learning (PBL) of the third-year pupil has central topic of the national hero Diponegoro. The integrated learning the so-called 7C Steps, i.e. Curiosity, Character, Contemplation, Concretion, Collaboration, Cultivation and Caring is adopted in teaching this topic so that the history is not merely about time and events, but even more important to inspire the pupils.

The PBL begins with sparking pupils's curiosity about Diponegoro and his heroism and ends with creating a great drama about his struggle in overcoming any hardship. As the PBL touch all three major learning aspects of affection, cognition and kinesthetic, it is expected that pupils can absorb much inspirations from Diponegoro's heroism.

Keywords: optimist, hopefulness, national hero Diponegoro

1. Introduction

The world changes rapidly and being more integrated due to fast development in economic and technology. Change in one place can trigger change into other places and nowadays uncertainty becomes more common. This uncertainty should be prepared. And preparation can be done from the basic education.

Therefore the learning proses must be contextual. The more linkages that student found from the broud context, the more meaningful the student get. By connecting more lesson by one theme, student knoe the meaning of the knowledge and the skills that guiding them to lead the knowledge ant the skills.

But knowledge and skills is not enough for facing the future. They need good virtue, awwarness, and undestanding action. To appear them, the learning process must be designed appropriate with student development.

good character can not teach by the theory. The student absorb the values easier for imitatig or modeling. Indonesia rich of national heros to be a models. Many of good character can be elmulated.

One of the project based learning of year three student is emulating Diponegoro. The learnig process provide in drama form because dram is an ideal vihacle for teachig primary school chioldreen for a number of reason.

A project is recognizable unit of work with a begining, midle and end. Through a series of worthwhile activities, wich are linked to form tangibel end product, the student can gain a real sense of achivement. At the successful completion of the project, both teacher and students have some thing they can be proud, to show to parent and others in the school as an indication of the progress they have made.

A project involvest the development of the hole student, rather than focusing narrowly on teaching language. Within the frame work of project can be included teh full range of skills, they are intelectula skill, physical skills, social skill and learner independece skills.

The project is deesigning drama of the national hero Diponegoro. Diponegoro is a good model of person. he chose the simple life in the village then the palace with must be impartial wit a colonial.

Diponegoro is pious servant. So that god gives him the excessof strong to face the colonial. He also smar tin war strategic planing. His spirit give more strong from external aspect. He has great hope for indonesia independence from colonial altouth he has not enough gun to face. But he has great belife and strong spirit with optimist. Many value can be modeled from Diponegoro heroism. By project of drama the value internalized easily.

The project based learning also combined by the seven C's process. This effectively integrated both the content and process of learning into a single, unified learning system and eliminated the content-process dichotomy noted earlier. Therefore the learning is more meaningful and effective.

So the history not just memorizing the time, name of person, name of place, and many theoretical matter. By the seven C's process history touches more aspects of lives. From the Diponegoro story, students get the pattern how to face the future that is unpredictable.

Being optimistic, hopefulness and steadfastness are among necessary characters that should be built to face such unpredictable difficulties.

2. Methodology

To deliver the goals of growing optimism and hopefulness of the children, used the PBL method. PBL is one of the great methods. It is combined by the seven C's process, they are:

2.1 Curiosity

The first step in the learning process consists of activating the curiosity and interest of the student, illuminating the need and benefit of learning, and relating it to the child's prior knowledge within the larger context of life and learning. At this stage the students were invited to admire the struggle of Diponegoro by watching the movie and reading the history that looked for information on the Internet by the student themselves.

2.2 Character

The second step in the learning process consists of "preparation in character". The acquisition of knowledge is a sacred act of God, its belief that a person must prepare, even qualify, before being deemed a suitable receptacle for such knowledge. In this step student, prepared to appreciate the Diponegoro movie. Make the conclusion of the movie to make connections from the conclusion that they've got with the current conditions. Furthermore, students reflect on whether it is good to be fabulous as Prince Diponegoro.

2.3 Contemplation

The third aspect is guiding students to get the knowledge of imitating of Diponegoro. They do strategies to find the answer of their question, investigate by doing activities, reflective of their findings and summarizing. In this step, students were invited to visit the museum Diponegoro. Students look at historical evidence. They examine any evidence they find and match of the films they've seen. Additionally they are also invited to retrace the struggle Diponegoro by visiting Selarong cave, hideout to guerrilla warfare tactics.

2.4 Concretion

The fourth section guiding student to solidify their new understanding by testing it in the new ways and in a new context. They absorb and internalize the fighting spirit of Diponegoro into their souls. With a question about what role they will take as a next generation. Students pour in a little book called mini biography about them in the present.

2.5 Collaboration

The fifth aspect is assisting students utilizing cooperative learning strategies, and assisting them in sharing what they have in different ways. This phase is primarily interpersonal in nature and incorporates the interpersonal and verbal linguistic styles of learning.

Students work with friends to develop a historical drama entitled "The struggle Diponegoro". They share the roles, discussing the drama scenarios and decide the proper costume. This process is a step further in order to internalize the values that have been obtained more internalized and perceived. Diponegoro character and fighting spirit will be perceived by playing each character in the history of Diponegoro.

2.6 Cultivation

The sixth step is guiding student to examine and reflect on the significance of what they have learned for themselves personally and to identify ways of applying it in their personal lives and integrating it in the personal lifestyle.

Students prepare to presentate their biography to others. Not just about what to be but also about how must they do to receive their hope. And also, encourage their optimism to reach their hope. Students describe what they want to be and how the strategies they must do from now to the present.

2.7 Caring

The last step is guiding student to identify ways to use what they have learned by applying it for the good of others through service. This should be in the form of service learning projects that can function as culminating and authentic assessment of the real learning.

In this section, students plan to give their inspiration to other children. They presentate their biography and transmit their great hope for the children in the orphanage. They transmit their optimism by getting the children to design great hopes for their future.

3. Result

From the biography book student made. It can be known about student optimism to face the future. Their describing way to reach clarify the

values. And also great hope in the form dream show the hopefulness of the student.

The results of this learning process also can be measured from each relevant lessons. because this is a project-based learning and its integration, then each subject assess according to their attainment targets.

From the social science student learn historical story. They recognise the national heroes of Diponegoro. Student learning the spirit of the past and apply it to the future. It is supported by Indonesian language lesson by inviting student pouring their big ideas in good writing in the mini book called mini biography. They also learn how to share their big ideas to others by a good presentation.

From mathematics subject, student count from every date they found of the story. They predict the time to realize their dreams. It study about measuring times. From the historical evidence student learn more about shape space. They also learn about material science, about light and magnet. There are the attractive force between student and Prince Diponegoro the analogy of magnet.

Drama gives student great lesson about role art. From making costume, they learn about art and design. They also learn ICT when they looking for the information about Diponegoro.

The integrated subject by focusing in one theme facilitate the student lead the subjects easily. By applying it, also give more inspiration to their soul. Therefore, student feel more optimistic with the great hope that written in dreams.

4. Conclusion

Learning process by doing gives more opportunities to the student absorb good values for their lives. By imitating national hero Diponegoro, the spirit and good behavior can be followed easily.

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THE CHARACTER FORMING OF A NATION THROUGH THE MADRASAH EDUCATION (Madrasah : Integrated Islamic School And Featured Plus)

Nanang Fatchurochman

nafaro@ymail.com

Abstract

The blowing of moral recession (behavior), fighting, anarchist act, and another digressing act among the teenagers is a reasoning (thinking) separated for the doers of education to present Madrasah which is exceeded not only in academic side, but also behavior, and spiritual. To achieve both mission required "brand new place" in a form of Madrasah or another Islamic school which is really gives a strong pattern and individuality.

Exceeded Islamic education (madrasah) formatted by adopting sides meritocracy without leaving the value of previous traditional or conventional education. Even, the exceeded madrasah is trying to offer the form of new synthesis which is collaborating between the general goal of education with the Islamic religion education which is commensurable. This synthesis form, later accompanied with the support of academic quality, human resources (HR), facilities, strong financing source and also the good environment creation.

There are several effective steps must achieved to realize a madrasah with a good quality, such as : *first*, academic quality. *Second*, human resources, reliable teachers and more creative, it is expected can give knowledge integrated with behavior education in its curriculum as the based of character forming. *Third*, the role maximization of the committee of madrasah/school. *Fourth*, increasing the society role as the object and subject of education. Society must be given a facility to design their own education model.

Keywords : Madrasah, Character, Moral Recession

1. Introduction

Generally featured madrasah formatted with a modern style and model which adopt the sides of meritocracy without leaving the values of the previous traditional or conventional education. Even, featured madrasah tries to offer a form of new synthesis that collaborate between the goal of general education with religion education of Islam which is commensurate. This kind of synthesis later accompanied with the support of academic quality, human resources, facilities, strong financial source and also a good environment creation.

The existence of featured madrasah expected able to answer the challenge and the demand of modernization, progress of globalization and technology. The presence of Islamic educational institutions in the National constellation had been provoking a lot of attention and discussion from so many expert and adept of education to catch the meaning of global symptom and phenomenon inside it. This is fair, because the system of national education still considered not capable to show a significant education quality.

The blowing of moral recession (behavior), fighting, anarchist act, and another digressing act among the teenagers is a reasoning (thinking) separated for the doers of education to present Madrasah which is exceeded not only in academic side, but also behavior, and spiritual. To achieve both mission required "brand new place" in a form of Madrasah or another Islamic school

which is really gives a strong pattern and individuality.

2. Madrasah in a history frame

Madrasah is an education which has been running since the era of Prophet Muhammad SAW. *Madrasah* in the time of prophet in Mecca is different from the formal *madrasah* in Indonesia at now. Then later in Madinah, semi-formal *madrasah* started to spawn when there was a positive response from the society related with the prophet missionary endeavor. The institutions of Islamic education that is semi-formal or almost close to a formal institution, have a teaching methodology and the schedule which keep shown up even just in a form of majlis ta'lim in the houses of friends, mosque, *kuttab* (place of writing and reading study), *Halaqah al-dars* (usually just called by *Halaqah*) or a "circle of study" of the friends of prophet. The pattern of semi-formal education spread to all the South East region, such as Mecca, Madinah, Basra, Kuffah, Damascus (Syria), Fustat (Egypt), then the education of majlis ta'lim developing and transformed into a teaching institution, systematic and well-organized.

Before the spawn of *madrasah*, the friends of prophet in the period of Abbasiyah (750-1258 M) the institutions of Islamic education was developing and appeared in a various form. This is going along with the development of the Islamic culture and knowledge, followed by the success of the

translation that was determining the development of rational science. Before the found of *madrasah*, the top of the educational institution development in Islam, in the period of Bani Abbas has grown and developed forms of education, such as *daur al-kutub* (library), observatory, and hospital, *mosque khan*, and *ribath*. If the *daur al-kutub*, observatory, and hospital become a place of education and study in the rational science (term that lead to general science), then *mosque khan*, *khutb*, and *ribath* was a central of religion knowledge. The system of study based on the *Majlis ta'lim* and the teaching in the mosque later developed rapidly, appeared many hostel near mosque and the mosques ran the education function next evolved to an institution called *madrasah*.

Emergence of *madrasah* in Indonesia rooted from the movement of renewal along with the collective consciousness of Muslims in the archipelago, the realization to do a change from a backwardness clearly research the Islamic teachings. The main society motivation at that time was doing changes of imperialism that implemented injustice in the life, the newer who was driven by the intelligence (Indonesia graduate) felt sure about the renewal in Indonesia would not be established without the support of changes in the education sides. Just only through the education would appear a progressive mental and going to the better development to a better aim regularly.

The education of Indonesia started by the movement of educating nation's generation through the *ta'lim* and *dakwah* in the mosques and *mushalla* then later transformed become separated. But, the using of term "*madrasah*" started here.

Presence *madrasah* is a follow-up from the basic mosque education in Indonesia. The tall of societies interest in studying in the mosque rated by the intelligence of Indonesia no longer conducive place to study. Since that time, there were born an alternate education called *madrasah*. Where as *madrasah* was a model of education developed from *pesantren* that already rooted in Indonesia. Shortly, *madrasah* was standing because of the changes effort, because the traditional education system (*pesantren*, *dakwah*, *majlis ta'lim*) felt doesn't good enough to fulfill the society need. Beside that, there was a concerns of the Intelligence because of the development of the Holland school which is able to grow secularism in Indonesia. So that, *madrasah* judged as the key in order to fasten the development of Islamic education.

As one of the education institutions, *madrasah* sometimes considered as the institution that doesn't come from Indonesia's culture. The view like that appears because of the difference appeared between *madrasah* education system with Islamic education system developed in Indonesia like *ta'lim* in mosques, *dayah* (Aceh), *surau* (Minangkabau), *pesantren* (Java). of course the view is normal,

because the development of *madrasah* is a follow-up of Islamic education reform by Muslim scholars Indonesia. These scholars observe and see that the traditional Islamic educational institutions no longer match to the demands of the times. Beside of that, the other considerations is the system of teaching and learning at the *madrasah* with learning in the school system is considered different form of the school conducted by the Dutch colonial government.

Such a model *madrasah* is early pioneer or forerunner of education in Indonesia. No wonder if many of our founding fathers were educated and raised by the agency called *madrasah*, of course, this fact further reinforces the important position in the history of Islamic education in Indonesia. Just call it H. Agus Salim, Mohammad Hatta, Tockro Aminoto, Wahid Hashim, Hamka, and the other founder of the nation, where they were graduation of *madrasah*. Aside from being the birthplace of the store-national leaders, *madrasah* education is also the witness to the struggle of the Indonesian people in the intellectual life of the nation. Vital role of *madrasah* in the history of Islamic education in Indonesia can be seen in the long history of *madrasah* education named since the colonial era, the new order, the order of reforms, until now.

3. Madrasah and Characterbuilding

With a wide range of dynamics, current *madrasah* has implemented a system of teaching and learning that is applied parallel to the integrated *madrasah*, the teaching and learning system that is implemented with a combination of general education with religious education. From the old *madrasah* has taught foreign languages, such as Arabic language, through the teaching of the Arabic language in which students are expected not only to communicate but also to read the text of the book or the Arabic text. Also of course have a proficiency in reading the Qur'an and understand its meaning.

The development of *madrasah* that we see today is certainly untied of the founders of *madrasah's* role, and a crystallization of the pioneering efforts of the *madrasah* when at that time, establish *madrasah* based on three important aspects: 1) adjustments to the education policy of the colonial government, 2) bridge the difference of religious education system and modern education, 3), and attempt to renew Islam in Indonesia.

The curriculum developed by *madrasah* did not take the distance with modern science, with totally did not dominated by *Ulumuddin* (religious sciences) only. With a perfect proportioned display religious sciences which teaches morality, ethics, responsibility, and creating a society that is religious and noble personality with a thickness of faith and piety in their personal and social development.

This phenomenon is of course supported by the facts existing at the *madrasah* curriculum to accommodate all sorts of scientific disciplines but remain in the vision, mission of National Education and vision of the Ministry of National Religion of the Republic of Indonesia that is "Making Religious values as the foundation of Spiritual, Moral, and Ethical the life of the nation ". So the realization of Indonesian Generation and Intelligent Competitive fortified with spiritual values, morals and ethics, in order to realize an advanced nation, prosperous, peaceful world and the hereafter. By continually trying to Achieve Smart People Indonesia, good behavior and Competitive who is Able to Compete and Collaborate globally.

The main feature is the integrated concept of *madrasah* has a concept of integrated curriculum among the three levels of the school was to go into *madrasah* 12 years, has integrated management, which includes organizational structure / agency, the direction of development, financing and other related activities. With this concept, the integration of quality expected birth evenly among the three types and levels of *madrasah*, so as, in turn, has a strong appeal for people to send their children to study at the *madrasah*. Integrated *Madrasah* development strategies, developed on the basis of its own strength and not as a form of upper-paced project provided facilities and funding, but the existence and development are supported by the strength of their own community with the local government. Thus *madrasah* autonomy became stronger and consequently the greater the community involvement.

The melting of *madrasah* with the community make its own power for *madrasah*. *Madrasah* stand and grow with the community. It is a fact that can not be refuted. This is sometimes considered as a drawback, but when viewed carefully, the potential contained in this fact is not lack.

Growing with the community can have a meaning that the institution is one with the problem, the lives and needs of the community. That is, the *madrasah* as an institution has to know the real condition of the people as well as its potential. By knowing the real needs of the community, including the needs of their students, *madrasahs* can find appropriate solutions with the condition and the potential of people and the environment. "The Unity" of appropriate with the community is an essential element if *madrasah* want to support vocational programs implemented in the curriculum. *Madrasah* and of course must be supported by the government could find a formula on the needs of the existing work.

4. Resistance of Madrasah

Education with simplicity, it seems an appropriate label carried by the *madrasah*, if the language is rough *madrasah* education ridden

limitations of infrastructure and lack of funding. Simplicity in teaching and learning at the school is due to lack of own funds, most of the *madrasah* only self-funded from the funds of the founders of *madrasah*, *zakat* and charity organizations and school tuition students that can not be ascertained amount every month. Here are some problems that exist in *madrasah*; 1. Curriculum which is Not Mix; Education in Indonesia generally has the disadvantage that carried by almost all educational institutions, not least the *madrasah*. The teaching way, tends to rule out the methodology, analysis and dialogue, prefers the literal mind, giving priority to left brain, religious teaching materials that are saturating and away from the aspect of rationality, more put science on the final product rather than as a process, teaching is still traditional, selfish pragmatic orientation (having) compared become. 2. The Low quality of human resources; addition to fundamental issues above, the main factors were significantly associated with quality of *madsrasah* is on human resources, especially teachers as the key factor in the learning process, then, principals, supervisors and quality. 3. The Low of Management; poor quality of *madrasah* was even more comprehensive if we look at the leadership and supervision. The impact of course is a leadership and managerial dimensions in which low quality *madsrasah* leaders will make progress and far from professional. Weak managerial and leadership qualities can not be separated from the presence of the school principal who does not have the leadership and the ability to lead, of course this is because generally the head of the school at the *madsrasah* never learn about leadership education and leadership training. 4. Challenges of Globalization; Another challenge for the *madsrasah* is the globalization that is unstoppable, as opposed to the globalization in the past prior to the 19th century where globalization comes from the east and its religious intellectual. Globalization is now coming from the west, a region that holds the supremacy and hegemony and control the world. Character of western economic and political globalization, and science-technology. Political and economic hegemony of science-technology not only produces economic globalization, technology and science, but also in other areas such as intellectual, social values and lifestyles.

5. Creative Solutions

To realize the quality and featured *madsrasah*, in summary of key aspects leading to a good quality of *madsrasah* aspect weaknesses, shortcomings, opportunities and threats. 1. Improving Quality; Modernization *madsrasah* education should continue to be developed, especially in the Islamic education system in order to achieve the quality and relevance. Such as structuring models, systems, and processes of teaching activities should continue to

be pursued. The most urgent thing that has a central position and capital base restructuring and further development is to make efforts to change the paradigm, vision, mission, goals, funding, and curriculum in accordance with the development of science. Such as: Changes the curriculum with an aim and continuous so that the update of knowledge in Islamic educational institutions are not left behind and was even able to achieve and contribute to good science in the field of science in general and religious sciences.

For that it is time to do some reforms that is fundamental to the *madrasah* education system, start from the realignment of *madrasah* education through the development of a new paradigm reformulation *madrasah*, formulating the vision, mission and ultimate goal of *madrasah* education, competency-based curriculum development are clear and measurable, development of efficient and effective management, to the serious efforts towards the development of the evaluation system. Additionally, it should be given great attention to the development of vocational education programs that really fit with the character of the basic Islamic education and be able to address the needs of business and industry for energy-skilled labor in one dimension and moral / praiseworthy moral dimensions of the other. The success of the development of Islamic design formulation that is realistic but being able to see far into the future is a necessity and can not be delayed anymore. 2. Active Role of Communities and Local Government; the fact of poor infrastructure conditions as described in the previous section, such a solution requires an active role of government and society. Indeed, many efforts have been made by the government through the Ministry of National Religion, like many *madrasah* education quality improvement program has been launched, start from compulsory *madrasah* program in 1958, various help to increase learning tools, learning a variety of operational costs as well as a number of training and up-grading of teachers, supervisors and principal during the New Order; in the next several massive programs such as Basic Education Project (BEP) and the Development of Madrasah Aliyah Project (DMAP) that is an integral aim to find an effective solutions to solve the fundamental problems facing the *madrasah* education. So is the era of reform efforts have been made such as the Social Safety Net (SSN) and Operations Management Assistance Madrasah (BOMM) and various forms of another assistance has launched in a massive scale to improve the quality of *madrasah* education facilities and infrastructure, which in turn is expected to spur *madrasah* education quality improvement. Likewise, since the last ten years, Ministry of National Religion has been making *madrasah* education budget increased significantly, although

the quantity is far from the amount obtained public schools. 3. Curriculum The Mix; balancing *madrasah* curriculum development between academic-oriented development with a development orientation of religious profession.

Its realization can be done by opening the unit or the opening of a new *madrasah* courses in the field of religious profession. Law No.20 of 2003 on National Education System Chapter VI Path and Type of Education, the third part of the Secondary Education, Article 18 paragraph (3) mentioned in the form of Secondary Education High School (SMA), Madrasah Aliyah (MA), Vocational School (SMK) and Madrasah Aliyah Vocational (MAK). This Act provides new opportunities for Islamic education to establish Vocational MA. There are several possibilities that can be developed from this available container. First, the form of life skills (life skills), which is an educational model that provides vocational skills to work or create their own jobs. The strategy is to change the program in the *madrasah* skills at regular *madrasah* to be increased to Madrasah Aliyah skills. 4. Optimizing extra plus values in Madrasah; Madrasah indirectly have a plus in itself, unfortunately, a plus or a quirk in the *madrasah* is not recognized by society and even by the manager of the *madrasah* itself, due to lack of good management. Therefore, there should be awareness of the importance of a plus as typical in every *madrasah*. Do not be a plus in *madrasah* just reviewed in primordial or value plus a *madrasah* must meet or prioritize the needs of the community. If not, the limited plus attributes primordial will quickly outdated. The fact shows that many schools plus existence began excluded because it was not in accordance with the needs of the community. Because of that, there must be transformation of the plus to fit the needs of the community, if not or are still being conservative with no responsive action, it is just the same as digging his own grave.

Madrasah education in the future should be an education that can give birth to children who are not only brilliant students intellectually but also has a brightness in the moral attitude. Therefore, from the point of academic development, *madrasah* education is challenged to deliver cargoes in exact science in the curriculum, in order to make the output master the science and technology well. Teaching and application of science and technology is a necessity that can not be put off no longer be competitive in order to *madrasah* education amid global competition began to permeate the lives of the people of Indonesia today. On the other side of the *madrasah* education is also required to develop charges of religious education more functional, which gave birth to the religious education attitudes tolerant, democratic, willing to work hard, not easily discouraged or blame others. Another word *madrasah* education is education in addition to

future competitive in science and technology, can also instill religious morals are functional, so the students can survive in the face of life's challenges are getting heavier and competitive.

Another agenda should be of concern is how the *ma'drasah* education will position itself in the middle of the system changes people and the nation are changing very fast. Decentralization policy and education autonomization is a change that will inevitably also have to respond quickly and appropriately by the head of *ma'drasah*, in order to make the education at *ma'drasah* education running smoothly and did not encounter any technical constraints unnecessary. To respond to this issue actually the *ma'drasah* is not so difficult, because of the nature *ma'drasah* had already "autonomous" where most of the education is managed by the community. It means the nature of *ma'drasah* education is an education based on community. The problem is that since the last three decades mainstream of coaching *ma'drasah* was held by the government through a policy of "Nationality of *ma'drasah*". Looking ahead *ma'drasah* education should be returned to base statement as public education, which is society that determines the mainstream development of *ma'drasah* education. But another problem, whether the Muslim community is ready to take on the noble function returns or not. Middle way is in the middle period of transition execution education today, all stakeholders *ma'drasah*, --- whether it's the government (especially local governments), management foundations *ma'drasah*, *ma'drasah* leaders, teachers, educational leaders, have to sit together to redefine the direction of the development of *ma'drasah* education to front.

Of course, the development of Islamic education can not be placed separately with the development of the type and form of education to another. Because the *ma'drasah* education takes role in primary and secondary level education, the development of *ma'drasah* education is very related with education in the family and society. This means that the development of *ma'drasah* education should also be synergize with the development of education in the family, especially where to put the role of parents to be actively involved in supporting the education of their children, as well as how the community as a major supporter can engage productively in helping the development of *ma'drasah* education. On the other hand as the educator that will provide input row for higher education, the development of Islamic education and synergize also be associated with the development of higher education policy. So here there must be continuity and compatibility between *ma'drasah* education output and input required by higher education, and in turn, otherwise how higher education policy development will also have a significant influence for the improvement of the

quality of *ma'drasah* education. For example, to what extent the development of study programs in universities is linked to the application of functional academic subjects taught in the *ma'drasah*. In other words it is the extent of Islamic education can provide input row that can survive while studying in college.

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THE EFFECTIVENESS OF INQUIRY LEARNING APPROACH TOWARDS THE ENHANCEMENT CHARACTER BUILDING OF 4TH GRADE SOCIAL STUDY SUBJECT (IPS) STUDENTS OF ELEMENTARY SCHOOL

Naniek Sulistya Wardani

S1 PGSD FKIP Satya Wacana Christian University

naniek_sw@yahoo.com

Abstract

The objective of this research was to recognize the effectiveness of inquiry learning approach towards the enhancement of character building of 4th grade social study subject (IPS) students at SD Negeri 1 Nglinduk Gabus Grobogan Semester I on the 2012/2013 period. There was a basic competence that was achieved in the IPS learning was "Recognizing a economic activity for relationship natural resources and other potential in the region"

This research was a quasi-experimental study on two different intact group of 4th grade social study subject (IPS) students at SD Negeri 1 Nglinduk Gabus Grobogan. Research variable was the inquiry learning approach and the related character buiding variable. The data collection technique was an observation. The statistical analysis used were T-test to see the different effect of inquiry learning approach towards the enhancement of character building.

The research result showed that there was found an effectiveness of inquiry learning approach towards the enhancement of character building of 4th grade IPS students at SD Negeri 1 Nglinduk Gabus Grobogan Semester I on the 2012/2013 period. The implementation in the field uses four stages, those are formulating problem, determining work procedure, collecting data, and presenting report. There is a significant difference in the result of inquiry learning approach. The mean of the experiment group is 90,26 and it is higher than the mean of the control group which is 80,39. The t-test proves that the difference is significant because the result of t-test was higher than the figure shown on the t-table ($2.015 < 5.126$). The difference of the students' abilities between those two groups (experiment and control group) is not so great (only 0.12) although it is significant enough. Inquiry learning approach using is more effective than behavioristic learning approach using teacher based learning. It means the students who used inquiry learning approach will get better scores. The mean of pre-test scores of the students who used inquiry learning approach is 51.45 and the mean of students who used behavioristic learning approach is 41.25. The mean of pos-test scores of the students who used inquiry learning approach is 90,26 and the mean of students who used behavioristic learning approach is 80,39. It proves that the usage of inquiry learning approach in improving character buiding is more effective than the use of teacher based learning. There are many factors that influence the students character building besides inquiry learning approach and teacher based method.

Keywords: effectiveness, inquiry approach, and character building

1. Introduction

Social Study or *Ilmu Pengetahuan Sosial* (IPS) is one of the lessons which are started from SD/MI/SDLB to SMP/MTs/SMPLB. The IPS learning discusses a lists of events, facts, concepts, and generalizations those related with social issues so that the IPS learning scope is so wide those consists of place, time, social system, and behavior. Hence, one of the IPS learning goal formulations is to have a basic skill on logical and critical thinking, curiosity, inquiry, problem solving, and skill in the social life. (Government Regulation Number 22 Year 2006 about Standard Contents). The consequence of the learning implementation is the teacher should involve the students to be active. It is in line with shifting and changing in the education paradigm, from the old paradigm that

emphasize on behavioristic in the teaching-testing form into the new paradigm that emphasize on the constructivistic process in the form of learning-continuous improvement.

Learning process is directed on the learning experience to arrange and make a work or to create a new idea through the application of a set of events, facts, concepts, and generalizations on the social issues in the social environment, so the basic competence can work effectively. Thus, the students will feel the learning directly, by examining the environment, formulating the problem, doing the environment observation (nature and social), using the technology or by doing interview with the society, so they will have unforgettable learning experience. This learning experience provides an essential meaning on encouraging the students to be curious and doing an

activity, thus will **discover (inquiry)** something and stimulate the students 'creativity' which is **extraordinary** on the learning and character building. The consequence of the learning implementation is the teacher should involve the students to be active. It is in line with shifting and changing in the education paradigm, from the old paradigm that emphasize on behavioristic in the teaching-testing form into the new paradigm that emphasize on the constructivistic process in the form of learning-continuous improvement.

Learning process is directed on the learning experience to arrange and make a work or to create a new idea through the application of a set of events, facts, concepts, and generalizations on the social issues in the social environment, so the basic competence can work effectively. Thus, the students will feel the learning directly, by examining the environment, formulating the problem, doing the environment observation (nature and social), using the technology or by doing interview with the society, so they will have unforgettable learning experience and character building.

Character building is carried out on the IPS learning that is arranged as *scientific inquiry*, which stimulates the ability of thinking, working and acting scientifically as well as communicates it as an important aspect in the life skills. This kind of learning is a learning that is using inquiry approach. Inquiry approach gives an opportunity to students in learning to develop their intellectual potency in a set of activities which are arranged to discover something. The students are encouraged to be actively seeking answers of their problems and drawing conclusion individually through the scientific thinking which is critical, logic and systematic. The students will not act and behave passively on accepting and memorizing lesson that is given by their teacher anymore (Hidayati, 2009).

The learning development in the class especially for SD students is necessary to be conducted by using inquiry learning approach which centered to the students, so that the teachers' roles in the IPS learning as an advisor, stimulator, and fasilitator. Whereas the students in the inquiry learning develop their character building to discover the curiosity to an object, dare to take a risk and be open towards their own knowledge and experience.

Based on the observation of IPS learning 4th grade students of SD Negeri 1 Nglinduk Gabus Grobogan Central Java showed that the teacher attempted to involve the students in the learning by using question-answer, eventhough it told by the teacher. The teachers' questions tended to the cognitive ability achievement in the weak level which was on the level of knowledge and comprehension. The level of implementation, analysis, evaluation and creation were rarely

concerned by the teacher. This case indicated the weakness of the awareness about the importance of the creativity for the learners which affected to the less optimal of the creativity in the school. Although the learning result of 4th grade students were confirmed not completed just reached thirty percent of forty students. While the students questions expectation during the learning session just reached 35% of the whole students. This case was probably caused by the learning which could not stimulate the students' curiosity and affected to their weak motivation. Character building development was one of the ways to empower students and cannot be avoided anymore, regarding to the science and technology development expectation. Hence, this problem should be solved by designing an education to make the students active and reactive through inquiry approach which performed directly.

The problem which is formulated in this research is there any effectiveness on the inquiry learning approach towards the enhancement of learning character building of the 4th grade social science (IPS) students at SD Negeri 1 Nglinduk Gabus Grobogan Central Java in the Semester I at 2012/2013 period.

2. Review of Literature

Based on Bruce Joyce and Marsha Weil (2008), the learning implementation of using inquiry approach consists of five stages, which are 1) Facing on the problem; 2) Data collection and verification; 3) Experimental data collection; 4) Organizing, formulating and explanation; 5) Inquiry process analysis. Regarding to E. Mulyasa (in the Siti 2009), inquiry approach is an investigation approach that involves mental process with the following activities: 1) Asking questions about natural phenomenon; 2) Formulating discovered problem; 3) Formulating a hypothesis; 4) Arranging and conducting an experiment; 5) Collecting and analyzing data and 6) Drawing conclusion developing scientific attitude. Based on Wina Sanjaya (2008), in general the learning process by using inquiry approach can follow these steps: 1) Orientation; 2) Formulating problem; 3) Formulating hypothesis; 4) Collecting data; 5) Examining hypothesis; and 6) Drawing conclusion.

Based on Wina Sanjaya (2008), in general the learning process by using inquiry approach can follow these steps: 1) Orientation; 2) Formulating problem; 3) Formulating hypothesis; 4) Collecting data; 5) Examining hypothesis; and 6) Drawing conclusion.

The three arguments above is similar, so it can be concluded that the stages of inquiry learning are stage of orientation (facing on the problem) is done by teacher; stage of verification (formulating the problem); stage of hypothesis formulation is done by teacher; stage of experiment arrangement

(determining the working procedure); stage of data collection; stage of research process analysis (examining the hypothesis); stage of conclusion formulation. The implementation in the field uses four stages, those are formulating problem, determining work procedure, collecting data, and presenting report.

Next on the research result which was done by Sullivan (2011) found that inquiry approach that was performed collaboratively in the IPA learning about the robotic solving problem encouraged the creativity development of 6th grade elementary students. There were four aspects those were proven important in the inquiry approach to reach the students' creativity development, which were open ended, goal oriented task, teacher modeling from the inquiry techniques, and the use of media and environment which were packed in the form of games. The use of media and environment made the students could develop the comprehension integrated with their friends through media tools, communication and knowledge interaction those owned by the students.

The research which was carried out by Longo (2010) found that the inquiry method helped students in enhancing their creativity. The students' ability measurement process through test made a load that discouraged the creativity development of teacher and students during the learning process. In this research the inquiry method was proven on helping the students found their own knowledges, not only by recalling the lesson taught by the teacher. The inquiry learning which was conducted by Longo was proven could enhance the students' motivation, curiosity, and attractiveness by sticking to the required curriculum.

In the research that was performed by Wardani Naniek Sulistya (2010) entitled "Upaya Meningkatkan Kreativitas Siswa Dalam Pembelajaran IPS SD Dengan Pendekatan Inkuiri Melalui Diskusi Kelompok". The research finding showed that there was an improvement of students' creativity in the IPS Elementary School (Sekolah Dasar/SD) learning through discussion group learning method. The creativity was indicated by the dynamic discussion group which consisted of the students' fluency in discussing the answers of questions given, the students' ability in predicting causal effect of related events from the struggle materials, and developing the value of related event (from struggle). Hence, the use of discussion group could increase the students' ability in making category of predicting causal effect from an event, improving cooperative ability, activeness, and enhancing the teachers' ability on maintaining the relationship with the students.

Based on the three researches above, the learning development in the class especially for SD students is necessary to be conducted by using inquiry learning approach which centered to the

students, so that the teachers' roles in the IPS learning as an advisor, stimulator, and fasilitator. Whereas the students in the inquiry learning develop their character building to discover the curiosity to an object, dare to take a risk and be open towards their own knowledge and experience.

Education as part of efforts to produces quality human resources should not only develop the aspect of knowledge and technology, but also teaches life morals and life values. According to Peterson and Seligman (2004) the values are mentioned character strengths. Park, Peterson, and Seligman (2004) told that character strengths can be defined as positive traits reflected in thoughts, feelings, and behaviors. Peterson and Park (2006) reported that character refers to qualities within individuals that lead them to desire and to pursue the good. Wright and Huang (2008) define character as those interpenetrable and habitual qualities within individuals, and applicable to organizations both constrain and lead them to desire and pursue personal and societal good. They have discovered that human thriving has much to do with an individual's strengths of character and positive subjective experiences that lead to life satisfaction, happiness, optimism, and well-being (Seligman, 2002). Peterson and Seligman (2004) identified 24 strengths of character that are valued by most of the world's cultures. There are 24 character strengths (i.e. Creativity, Curiosity, Open-Mindedness, Love of Learning, Perspective, Bravery, Persistence, Integrity, Vitality, Love, Kindness, Social Intelligence, Citizenship, Fairness, Leadership, Forgiveness and Mercy, Humility/Modesty, Prudence, Self-Regulation, Appreciation of Beauty and Excellence, Gratitude, Hope, Humor, and Spirituality. Review results of some journals have found particular strengths of character have been robustly relationship with another variable. This character strengths mentioned the top five character strengths or key strengths. The top five character strengths i.e gratitude, hope, zest, curiosity, and love (Park dkk., 2004; Shimai, Otake & Park et. al., 2006; Park & Peterson, 2006). According to Park, Peterson and Seligman (2006) particular strengths of character (gratitude, hope, zest, curiosity, and love) are robustly associated with life satisfaction as well as work satisfaction across a range of occupation types, from unskilled laborer to CEO. Before that Seligman (2002) have find the five strengths - optimism, gratitude, zest, curiosity, and love - are associated with happiness. Engel, Westman, and Heller (2011) mentioned it as "*happy people's strength*" because optimism, gratitude, zest, curiosity, and love will positively affect well-being, good performance, and more related to happiness than others. Also Peterson et al. (2010) found that some strengths (optimism, zest, gratitude, curiosity, and spirituality) related to job satisfaction more than other strengths. The

conclusion are character refers to qualities within individuals that lead them to desire and to pursue the good. Character leads people to do the right thing, and the right thing can be productive and profitable (Peterson & Park, 2006).

Gratitude: being aware of and thankful for the good things that happen; taking time to express thanks. A grateful person is aware of the good things that happen, and never takes them for granted. Friends and family members know that they are grateful because they always take the time to express their thanks."

Zest: approaching life with excitement and energy; not doing things halfway or halfheartedly; living life as an adventure; feeling alive and activated. A zestful person never does anything halfway or halfheartedly. For them, life is an adventure."

Curiosity: Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating exploring and discovering.

Love (capacity to love and be loved): Valuing close relations with others, in particular those in which sharing and caring are reciprocated; being close to people.

Hope (optimism, future-mindedness, future orientation): Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about.

Nowdays the concept of character strengths is an interesting topic to explore. It is very important to design some program or activity for develop the character strengths through character

Inquiry approach gives an opportunity to students in learning to develop their intellectual potency and the four character building (Gratitude-Zest-Curiosity-Love-Hope) in a set of activities which are arranged to discover something.

3. Research Methodology

3.1 Setting of the Research

The experiment research was conducted at SD Negeri 1 Nglinduk Gabus Grobogan in Central Java Propince. It was located to outskirts of Surakarta and outskirts of Semarang. It wase carried out during semester one starting from August in the academic year of 2012/ 2013.

3.2 Subject of the Research

3.2.1 a. Students

There were forty students at grade IV of IPS lesson. Their ages around ten years old. The females, which were nineteen students in numbers, appeared to have greater verbal ability than male students do. It could be known that they are superior in doing kinds of tasks. On the other hand, the twenty one male students appeared to dominate class activities which use idea.

3.3 The Teacher of IPS

The IPS teacher was a lesson teacher. As a teacher, he was familiar with teaching methodology. Mostly, the teacher tried to involve the students actively and put a great deal of effort into finding appropriate and interesting activities while still retaining clear control over the classroom and what happened in it. His attitude toward changes in the teaching program is positive, but he does not have enough time to work on that. When teaching, he spends much time on explanation as students request him to do that.

3.4 Research Method

The experiment research is a formal research that studies teaching-learning problems in classroom. Mills (2000) defines it as any systematic inquiry which is conducted by teacher researchers in the teaching learning environment to collect information about the ways that particular school operate, how teachers teach, and how well their students learn. It can be done by teacher themselves to get skills knowledge and self confidence for making any significant changes (Johnson, 1992). In this study, the purpose is to improve the quality of the classroom teaching learning process especially in teaching "Recognizing a economic activity for relationship natural resources and other potential in the region"

3.5 The Type of The Research.

This research was a quasi-experimental design on two different intact group of 4th grade social study subject (IPS) students at SD Negeri 1 Nglinduk Gabus Grobogan, with *Nonequivalent Control Group Design*, selected the eksperimental group as group A and the control group as group B. All of the samples were given the pretest of the same material (Sugiyono, 2011:116)

Table 1. Design Research

Group	Test 1	Action	Test 2
R1 (Eksperimen)	O1	X1	O2
R2(Control)	O3	X0	O4

Notes:

X1: Action Inquiry Learning Approach

X0: No Action (Behavioristic Learning Approach)

O1: Scoring test 1 character building eksperimental group

O2: Scoring test 2 character building eksperimental group

O3: Scoring test 1 character B control group

O4: Scoring test 2 character B control group

To conclude all activities in this experiment research, it can be seen from the overall plan of the study presented below.

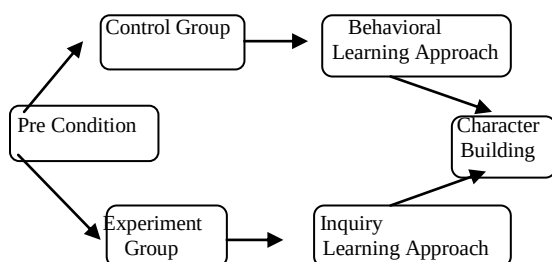


Figure 1. Overall Plan of Experiment Research

Research variable was the inquiry learning approach and the related character building variable. The stages of inquiry learning are stage of orientation (facing on the problem) is done by teacher; stage of verification (formulating the problem); stage of hypothesis formulation is done by teacher; stage of experiment arrangement (determining the working procedure); stage of data collection; stage of research process analysis (examining the hypothesis); stage of conclusion formulation. The implementation in the field uses four stages, those are formulating problem, determining work procedure, collecting data, and presenting report. The implementation character building in the field uses four indicator (Zest-Curiosity-Love-Hope)

The method of collecting data is a way to collect data as objective as possible. It is regarded as an important step in scientific method.

- a. Experiment. The method that the writer used to make the data more complete was experiment. That was by giving different treatment of two groups. The procedures of activities of the experiment group and the control group were as follows, formulating problem, determining work procedure, collecting data, and presenting report.

There are several kinds of methods and strategies, which can be used as the supports in developing character building, especially in developing inquiry skill. The research limited only to use two different treatments for both groups. The procedure was divided into two main.

For the experimental group, used inquiry learning approach. She gave them the model first. For the control group, behavioristic learning approach.

- b. Measurement for action stage inquiry learning and indicator character building

The instrument that had been used by the researcher to get the data of students given to the different group. The researcher gave measurement character building for the students of both groups. It had been done after the different treatment. It was to know the students' achievement after getting treatments.

In this research, the researcher tried to get the valid scoring methods of the students' character building especially in content, because a good scoring was a good way in getting the valid data of students' competence.

The data collection technique was an observation.

The Method of Data Analysis. The statistical analysis used were T-test to see the different effect of inquiry learning approach towards the enhancement of character building. In this research the writer compared the scores of the observation especially in learning approach and form of indicator of character building of the two groups. The each of them was observed with the same theme of observed character. Finally, the writer would like to understand a significant difference of the means of these two groups. To analyze the data of research, the writer carried out the comparative analysis method, which is developed by Sugiyono, 2006:119

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left[\frac{s_1}{\sqrt{n_1}} \right] \left[\frac{s_2}{\sqrt{n_2}} \right]}}$$

Keterangan:

t = t observed

s_1^2 = The standard deviation of the eksperiment group

s_2^2 = The standard deviation of the control group

n_1 = Total samples of Experiment Group

n_2 = Total samples of Control Group

$\bar{X}_1$ = The average score or mean of —al in observed 2 in eksperiment group

$\bar{X}_2$ = The average score or mean of —al in observed 2 in control group

r : Coefficient of the mean difference.

If the result shown that to be less than t - table, it meant that was no significant difference between the two groups. After calculating the scores of observed the writer calculated the scores of the score observed of the two groups. This calculation was projected to find out whether there was a significant difference of the score of the two groups after the treatment or not.

4. Results and Discussion

The first stage of this research was the implementation of inquiry learning within basic competence on the IPS lesson of the 4th grade students on the odd semester. Recognizing the variety of natural and synthetic phenomenon as well as the time territory division in Indonesia by using map/atlas/globe and the other media, and the

implementation of the learning inquiry was suitable with the required scenario. There was the students' character building level' in control group through inquiry learning, was showed in the table 2. below.

Table 2. Score Distribution Character Building Through Inquiry Learning In Control Group (Observed Score 1)

Score	Zest		Curiosity		Love		Hope.	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
≤4	6	30	6	30	5	25	4	20
5-6	4	20	7	35	8	40	8	40
≥7	10	50	7	35	7	35	8	40
Σ	20	100	20	100	20	100	20	100

Based on the table 2 above, so the character building level of the 4th grade students in control group tended to be same with in experiment group . This was showed from the love and hope indicator that 25 % and 20 % of the students reached score weak level. It meant that to the love and hope indicator the score was less or same with 4. But, on the zest and curiosity, the character building level tended to increase at 30%. The elaboration indicator which most of the students had, the score of the character building level was below or same with 4. This could be meant, there was a drastic change in the learning, since the students as an object, transformed into subject, thereby was necessary to be adapted before.

There was the students 'character building level' in experiment group through inquiry learning, was showed in the table 3. below.

Table 3. Score Distribution Character Building Through Inquiry Learning In Experiment Group (Observed score 1)

Score	Zest		Curiosity		Love		Hope.	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
≤4	5	25	5	25	6	30	5	25
5-6	6	30	7	35	7	35	8	40
≥7	9	45	8	40	7	35	7	35
Σ	20	100	20	100	20	100	20	100

Based on the table 3 above, so the character building level of the 4th grade students In Experiment Group tended to be high. This was showed from the zest, curiosity and hope indicator that 25 % of the students reached score weak level. It meant that to the zest, curiosity and hope indicator, the score was less or same with 4. But, on the love, the character building level tended to increase at 30%, it meant the total score found

the the relationship between three variables and frame of thought. The elaboration indicator which most of the students had, the score of the character building level was below or same with 4. This could be meant, there was a drastic change in the learning, since the students as an object, transformed into subject, thereby was necessary to be adapted before

Although the obtained score was low, there was a big change, thus the inquiry approach could encourage the students greatly to develop their character building. However, it was necessary to improve the learning so they could achieve the optimal result by did it in the observed two. There was the measured character building level, showed the result that was provided in the table 4 and 5. below

Table 4. Score Distribution Character Building Through Inquiry Learning In Control Group (Observed score 2)

Score	Zest		Curiosity		Love		Hope.	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
≤4	5	25	4	20	5	25	4	20
5-6	5	25	7	35	8	40	8	40
≥7	10	50	9	45	7	35	8	40
Σ	20	100	20	100	20	100	20	100

Based on the table 4 above, so the character building level of the 4th grade students in control group tended to be same with score observed 2 . This was showed from the love and hope indicator that 20 % and 25 % of the students reached also score weak level. But, on the zest and curiosity, the character building level tended to decline at 25 % dan 20 %.

Table 5. Score Distribution Character Building Through Inquiry Learning In Experiment Group (Observed score 2)

Score	Zest		Curiosity		Love		Hope.	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
≤4	5	25	5	25	6	30	5	25
5-6	6	30	7	35	7	35	8	40
≥7	9	45	8	40	7	35	7	35
Σ	20	100	20	100	20	100	20	100

Based on the table 4 above, so the character building level of the 4th grade students in control group tended to be same with score observed 2 . This was showed from the love and hope indicator that 20 % and 25 % of the students reached also score weak level. But, on the zest and curiosity, the character building level tended to decline at 25 % dan 20 %.

4.1 The Suitability of the Inquiry Learning Approach

The effectiveness of the IPS inquiry learning approach could be recognized through the suitability of the measurement model by using t test.

After carrying out the research the writer found some findings. Firstly, the effectiveness of use inquiry learning approach as learning approach is proved. It can be seen on the scores of experiment group before and after the treatment (the score of observed 1 and observed 2). The mean of observed 1 scores was 51,45 and the mean of observed 2 was 90,26.

Secondly, the students were interested in inquiry learning because inquiry was involve participation students.. The students who used student based learning than active the students who used teacher based learning. It can be seen on the mean of observed score from the character building especially in inquiry learning and form of the students who used inquiry learning is 90,26 and thus who used teacher based method is 80,39. There was a significant influence of using inquiry learning as a approach to improving the students' character building.

Thirdly, the students who used inquiry learning as a learning approach got better scores in character than the students who used teacher based method. It can be seen on the the list of observation 2 score of experiment group and control group and then the two groups were compared. The mean of observation 2 score of control group was 41,25 while the experiment group was 51,45. There was a significant contribution of using inquiry learning as a learning approach towards the character of the students.

Fourthly, by using the inquiry learning as a learning strategy, the students got better score in zest, curiosity and hope.

Fifthly, besides teacher based approach, there are still many factors which influence the students character such as motivation, atmosphere of the class, students' background, etc.

5. Conclusions and Suggestions

5.1 Conclusion

Based on the fact that has been found in this research, the writer can draw the conclusions as follows:

- There is a significant difference in the result of inquiry learning approach in the IPS learning was "Recognizing a economic activity for relationship natural resources and other potential in the region"between the students who used inquiry approach and the students used teacher based method.
- The t-test proves that the difference is significant because the result of t-test was

higher than the figure shown on the t-table ($2.015 < 5.126$). The difference of the students' abilities between those two groups (experiment and control group) is not so great (only 0.12) although it is significant enough. Inquiry learning approach using is more effective than behavioristic learning approach using teacher based learning. It means the students who used inquiry learning approach will get better scores. The mean of pre-test scores of the students who used inquiry learning approach is 51.45 and the mean of students who used behavioristic learning approach is 41.25. The mean of post-test scores of the students who used . inquiry learning approach is 90,26 and the mean of students who used behavioristic learning approach is 80,39. It proves that the usage of inquiry learning approach in improving character buiding is more effective than the use of teacher based learning. There are many factors that influence the students character building besides inquiry learning approach and teacher based method.

5.2 Policy Implication

Teachers are expected to modify a learning that is concerned to the students by designing innovative learning, especially on using inquiry approach that encourages the students' character.

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LEARNING BY LOVE FOR CHARACTER BUILDING IN THE FIRST LEVEL STUDENT OF PRIMARY EDUCATION

Nelva Rolina

Prodi PG-PAUD, Universitas Negeri Yogyakarta
Nelva_fipuny@yahoo.co.id

Abstract

Character is one of aspects which is developed or built in primary education. Furthermore, character building in the first level student of primary education is an important thing, because they are in the transition period (from kindergarten to primary education) and they are still called the early childhood period. One way of character buildings in the first level student of primary education, apply the learning by love.

As the candidate of real Indonesian people, early childhood (the first level student of primary education) must have Indonesian society character which is smart, moralist, and spiritualist. The learning by love can be used to character building for the first level student in primary education. With the learning by love, teacher will bring student to joyful learning and increase the student achievement. Teacher has to teach with love (touch children's heart), and must have three characters of Indonesian society character (smart, moralist, and spiritualist). Teaching the first level student of primary education is most easy when teacher uses their heart, and student will be most easy to take what teacher gives. In addition, with three characters of Indonesian society people, teacher can be a model for student in the school and student can imitate it.

In summary, character building in the first level student of primary education can use the learning by love. In the learning by love, teacher has to teach with love and touch children's heart. Furthermore, teacher must have Indonesian society character because teacher is a model for student.

Keywords: learning by love, character building, primary education

1. Introduction

Some argue that teaching is just a giving something to student, such as knowledge and experience. Furthermore, people argue that teaching is just a profession that teacher must be a professional person when they teach in the class. Finally, there is one goal that student can reach the best achievement. The teacher doesn't need to think about how student can reach the best achievement. And teacher will receive the money in the end of their work.

In the other side, teaching is more than the teaching. Teaching is something that teacher need to think about how student can reach the best achievement without think about the money. Teaching is a dedication for education world. Teaching is more than a giving knowledge or experience, but teaching is something which can make student understands about everything, such as character. This has to begin from early childhood education (in this article focus in the first level student of primary education).

To make student understand about everything, teacher can use an instructional approach which is called "the learning by love". In the learning by love, teacher has to teach with love (touch student's heart). In addition, teacher has to be a good model for student. So, with this instructional approach, characters of student (Indonesian society character)

can be built, and off course it can increase the student achievement.

2. Characteristic of The First Level Student in Primary Education

Myrtle B McGraw from Briarcliff College said that, "it is not possible to pinpoint any particular ideologies or theories that have given rise to the present interest in early childhood development. The forces were many: they were complex" (Smart & Smart, 1973). This opinion is more or less states that it is impossible to show some facts ideologies and theories that have been given to reveal the interest of early childhood development. They are so complex. That's why forces make it difficult to be revealed. This shows that children's world is something that exciting and full of mystery but need special attention.

Biechler & Snowman (1993) said that, preschool children are those aged 3-6 years old (cited by Soemantri Patmonodewo, 2000). One form of preschool education is kindergarten (*Taman Kanak-kanak*). In Indonesia, most children attend preschool kindergarten program at the age 4-6 years old. Furthermore, early childhood in Indonesia is 0-6 years. Even though early childhood in Indonesia is 0-6 years, NAEYC said that early childhood is 0-8 years. That's why the first level student in primary education is called as early childhood too, because it's in 7 years old. So, the first level student in primary education has the different characteristic

with the other student in the higher level. They are in playing period. In addition, Piaget said that they are in period of pre operational concrete. Sri Rumini, et.al (1993) told that children are in playing period and have some unique characteristics, such as egocentric, centralized, irreversible, and the static directional thinking. So that the child is developing normal and positive, then treat them in accordance with the stage of development and its characteristics, such as not turning them away from their playing period.

By Mayke S Tedjasaputra (2005), playing is place for children to experience a variety of experiences such as emotions, happy, sad, excited, disappointed, proud, angry, etc. Children will feel happy when playing, and the kids learned a lot of things other than experiences. Playing with the word “play” is fun. It is also why children are so unique and fun.

The role and purpose of playing was different. Follows are some classical and modern theories about the purpose and role of play cited by Mayke S Tedjasaputra (2005):

Table 1. Classic Theories

Theories	Founder	Purpose of Playing
Surplus-energy	Schiller-Spencer	Expend the excess energy
Recreation	Lazarus	Restore power
Recapitulation	Hall	Raises ancestors instinct
Practical	Gross	Refine instinct

Table 2. Modern Theories

Theories	Role of Playing
Psychoanalytic	Overcome the traumatic experiences, coping the frustration
Cognitive-Piaget	Practice and consolidate concepts and skills previously learned
Cognitive-Vygotsky	Promote abstract thinking; learning and connecting with ZPD; self-regulation
Cognitive-Bruner/Sutton-Smith	Bring the flexibility of behavior and thought; imagination and narrative
Singer	Adjust the speed of stimulation from within and outside
Others Theories	
Arousal Modulation	Keep the children awake at optimal levels by increasing the stimulations
Bateson	Advance the ability to understand the different levels of meaning

With the playing activities, children will be found meaningful lessons. As said by DePorter and Hernacki (2003), there are three learning style, are

auditory (learning by hearing), visual (learning by seeing), and kinesthetic (learning by move, work, and touching). Playing activities can summarize the three of learning style. Whatever of children learning style, children can take the knowledge by playing.

Nasution (2003) has different opinion from DePorter and Hernacki (2003). Nasution said that learning style is a consistent way of students in capturing stimulation and information, how to remember, think, and solve problems. And this learning style is divided into three, are field dependence-field independence (there were influenced by environment and there were not influenced by environment), impulsive-reflective (one that taking decisions quickly without thinking about in deeply and one that considering all alternatives before making a decision in a situation that has no easy solution), perceptive/receptive-systematic/intuitive (there's who filtering incoming information and the relationships among attention and there's who more attention to detail or detail information and does not attempt to round or information relate to one another; there's who tries to look at the structure of a problem and working systematically with data or information to solve a problem and there's who directly bring up a specific answer without using the information in a systematic).

Although the two opinions above are different, however, they are learning style, and all learning styles are covered in play activities. With different learning style, children can still learn together in play activities. So basically, a period of play, which is one of the characteristic of children, can be used as a means of stimulating growth and development of children with different learning style.

But, everything which has been done is not good if teacher just teach. Teacher has to teach with love and accommodate the children learning style to get the best result in primary education (the first level student).

3. Learning by Love for Character Building

Character is the quality or mental power or moral power, individual moral values, or conduct of life which is as motor special personal and different to another person (Furqon Hidayatullah, 2010). In addition, Agbenyega (2011) said that character is the way of life which is developed from value and conviction, and isn't the universal thing.

The value and conviction are developed from the history. Kamus Besar Bahasa Indonesia by W.J.S. Poerwadarminta (2007) said that value is the important thing for humanity. Because of that, the character is based on the living space contamination and sliced with culture. For the example, Indonesia society character which is moralist, smart, and spiritualist, is bequeathed from ancestors and appropriate with Indonesian cultural which is very

plurality. The character will be built from the early age.

To build the children character is not like to turn the palm of hand. There is a hard work from everyone, such as institution of education. Agbenyega (2011) told that an institution which has a certain quality must have the high instructional program and must have the high teacher quality too. He said that the instructional program has to refer: naturally learning, holistic learning, and understanding (not knowing). In addition, he adds that the high teacher quality is teacher who:

- Have the knowledge about student
- Can apply the pedagogy instructional strategy
- Understand the curriculum and assessment
- Combine the culture and knowledge (including science and the others)
- Do the “self reflective practice”
- Always think a positive thing (especially about student)
- Don’t unable to concentrate the children with the worse classroom space
- Use the knowledge of God (teach with love, touch student’s heart)

The learning by love is the instructional approach with the knowledge of God which will bring to character building (especially the first level student in primary education). The learning by love refers the naturally learning, the holistic learning, and understanding (not knowing). We will see what the main of learning by love:

3.1 Teacher makes the joyful learning to increase the student achievement

The first level student in primary education is in transition period from kindergarten to primary education. Teacher must know this characteristic, and must do the best when they teach in the classroom. Teacher can apply the joyful learning to increase the student achievement. With the joyful learning, there is so many aspects which are can develop for student.

For the example, one activity can develop many aspects of student (including the character building). To make the joyful learning in the classroom, teacher has to teach with love to make student happy. She/he teaches with her/his heart and touches student’s heart. Let’s see this illustration:

“One day in one classroom, a teacher was teaching about how the rainbow can rise. Teacher didn’t just explain how the rainbow can rise, but she/he invited the student to the nice game. There was small project, which must been done by student in classroom. In this small project, student made the experiment about how the rainbow can rise. Teacher joined in this project and diffused to student. When

teacher diffused to student in the project, there was no gap between student and teacher. With this situation, teacher had to do sincerely. So that, student would enjoy in the classroom when they learned. In addition, this situation can develop the other aspects (including the character). Student can learn from the situation, and they can learn from the teacher and their friends. It meant that teacher and their friend was the good model for them.”

The illustration said that the learning by love can refer the joyful learning which can increase the student achievement.

3.2 Teacher has to teach with love (touch student’s heart)

Everyone in the world likes to give love and receive the love. Love is one of important things in the world. So, everybody will look for the love. And children (student) will do it too because they need love (including the first level student in primary education). If teacher teach with love and touch student’s heart, student will enjoy in instructional process and the end of this process is: student reach the achievement. Let’s see this illustration:

“A teacher from the village, move to the city and teach in there. He teaches in a female adolescence school. Every student has bad character, and makes no body teacher want to teach them. The first day when he teaches, no one student notices her. They are busy with their selves without give attention to their teacher. This situation is happened for one week. After one week, the teacher said to his wife that he will stop. His wife said that he may not do that. He has to change his intention. It means that he has to teach without think about the salary, but has to teach with love. He has to love his student with touch their heart. At the end of this story, he does his wife advice, and he get what he want. He has been a model for his student, and he can increase his student achievement.”

The illustration said that with the learning by love, teacher has to teach with love and touch student’s heart. So that, teacher can help student to increase their achievement.

3.3 Teacher must have three characters of Indonesian society character (smart, moralist, and spiritualist)

Teaching the first level student of primary education is most easy when teacher uses their heart, and student will be most easy to take what teacher gives. Indonesia society has the unique

characters from the ancestor long time ago. The characters must be developed by Indonesia society. There are three characters which is developed by Indonesia society, such as smart, moralist, and spiritualist. In addition, with three characters of Indonesian society people (smart, moralist, and spiritualist), teacher can be a model for student in the school and student can imitate it. Teacher has to show the example from her/his activities for student.

4. Conclusion

In summary, the learning by love can be used for character building in the first level student of primary education. The learning by love refers the naturally learning, the holistic learning, and understanding (not knowing). In addition, the learning by love has the mains: 1) teacher makes the joyful learning to increase the student achievement; 2) teacher has to teach with love (touch student's heart); and 3) teacher must have three characters of Indonesian society character (smart, moralist, and spiritualist).

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JAVANESE TRADITIONAL GAMES AS A MEDIA OF EARLY CHILDHOOD CHARACTER DEVELOPMENT

Nur Hayati

Early Childhood Education Program Faculty of Education Yogyakarta State University
mbak_nuy@yahoo.com

Abstract

Developing the characters of early childhood is a strategic way in developing the wise personality in human life. This matter is reflected in each stage of the child development which always gets the priceless stimulation to his life. The character investment of early childhood may support the optimalization of the child's potential especially in working with other people (teamwork). The ability in teamwork of the child can be observed in some activities, for example, when the child is able to participate actively in group games, is willing to share with a friend, and is able to responding the aids from others well. The ability in teamwork is an aspect of emotional-social development of a child that can be more optimally developed by using some various of games in the daily life. The activity of playing is an activity which has big support to the development of a child; such as, moral and religious value, motoric-physic aspect, cognitive aspect, language aspect, and emotional-social aspect. Basically, all of those aspects are very important to the early childhood development. However, the emotional-social ability is the main aspect in human beings to survive in their environment. The child's readiness to enter the next stage of his life can be observed from his ability in facing and overcoming the problems happened between he himself and the other people. The activity of playing in groups may stimulate the ability of child's teamwork because the in group games there are opportunity to develop the skill of interacting with others especially in recognizing the different habits of his friends, learning to be solid, and learning how to control himself to the environment around him. The other skill can be learnt in group games is that the child is trained to be responsible to his role in the social environment, to respect each other, and to remind each other so he sincerely can accept his loss in the daily games. The games done in groups can be found in some traditional games in the daily life. The social skill, particularly teamwork, can also be developed in traditional games, such as *sobyung*, *dhelikan*, *bedhekan* and many others. Thus, the traditional games can be introduced as early as possible in teaching the early childhood to train them to join others in the activity.

Keywords: child characters, teamwork, traditional games

1. Introduction

A child is a unique person who has a different potetial during his growth and progress. The potential on each child can be stimulated as early as possible since he is a baby or from birth until the eight-years old child. Early childhood period is very important to transfer the knowledge because the mostly human being's brain works well in the childhood period. This statement is supported by the Montessori's research that 50% of intelegence development happens in the early childhood, that is of four-year-old child. The increase of 30% happens on the eight-year-old child and the rest of 20% happens on eighteen-year-old teenager to the adult. At the next stage by the growing of the experience, the child's intelegence will be the strong foundation in overcoming the life problems. Preparing a child in facing the challenge at the next age is similarly providing the life skills for him.

The character education to the early childhood can be a solution to build the generations who have the competent skills either in thinking or taking action in daily life. The introduction to the possitive character values should be greatly given to the children so the will grow well in possitive

characters. The character forming is one of the national education goals. In the law of National Education System in 2003, it is stated that the national education goals are developing the students' potentials to gain intelligence of cognitive, personality and nobel characters. The nobel characters is meant by the possitive characters.

The most accessible introduction to early childhood is through playing activities. Through playing children enjoy their world while learning to socialize and cooperate with others. The way cooperate in early childhood among others can be observed when sharing toys, sharing the role in the game, and being consistent with the agreed rules. Many forms of cooperation in a team are included in the traditional games. Traditional games that involve physical movements were mostly played in groups. Dynamics of movement and communication while playing in groups indirectly train children to work together and socialize with others.

2. Psychosocial Development of Childhood Kindergarten

The Kindergarten period is an early childhood period. Patterns of social behavior appear in the early childhood, such as expressed by Hurlock, namely: cooperation, competition, generosity, desire for social acceptance, sympathy, empathy, dependability, friendly attitude, and the attitude of selflessness, mimic, and the behavior viscosity. Based on the above patterns of social behavior, it can be seen the child begins to show a sense of curiosity and want to be accepted by others. Children trying liked and accepted by others. The older the children are, the higher the increases of the interaction between them.

According to Erik Erikson (Papalia and Old, 2008:370) a psychoanalyst of psychosocial, he identifies the phase of preschoolers into Initiative vs. Feeling Guilty (3-6 years). At this stage of pre-school children are able to act and want to act more. At the same time they will learn that most of what they want are in line with social approval in part, while others are not. Therefore, children need to learn to control these feelings. One way to do is by instilling a sense of responsibility to the child.

Based on the opinion of the experts mentioned above, it can be seen that psychosocial development is a form of development which are cumulative. This means that the early stages of psychosocial development will affect the psychosocial development of the next age stage.

Psychosocial Characteristics of Childhood Preschool (5-6 Years), among others are: (1) further developing of feeling of humor, (2) has been able to learn what is right and what is wrong, (3) is able to calm down; (4) at the age of 6 years old children to be very assertive, often behave like a boss (boss), dominate the situation but can receive advice; (5) fight a lot but quickly reconciled; (6) the child is able to show angry attitude; (7) is able to distinguish between right and that is not true, and has been able to accept the rules and discipline. (Jamaris, 2006:40)

With the stimulation at each stage of child development covering various aspects such as physical-motor, social-emotional, cognitive, language, and understanding of moral values and religion, it can be pursued to achieve optimal development in a child's self. Preparation given to pre-school age can help the child to adjust to the next stage of development.

3. The Importance of Character Education for Young Children.

General character of the child according to Zulhan (Suharjana: 2011) is divided into two characters; good and bad or unhealthy character. Children of good character in general have also done a bad thing, but in itself it is still dominated by

the character of a good or healthy. In the early childhood development, changes the character dynamics are still reasonable because they are still in a phase of self-centered.

Characters of children included in the category of good or healthy are as follows: (1) high affiliation: this type of child receptive to other people to be friends. He is also very tolerant towards others and able to work together. (2) high power: this type tends to dominate children of his friends, but with a positive attitude. That is, he was able to become leaders for their peers. (3) achieve: this type of child is always motivated for achievement (achievement oriented). (4) asserted: this type of child is usually straightforward, assertive and did not talk much. He has a balance between their own interests with other people. (5) adventure: this kid likes adventurous. This kids love trying new things.

A bad or unhealthy characters often do negative actions. The characters are classified as unhealthy are as follows: (1) naughty: Children of this type is always throwing a tantrum that provoke anger. (2) irregular: child this type tend to be thorough and meticulous, though he sometimes realize. (3) provocateur: This type kids tend to like to do act to make waves and others seeking attention. (4) rulers: This type tends to dominate kids his friends and tends to intimidate others. (5) dissidents: children are very proud of this type have differences with others. He did not want to do the same with other people, it tends to disobey. (Suharjana, 2011:28).

From an early age, children learn about a lot of things by imitating what they see, what they hear and from what they feel. Hence the presence of the model will influence the child's development. Besides learning model, they also learn through habituation behavior of the parents, school, and community life around. Thus, there is stronger reason or stimulate educators to develop positive character from an early age to be embedded into a permanent character in adulthood.

4. Playing For Early Childhood

Playing, in practice, can create opportunities for children to learn a variety of positive attitude. Interactions created when playing slowly can develop as a means to communicate the contents of his heart. Viewed from social development, according to Mildred Parten (Anita Yus, 2001:207) play can be grouped into five kinds:

- a. *Solitary play* (playing himself)
- b. *Onlooker play* (playing by looking his friend playing)
- c. *Parallel play* (paralell playing), playing with the same material, but each works alone
- d. *Associative play* (playing together), children play together without any organization

e. *Cooperative play* (cooperative playing), there are rules and the division of roles, if one of the children refused to play, then the game will not be implemented.

Several stages of the play can be relied upon by educators to stimulate character according to the abilities and needs of children. In addition to playing the above classification, based on the observation that developed in Indonesia, the game can be grouped in the form of physical play, children's songs, puzzles, logical / mathematical, playing with objects, as well as playing a role.

Educators have a very important role in the child's play activities despite having intelligence of understanding of the game itself. When children play, the teacher can observe as well as to evaluate the level of development of children from time to time. Teachers also can serve as a model and perform elaboration when children play to stimulate children's creativity. Following the teacher's role which is no less important is that the teacher act as the planners who organize the space and play equipment. With the proper functioning of the educator role playing activities, expected message implicit in the game can be optimally absorbed by the child.

5. Javanese Traditional Games

Traditional games are often referred as the people's game, a game that grew and developed in the past, especially in rural communities grow. Traditional games grow and evolve based on the needs of the local community. Most traditional games are influenced by the natural world; therefore the game is always exciting, entertaining the public in accordance with the conditions of that time.

Traditional games generally are recreational, as many require the creation of children. This game is usually reconstructing various social activities in the community. Some examples of games that symbolize the traditional Javanese among others are: *pasaran* that mimicked the activities of buying and selling, which mimicked *jaranan* person who was traveling with horse riding, game of *menthok menthok* which symbolizes laziness.

Traditional games are complex because of the elements contained within the game. There are various elements, such as education, manners, agility, skill, dexterity, calculations, estimates, etc. These elements are generally required throughout the lifetime of the current rarely found in schools.

Traditional games are adjusted to the nature and the local environmental conditions. There are some conditions that favor the emergence of a game such as the full moon (bright moon), the harvest season, and according to the time of day, afternoon or evening. When it is in a certain season, then almost all children will do the same game. Besides depending on the natural conditions, the traditional

game was also played according to the characteristics of age and gender.

Along with the changing times as well as the influence of the local culture, traditional game changes either in the form of name, addition or subtraction playing activities in accordance with local conditions. Thus, although they play a different name of traditional game between regions, but they still have a semblance of equality or movement in the play.

Stages of children playing will grow if it is implemented in a traditional game. In essence, the traditional games have order and rules that can be played for individual and groups. There are games that can be played by children of 2 years old and there is also a traditional game that can only be played by children over the age of 3 years. The suitability between stages of play with the rules of the traditional game becomes a solid foundation for educators to stimulate aspects of child development through traditional games.

6. Developing Character Through Traditional Games

Based on the research done by Seriati and his friends in 2010, there are many traditional games that can be developed in early childhood. These traditional games can be classified in the form of traditional motion games, songs traditional games and movement and songs games. All the traditional games can serve as a model for developing the potential of children, in particular positive character. Here are some of the traditional games of motion that can be used as a model to stimulate the child's character.

6.1 Name of the Game: *Sobyung*

Sobyung game is played by 3 to 5 children. This game uses your finger as a media game. The flow of the game starts: a) the participants sit in a circle, then there is a head, b) the participants agree would name the animals, fruit names, city names, surname, name of school friends and so on; c) Upon the agreed name to be called, chairman to lead by saying the word "So" and "Byung". When the word "So" is called, then all participants hands lifted upwards. When the word "Byung" is called, then all participants should put ten fingers or less as desired on the floor; d) Next, the chairman to sort all participants finger alphabet in alphabetical order until the last finger of participants. If the last finger is called the head of the letter "J", then all participants must mention the name "fruit or animal" agreements in accordance with the initials J; e) If there are participants who are not able to mention the name of the initials "J", then they are given a sentence to replace the first chairman of the task before; f) this activity continues in accordance with the agreed time all participants.

6.1.1 Positive aspects of the character were developed:

(a) children learn honesty, (b) children learn to know the people around to know the names; (c) learn to share with friends; (d) learn sportsmanship admit defeat; (e) children motivated to excel; (f) children learn tolerance and working together with others.

6.1.2 The important part of the games which develops the children's character:

When seated in a circle, all participants sit together without distinguishing social status, economics, religion and gender. When playing *sobyung* participants learn to recognize the environment around them.

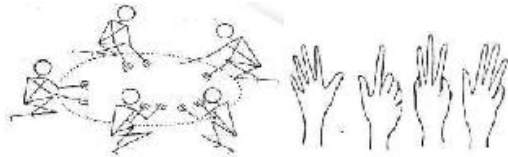


Figure 1. Sobyung Game Picture
References: Seriati and Nur Hayati (2011)

6.2 Name of the Game: Ambah-ambah Lemah

Ambah-ambah Lemah game is played by children 3-10. This game does not require specific equipments, just a place that used to play that is a ground floor and can take advantage of the home page. The game begins with determining a playground for the children who win (usually a crescent, e.g. home page) and for children who lose (a landless). Having agreed the children draw straws or random choice or *hompimpah* to determine who among those who should be the lose. Every child who wins is obliged to move from one place to another by passing through the soil. If while moving through the soil he is held in check or touched by a child who lose then he has to replace the child's position who lose. Children can also lose when he is already on the ground but then he returns to the same place or even does not move at all. Participants who lose condition must try holding or touching the participants who lose at the time he set foot on the ground.

6.2.1 Positive aspects of the character were developed:

This game involves a group of peers where it will develop social interaction, tolerance, can be firm and direct when dealing with others, adherence to rules and personal responsibility.

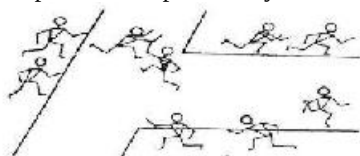


Figure 2. Ambah-ambah Lemah Game Picture
References: Seriati and Nur Hayati (2011)

6.3 Name of the Game: Obar-Abir

Obar-Abir game is played by 4-6 children. In this game 6 children (ABCDEF) split into 3 pairs then hompingpah (random choice to choose) to determine who is lost, and who wins. **First stage:** the child is lost (EF) sitting on the ground face to face (*selonjor* with open legs and feet are found to form a rhombus). Then who wins (ABCD) standing next to the side of the legs (EF). **Second stage:** the game starts by A, then B, C and finally D. The procedurs of games are, A jump and fall on one foot and then immediately frozen. The second player B is soon followed by the same movement then touched a then sculpting. A previously frozen, to be free. Then they are followed by C and D respectively as did A and B. After that, ABCD do the same movement in the opposite direction (back into place). **Step three:** A, B, C and D jump in hopscotch formation (right foot hung buckling). Movement is done with the left foot by jumping into the middle of the room to the right. Then the same movement is done from right to left. **Fourth stage:** A, B, C and D, they jumps with both feet together, hold down the hall to the right, then back to the same place with the same motion. **Fifth stage:** A, B, C and D jump respectively with their right foot stepped into the middle of the room. while left leg is in place. The next two legs remove at the same location of the foot while jumping swap, left foot right foot in the middle and outside. The next step right foot to the right side of the room and the position then lift both legs simultaneously and while jumping or spinning foot switch layout. Finally right foot steps outside the room. Furthermore all the motion is carried back from the right to the left chamber. Stage Six: The two children who lose are E and F and then change the space by stacking foot duplex. And those orders yet (A, B, C and D) have to jump from one side to the other, then back into place.

Seventh stage: as in the sixth stage, it is just a pile of three-layered soles. **Eighth stage:** as in the sixth stage, it is just a pile four feet. **Ninth stage:** children who lose are E and F to change attitudes again. Both feet go back to its original stance, stuck out a leg and found the soles of his feet, his hands are extended forward to meet anyway. A, B, C and D, then jump over the outstretched hand, while before jumping and mimicking the movements of people fetching water, washing clothes, drying clothes. This is done when returned to its original place. **Tenth Stage:** Children who lose, are E and F, remain in ninth stage attitude. 're Winning, A, B, C nd D, respectively, play a game with placing the ass in the middle of the room and foot space remains on the outside. Then both legs are lifted right outside. Everything is done with the sodium absorption ratio should touch the feet or body guard children, are E and F. **Eleventh Stage:** children carrying the game are done by the right leg bent

upwards, held by both hands. By standing on the left foot jump into the middle and continue to the right now. **Twelfth Stage:** as in the eleventh stage of the game, but while in the middle of the room to stop and bathe the child being carried. **Thirteenth stage:** legs E and F, are no longer found, but slightly shifted, resulting in a later-serpentine. Who wins, A, B, C and D on the last stage is obliged to walk by dragging his feet (not to be removed) through the winding line and feet should not touch the body or case. In fact, the stages of the game so much it could not be solved at once, but always fail in the middle of the road. So, to be able to complete the stages of the game it can be up to 4 or 5 times of games.

6.3.1 Positive aspects of the character were developed:

(a) cooperation in playing, especially who serves as the victorious and the defeated; (b) change regularly in motion, especially the movement of the foot when jumping in and out of the room, (c) practice concentration; (d) accept any role, as well as the winners and losers; (e) easy to accept others as friends; (f) adventurous.

6.3.2 The important part of the games which develops the children' character:

When changing movement, every child needs to cooperate with the others in order to produce a harmonious movement. Each child helps each other so that they do not to blame the others because in this game there is no reward for that win and there is no punishment for the loser.



Figure 3. Obar-abir game picture

references: Seriati and Nur Hayati (2011)

6.4 Name of the Game: Jenthungan (Delikan)

The *Jenthungan (Delikan)* game can be done by 5-10 children or more. The game begins with the hompimpah, the child who loses must find out the others who are hiding in secret place, if there is one that caught he turns to lose.

6.4.1 Positive aspects of the character were developed:

(a) cooperation in the play, especially that served as the victorious and the defeated; (b) accept any role, both as a winning or a losing; (c) tolerance towards others; (d) adventurous.



Figure 4. Jentungan game picture

references: Seriati dan Nur Hayati. 2011

6.5 Bedekan (Close Eyes)

Bedekan game can be done between 5-10 children even more. The game begins with hompimpah defeated. This is done by making the games or the looser circle inside a circle with eyes closed cloth / handkerchief, he should be able to guess the name of one of your friends who are in the circle, if the child is his name can be guessed then he lose. He will keep lose if he will not be able to guess again.

6.5.1 Positive aspects of the character were developed:

(a) cooperation in the play, especially that served as the victorious and the defeated; (b) accept any role, both as a winning or a losing; (c) learn to be assertive and direct when dealing with others; (d) learn affiliating to others.

6.6 Name of the Game: Dakon

Dakon game can be played by 2 kids. Each child gets a turn to play, move the seed into the empty hole in sequence and in one direction. The game will move on to play the opponent if the seeds on the first hole played out. And so on.

6.6.1 Positive aspects of the character were developed:

(a) Develop the ability affiliation with tolerance to friends, (b) the consequences of the rule, (c) learning to be straightforward; (d) able to lead a friend.

Some motion traditional games have different rules. Each rule in the game is not directly stimulating a various aspects of child development. Activity in the game *sobyung*, *ambah-ambah lemah*, *Obar abir*, *delikan*, *bedekan* and *dakon* develop some healthy behaviors in a positive character. Thus the positive character of children who grow up at an early age can survive even thrive in the next age.

7. Conclusion

Learning while playing is an integral activity in the life of young children. When children explore nature in the traditional game's they also learn indirectly to develop character. Movements in traditional games in addition are useful to stimulate

the child's motoric and also instill positive values. Positive character ingrained from an early age can be the main provisions in the face of life's challenges.

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THE SPIRITUAL COMMITMENT AMONG STUDENTS AS AN OUTCOME OF HOME AND SCHOOL EDUCATION

Nurnazirah Jamadin¹ and Daud Da'an²

¹Universiti Teknologi MARA Kampus Sarawak, ²Open University Malaysia

¹nurnazirah293@gmail.com, ²hasiah@sarawak.gov.my

Abstract

Religious are one of main important issues in human life. A high quality individual is build up not only based on academic thought, but also human value that will be equipped together with religious thought by parents and teachers in schools. This study intends to identify factors that influence the spiritual commitment among the youngsters particularly on prayer or solat among the children. Due to fast changing technological development and advancement, the world has made parent nowadays busier with their work as compared to the parents in the past. The responsibilities to educate the religious thought are in the hand of teacher rather than the parents. As results of becoming the victim of the situation, children nowadays prone to shows low manners, bad attitude, and involved in social problems. This study adopted Suhid and Mutalib (2009) model. The data were analysed using SPSS version 17. The results suggest that the level of spiritual commitment among the children at satisfactory level. Age and extrinsic factors have been found to have influence on the spiritual commitment among the younger generation. As for implications of this study, future research should be conducted to investigate in details of the spiritual commitment not only among the children but also to the teenagers and adults group.

Keywords: Spiritual commitment, solat, religiosity, youngsters, students.

1. Introduction

Religious are one of main important issues in human life. A high quality individual is build up not only based on academic thought, but also human value that will be equipped together with religious thought by parents and teachers in schools. At home the children are thought to learn the ethical behavior informally by parents. Beside that the children also thought to learn informally all the knowledge on religiosity such as al Quran recital, prayer, fasting during Ramadhan and many others regarding the religious thought.

While at school in Malaysia, the religious education was started at kindergarten or pre – school whereby the children started to learn the basics at 5 years old. In primary schools it is compulsory for the children to attend extra class in the afternoon starting from primary one until primary five. Therefore, the teachers with qualified certificate will prepare to deliver the necessary knowledge on religious subject based on curriculum guidelines and academic syllabus. Apart from that, when student finally reach at primary five, the students will be tested to sit for exam that is compulsory for all Muslims students. The evaluation test class (KAFA) will be prepared by Jabatan Kemajuan Islam Malaysia (JAKIM) that will test the knowledge and capabilities of students in the aspects of reading al – Quran, ulum syariah, sirah, Islamic attitude (akhlak), jawi and khat, Lughatul Quran, Islamic lifestyle, and Solat by practice. Therefore it is expected that when the student finally reach that level the student should possess high level of spiritual commitment or at

least certain quality once they have completed their primary schools and started their secondary schools.

However despite the fast changing technological development and advancement, the world has made parent these days are busier with their work as compared to the parents in the past. The past several decades has seen profound changes in the moral and ethical behavior among the youngsters in this day and age as well as the commitment of parents to look their children. Nowadays the latest trend of parent commitment to educate the religious thought are in the hand of teacher rather than the parents. As results of becoming the victim of the situation, children nowadays prone to shows low manners, bad attitude, and involved in social problems in consequences of parent ignorance. If these problems were not handled carefully at earlier stage, it may create a trouble such as social problems in the future. According to Kamsah (2010), he reported that there are 80 percent of Muslims in Malaysia are not spiritually committed or not performing their solat and this is particularly due to attitude problems and unhealthy environmental factors.

A key ingredient to break the potential moral decay of Muslims is to first secure, practice, and disseminate the knowledge of Islam, and then transform this knowledge into academic education in permissible disciplines (Baqutayan, 2011). Thus, the purpose of this study was intended to identify level of spiritual commitment and the factors that influence the spiritual commitment among the

youngsters particularly on prayer or solat among the youngsters. This study is very important because the religiosity of a person was found to have high relationship with morality of a person (Bloom, 2012). According to Suhid and Mutalib (2009), they highly believe that those people who perform spiritual commitment with sincerity and humble heart will give positive impacts to human development in shaping harmonize community.

2. Spiritual Commitment

One the many majors of spirituality that identified by Krishnakumar and Neck (2002) in the literature is religiosity commitment. Bloom (2012) states that those people that are spiritually committed are the people who feel belonging to their religion. From the view, the spirituality commitment of people can be possess in form of absolute sincerity in their word expression and action, honesty, cheerful and vigorous mind, good behaviour, expectation of eternal and unending happiness, healthy heart (Ather, Kahn and Hoque, 2011). To sum up, spirituality or religiosity consists of important domain of belief, motivation and action (Bloom, 2012).

2.1.1 The spiritual commitment elements

According to Suhid and Mutalib (2009), there are several elements of spiritual commitment. A person that has high spiritual or religious commitment will shows their interest to the religiosity activities. The interest to spiritual commitment can be identified by the willingness and enthusiast effort in performing the religious activities. Apart from that the consistency in performing the religious activities can be seen from their disciplines. The interest to the spiritual commitment also can be identified from the willingness to participate and involved in the religious activities without being forced. Apart from that the interest to spiritual commitment can be seen when a person place high importance and priority to the religious activities.

The second element of spiritual commitment as suggested by Suhid and Mutalib (2009) is people also will take initiatives or approaches to their spiritual commitment. The initiative spiritually committed will take into account the knowledge to perform the religious activities. Apart from that learning by observation also important other than the languages used in assist the people to learn properly on how to perform religious activities such as solat or prayer, and reciting al – Quran. Other approaches that suggested by Suhid and Mutalib (2009) is motivation factors such as rewards and punishment method also important to influence a person to be spiritually committed.

Finally the self – decision of a person also identified as one of the important element in the spiritual commitment. In the aspect of self –

decision to spiritually committed, a people should perform the religious activities sincerely without be afraid of their parent at home and teachers in schools. People should perform spiritual activities such as solat with their own willingness without being influenced by other people. By knowing the importance and benefits in performing the religious activities would also influence a person to be spiritually committed.

In line with Suhid and Mutalib (2009) perspectives above, Bloom (2012) explained that people who are engage in various religious practices are actually holding high religious beliefs that shows they are believe in God or the Higher Power as well as believing in life after death. As outcomes of spiritual commitment, Bloom (2012) also explained that more general effect can be found such as increasing empathy, caring and love both among children and adults. On the other side, those people who possess low level spiritual commitment will tend to involve in many problem as they are the “free rider” who lives without direction (Bloom, 2012).

3. Determinants of spiritual commitment

In relation to the spiritual commitment studies in Malaysia, previous researches in the literatures have emphasize mass media influences (Tamuri and Ismail, 2004; Sulong and Abdullah, 2010; Hamat and Yusoff, 2012) as predictor to the spirituality or religiosity as well as the lifestyles of a students as a younger generation. Previous studies have found that mass media influences negatively towards the attitude, behaviors, lifestyles, and religious commitment among the students. To widen the scope of spiritual commitment or religiosity studies, this study will employed the environmental factors as suggested by Suhid and Mutalib (2009) model as the predictor of spiritual commitment among the students.

Environmental factor that comprise of intrinsic and extrinsic factors may influences the spirituality commitment of young generation. The intrinsic factors cover the willingness to prayer based on ‘learning by observation’ of the individual to his or her environment. The decision to spiritual commitment was also influences by the personal knowledge and awareness of the individual towards the importance of religious to their personal life. Suhid and Mutalib (2009) have highlighted several extrinsic factors of spiritual commitment that may influence the children which include direct and indirect influence of parents, friends, teachers, physical factors of school environment, and social media. Parents play major part to the development of the spiritual commitment of their children because they are the most important role model that closely connected with their children. Religious parents are more likely transmitted the religious

knowledge and practice to the children (Patacchini and Zenou, 2012).

Friends were found to have influence the students to spent on unnecessary social activities that may leads to morals decay and negative lifestyles (Hamat and Yusoff, 2012). However Patacchini and Zenou (2012) argue that religious peers will influence positively the religiosity or spirituality of children. Therefore it depends on children to be influenced positive or negatively by their peers.

In terms of social media influences, Hamat and Yusoff (2012) mentioned that the availability of social media on internet also was found to have negative influence on spirituality commitment of the students. The social media was treated as a channel for self – expression for the children to express their feeling, searching for games and entertainment that make them less committed to the religiosity responsibilities.

Degrees of exposure and participation in prayer programs also have influence on the children religiosity. Suhid and Mutalib (2009) explain that the participation and involvement of the students to the religious activity is more effective to develop the spiritual commitment among the students. In their study, Suhid and Mutalib (2009) have found that the students show high degrees of exposure and participation in prayer programs. Both Patacchini and Zenou (2012) and Suhid and Mutalib (2009) agree that the students that are actively involved in religious activities and programs shows high degree of spiritual commitment as compared to passive students that are less like to involve in religious program and activities.

4. Methods

4.1 Sample

The research population of this study includes the students studying at semi – rural areas in Sarawak. For confidentiality reason the name of the schools studied are not disclosed in this paper. A sample of 247 students was participated in this study. female students participates more in this study as compared to male students. The age respondents who participate in this study are ranging from 13 years old until 17 years old. The demographic results are presented in the table below.

Table 1. Demographic background of the respondents based on gender.

Particular	Frequency	Percentage (%)
Gender		
Male	82	33
Female	165	67
Total	247	100

4.2 Measures

In order to determine the spiritual commitment among the students, this study has adopted Suhid and Mutalib (2009) model and each item of the instrument were slightly modified to achieve the objective this study. The questionnaires designed were split into two parts. The first part deals with the background of respondents that is gender and age of the respondents.

The second part deals with interest for prayer, prayer approaches, environmental factors both internal and external influences that affect students for prayer, self- decision to pray, and the degree of exposure and participation in prayer programs.

To measure each item, five point measurement of Likert scale has been used to measure the attitude of the respondents towards the statement of each items that ranging from strongly disagree (1) to strongly agree (5). The mean score are based on the Nunnaly (1967) of psychometric scales that varies from 1.99 and below indicates high negative, 2 until 2.99 indicates low negative, 3 until 3.99 indicates neutral or moderate signs, 4 until 4.99 indicates low positive, and 5 indicates high positive scale.

5. Data Analysis

The data were analyzed using SPSS version 17. To determine the reliability, each items of the spiritual commitment model was assessed by using the Cronbach's Alpha Coefficients. This study also employed analysis of the sample group independent t – test. The independent t - test was conducted to determine the difference in enthusiasm for prayer, prayer approaches, environmental factors both internal and external influences that affect students for prayer, self- decision to pray, and the degree of exposure and participation in prayer program among the groups involved in this study.

By the two methods for the interpretation of significant value to each of the variables under study will refer the analysis found in the table "Levene's test for equality of variance" and "t - test for equality of means". Value will be seen from the relationship between the variables are related p value less than 0.05 (Malhotra, 2004, p. 448-449). This study also employed analysis of variance (ANOVA) with post - hoc Comparison" conducted to identify the significance of the data.

6. Results

Based on the total response of the returned questionnaires that have been analysed, the highest participation of the respondents in this study is contributed by female students with 67 percents whereas male students contribute 33 percents in this study. In terms of age, the highest respondents that participate in this study are at 17 years old, then followed by 13 years old, and the lowest are at 14

years old. The questionnaire distributions are not normally distributed in terms of age.

6.1 Reliability

To measure the consistency of the measurement, each item that were used to determine the level of spiritual commitment were assessed by using Cronbach's Alpha. The results shows that value for enthusiasm and interest for prayer is 0.64, prayer approaches is 0.65, environmental factors both internal and external influences that affect students for prayer is 0.55, self- decision to pray is 0.60, and the degree of exposure and participation in prayer program is 0.60. The reliability value for overall item is 0.60. According to Sekaran and Bougie (2009, p. 325), the acceptable consistency value is 0.6 and above, the closer the Cronbach's Alpha value to 1, the higher the internal consistency reliability of the measurement (p.324). Therefore each component of the measurements used in this study is acceptable except for the environmental factors variables that need improvement in future research. However the reliability of the same measurement that were used in previous study of Suhid and Mutalib (2009) indicates that the reliability value is 0.80 which indicates highly reliable.

6.2 The Spiritual Commitment

In the aspect of determining the level of spiritual commitment among the students, the results suggest that the overall level of spiritual commitment among the children at satisfactory level. Below are the information that presented in the table.

Table 2. The independent variables of Spiritual Commitment Model

The Spiritual Commitment Variables	Mean Value
Interest to Prayer	3.483
Prayer's Approaches	3.712
Self – decision to prayer	3.9828
Overall average value	3.7259

Table above shows the overall average value in identifying the level of spiritual commitment among the students that participated in this study. The results show that the level of spiritual commitment among the students is at satisfactory level of 3.73. Based on the results, it can be seen that the level of spiritual commitment among the students have not reached a high level.

While in terms of gender, the information presented in the table 3 shows the Levene's Test for Equality of Variances of each variable tested in this study. The result shows that there are no significant value can be found in all variables. Therefore the results shown in the table indicates that gender, that

is male and female students do not shows any difference on the spiritual commitment.

Table 3. Levene's Test for Equality of Variances between male and female students for each variables of Spiritual commitment among the students

Variables	Levene's Test for Equality of Variances	
	F	Sig.
Interest to Prayer	.072	.788
Prayer's Approaches	.443	.506
Self – decision to prayer	.046	.830
Environmental Factors	.249	.619
Internal and External Factors	3.404	.066
Degree of exposure and participation in prayer programs	2.395	.123

Apart from that, this study also has conducted Analysis of Variance (ANOVA) with post – hoc comparisons to determine any significant value between age and the spiritual commitment. From the analysis, it is found that there is a significant value between age and the spiritual commitment. At a significance value of $p < 0.001$, age has been found to high significance value with environmental factors including intrinsic and extrinsic factors, and self – decision to perform solat. Besides that age also has been found to shows high significant value with the interest to perform prayer and taking initiatives to perform solat at a value of $p < 0.01$. The students with higher level of age have shown that they possess higher level of interest and taking initiatives to perform prayer as compared to those who age at 13 years old. The result was followed by age also shows high significance value with the degree of exposure and participation in prayer programs at $p < 0.05$. Overall, different level age of the students has influence on the spiritual commitment.

Apart from that this study also has adopted correlation analysis in order to determine the factors that contribute to the spiritual commitment among the students. The results from the correlation analysis has found that gender do not correlated with interest to prayer, approaches taken to prayer as well as self – decision to prayer. From the independent sample t – test, the significance value between gender and each elements of spiritual commitment shows the value of P is greater than 0.05. This result of the correlation analysis is consistent with the table 2 that shows Levene's Test for Equality of Variances that have been discussed earlier.

While in terms of age, it is found that age is positively correlated at high level with interest to prayer and self – decision to prayer. Age also found to be positively correlated with approach to prayer

at a moderate level. The result from the correlation analysis can be supported by the results found using the Analysis of Variance (ANOVA) with post – hoc comparisons to determine any significant value between age and the spiritual commitment. Different levels of age have influence on the spiritual commitment of the respondents.

In the aspect of the environmental factors, it is found that the school environment, internal and external factor was found to be positively correlated with the interest to prayer, approaches to prayer and also self – decision to prayer. The significance value is at $p < 0.05$

With regard to the degree of involvement and exposure to the spirituality activities and programs, there is a positive correlation between the degree of involvement and exposure towards the spiritual commitment among the younger generation. The significance value is at $p < 0.01$.

Overall, the results that have been explained above shows that all the independent variables including age, environmental factors and the degree of involvement and exposure in spiritual activities except gender are positively correlated with interest to prayer, approach to prayer, and self – decision to prayer

7. Discussion and Conclusion

This section present the discussion and conclusion based on the results of the data analysis that have been explained above. With regard to the level of commitment among the younger generation in this study, the results show that the level of spiritual commitment is at average level in all aspects. In contrast Suhid and Mutalib (2009) have found that the primary school students' that participates in their study shows very high level of spiritual commitment particularly on the interest to prayer. Moreover, Suhid and Mutalib (2009) also found that various approaches taken to perform solat among the students are also high.

In terms of gender, it can be conclude that there is no difference between boys and girls with regard to the interest to prayer, approaches to prayer, and self – decision to prayer. Both male and female students perceive the same level of spiritual commitment.

In terms of age, students who have high maturity level of age shows higher interest in perform solat as compared to those at younger age. Overall this study have found that the higher the level of age and maturity level the higher the spiritual commitment. The lower the maturity level that in line with the age of the students, the lower the spiritual commitment that were found among the younger generation. Thus, according to Mangaleswaran and Srinivasan (2012), age is a reason of commitment. Therefore it can be conclude that age is positively correlated with

interest to prayer, approaches to prayer and also self – decision to prayer.

In the aspect of environmental factor that may have influence on the spiritual commitment, the results of this study suggest that both internal and external factors of the individual were found to have highly correlated positively to the interest to prayer, approaches to prayer as well as self – decision to spiritual commitment. The result of this study are consistent with Suhid and Mutalib (2009) that reported that the environmental factors of individuals such as schools factors, moral support from teachers, family, and friends are highly influenced the spiritual commitment of the students.

In terms of the degree of involvement and exposure to the spirituality activities and programs, the results of this study suggest that the elements are found to be positively correlated with interest to prayer, approaches to prayer and self – decision to spiritual commitment. The result of this study is consistent with Suhid and Mutalib (2009) that reported that those exposure and involvement to the spiritual activities and programs is highly influenced the students to be highly committed spiritually. They further explain that the children should be thought to learn by doing approach rather than solely depend on the theory. The contents of the spiritual activities and programs also should be design creatively to attract the students' participation.

As for implications of this study, future research should be conducted to investigate in details of the spiritual commitment not only among the children but also to the teenagers and adults group. As mention by Bloom (2012), there are many people believe that religion does have an impact on individual in society. In order to build a positive community with moral life and good behavior, the moral capacities of the population need religion (Bloom, 2012). The main reason is because people who are strongly believe to the existence Higher Power would felt the presence of Supernatural Watcher that solely responsible for the rewarding or punishing on every action and decision of the servants. Therefore, the spiritual commitment of the community would develop a reluctance to involve in any unethical behaviors that are clearly stated in the Islamic teaching.

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CHARACTER BUILDING THROUGH A MATHEMATICAL SUBJECT IN THE ELEMENTARY SCHOOL

P. Sarjiman

Elementary School Teacher Education Study Program

pji_sardjiman@yahoo.com

Abstract

In the last few years, many unexpected happenings had already occurred here in the regions of Indonesia. Among those happenings are violence between ethnics, community or society groups, drugs consumption among young and even adult generation. Corruptions had occurred in political parties, bureaucrats and other fields. It seems that there was a moral degradation here in our beloved country.

Those may be the result of our last education or at least part of them. Educational institutions should take part in building students' character in order to prepare the brighter generation. Students as young generation will be leaders and responsible for the development of the country and nation. The next Indonesian young generation should have basic personal character to be well mannered, healthy, good citizenship, civilized generation based on Five Principles (*Pancasila*).

Schools as parts of educational institution should begin to build students' character to be the real future idealistic Indonesian generation. Education should be able to create young generation to be Indonesian golden generation. To realize this dream, teachers are the persons who are in touch with students directly, should be able to be models of idealistic Indonesian citizens and should build students' character through their own subjects taught to the students. 'Resolving conflicts' through the teaching-learning of fraction concept with their model and 'responsibility' through the material of 'percent' are the examples of building students' character through a mathematics subject. In a fraction concept, students can implement the idea of justice in dividing something; and in this case, it is connected with 'resolving conflicts'. Where as the idea of 'responsibility' is inserted in the teaching-learning material of percent. It is the writer's successful experience.

Keywords: Character building, Mathematics, Elementary schools

1. Introduction

We acknowledge now, there were phenomena that violence, corruption, sexual force, unsocial behaviors and the like occurred every where, here in Indonesia. There were violence between ethnics, groups of society, students of high schools and even higher/college students. Many people did not pay attention to the safety health environment any more; so that the flood occurred every where in the rainy season including in our capital City. Young generation declined morally (Ary Ginanjar (2013: 29). Some of them are the consumers of drugs and they also like to access the pornographic side in the internet. Some people are in the condition of poor, though the economic growth is relatively high. It means that there was deep difference between the have and the poor. It also seems that Indonesian people have now moral degradation.

This situation might be affected by the result of education, including primary education. The education might not pay attention to the emotional and spiritual intelligence any more. Most educators might only strengthen on the intelligent quotation. Realizing those facts, it is necessary for educators especially primary educators reflect themselves; and decide how to

educate primary students as young generation to be better character in the future. Students as young generation will be leaders and responsible of the development of the country and nation. In a long future time, some elite people say that education should be able to create young generation to be Indonesian golden generation. This generation should be able to be world citizen who are multicultural, but they should be the real Indonesian citizen based on Five Principles (*Pancasila*) related to Indonesian culture. Education have to improve the awareness of culture and its sustainability. Young generation should be trained to be aware of varieties or differences, and pay attention to valuable cultural sustainability, so that the cultural heritage will not out of the future generation. This idea should be implemented in the teaching-learning of classes from early up to higher education. Performing young generation should be started as early as possible including in the primary school. Since most of the educators are teachers especially in the primary schools, the teachers should be able to build character or insert values in every subject that they teach to students. The following will be the example of building young Indonesian character through the mathematics subject in the primary school.

2. Discussion

2.1 The Indonesian Character Education

Character education could be interpreted as teaching children/students in a manner one or more character qualities; such as to make them moral, civic, good, well mannered, healthy, critical, successful socially acceptable and the like. Action concepts that can be carried out are social and emotional learning, moral and ethical reasoning, violence prevention, cognitive development, conflict resolution, and some more actions. Those aspects are of course suitable to be developed for Indonesian young generation. Some people said that character education is actually as old as education itself. Nevertheless, it could develop well, but also it could significantly decline; depending on the elite people who gave good character models.

The kind of character we are going to develop is the character of idealistic Indonesian people. Indonesian young generation should have basic personal property to be well mannered, healthy, good citizenship, civilized generation based on Five Principles (*Pancasila*) and competitive toward global era. Young generation should inherit local wisdom and culture values which are suitable with the Indonesian personality. The human resources of Indonesian young generation should be qualified, so they have capacity to produce competitive goods to be promoted in global market. It is needed the human resources which are capable, discipline, skill full and able to use facilities and available technology (B.J. Habibie: 2013: 14). According to him, it is not true that if we, Indonesian people just only depend on the agricultural product; we should also improve the investment in the field of communication, transportation, and telecommunication. We should not only export the natural product, but also industrial product, if we want our nation build up to be big wealthy nation. It of course needs qualified human resources. It is the teachers' duty to create students of having added value and high competitiveness in the global era. Indonesian young generation should have basic capacity as persons who have high comprehensively intelligence, competitive, good character suitable with the main nation values. It is of course the teacher who plays important role in conducting of gaining this goal. Though according to him, the teacher is the people who have to carry out of government policy about education. The curriculum change for example, they have to carry out the government's policy, though they do not understand what the government achieves concerning the target of educational goal.

Though, there are many weaknesses in running of building Indonesian character, the Indonesian nation character is built by the mixture of good culture and tradition as honesty, justice,

respect, tolerance, patience, endurance, perseverance, self-control, self-discipline, self-confidence, generosity, forgiveness, hard work and the like. Those values are actually contained in our Five Principles (*Pancasila*). Character education is a process to developed awareness of every student to be Indonesian citizen who are free, sovereign and willing to defend those freedom and sovereigns including the Five Principals (*Pancasila*) as the State Basic.

2.2 The Nature of Mathematics and Its Value.

Mathematics in general is abstract and deductive. It is full of definitions though some concepts are not defined, axioms, postulates and theorems. Elementary students have not been able to think abstractly. According to Piaget's theory, they are still in the stage of concrete operation. The complete stages of Piaget's theory are sensory motorist (0 – 2 years of age), pre operational (3- 5 years of age), concrete operational (6/7 – 14 years of age), and formal operation (15 – adult). So students of elementary schools belong to the third one. In the teaching-learning mathematics in the elementary school, the teacher could not teach the same as in the high school. That is why the teaching learning of concepts of mathematics needs real things as an ostentation to illustrate the concepts, so the students will understand the mathematics concepts. Globally, the material content of mathematics in the elementary school consists of number, geometry and measurement, knowing simple algebra, and simple statistics. Actually in the elementary mathematics curriculum, has been stated that by learning mathematics, students will improve their logical, critical thinking, their honesty, discipline and consistency. However, the elementary teacher should think and create what value of certain material of mathematics subject in elementary school could be drawn. Mathematics objects could be found in our surrounding life; as boxes in the form of cube, many frames of pictures for example are in the form of triangles, rectangles, some forms of architecture pictures could be in the form of circles, squares, cones, pyramids, cylinders and the like. However, those objects are in real life materially and the real mathematics objects are in human beings' brain formally. Mathematics developed related to other subjects and other knowledge disciplines. Character building in the mathematics education, one of them could view that every human being is unique. One person is different from other persons in the case of intelligence, mental, physic and other varieties. That is why in teaching mathematics, the teacher should teach individually, besides teaching classically; although mathematics is formal and the idea is fix. In this case the value of respect to variations and different individuals could be strengthened. Determining score of mathematics

achievement not only by the result of tests only, but also the combination of many aspects of assessment as portfolio, in going process, task investigation, group discussion and other aspects of authentic assessment. The values of mathematic materials are commonly uniqueness, beauty, moderate, origin, logic and think critically (Marsigit, 2011: 340). Those values should be matched with mathematic materials by creative elementary teachers.

2.3 Character Education Implementation in Mathematics Teaching-Learning of Elementary Schools

Character education in schools is of course importance in the development of the country. The development of the character is influenced by surrounding place where the students live. It is needed educational system which not only develops the intellectual intelligence, but also the social and spiritual intelligence. (Ary Ginanjar: 2013: 25). It is not enough for educators to develop intellectual and emotional intelligence but spiritual intelligence should also be strengthened. He said that there is no use if someone is not honest though he has luxurious Mercy and BMW cars.

In schools, character building is more of the responsibility of guidance and consoling teachers; but actually it should be the responsibility of all the staff especially teachers. Character education in schools should be truly designed, so the teacher has guide lines in implementing it. One of the strategies of character education in schools is making the good idealistic character to be the school culture. It is not easy to built school culture, because beside a lot of fund is needed, it needs also patient, encourage, skillfulness, and other competences off all school staff. The education movement shows that students should master subjects comprising the domain of cognitive, affective and psychomotor consistently. So the government and school staffs are not only satisfy of the academic achievement, but also students' attitudes and behavior should be accepted. Every school has its own culture, and the culture is about norms, values, moral regulations, habitual actions that form staffs and students in it. (Peterson and Deal, 2009: 8). The school culture could be developed and maintained by school staffs especially teachers, followed by students.

Though it is not easy to create good idealistic school culture, but the headmaster as the leadership determined enough to build this good school culture. School culture has upgraded and cause some people pay special attention to the school give motivation to all components of school to work and to be better achievement. Beside the school efforts to develop the students' study achievement, the school staffs also pay attention to the development of students' character. School culture of course will develop commitment and self identification with

values, norms, and certain habitual actions. There are some values that could be developed in schools among them are: wisdom, justice, fortitude, self control, love positive attitude, hard works, integrity, gratitude and humanity

Implementing character education in the class especially on mathematics subject needs teachers' creativity in connecting with the values in the subject and the method how to develop.

For instance in the Pythagoras theorem for the elementary school that the quadratic length of the hypotenuse is equal to the sum of quadratic length of both angle sides. The angle is of course the right angle, because it is a right triangle.

Table 1. Table 1. Primitive Pythagoras

x	y	x^2+y^2	$x^2 - y^2$	2xy	Pythagorean Numbers
2	1	5	3	4	3, 4, 5
3	2	13	5	12	5, 12, 13
3	1	10	8	6	6, 8, 10
4	3	25	7	24	7, 24, 25

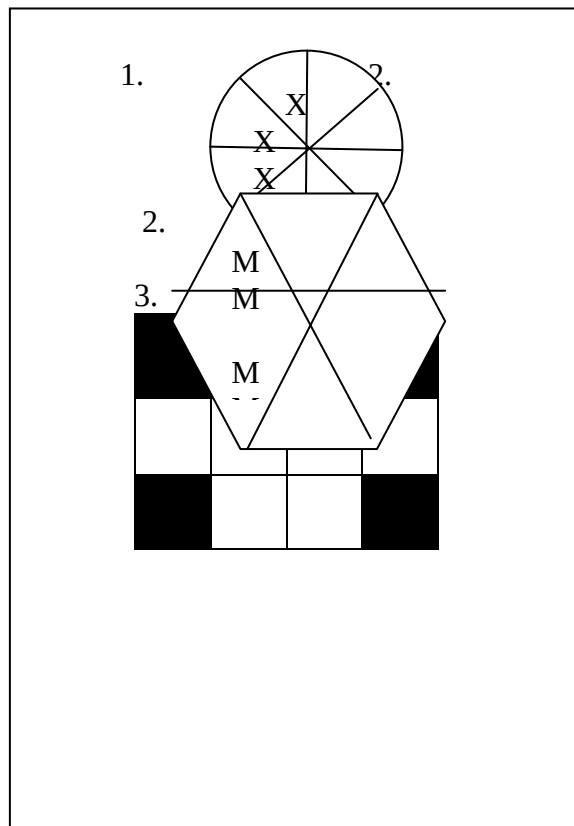
ETC.

By proving this theorem and discovering the Pythagorean number, students' conciseness will improve. This is one of the ways how to develop students' trustworthy and confidence. When they have to investigate, trial and error in getting and proving the Pythagorean Theorem, it means that they have to be patient and full of struggle in finding it. If for example the teacher instructs that they have to prove together in looking for the Pythagorean in groups, it means that they get opportunity to work together collaboratively. In other words they train working cooperatively. Thus the teacher should be creative in looking for values of certain mathematic material. Including personal convince, sometimes students should appreciate themselves so that they really believe that they competencies in solving and proving the mathematic problems and theorem. In finding out of the Pythagorean number, students should explore and do trial and error until they get the true real Pythagorean number. This working situation forces students to work hard, patient, creative and other aspects of good value.

In the teaching-learning of fraction, for example, could be inserted the value of justice in it, because some one could divide the things pricey equal according to their agreement. The following is the picture of a fraction concept belonging to part to whole concept. If the students have already understood the concept of fraction and they are asked to give numeric symbols to these pictures and

the instruction: 'write down the fraction numeric from the bolded areas or the parts given the alphabets of each picture'.

Table 2. Figure 1. Fraction concept Illustration



Solution : 1. $\frac{3}{8}$, 2. $\frac{4}{12}$, 3. $\frac{3}{6}$

If students understand the concept of fraction, they will be able to implement in the real life problems so that they can solve the problems rightly according to their agreement, and the value of justice will be realized. The students' understanding about fraction could also completed by the equality of fraction as followers.

Equality or fraction which has the same value can be illustrated as the following picture

1							
$\frac{1}{2}$							
$\frac{1}{4}$		$\frac{1}{4}$					
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$				

Figure 1. Equality of Fraction

$$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$$

It can be seen clearly that

Since, the students have understood the equality of fraction, it is hoped that the can divide something in justice. But if among the students still there are quarrels and the division still could be a problem; then the following steps of solution can be implemented. This solution is called 'RESOLVING CONFLICTS'. How to resolve conflicts without fighting.

STEPS:

- STOP. Don't let the conflict get worse. The less angry you are the easier it will be to solve the problem
- SAY what the conflict is about. What is causing the disagreement? What does each of you want or not want ?
- THINK of positive options. How could you need each other's needs and be fair?
- CHOOSE a positive option each of you agree on.

If you still can't agree, ask someone else (an outsider) to help resolve the conflict.

In resolving the conflict, there should be RULES; and the rules at least comprise the following points : (1) agree to resolve the conflict, (2) no name calling, (3) take turns talking, (3) Be clear and truthful about what is bothering you and what you really need, (4) listen to the other person(5) be sure you understand how he or she sees the problem, (6)Use your brains not your hands (7) Be willing to compromise (if that's appropriate). (Kra, Pauline (2002).

In Educating the students' character, especially 'resolving the conflict', it will be better to continue the following actions in group activities.

1). Hand out copies of the steps and rules to resolving conflicts that are in the block at the top of this column (or write them on the board). Discuss each step and rule with the children.

2). Ask the children to describe a variety of conflicts that commonly occur at school. List these on the board. For two or three of them, discuss how the steps and rules of conflict resolution could be used. Then have pairs of small groups apply the steps and rules to the other situations listed on the board. Afterward, have a class discussion to compare results.

3). Introduce the i-messages and blaming messages. I- messages is a statement about your own feelings. It says what's bothering you and why.

Example : It really bothers me these we can't find away to compromise. We could do a better job if we worked together instead of arguing all the time.

An 'i-message ' is constructive and points to a solution, as well as it works better.

Referring to the conflicts already written on the board, ask students to role play using “I-messages” in these situations instead of ‘blaming’ messages. You might want to demonstrate the ‘blaming messages yourself to avoid asking students to practice a negative behavior. Jerry khant (2007).

Beside those activities, it is also important for the teacher to give written assailments to students.

3. writing assignments

1). Write about a time when you or some one you know got into a conflict that was not resolved. Describe how the rules and steps of conflict resolution could have been used to resolve it.

2). Write a short story about conflict. Make the situation of the conflict to be two endings. In one ending the conflict is resolved and the other, it is not

3). Make a list of things you could say or do to keep cool during a conflict.

4). The teacher can spark students’ thinking for this assignment by giving examples of several typical conflicts between people in their age. Divide a sheet of paper in half lengthwise . Think of conflict or disagreement On one side write ‘blaming’ messages for this situation On the other side, ‘why’ messages that could be used instead.

By doing those steps and strategies, it is hoped that the culture of resolving conflicts in many kinds and many types of disagreements which tend to be conflict can be solved relatively easy.

To make it clear, it may be better to give another example of character education; that is about the character of ‘responsibility ’ in the material of percent.

Tono’s annual salary is Rp53.000.000,00,-, before any deductions. After setting aside some of his salary, in transferred retirement plan and subtracting certain deductions, he pays taxes on an adjusted gross salary of Rp30.000.000,00,-.

- a). Find his state tax by multiplying 0,15 and Rp30.000.000,00,-
- b). Find his Foot stall tax by multiplying 0,0765 by Rp30.000.000,00,-
- c). Subtracts the sum of the taxes from Rp30.000.000,00 to determine Ton’s ‘after tax’ amount.

Andi received the money from his mother gift amounting to Rp500.000,00,-. At this moment she instructed his son Andi to go to the market to buy daily consumptions. Andi’s mother gave raw bills as followers; (a) about 2% is for buying eggs, (b) 4% is for buying rice, (c) 2 % is for buying fishes; (d) 2 % is for buying fruits and (e) 3% is for buying vegetables. The rest of the money is for buying Andi’s shirt and trousers. His mother also asked Andi to report the process and how to spend the money .

This kind of problem given to students will make Andi be responsible of how to spend and count the money. This kind of task problems can build the students’ character especially in the case of responsibility. In any other subjects, it is thought that students can be also given tasks to develop their character, especially in the case of responsibility.

To make the students to be more responsible of their duty or something that has been decided, the following is the teaching guide of how to be a responsible person.

a). When you agree to do something, do it. If you let people down, they’ll stop believing you. When you follow through on your commitments, people take you seriously.

b). Answer for your own actions. Don’t excuses of blame others for what you do. When you take responsibility for your actions you are saying “ I am the one who’s in charge of my life”.

c). Take care of your own matters. Don’t rely on adults to remind you when you are supposed to be somewhere or what you are supposed to bring. You take the responsibility.

d). Be trustworthy, if somebody trusts you to borrow or take care of something in confidence, keep it to your self. It’s important for people to know to know they can count on you.

e). Always use your head. Think things through and use good judgment. When you use your head, you make better choices. If it is shown to your parents, they can trust you.

f). Don’t put things off. When you have a job to do, do it. Doing things on time helps you take control of your life and shows that you can manage your own affairs.

If you want the students really understand about what responsibility is, you can give additional activities tasks as follows:

1). Write the six responsible behaviors on the board, or make copies and hand them out. Have the children think of a few examples of each behavior. Then, for each example have them brainstorm ways of handling irresponsible people. List he best idea on the board.

2). Take the example of that activity above, and turn them into role-playing situations using two kids at a time. First, have them role-play of irresponsible behavior, and then, responsible behavior. Have the group critique each of the role plays.

3). Design a ‘being responsible’ poster illustrating the six responsible behaviors. It can be put it up on the classroom wall.

4). Have discussions about classroom responsibility. What are the kids ‘responsibilities and what are the teachers’ responsibilities. Make a chart of these responsibilities on the board. What are qoensequensies of being responsible the

responsible/ and what are the rewards of being responsible.

Those are the examples of character education implementation in the teaching learning of mathematics in the elementary school. It of course can be developed with different and variety methods. In any material, it can of course be developed certain character, and it also depends on the type of the material. In any other subjects, there are also many kinds of character that also can be developed.

4. Conclusion

Character education is really the responsibility of many communities, and the communities who have the most responsibility are parents, schools, and surrounding societies where students live. Schools are the formal institutions that should create the school conditions, so that it would be easier students' character to be formed better. Most of students can meet their teachers easily. That is why the character education is mostly the responsibility of the teachers including all school staffs especially the head masters. The teachers' role in formulating students' character integrated with teachers' subjects would be very important. The example of implementing character education in a subject of mathematical teaching-learning is described above. Those are only some examples in the character education in the mathematical subjects; and every subject has its own characteristics and special kind of characters too. The example of character education is just two kinds, namely resolving conflicts which are

integrated with the fraction concept as the mathematics material; and the other one is a character of responsibility which is integrated in the teaching –learning of present as the mathematics material. Those kinds of character can be developed in any subject with the teachers' creativity. By teachers' mood and creativity in building students' character, it is believed that Indonesian brighter generation will be realized.

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DEVELOPMENT OF CHILDREN CHARACTER THROUGH MODEL OF COMMUNICATION, EDUCATION, INFORMATION IN MARGINAL COMMUNITIES IN YOGYAKARTA

Sisca Rahmadonna, Farida Hanum, Arif Rohman

Lecturer of Educational Technology UNY, Lecturer of Educational Sociology UNY, Lecturer of Educational Science UNY

Sisca_rahmadonna@yahoo.com, faridapane@rocketmail.com, arv2009@yahoo.co.id

Abstract

In essence, this research is aimed to examine the development of children character through model of communication, information, and education (KIE) in marginal communities in Yogyakarta. In the long term program, this research is also aimed: (1) To give information about the urgency of providing character education to children. (2) To construct KIE model for development of children character. (3) To prepare manual book for assisting parents to children character development in marginal families.

This research uses research and development (R&D) approach. Subjects of this research are parents of marginal families in Yogyakarta. Techniques for collecting data are questionnaires, observation, interviews and document study, supported by focus group discussion (FGD) and field-note/logbook. Data are analyzed qualitatively.

This research generates: (1) draft model of KIE in flip-chard format for the development of children character; (2) draft of manual book for assisting parents to develop their children character; (3) rising the awareness of marginal communities of the importance of positive character development for children, so that, in the future, the children will able to well face liberalization/individualization of their mental attitude.

Key words: character development; model of communication, information and education; marginal communities.

1. Introduction

Children with positive character are the desire of every parent. Alwison (2006) said Positive character marked by behaviour that highlight the good and the true that is explicitly or implicitly. On the other said, Thomas Lichona (1991) said Children with positive character marked by moral knowing, moral feeling, and moral behaviour that continuously manifested either explicitly or implicitly.

Children with positive character require a fertile environment intentionally created, thus allowing the potential for children to grow optimally into character. Through a variety of experiences since the early development of the child have a great influence in their lives later on. The experience various instrumental in bringing about the formation of the so-called personality intact, which cannot be achieve except by developing the potential of children from an early age properly. Family environment filled with love bonds, mutual help, and the warmth of the relationship with each other has a big hand in shaping the personality of children with positive character. Therefore, the role of communication and public information of parents of children with all the content and complexity inherent dengannya strategies become very important.

CIE from family and community members with children encourage character growth and development of children; however, the reality is

that many parents lack the knowledge and skills to communicate. Moreover, phenomena that exist in marginalized communities, the communication of information to the child's parents are often not instructive. It is, therefore, necessary to develop models of communication, information, education (CIE) to the children of parents that exist in marginalized communities. The CIE model is the model with the concept of information communication process between parents and children can take place effectively by loading the content of the contents of motivation and education.

The problem in this research focused on how to embody and develop the character of young children through the medium of communication, information, education (CIE). Children character development through education in the family and society, parents and educators need to have the knowledge and guidance to implement them. To facilitate the provision of knowledge and skills equipping parents about the child's character development, this research made the media of communication, information, education (CIE) in the form of manuals, booklets, flowchart, and others. This study was aimed to give education to the target group. The group contains a number of parents who have young children that live in Yogyakarta-marginal area. This study specifically designed to achieve several objectives as follows:

- a. To develop children character based on CIE model.

- b. To produce a guidebook for parents handles the character development of children in families in marginalized communities.
- c. To improve parents' ability to develop the character of children in families
- d. To give positive influence for character development of children

2. Character Education

Character education is done by instilling core ethical values as the basis for a good character. The goal is the formation of good character. The indicators of good character consist of understanding and concern for the basic ethical values, as well as actions based on core ethical values, or purely ethical. Basic education for character development starts from the principle objective philosophy emphasizes that the basic ethical values or values which consist purely of caring, affection, to honesty, openness, responsibility, and respect. Character development leads to learning in order to understand the shape form of goodness, virtue and act based on the value of value goodness.

According to Thomas Lickona (1991), character has correlation with the concept of moral knowing, moral feeling, and moral behavior. Based on these three components can be stated that the characters are well supported by the knowledge of the kindness, the desire to do the best, and do the artificial goodness. Completeness so that one has a moral component to form a character being superior or tough.

3. Communication, Information, Education (CIE) Model

CIE is a model of community interaction and education through information communication process that educates. Informative communication is an important part of the educational community that contains elements of persuasion so that people who get information want to do. In increasing public knowledge, it is necessary to share information and ideas that can shape public perception as desired. Some of information maybe can deliver, consume, digeste. It is necessary either in the form of the delivery media or communications media.

The theory of reciprocal relations and public media audience try to explain that the media, the public, the public and individuals have an interactive relationship. Message content and media information submitted will make an impact on a person's behavior and community effects (De Fleur and Ball Rokeach, 1989 in Advocacy and IEC books BKKBN, 2010).

4. CIE Model for Development Children Character

CIE can be used for public education. But, before making the media selected for the CIE would that be considered, among others: (1) Understanding the behavior of target audiences, (2) Determinating of segmentation and targeted CIE, (3) use of communication media and the right to information and right on target, (4) planning and development of CIE activities.

Understanding the behavior of the target audience is the primary prerequisite for implementing CIE, because in CIE applications use many function from science communication, such as science Model Of Attitude and Behaviour Change is a strategy for development community education. The implementation of public education and social promotion aims at influencing the persuasive, and motivate change knowledge, attitudes, behavioral, cognitive, affective empathy in support of the message delivered.

Social approach to community will provide information about what is target audience really need, which can be obtained from observations and previous studies. Information Communication Education cannot separate from the use of communication media and information.

5. Research Methode

To carry out this study, the overall general approach that Research and Development (R & D) were adopted from the model of the development version of Borg and Gall (1989: 784-785).

Subject of research for the development of the character of children through CIE are the people who are in dense areas of Yogyakarta. The selected communities are communities that are conducive to give an understanding of the importance character development of children. The selected subjects also met the criteria and categories that status into consideration researcher.

Collection data in this study using a variety of techniques, such as questionnaires, observations, interviews, and documentation in accordance with the steps in the research activities. To support the collection of data used also notebook/logbook and focus group discussion (FGD).

Process and analyze the data in this study using descriptive-qualitative techniques. This analysis describes the change and the development of a systematic as well as the existing relationship among variables to obtain a complete conclusion. Analysis data is doing through data reduction, the data display and reflection drawing / verification as suggested by Miles and Huberman. Operationally, systematic through the process of data analysis as suggested John W. Creswell (2007:73). The step of analysis data, include: (a) managing data, (b)

reading and Memorizing, (c) describing, (d) classifying, (e) interpreting, and (f) visualizing.

6. Result and Discussion

6.1 Residents Condition Code Analysis For Marginal Communities

Early research conducted by analysis of the general condition of the people, who take through the interview process. At the initial stage, the interview subjects are local leader who live approximately 30-70 families (RT) and his wife, and other key figures, which can be trusted to provide accurate information. It aims to determine the general condition of society in time code, whether in accordance with marginal communities, which has been targeted in order to achieve this research purposes.

From the interview, we know that the Code there are about 67 families and 171 people, consist of 79 men and 92 women, There are generally work as labors of various kinds in cultivated fields. Children numbering about 50 people, mostly school age. Generally the children difficulty in learning because their parents can not accompany learning, because the parents was busy working and come home tired, some will not be able to accompany the child to learn because it does not have the ability and less clear about the lesson.

Besides, the atmosphere of the narrow house and insufficient light makes barrier for study. They need someone/somebody to help as a volunteer who want to help the learning assistance, because they want to push themselves for learning but they want to obtain it free.

According to his leader wife, there quite solid and has a sense of togetherness. They realize that they have the same fate of group underprivileged, which come to the Yogyakarta relatively do not have home certified and vulnerable to rule that do not favor them. Therefore, they must live in one group and try to solid in their group, so, that they can overcome the difficulties together. Shared values and live in harmony with the early planted Romo Mangun as the fate of those who defend them and acknowledge their presence and often help them to get better life, they still hold and maintain.

6.2 Doing Character Education Activities for Children

Based on the analysis, the researchers designed training activities for young children in Code area. This training aimed to provide character education for children, especially to behave and talk. The implementation of this training had good response from both of the children and their parents. Parents warmly welcomed the program. They agreed with the reason and purpose of the

implementation program, especially those who have children.

From among the children gave enthusiasm respon when the program takes place. They followed the program with laughter and jokes that accompany. The number of participants who followed the program increases. At the time of program was doing, they tried to open and answer every question from the researcher. At the end of the program for the children, they promise together with oral statement following the words spoken by the researcher.

6.3 Data Analysis

6.3.1 Character Code Community

Based on observations made, less KaliCode children get the attention of parents, especially in the exemplary side. Their behavior is very influenced by what they see, hear, and feel every day. The main models are adult. They avoid the word confidential and gross behavior, because two things have been condensed and become color there. Children accustomed to the hard behavior of adults around them, high level of tone in voice, speech and choice of words.

From the observations in the range of time code on the character and how to communicate with parents, obtained results that most of the elderly people who inhabit Time Code has a hard and bad character. Older people generally always use a high-level of tone and choice of words to less education for their children. Rarely heard elders in daily activities there use a soft voice and show a sense of love for children. It is also acknowledge by KM as a parent in Code area. She said the following:

"We certainly recognize most of the older people always speak loud voice to the children, but that does not mean older people angry ... piye yo, lamun nganggo suoro seng lemes, ra to gatekke..."

Expression of the parents to their children has become a common day-to-day and according to them, it is not a problem. Therefore, when their children used high level of tone in their voice to answer parent question, it is normally. It appears that they may also have a habit of their daily behavior, rarely reprimand or advising parents when children answer questions parents loud.

Children even recognize that they are accustomed to see older who call her by screaming, and children always call friend, brother, sister accustomed to shouting tone, and they also call their father and their mother to shout.

6.3.2 Parent Comprehension Related to Children Character Development.

Results FGD (Focus Group Discussion) that the researchers do to the fathers and mothers who

have a Code community was still school-aged children, it is known from their knowledge of the child's character education is very poor. Most of the parents do not know that the hard way to educate children is not good, even if they think older people are not hard on the child, child will be spoiled and not according to the old man. It was also revealing when one of father (RL) in interviewed, he argues as follows:

"..... I have son, if parents do not educate children appropriately, children does not be afraid in the dark and he would offhand, but can be spoile. If my son make mistake, I always be angry, sometimes even without consciously if I wrong and the child is too much, I bit my son, I do that to give derterent effect... I also once taught my parents like that, but I do not understand it is right or wrong according to your science knowledge"

From what was said by RL above shows that he actually do not understand how to educate children the truth, what he did, the more comes from what he earned from the tutelage of her parents first. Acknowledgement above illustrates that the elderly in the community was typical Code force in educating children, good physical violence or verbal violence. They generally do so because they personally experience the early days of their elders. Knowledges the non-elderly time this Code about how to educate children well, so that his character and his personality can grow well, need to help.

Thus, it should be the parent time this code should be provided to empower disabled, so that they have knowledge of the correct way to educate children, the children can develop their character into a good direction. That requires systematic efforts and media accurate and easy to understand them, among other CIE. According to the IFE and Tesoriero (2006) Community development is an effort to increase community empowerment to overcome disadvantaged, in this case is education for children in developing their character towards the good and positive.

6.3.3 Flip Charts for CIE

Flip charts made for a way of sinking material at the time of training in Code. Flash chart made by displaying pictures of sinking and given little explanation to be more interesting, because the majority of people in Code do not like reading, the researchers tried to update Flash charts as possible to use pictures and color chart on Flash design.

Flip chart printed on X-Binner material that is durable and can be used as alarm for code community, how to deal with children, as the child grows into people who have good character.

Flip Charts made to give emphasis on the material content will be presente in subsequent sheets. After the cover, Flip Charts developed in portions of content that aims to provide

reinforcement at once an example action through pictures and short writings. Then Flip Chart presentation of the material is use as a guide for researchers in the training undertaken.

6.3.4 Restructure Guidance Draft of Character Education for Parents.

After compiling Flip Charts used in the training of children in Code, researchers then perform thresholding draft guidelines for the elderly. Where the restructuring discussion draft has been finally discused by researcher team to equate perceptions and opinions about the draft that will be develope. Through discussion has been done, researchers agree that content will be expanded in the draft guidance. Once there is agreement between the research team, made a further study of the theory and arrangement of the draft guidance. At the planning stage, the researchers tried to involve others to help compile an agreed draft guide researchers.

Code community characteristics that do not like to read, make reading text on the researcher reduces draft guidebook and replace the reading of this text on the pictures.

7. Conclusion and suggestion

7.1 Conclusion

Based on the research conducted and the results of research produced, it can be conclude as follows:

- a. The first stage of the research was successfully implemented according to plan (design) was written.
- b. Based on the observations and interviews conducted, it is known that there has been an increase in public awareness about the importance of positive character development of children in marginal area, so that, in the future, children can face the negative influence of liberalization/individualization.
- c. This research has developed draft model flipchart of CIE for children character development. That draft model has been tried at the time of the training among marginal communities in Yogyakarta.
- d. Draft handbook for parents to improve children character has been successfully developed, and it can be developed further in the next learning.

7.2 Suggestion

In order to shape the character of children, researchers gave the following advices:

- a. The stakeholder should raise the awareness related to the urgency of education in all the characters in children
- b. Government, community, and educational element should develop system and good example for shaping the character of children,

as through the examples given will learn more effectively.

- c. It is important to develop the draft model of CIE in order to continue the character development of children, particularly in a marginal district of Yogyakarta, and/or in other areas
- d. it is important to develop further the draft model of CIE as a parents guidance book so it can reach broaden audience, particularly parents or prospective parents in Indonesia.

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THE ROLES OF SCHOOL IN CULTIVATING ECOLOGICAL CONCERN AS THE IMPLEMENTATION OF CHARACTER EDUCATION

Sri Rejeki

PGRI University of Yogyakarta- Indonesia

umi.cici.66@gmail.com

Abstract

The implementation of character education with its four national pillars in learning requires schools' preparedness, including learners' ecological concern. It has not merely to do with environmental concern; rather, it also turns out to be a character that should be built to save life at miniature level. One of the reviewing efforts on the importance of character education in school involving school curriculum improvement that stimulates and activates intellectual brain function (cognitive), triggering and activating conscience function (affective) and encouraging learners to perform physical activities (psychomotor) in an integrated curriculum context, may stimulate all learners' aspects, and hence support the achieved education objectives, including education to love the ecology.

Keywords: concern, ecology, character education

1. Introduction

Hitherto, schools have been considered as a place to cultivate the second values after the family. They play important role in education and the transformation of values, knowledge and technology to learners. The improvement of learners' intellectual skills should also be followed by their interactional and social competences in politeness to become an individual with good character. The components available in school such as headmasters, teachers, administration staffs, curriculum, extra-curricular activities, interactional pattern and learning system will also provide effects on learners' skills in managing their self-confidence, intellectual competences and interactive competences including their ecological concern, both as science to learn the interaction between organisms and their environments, and ecological values and its implementations in the present and future life for saving this planet.

People, presently, are not merely exposed to social-cultural, economic, political and security problems, but also the relationship pattern of human being and his environment, both in terms of inter-human relationship, and ecological issues as well. Today, the ecological crisis has hit and has also created imbalance between human life and the universe. Ecosystem destruction, imbalanced human population and natural resources availability, less governmental support on ecosystem and environmental preservation, less diversification system that some communities and countries in exploiting their natural resources have provided greater contribution to the destruction of ecological system, imbalanced wildlife habitat, global warming, less water sources, poor urban drainage system, highly poor agricultural land

function; and these have also triggered food crisis since agricultural land has not able to provide crop life with good support. Uncontrolled natural destruction, in fact, has provided adverse effects on human yet, both at present and future times.

As a political "transaction" for developing countries in requiring the developed industrial countries to reduce their emission level, such a meeting have been considered as failed (Edi Subhan, 2010 in <http://pendidikankritis.wordpress.com/2010/02/20>). On the other hand, the developed countries have blamed the developing countries due to their natural exploitation practices creating global warming, natural resources scarcity, widening ozonic hole and less oxygen availability.

Such an inter-blaming should be stopped to continue. The present natural destruction condition has turned out to be the shared responsibility of all countries in the globe. Smart solution and awareness to maintain ecological preservation is absolutely required. In such a condition, political decision will not become the best solution since it is top-down in characteristics and ultimately it will be rethorichal. One of the solution for the aforementioned problem is through the involvement of the education world.

2. Character Education

Character education is included in the materials to be learned and mastered and implemented by learners in the their daily life. The question is that the present character education in school is still more at the level of introducing norms or values, rather than of internalization and real daily implementation (<http://www.asrori.com/2011/05/download->

penerapan-pendidikan-karakter.html, downloaded on 20 March 2012). Character education, basically, developing the mentality of learners and all components available in the schools and its stakeholders. The character building is not merely in term of conceptual or theoretical levels, rather it is to implement character education with consequence on the learners' development as citizens.

Character education in school should be seriously designed and it should involve all related stakeholders, even it is acknowledged that individual school and education level has its distinct characteristics. The schools even are able to design the education character based on its characteristics without diverging from the rules of character education that the government set.

3. Ecological Education

Ecology is defined as a science learning the interaction among organisms and the interaction between organisms and their environments. It was Ernst Haeckel (1834 - 1914) who firstly introduced the term of ecology. In ecology, organisms are treated as a unity or system with its environment (<http://id.wikipedia.org/wiki/ekologi>). The discussion on ecology is included in the discussion on ecosystem and its various composing components, i.e. abiotic and biotic factors. The abiotic factors, among others, involve temperature, water, humidity, lights, and topography, while biotic factors consisted of creatures including human being, animals, plants, and microbes. Ecology has also close relationship with the organizational stages of creatures, i.e. population, community, and ecosystem with their mutual-effects and it refers to a system with unity. (<http://id.wikipedia.org/wiki/ekologi>).

The meaning of ecology is broader; therefore, it is necessary to transform it to individual human being. One of the means of transforming ecological values involve education with the *first* assumption stating that education has capability to develop appropriate conceptual meaning on ecology; *secondly*, the education world is able to implement ecological values through learning process. *Thirdly*, education are able to develop awareness that the destructed ecology will be not sound and disadvantageous reality for human being in the present and future times. From the three points, the education world are able to cultivate understanding on how the importance of the harmonious relationship between human being and its environment in the broader sense.

The ecological education aims to provide learners with the understanding of ecology, the significance of balanced ecosystem for human being, its meaning for the human life in the universe is the whole integrated of the men's life and the life of organisms with their environment,

the cultivation of ecological values /ethics (anthropocentrism, biocentrism and ecocentrism) (Keraf, 2000). The ecological values /environmental ethics view human beings as the central system of the universe, that individual life and organism own each value and worth within itself; hence, all organisms have equal rights of life and ecologically, organisms and their biotic and abiotic are integrated; therefore, the human beings does not merely bear moral responsibility to the human beings, but also to their environment and other organisms.

4. The Roles of School in Cultivating Ecological Concern as the Implementation of Character Education

One of education responsibilities is in school. School serve to transform positive values to learners through learning process, class and extra-curricular interaction through the use of various trainings and experiences provided for learners. In school and daily life attitude plays important roles. *Firstly*, it is for successful learning; learners are required to have positive schooling attitudes, mutual cooperation with peers or teacher and on the learning activities. *Secondly*, there are several attitudes that education institution cultivate during the learning-teaching process such as tolerance, respect, rule compliance, positive attitude in learning knowledge and new skills, and positive attitude on learning subject. *Thirdly*, other social attitudes should be cultivated in the school involve honesty, transparency, fairness, sportiveness, high respect on law and administration, *etc.* (Abdul Gafur, 1993). The school objectives will be achieved when school activities of the major contribute individual development, social competence or life satisfaction; hence, learners' learning motivations triggers various activities that will also develop personality and individual concept in his or her future times.

According to Linda (1985) affective education starts with the process of cultivating values among the children and ultimately it is expected that it will affect their attitudes and behaviors. The aforementioned values, *first*, involve *values of being* consisting of honesty, courage, peace love, self-reliance and potentials, self-discipline, virginity and religiousness. *Secondly*, *values of giving* involving loyalty and reliability, respect, love and affection, sensitiveness and not being egoist, kind heartedness and kindness, fairness and benevolence. Such values play roles in affecting individual to "approach" or "keep away from" objects to encounter; therefore, it is quite reasonable for providing the general principles of learning leading to affective characteristics for achieving the school' objectives. This means that affective education is highly synergetic with character education since in principle the objects of

the character education involve the attitude, spirit, and behavior of learners/ individuals.

Since 2006 Indonesia has implemented the School-based Curriculum (KTSP). The individual school has been provided with authority and freedom in setting the strategies of character education and its implementation. The school's role in cultivating ecological concern among learners, teachers, and staffs is performed through the following efforts:

- a. Including it within the school work program funded for its development such as scheduling out bond activities by the school, ESQ training and mental-spiritual training of the learners by involving psychological experts and practitioners in mental and religious development. The involvement of experts and practitioners will motivate teachers since teachers will also perform direct learning from the activities developing learners' mentality; it is expected that self-confidence, higher religiousness, and respect for others will be cultivated; the school green program by directly involving learners, from the process to the environmental preservation of the school and surroundings.
- b. Introducing it in each extra-curricular activities that learners attend to train their self-confidence, responsibilities, and self-discipline and respect for the environment with its all aspects.
- c. Implementing character education in school through the learning process in each subject.
- d. Performing socialization on ecological education in school that the ecological education implementation for improving ecological awareness is not the responsibility of Natural Science teachers only, but also the responsibilities of all parties within the school system as well.
- e. Integrating it in the syllabus, lesson plan of any subjects with practices. This requires teachers to be creative in adopting methods, strategies, and subject material development.
- f. Establishing cooperation with stakeholders, including parents and school surroundings, as control system in ecological education through character education in the school.
- g. Performing monitoring and evaluation, and reflection activities on the implementation of ecological education.
- h. Establishing reward and punishment system; e.g. by selecting the best student, teacher, and administration staffs in the school; and assigning consistent sanctions for whosoever not complying the school rules.
- i. Implementing character education through banner containing slogans, wise written expressions in school environment.
- j. Eliminating discriminating treatment in the school; it means that learners have equal rights

to be provided with learning opportunities and to exploit and to be responsible for the environment.

- k. Developing learning materials on ecology education; e.g. materials on clean water scarcity as the focus of discussion. It aims to strengthen the implementation of finding efforts to preserve clean water sources in meeting human need.

5. Conclusion

Hitherto, schools have been considered as a place to cultivate the second values after the family. They play important role in education and the transformation of values, knowledge and technology to learners. The improvement of learners' intellectual skills should also followed by their interactional and social competences in politeness to become an individual with good character. Performing ecological education, in fact, is a noble task. When the education world successfully cultivates this novel awareness through learning the significance of ecology and its preservation, then a good start has been being performed. With such a start it is expected the education world, ultimately, serves as the environmental preservation frontliner in a broader sense.

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CHARACTER BUILDING OF EARLY CHILDREN THROUGH THE VALUES OF CONSUMER EDUCATION

Sri Wening

Technical Faculty of Yogyakarta State University
riwening@yahoo.co.id

Abstract

Culture is always changing. Along with it, the society is moving as well, adjusting to it by changing the behavior, the way of thinking, and the taste. Both culture and society affects each other. The today society is the effect of culture. The cycle of commercialization is accounted for the biggest part in shaping the public way of thinking and the public taste. This fact makes us very uncomfortable, especially for the development of today children. Adults have to teach the children and young generation about this from early age.

This materialistic behavior can undermine the whole human life values such as the value of faith, of honesty, of good manners, of trust, of self control, of sacrifice, of responsibility, of togetherness, and of respect to others. It mostly occurs in children because of the environmental factor. This happens because the consumer society is not early prepared to function as wise consumers, both by family and school.

Therefore, empowering the consumers through a nurture and education for children and society as early as possible is an urgent action today. Consumer education offers knowledge and skills of managing personal financial, teaches people to do an action when deciding to buy and to participate in becoming a society member, and contains life values which can help children in raising the critical way of thinking, the problem solving, and other actions belong to those of noble individuals.

Keywords: character building, early children, consumer education

1. Introduction

The symptoms of negative excesses of consumptive culture have been popped out. Consumptive culture is instantaneous. Instant culture assumes that happiness, success, wealth, and achievement can be achieved as easy as turning the palm of the hand. Today, there are many offers everywhere to do instantaneous businesses that offer instant successes materially lucrative. Some of them are done in improper behaviors and ways. Corruption and other dishonest behaviors are some forms of instant culture that must be avoided. Therefore, the negative excesses of this consumptive culture must be considered carefully, as well as are important to be instilled in young people and children as early as possible. It is because early age is golden age.

Social aspects are parts of children's development. Interaction with new friends brings a lot of influence. One of those is the influence of the objects used by the friend. Children will then want the goods. Consumptive behavior in children is caused by environmental factors. Children can not develop an attitude of what they have is also interesting. Consumptive behavior can also be seen in children's habits of buying goods continuously. Although they have it a lot at home, children still whining for toys while walking at the mall. To overcome this, the urgent step to do is empowering consumers (adults and children) through guidance and education.

Hopefully, the empowering of children and society through consumer education will lead to a civilizing process which can form consumers' good character. Thus, it can be arranged into an action agenda in Indonesian education. It is urgent to apply because consumer education is not only offering knowledge and skills, but also teaching life values such as the values of being responsible, purposeful, equitable, efficient, and productive which improve critical thinking skills, problem-solving, and other actions which all are the traits of an individual who have a strong character. It is important to raise children's awareness of managing their own money and of having a financial intelligence as stated in *Undang-Undang Perlindungan Konsumen (UU Nomor 8 Tahun 1999 Pasal 4)* as consumers' right.

Children in early age are sensitive. It is because in that period of time children develop their potential according to the environment they live. It is the duty of parents and teachers to develop the children's potential as optimal as possible by providing an appropriate environment in the form of activities suitable to their development. One of those potential that needs to be considered is their moral reasoning. Moral reasoning will affect their character. Qualified characters need to be nurtured as early as possible so that children will be used to behave positively. Failure of nurturing good personality at early age will form a troubled personal later in adult life. Therefore, preparing

children is an appropriate strategy of human investment.

According to Piaget (in Hidayat, 2004), a period of 3-6 years old children is included into a heteronomous stage. At that stage, children's moral reasoning is still very unstable, easily swept away, and easily influenced. Therefore, parents and teachers play an important role in providing moral education both by modeling and providing knowledge through activities acceptable by the children. Activities such as nurturing moral values through stories, role playing, and modeling by adults will very interesting for children. Generally, children enjoy listening to and reading the story because their nature is always curious of new things. Through these activities, parents and teachers can engrave the life values contained in exemplary stories to children. Children will then compare the traits of good and bad according to moral norms.

According to a research held by Sri Wening (2007), cultivation of moral values through stories in books takes the cake in establishing children ethics. It is because most children are interested in stories. Through stories, children will then record the values instilled, imagination, and the existing events in the storyline. The quality of children's moral reasoning taught by parents or teachers depends on how the parents or teachers use the story to develop children's moral reasoning and moral understanding which will lead to character building.

Character building in early childhood which is based on the developing of children's attitudes can be done by using storytelling technique or role-modeling which allows the development of habits based on moral values so that children can live in accordance to the norms adopted by the society. Those moral values include the value of life responsibilities, the value of self-awareness, the value of saving, the value of simple living, the value of productive, etc. All those values can be given in the form of messages, information, or examples that can be seen and heard in an interesting way.

2. Discussion

2.1 Early Children and Their Characteristics

Early children are those who are at the age of 0-6. According to Beichler and Snowman (Dwi Yulianti, 2010: 7), early children are those who are in the age of 3-6. The essence of early children are unique individuals who already have specific patterns of growth and development in the physical, cognitive, socio-emotional, creativity, language, and communication aspects according to the developmental stages passed by the children. From these definitions, it can be concluded that early children are those in the age of 0-6 who are under

the growth and developmental stages, both physically and mentally.

Early childhood period is often known as the "golden age" or period of gold. At this time, almost all of children's potentials experience a sensitive period for the rapidly and great growing. At this age, children are most sensitive and potential to learn something and their curiosity is very big. It can be seen from how children asking questions about what they saw. They will keep asking if their questions are unanswered. In addition, each child has its own uniqueness that comes from genetic factors such as his/her intelligence or environmental factors such as his/her learning style.

The development of a child is different between one and other children. It is because every individual has his/her own development. Children need nutritious and proportional foods and intensive stimulation for their growth and development. Intensive stimulation from surrounding environment makes children able to experience their developmental duty.

Childhood is a period in which children are not yet able to develop their potential. Children tend to like playing, behaving egoistic, and changing a playing rule for their own sake. Thus, they need a suitable education to get their optimum development of all aspects, both physically and psychologically. Children's potentials are very important to develop. Those include cognitive, linguistic, socio-emotional, ethical, moral, physical, and other potentials. Early children have unique characteristics, either physically, socially, or morally.

2.2 Consumer Education Values as a Dimension of Character Building

Value is an abstract reality and perceived within each individual as a driving force or principles that guide life. Thus, the value occupies an important place in one's life. Ambroise (2000), states that value as an abstract thing can be traced from three realities, i.e. the pattern of one's behavior, the pattern of one's thought, and the pattern of one's attitudes.

Value that will be studied in this paper is that of at the level of moral. Moral values are close to those of ethics (good and bad). This moral value has a quality of good and bad, been manifested in acts as customs of an individual so that it is closely related to the social responsibility that is directly tested. Moral values that are believed will underlie principles and norms that guide attitudes and behaviors in one's life and form his/her character. Quality of an individual is determined by values that are internalized as his/her attitudes and behavior guide. Character and personality of an individual is shaped by the values chosen, cultivated, and consistently put into action. Education that shapes one's character can be

pursued through value education at home, at school, and at community as a process of acculturation.

Relationship between value and education is very close. Value is involved in any acts of education, both in choosing and deciding every case for learning needs. Through the perception of value, parents and educators can evaluate their students. Likewise, children can measure the values level presented by their parents and educators in the learning process. Society may also refer to a number of values when considering the feasibility of education experienced by children. In all forms of perceptions, attitudes, beliefs, and human action in education, the value is included. To that end, in addition to the position as education charge, values can also be used as a critic media for anyone with an interest in education to evaluate the process and outcomes of education.

The main purpose of education is to produce mature personality of humans, either intellectually, emotionally, or spiritually. Thus, the essential component of human's personality is value and virtue. Value and virtue should be the basis for the development of human life who has civilization, kindness, and happiness, both individually and socially. Education, both in family and in school, should give priority to raise the values of life and explain the implications for quality of life. In reality, people need a detailed description of value to include wide and varied possibilities of human actions to produce an effective educational process.

Education that forms good character and whole personality of a person (child) can be given by every parent in a family and can also be pursued through values education in schools. Values education in schools also consciously needs to be designed and managed in such a way so that in the learning process occurs the forming of good attitude and behavior.

According Sudarminta (Tilaar, 2002: 456), value of education is an attempt to help learners to recognize the importance of, and to fully comprehend the values that are appropriate and should be used as a guide for human behavior and attitudes, either individually or socially within a society. Meanwhile, Mardiatmadja (1986: 68) defines the education of value as an aid to students to realize and experience the values as well as placing integrally in their entire life. Those two education experts have the same opinion that the education of value is not only a specialized program taught through a number of subjects, but it also extends to the entire educational process. Zakaria (2000) mentions that the nature of moral education in the context of education in Indonesia is the education of value, i.e. the education of the noble values sourced from Indonesian culture itself, in order to foster young people's personality.

In Indonesia, consumer education does not specifically exist in the school curriculum, though

implicit in it is the values of life that are useful to apply in daily life. It is because consumer education can equip a person to have the basic knowledge and skills in managing finances, making the decision to buy, and to participate to be thoughtful citizens. Consumer education is a need of today children. So, education can be a starting point to socialize consumer education by developing the basic concepts of consumer education for values education from early children.

Knapp (1991) defines consumer education as "the process of gaining the knowledge and skills needed in managing consumer resources and taking actions to influence the factors which affect consumer decisions". Based on that definition, the intended consumer education is a process of acquiring knowledge and skills in managing personal financial resources, in taking action against the factors that influence consumer decisions, and in becoming good citizens. From the above definition, there are three main categories of consumer education concept involved, namely: a) consumer choice and decision making, b) personal financial arrangements, and c) the participation of citizens in market share (the rights and responsibilities of consumers).

The concept of consumer education has five basic principles that are consumers' social responsibility in doing consumption in order to give shape into the consumer protection. Those five basic principles are 1) critical awareness, 2) activity and involvement in acting, 3) social awareness, 4) environmental awareness, and 5) solidarity (Tantri, 1995: 24). To that end, it is the importance of giving consumer education to children, so that children will have a high awareness of consumer protection, which in turn will motivate them to behave properly in accordance with the values of life as a consumer, to be crystallized into character.

Consumer concept can be early introduced to children through a variety of meaningful ways. One of those ways is through the use of real life in the family, community, and school. In this way, children can get used to conduct decision-making, problem-solving, and having critical thinking skills in everyday life. This can help them in making judgments wisely in the market. Consumer education does not only teach children or public to use their money wisely. In fact, results of a survey showed that consumer education also contains implicit values that need to be developed in children, i.e. 1) having self-awareness because they distinguish between needs and wants, 2) being responsible such as in paying the bill, 3) having thriftiness and live simply, 4) being wiser because they choose when buying, and 5) being purposeful because they allocate the money in life (Knapp, 1991).

Thus, consumer education is expected to strengthen the position of consumers. Often,

consumers become the object of business activities to earn huge profits in various ways. The low of consumers' awareness because of their low level of education can exacerbate the already weak position of the consumer. Therefore, children as consumers need to recognize themselves as to how to become consumers and how to have a good awareness as a consumer. If recognition and awareness has owned, consumers can function well in the marketplace. They will be out of disappointment, dissatisfied, and cheated feeling. It also can encourage the consumer to know their dignity, rights, obligations, and responsibilities and then implement them consistently to achieve consumer protection.

2.3 The Building of Early Children's Character through the Values of Consumer Education

Forming character which is a pattern is like carving. Inherent nature of carving is strongly carved on objects, not easily worn or attrition by time. Education that shapes character has a higher meaning than a moral education. Because it does not only teach about right and wrong, but it also inculcates the habit (habituation) about good things so that children will understand (cognitive domain) about which is good and which is wrong, and able to feel (affective domain) good value and want to do it (psychomotor domain). Marrzo (Strom, 2002) gives his opinion that character education refers to the field of education system related to the development of children's attitudes and behaviors which will promote the functioning of higher personal and academic level, positive relationships between individuals, a conducive school environment for teaching and academic achievement, and the success of adult and civil role. Like what Aristotle said, character is closely related to the "habit" or habits that continuously practiced and performed.

Characters will be formed as a result of understanding 3 relationships that must be experienced by every human (triangle relationship), i.e. intrapersonal relationship, social and environmental relationship, and spiritual relationship. Any result of those relationships will provide interpretation/understanding of what eventually became the child's values and beliefs. The way children understand the relationships will determine how they treat the world.

Establishing good character and whole personality in a child can be done through a process of acculturation. The process of Acculturation can be done by developing a human into a cultured and civilized one, which is reflected in the value system adopted and his/her community. As described by Lewis (2004: 6), developing one's positive traits of character is related to conscience, moral convictions, beliefs, personal experiences, parenting, the rights and responsibilities, culture,

law and its expectations related to him/herself, others, and the world.

Education that forms good character and whole personality of a person (child) can be given by every parent in a family and can also be pursued through values education in schools. Values education in schools also consciously needs to be designed and managed in such a way so that in the learning process occurs the forming of good attitude and behavior. Elkind and Sweet (September 2004) offers several approaches called Smorgasbord approach to provide character development experiences that benefit children through: (a) the development of a care community, (b) teaching values through curriculum, (c) class discussions, and (d) service learning. Brooks and Gooble (1995) state that there are three important elements to note in implementing character education. Those are the principles, the processes, and the practice in teaching. In applying those principles, the values that are taught should be manifested in curriculum so that all children really understand about these values and are able to translate them in their daily behavior.

According to Suparno (2002: 35), as a behavior, moral values contain a view of the inside, while as an attitude; moral values should be tangible actions that reflect one's basic attitude. Thus, there are two elements of understanding, and the action element of the two must exist and complement each other. Attitude is the base of action, and action is the expression of attitude. When the action is performed continuously and consistently until it becomes a habit then there is a formation process of one's character.

Lickona (1992: 87) adds that having knowledge of moral value is not enough to be a characterized man. Moral values should be accompanied by a moralized character. There are three components of characters (components of good character). Those are moral knowing, moral feeling, and moral action. These all are necessary in order people are able to understand, feel, and at the same time work on virtue.

Moral knowing includes moral awareness, value understanding, ability to take other people's ideas, rationality (reason why we should do it), decision-making based on moral values, and a deep self-understanding. This understanding will be developed in terms of deepening within the family or in the classroom and with the input of others. This is the rationality or cognitive aspect of moral values. In the education of value, this cognitive aspect needs to be emphasized. With these elements, children are helped to understand what to do and be aware of what to do. For example, children are introduced to consumptive behavior when their friends use varied bags. Parents give an explanation or understanding to their children about the importance of only having the needed item

(bag). Therefore, children should not always get the desired goods, especially when the price is quite expensive. Parents can actually anticipate to search for other alternatives, by hand making bags for example. Parents should instill smart things like that. Children assume that a thing is good if it can give pleasure and happiness to them. In this case, the parents have instilled the values of productive, saving, and appreciating money.

Moral elements include conscience (awareness of good and bad), self-esteem, empathy toward others, loving of kindness, self-control, and humility. Moral feeling greatly affects an individual to easily or difficultly act good or evil. Thus, it needs to get more attention. Consumptive behavior in children happens mostly because of the environmental factors. Children can not develop the attitude that what they have is also interesting. In fact, that attitude will make the children appreciate what they have. In addition to that, they could also be a trendsetter among their friends. Their handmade bags even can be imitated by other friends. Put something in accordance with the benefits and functions will make children understand. "Teach children to recognize objects based on the function."

In the education of value, this feeling needs to get more attention, because it is very important. Children are helped to please the value they will do. They are assisted to be more interested in the value and can feel that the value is really good and needs to be done.

There are three elements of moral action, namely competence (the ability to apply judgment and moral feeling to concrete action), will or desire, and habit. Without a strong will, even if people already know about a good action that must be done, they will not do it. In value education, the ability to execute values in real action, the will, and the habit should be raised and improved. Children are helped to be able to do the values that have been realized in the form of action, they also helped to have a willingness to do the score. Parents and educators need to help the children to have a desire to apply the value in the day-to-day actions. Children need to be explained about the benefits of saving values using a simple mindset. Parents should talk to children in accordance with their capability using a much simpler explanation.

Habits become an important factor to act well. Consumptive behavior can also be seen from the habits of children buying goods continuously. Although children already have the goods at home, oftentimes they still whining for the same goods while walking at mall. Well, this is not a matter of price actually. It won't be good for children if their parents bought them the same goods just because of the cheap price. It is consumptive because parents buy goods not because they need them. In such a situation, parents should explain to their children

about the importance of owning only needed goods. Explain to children that buying toys only can be done once a month or once in several months. Before traveling, tell children about this rule, be consistent with what is being said, and give a model. This will make the children learn not to behave consumptive. Children are then invited to think. The patterns in children's mind will then be clear. So, though whining, children will still remind of the promise that has been discussed previously.

One who is accustomed to act well in small things will be easier to act well in bigger things. Therefore, the most important in developing children is accustoming good habits. It can be clearly seen that in investing the value of three components of understanding character, feeling and action is a must to develop characterized human beings. The contents of value elements should be understood clearly. The reasons of doing it must be understood. Then, the feeling of accepting the value will then be applied in daily actions of real life.

3. Conclusion

Today global competition is a challenge that changes quickly in almost all aspects of life. This situation can lead into an excessive buying behavior. Materialistic behavior is a threat because all the values of human life such as the value of faith, honesty, discipline, self-control, sacrifice, responsibility, and solidarity can be eroded.

The existing of consumptive behavior is a psycho-economic phenomenon that stricken human life, especially those who live in urban areas. This behavior is assumed mostly occurs because of the lack of knowledge, attitudes, and skills in managing money or the lack of financial intelligence as well as in doing consumption. This can happen because the people, especially children, are not prepared as early as possible to function as good consumers in market share in valuing money, either by family or school, so that the level of consumer awareness is weak because of the level of consumer education is still very low.

Therefore, the major step that is very urgent to do now is empowering children as consumers from an early age through development and education. There is a need to foster awareness in training efforts of managing money (financial intelligence) and of doing consumption related to the position as consumers. This actually is the rights of consumes as stated in *Undang-Undang Perlindungan Konsumen (UU No. 8 Tahun 1999 Pasal 4)*. The empowerment of children from an early age through consumer education will hopefully lead to a civilizing process that shapes children's character as good consumers in society.

It is urgent to apply because consumer education does not only offer knowledge and skills, but it also improves critical thinking, problem solving, and action that characterize an individual

as a noble man. Consumer education does not only teach children to use their money wisely, but it also contains the implicit meanings that ought to be cultivated in children from an early age. The values contained in consumer education as a part of education are the value of being responsible, of being purposeful, of having self-awareness, of behaving thrifty, of acting productive, etc. All those values are important to gradually and sustainably cultivate to foster public/early children consumer awareness to be men having noble characters.

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DOES CRITICAL THINKING MEAN CULTURAL THINKING? USING LANGUAGE TO LEARN AND DEVELOP CHARACTER

Tri Wahyuni Floriasti
Yogyakarta State University
trifloriasti@yahoo.com

Abstract

One of the most widely discussed concepts in education and educational reform these days is critical thinking. This thing we call critical thinking or analysis has strong cultural components. An area of cultural difference that may influence critical thinking is the use of language to effect thinking and learning. It is more than just a set of writing and thinking techniques- it is a voice, a stance, a relationship with texts and family members, friends, teachers, the media, even the history of one's country (Fox, 1994, p.125). Critical thinking begins when people make the connections between their individual lives and social conditions. In classrooms that feature critical thinking, students are encouraged to participate actively, raising issues of concern in their daily lives, such as work, school, and housing as topics for class discussion. As teachers and scholars grow to understand the unique characteristics of the culture, it is important to see, observe, analyze and respond appropriately through language in the class and social life so that young generation can learn how to appreciate members of another culture and go hand in hand with them. It may become an effort to shape the civil society. This condition does not stop at that step. It leads them to act and respond critically in daily life. Then, this beneficial actions form good characters.

Key words: Critical thinking, cultural thinking, language learn, character building

1. Introduction

Today, the world needs people with qualities of critical thinking to meet up the growing challenges; whereas, the education system in most of the countries is mere examination driven (Shiddiqui, 2007). The qualities of education and students' achievement are measured through statistically numbers. Indonesia needs more qualified people. Does Indonesia implement critical thinking in improving the higher order thinking critically?

In the United States, critical thinking (CT) movement has been going on for three decades (Rybold, 2010 and Nikoopour, et.al., 2011). California, in its landmark 1987 legislation, revamped education to require teaching of CT in all grades and made CT a compulsory general education requirement for all California community college and university graduates (Feare, 1992). This movement has fostered a proliferation of research, websites, and books to guide development of CT in reading, writing, and speaking (Rybold, 2010, p. 3). Critical thinking has been recently introduced and gained a high position in foreign language teaching (FLT) settings so that nowadays enhancing critical thinking in learners is considered one of the foreign language teachers' tasks (Shirkani & Fahim, 2011, p. 1091). In teaching English as a foreign language, it is needed to be sensitive to the fragility of the students by using approach that promotes cultural understanding so that students can learn how to

appreciate members of other cultures and go hand in hand with them. Meanwhile, learning English as a foreign language implies some degree of learning a second or foreign culture. Since language is a part of culture so students need to be aware of values in the society (Floriasti, 2012).

Therefore, what is critical thinking and how is critical thinking differ from thinking? What is the task for the language teachers? How to implement critical thinking in foreign language or second language teaching? Or does critical thinking mean cultural thinking, as L2 students are members of one society?

2. Discussion

2.1 What is critical thinking and how is critical thinking differ from thinking?

Critical thinking refers to the individuals' ability to think and make correct decisions independently (Shirkani & Fahim, 2011). Critical thinking or analysis is higher order thinking that occurs in social and daily life, and in academic environments. In other words, critical thinking is an everyday activity; whenever we want to make decision, we go through a thinking process (Nikoopour, et.al., 2011, p. 195). So, what is thinking? Does it different from critical thinking? How is critical thinking different from thinking? This table below can explain the focus, activity and goal of both thinking and critical thinking.

Table 1. Thinking vs critical thinking

	Thinking	Critical thinking
Focus	On information: data, facts, examples On ideas: Opinions, positions	On ideas: assumptions, biases, flaws in reasoning, point of view, context, implications
Activity	Organizing and making connections between pieces of information or ideas, sometimes making basic inferences	Deeply and broadly questioning and testing the ways in which an idea is formed as well as how you have been interpreting and examining the idea. Thinking about your own thinking while you are thinking about the thinking of others.
Goal	To form an opinion about what you are thinking about	To apply criteria in forming a conclusion or evaluation about what you have been thinking about and how you have been thinking about it

Source: <http://ctl.utoronto.ca/twc/sites/default/files/criticalThinking.pdf>

2.2 What is the task for the language teachers? How to implement critical thinking in foreign language or second language teaching?

Critical thinking matters in language learning, and demonstrates that English is regarded as an international language; there is a great need for its users and learners to be critical in their learning and using of the language. Shirkhani and Fahim (2010) state one of several reasons for promoting critical thinking in Foreign Language Teaching classroom is critical thinking has a high degree of correlation with learners achievements (Rafi, n.d.). Different investigations have confirmed the role of critical thinking. In a study conducted by Jodeiri, the relationship between the critical thinking ability and writing proficiency of intermediate Iranian EFL students was examined. The results indicated that there is a strong relationship between critical thinking ability and English writing skills of Iranian intermediate EFL learners. In fact, the higher the level of critical thinking of the participants, the more skillful their English writing ability will be.

Language development and thinking are closely related and the teaching of higher order thinking skills should be an integral part of an L2 curriculum. Lipman (2003) in Rafi says that it is responsibility of the teachers to develop critical thinking in the students other than pushing them from one educational level to the next. Brown (2004) proposes that the objectives of a curriculum in an ideal academic English program should go beyond linguistic factors, and to develop the art of critical thinking.

Teachers can increase students' critical thinking ability through the use of materials and types of activities. There are materials, which

require the learner to think critically if they want to develop critical thinking skills. For example materials can be analyzed, synthesized, discussed, argued about, classified in different ways are appropriate for this aim (Shirkhani and Fahim, 2010). Consequently, the activities should be matched with the materials. Teachers need to apply such interactive activities as group work, project-based work, presentation, role-play, etc. In classrooms that feature critical thinking, students are encouraged to participate actively, raising issues of concern in their daily lives, such as work, school, and housing as topics for class discussion Benesch in Atkinson (1997, p. 545-548).

Critical reading activities provide opportunity for students to have critical thinking, creative and innovative character (Florasti, 2011). Reading is a receptive activity. Critical reading is an evaluative activity while reading a text. There is an interaction between writers and readers intensively while reading. The writers express whatever idea to represent the aspired meaning and the readers figure the message. Careful readers try to interpret the meaning in the line or between the lines critically. They must be able to read in a *critical* way – which means that they have to *evaluate* ideas once they understand them. Thus, readers know exactly the truth in text, the flows of the writers' idea and are confident to draw a conclusion. By reading critically, it is not only developing the ability to comprehend the message and draw conclusion, but also trigger critical thinking. It can be said that critical reading and critical thinking is born in the same time while the process of interaction is in progress between the writers and the readers everyday even they realise this condition or not.

This condition does not stop at that step. It leads the readers to act and response critically in

daily life. Then, this beneficial action forms good characters. Readers are no longer passive participants who take everything is written in the text, without questioning the ideas. They start judging and evaluating information critically, and decide to accept or refuse the writers' ideas.

What can the educators do in teaching reading especially critical reading? The following sections will help you sharpen your critical reading activities.

3. Inferring Information

When you found the main ideas in the preceding paragraphs, you were using inference. Making inferences is important in daily life. For example, if you see storm clouds, you might infer it will rain. Inference in reading is a type of informed guesswork in which the reader makes judgments about the author's meaning. You must read "between the lines." Sometimes you can correctly guess information that is implied in paragraph, but other inferences may not be supported by what the author has implied.

Information is not always stated in exact terms, we must supply our own information from details or ideas that are only suggested by the writer. We cannot always be certain that what we supply is absolutely right. But if we follow hunches that are based on evidence, we can be fairly sure about some things, even if they are only hinted at.

"If you find that you cannot easily answer a question about what you have read, remember to use inference skills. Return to the part of the reading where you expect the answers. Then see if the writer suggests something that you yourself have to supply in clearer terms" (Wiener & Bazerman, 1988, pp. 155-156). Here are examples of inference activity for students.

4. Making inferences

4.1 Small group (3 students)

The following is one of Aesop's Fables, but it is presented without the ending, which you will have to figure out by using inference.

- a. Read the story and then answer the questions below.

An old lion, which was too weak to hunt or fight for his food, decided that he must get it by his wits. He lay down in a cave, pretending to be ill. Whenever any animals came to visit him, he seized them and ate them. When many had died in this way, a fox happened along. He stood at some distance from the entrance to the lion's den and inquired how the lion was feeling. "Bad", the lion answered, and

asked the fox why he would not come inside the cave.

- a. How does the fox know that the cave is a dangerous place?

- b. Why is the fox sure that the lion will not come out and eat him?

- c. What is a suitable moral for this story?

- d. How do you suppose this story ends?

(Adapted from Wiener & Bazerman, 1988, pp. 164-165)

5. Saudi Arabia

5.1 Type: Individual

Instruction: If you can infer the statement from the paragraph, answer yes. If you cannot infer the statement, answer no.

Saudi Arabia must import sand. This may seem strange, because most of the country is desert. But desert sand is too coarse to use in building. Building material must be fixed with fine sand to make strong cement blocks. It would be too expensive and too difficult to grind up the desert sand so that it could be used. Therefore, the Saudis must import river sand from Scotland.

- _____ 1. Scottish sand is finer than Saudi Arabian sand.
 _____ 2. Scottish sand is more useful for building than Saudi Arabia.
 _____ 3. Sand is necessary in making cement.
 _____ 4. The Saudis export their own sand to other countries.
 _____ 5. Saudi Arabia has little or no river sand.
 _____ 6. Saudi Arabia has no water.

(Taken from Minnette Lenier, 1991, p. 35)

6. Evaluating Ideas

Effective reading is more than just understanding. You must be able to read in a *critical* way – which means that you have to *evaluate* ideas once you understand them. When you evaluate a writer's ideas, you judge the worth of what you read.

“Here are some important questions to ask yourself in evaluating what you read.

- a. Does the author carefully separate objective fact from opinion?
- b. Does the passage present the facts completely, specifically, and accurately?
- c. Does the author seem reliable? Can you see what strengths or experiences make the author qualified to write about a topic?
- d. Does the author make any claims that seem outrageous or unsupportable?
- e. Does the author make his or her intent or point of view clear?
- f. Does the author take into account other points of view on the topic?

- g. Does the author try to appeal more to your emotions or to your reason and common sense?
- h. Do your emotions get in the way of your ability to judge an author's statements fairly?
- i. Does it seem that the author is slanting information in such a way as to prejudice your ideas? Is the author using propaganda?

Here is an example of this activity.

7. Finding out whose opinion is whose

7.1 Work in pairs.

- a. Sometimes a piece of writing will contain the opinion of people other than that of the writer. Read the following magazine editorial about perfume names.
- b. Then match each opinion expressed in *List A* with the person who holds the opinion in *List B*. Write the letters of the names in *List B* in front of the appropriate statements in *List A*. Names from *List B* may be used more than once. Share it with your partner.

NAME YOUR POISON

A judge in Lausanne, Switzerland, has lifted a four-year-old ban on sales of a French perfume that goes by the name Opium. Advocates of the ban had argued that drug addicts hungry for a fix might mistake Opium for the real thing, thus doing themselves injury. The judge found that line a bit overwrought, though allowing that the name showed “little socio-ethical taste”. True, but Your Honour, when has taste ever interfered in the fashion and cosmetics industries? To be chic these days, a woman is expected to traffic in the pernicious and forbidden. The bikini, after all, was named after a harmless Pacific atoll whose fate was to be blown up by an H-bomb. Bikinians must live with the knowledge that their home survives as synonym for a lady's swimsuit meant to devastate her man. At one time, scents were content with such darkly evocative labels as Taboo. Besides Opium, however, now we have a perfume called Poison.

Charging a week's pay per ounce for a body dab named Poison must add up to one of the more perverse marketing decisions of recent years. But maybe it is a new trend. Why not a luxurious skin cream called Leprosy, a cologne called DDT, and a tanning lotion called, well, Bikini.

- Asiaweek

Table 2.

List A	List B
a) Drug addicts might mistake a perfume for a drug. b) Naming a perfume Poison is perverse. c) Naming a perfume Opium is legal. d) Naming a bathing suit Bikini might upset Bikinians. e) To be fashionable, a woman should deal with slightly dangerous products. f) Perfume names show bad taste. g) Perfumes with dangerous names should sell well.	i. A judge in Switzerland ii. Perfume companies iii. Advocates of the ban on sales of Opium iv. The editorial writer

(Adapted from Wiener & Bazerman, 1988, pp. 204-205)

8. Fact And Opinion

“Most reading samples contain ideas based on fact *and* opinion. Of course it is not always easy to keep the two apart. A writer often combines the two in such a way that you do not always notice where fact ends and opinion begins... You want to be able to distinguish between two types of statements as you read.

Facts are statements that tell what really happened or really is the case. A fact is based on direct evidence. It is something known by actual experience or observation. *Opinions* are statements of belief, judgement, or feeling. They show what someone thinks about a subject. Solid opinions, of course, are based on facts. However, opinions are still somebody’s point of view of something and are not facts themselves” (Wiener & Bazerman, 1988, pp. 196-197).

It is important to distinguish between these two kinds of information so that you can use both to your advantage... Just because facts are reliable does not mean that they speak for themselves. Facts are significant only when they are used responsibly to support a claim; otherwise, a thoughtful and well-informed opinion might have more impact. To distinguish between fact and opinion, ask yourself questions about a statement you have read: Can it be proved? Can it be challenged? How often is the same result achieved? If a statement can consistently be proved true, then it is a fact. If it can be disputed, then it is an opinion.

The most knowledgeable people are those who realize that the line between fact and opinion is not always clear... Knowledgeable people, then, are constantly assimilating new information and questioning old ideas. Critical readers and thinkers are always prepared to interpret and assess the information before them; they evaluate the stance, the beliefs supporting such a stance, the kinds of sources used, and the objections that could be made. Careful writers and readers ask what kind of

verification could establish the reliability of the information” (Glenn *et al.*, 2004, pp. 502-503).

Here is an example of activities for distinguishing fact and opinion.

9. Distinguishing fact and opinion 2

9.1 Individually

1. Determine which of the following statements seem to be facts and which seem to be opinions.

2. In each case, what kind of verification would you require in order to accept the statement as reliable?

3. Explain your decisions in writing, and be prepared to discuss your choices in class.

- Toni Morrison won the Nobel Prize in literature in 1993.
 - Women often earn less money than men holding the same positions.
 - *The Lion King* was the best movie ever made about animals.
 - Writing well is a gift, like musical genius.
 - A university degree guarantees a good job.
 - The oldest city in the United States is Santa Fe.
 - Running is good for your health.
 - The United States won the Second World War.
 - In combination, ammonia and chlorine bleach result in poisonous gas.
 - Researchers will find a cure for AIDS.
- (Adapted from Glenn *et al.*, 2004, p. 504)

10. Evidence

Sometimes, when writers state their opinions, they just assert their points of view without providing any support. In such cases you have no particular reason to believe their opinions unless you trust them as authorities or experts. Any writer – even an ‘expert’ – who states opinions without giving supporting evidence probably should not convince you.

More often, writers will try to convince readers to share their opinions by presenting various facts or evidence, just as a lawyer presents evidence in a court case to support the opinion that the accused is innocent or guilty of a crime. Just as a jury must evaluate the evidence carefully to decide whether to accept a lawyer's opinion about the accused, so must you evaluate the evidence presented in what you read to decide whether to accept a writer's opinion. The following questions will help you to evaluate any evidence offered in support of an opinion you find expressed in your reading.

Can the facts be trusted?

Are the facts given in an objective way?

Do the facts really support the opinion being expressed?

Are the facts relevant to the point being made?

Have unfavourable or negative points been left out?

Do the facts prove the writer's opinion, or do they only suggest that the opinion is reasonable?

(Wiener & Bazerman, 1988, p. 206).

Those sections above can give both educators and students extra help in comprehending meaning, judging and inspiring their actions and finally creating and producing something useful for students. In this step, students use their creativity and belief to response any information they get either from written or spoken text.

Here is an example of the activity.

Man has been communicating by pictures longer than he has been using words. With the development of photography in this century we are using pictures as a means of communication to such an extent that in some areas they overshadow verbal language. The science of semantics has studied the conveyance of meaning by language in considerable detail. Yet very little is known as to how pictures convey meaning and what their place is in the life of man.

- Paul R Wendt

- a. What is the main opinion expressed in this passage?
- b. What evidence is given to support this opinion?
- c. State one other opinion expressed in this passage.
- d. What evidence is given to support this other opinion?
- e. How well are the opinions in this passage supported by evidence?
- f. What kind of evidence might make the opinions more convincing?

(Adapted from Wiener & Bazerman, 1988, pp. 207-210)

11. Does critical thinking mean cultural thinking?

Other perception comes from Atkinson who states that critical thinking is social practice. Critical thinking begins when people make the connections between their individual lives and social conditions. In addition, social practices that have been done by the members of the society are influenced by the way they think and act in social interaction. This thing we call critical thinking or analysis has strong cultural components. An area of cultural difference that may influence critical thinking is the use of language to effect thinking and learning. It is more than just a set of writing and thinking techniques- it is a voice, a stance, a

relationship with texts and family members, friends, teachers, the media, even the history of one's country (Fox, 1994, p.125).

What evidence exists, that critical thinking is more in the nature of a social practice than a well-explicated response in education? (Atkinson, 1997, p.73). Although some authors support universal principles in critical thinking (Paul, 2007), it is more relevant to discuss how thinking, in general, and systems of logic, specifically, are dependent on cultures (Rybold, 2010, p. 5). Nisbett (2003) in Rybold (2010) compared the cognitive tendencies that are embedded in cultural differences between the west and the east. He summarized some of these tendencies in thinking: Westerners attending more to object and Easterners more likely to detect relationships. In terms of use of formal logical rules, westerners are more inclined to use logical rules to understand events than Easterners.

Even within what is classified as the "west", cultural differences from the worldviews dictate different views of thinking. Gudykunst & Kim (2003) in Rybold (2010) document that those in the US see the world in dichotomies-simplifying the view of the world, while Europeans are less reliant on facts, induction, and operationalism.

12. Conclusion

Critical thinking can be viewed in two points, as educational practice or as social practice. Both of them are intertwined in some roots. Teaching

foreign language should take the local social context into account, which means learners' background influences the way they see, respond and think in L2. They cannot be separated from the way they were raised then it manifest in their thought in their L1. Does the way they think in L1 influence the way they think in L2, which can be seen from their production skill such as speaking?

For elementary and secondary teachers, it is you who can measure the need of your students in getting the critical thinking skills level. The things, which should not be left behind, are materials, activities, strategies, and media to support the way to reach critical thinking skills. Students' responses are the key to develop character building. Most people acquire language in the same way – communication both written and spoken. In the process of communication, speakers know the rules how to communicate to others, and get information, knowledge about the language itself. In this point, they know how to get along with other people and appreciate different things. Then, they need to study hard because there is no magic powder to turn a “zero” person who does not have postulation of English into a well written-spoken “hero” in one blink of eyes. Struggling and even falling into pieces are commonly seen in the process to become good students. This process describes how one character develops to another good character.

The characters that can be listed from the explanation above are: creative, critical, innovative, responsible, hard working, discipline and so on.

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BUILDING A CULTURE OF NON CONSUMERIST CHARACTER THROUGH FINANCIAL LITERACY AT PRIMARY SCHOOL EDUCATION

Widiyanto
UNNES, Semarang
spawiro@gmail.com

Abstract

Indonesian society is recognized as High Consumption society, effort to teach the children to have economic principles and doing economical action and not to be consumptive people should be treated earlier. Financial literacy learning for the children will give any skill such as compare, manage, and using money for any purpose. The main purpose of this article is to create a financial literacy learning models and also giving a financial literacy knowledge to the children, so that they able to manage their money and then the impact of it will create a non-consumptive character. According to the purpose the problem will be formulated as follows: (1) How the Financial Literacy Learning Models which is compatible to the Primary Scholl condition? ; (2) What the financial literacy materials that suitable with the student in Primary Scholl ?. The Improvement Learning Models using simulation methods, role playing, and Contextual learning. The Financial Literacy Learning will be applied to primary school at level three above. The consideration is the age of that level already capable to make judgment.

Keywords: financial literacy, non- consumptive character, primary school

1. Introduction

One of the purpose of education is to create a mature people, the indicator being mature are: (1) self reliance, support himself, make a decision, not depend on other people; (2) responsible for any action; (3) understand for any society norm and value (Munib, 2007:30). Using that indicators so we able to conclude, the success of education if the graduate student life in good condition, they able to support their life in any circumstances and able to make a responsible decision in line with society norm and value where they live.

As a mature people, they have to make a good decision for better life, in economy the people have to make a good decision to choice an economical action so their life be efficient and effective. The phenomena, Indonesian society is high consumptive people, more than 70% will be spent for shopping, they consume of goods or service actually not in really need, sometime they buy something just for fill their wants, so their life very – very costly. For reach their wants some people like to make a debt, they are not consider if they are insufficient of money, and the end, they have to face the complicated life.

Financial literacy give people to make a wise choice to use their money (Abbeson, 2008:35-46), with financial literacy people understand what the function, the motive, the power, and some trick to using their money (Setiawan, 2005:178). Irving Fisher explain there are 3 motives having money i.e: transaction motive, deposit motive, and precautionary motive. Financial literacy is not complicated knowledge, but only a wise practical

way to manage money and make a choice when the transaction have to be done (Malshe;2011,47-57¹. The characteristic of financial literacy is not a theoretical science but a practical that can be adopted by people in the need area of importance, it also be adjusted for any purpose. According the characteristic so financial literacy can be taught in any level.

The purpose of teaching Financial literacy also to anticipate the student in future, because for all the adult talk about government living beyond its means, for all the examples of adults behaving badly with their money (Len Boselovic,2013). So a lot of expert in education suggest to Students who read the book as part of a high school or college class unanimously agreed that financial planning should be part of the standard curriculum (Matt Kabala, Gene Natali Jr. of C.S. McKee; 2012), Margo Lombardi said “This is something that needs to be taught at the high school level,”

The need of teaching financial literacy also be said EverFi, a Washington, D.C., company that provides financial literacy education to K-12 students, reports that 83 percent of the 500 high school students it surveyed believe teaching personal finance in schools should be mandatory.

Financial literacy can be taught and as the way to character building for primary education, understanding the financial literacy will be the instrument for a people to make decision in economy area. Using Financial literacy knowledge people understand what to be bought and what not to be. They will able to make difference what the need and what the want. The ability to make a choice as a good character.

Character has been defined as the inner disposition conducive to right conduct. It is a person's collection of attitudes and habits which enable and facilitate moral action. It is the foundation for all activity in the world; even, 'task and even,' achievement bears the imprint of one's character. Moreover, as we shall see, one result of attaining good character is that individuals are able to love others well and become more productive citizens. Good character is thus the foundation for all human endeavors (National Conference on Character Building, 2000).

The character also as indicator of the quality of the people, like what Cronbach (1977), said, value and the good pattern in life is *"in terms of the choices the individual makes when his actions affect the welfare of others: the person of good character generally tries to choose acts that promote the welfare of others as well as of himself"*.

Lickona (1992) divide the character into three aspects as follows: *moral knowing, moral feeling, and moral behavior*.

Good character if the performance of all three morals above are good. Moral knowing consist of aspect: (1) Moral awareness, (2) Knowing moral values, (3) Perspective-taking, (4) Moral reasoning, (5) Decision-making, and (6) Self-knowledge; Moral Feeling such as: (1) Conscience, (2) Self-Esteem, (3) Emphaty, (4) Loving the good, (5) Self-control, and (6) Humility; Meanwhile Moral Action insist of : (1) Competence, (2) Will, and (3) Habit.

Regarding to Lickona to be a good character in the financial literacy learning, it has to be tight up in three aspect, knowing, feeling, and action. In education we know three learning objectives, like as: cognitive, affective, and psychomotor. As a practical financial learning have to be habits so Feith dan Castles, (1990) can be conducted through the another subject which improving emotion dimension. And also by Coles (in Branson, 1998) if:

Character is ultimately who we are expressed in action, in how we live, in what we do - and so the children arounds us know, they absorb and take stock of what they observe, namely us-we adults living and doing things in a certain spirit, getting on with one another in our various ways.

The character building through learning is supported by constructive theory, in learning process, the student need to solve a problem, find something useful for himself, and make idea. The essential of constructive theory is idea, student should find and transform the complex situation to another. Base on it, learning process is created as construct not receive knowledge (Nurhadi

et.al;2004). In this case the teacher as facilitator, student should active and as a centered of learning activity meanwhile the teacher only facilitator using various methods (Slavin;1994).

The character building is also adaptation process, Piaget in Nurhadi said there are 4 basic concept in adaptation, i.e : *intellectual scheme, assimilation, accomodation, and equilibrium*.

Vygotsky (Elliot, 2003, 52) cited learning is a process that involves two essential elements. First, learning is a process in biology as the basis. Second, the process in psychosocial as higher process and its essence is related to socio-cultural environment. So, go, the advent of Vygotsky's behavior is due to the intervening both elements.

There are many factors that influenced in character building through learning process such as: teacher as facilitator, the media of instruction, methods, and environment.(Masrukhi;2008). All those thing have to be prepared in a good way to achieve learning objective.

2. Discussion

The characters are part life skills, therefore planting a character will give students skills to live a life of quality. Consumerist attitude is more detrimental to the economic life of individuals, and often wasteful consumerist behaviour arises because people don't have knowledge of finance, most people only understand money as a means of buying (Exchange), unusual looking as a tool that can make money, or to improve the well-being of the other.

Wasteful and consumerist attitude is incompatible with the norms of the Pancasila as part of the national character, learning financial literacy has a goal to turn the characters of non consumerist. Cultivation of the not wastefu character is should begin from an early age.

Learning the characters need to be compiled with effective learning system, as a system of learning, characterized the system in General as well as other systems. The system is an object, event, occurrence, or an organized way of parts, and the whole section together for certain purposes at least could there are four indicators of a system, that is (Hamalik, 2005); 1. have or may be divided into smaller parts or subsystems. 2. each section has its own function. 3. all parts that perform functions together. 4. the functions of the joint has a specific purpose.)

A General Model of the learning system consists of component inputs, processes, outputs, and can even come with clear learning outcomes.

Input indicators have students, materials, methods, tools, media of learning, learning devices include preparation or planning instruction.

Process indicators in the form of a place or interaction of activity a variety of inputs, whether raw input (input students) instrumentals input (input

of tools including teachers and curriculum), as well as environmental inputs (input physical and non physical environment)

Output, as the third indicator, the direct or indirect reflection of the process of learning that goes on. The Output can be a learning learning achievements, changes in attitude, behavior change, score or rating material mastery of a subject, and other such

The last indicator is the learning outcomes, the meaningfulness of output in the wider systems or other relevant systems. On the other hand, learning outcomes can also be meant as the impact it generates output).

The learning system for Financial Literacy can be desain as follows:

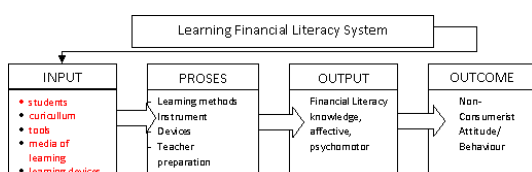


Figure 1.

For the teaching financial literacy as a character building, in above Masrukhi has said there are 4 factors that influenced in character building through learning process such as: teacher as facilitator, the media of instruction, methods, and environment. So we thave give the attention to that factor.

Teacher as Important actor in teaching learning process has to be prepared, for the qualification as a facilitator, he/she has three qualification such : (1) material capability; (2) enthusiasm, (3) loving in teaching and educating. Teacher's competence to exercise professional discretion, include the following three components: (1) cognitive ability, the ability to master the knowledge and skills of teachers/educational expertise and knowledge of the field of study material is taught, (2) the ability of the affective abilities that covers the whole phenomenon of feeling and emotion and a certain attitude to get yourself and others, (3) psychomotor ability, that ability with regard to skills or know-how that is physical implementation is related to his duties as a teacher.

Learning materials are all forms of materials that can be used to assist teachers in carrying out activities of teaching and learning, can be written material as well as material not written.

The Media holds an important role in learning, theories developed and research on communication media have given meaning to the development of independent learning. Briggs, for example, makes categorization of media based on the form of presentation and message storage. Initially identified three main forms are: the shape, sound, and motion. The shape is then divided again into

three, namely; images, lines, and coat of arms. Based on the classification that distinguishes Bretz eight categories of media, beginning with many features to media containing a feature.

Media learning in learning financial literacy is a tool that should be in accordance with reality, it is because money is something that is real, and a number of transactions with money is always a real day-to-day transactions. Therefore the use of video media, trade practices need to be implemented. The American Institute of Certified Public Accountants offers a financial literacy section on their website with advice for young children and teens about money, a video on budgeting for older kids, and activities for elementary school students.(Moses, 2013).

According to Heinich et al, (1999) method is a procedure which is deliberately designed to help students learn better, and reach learning goals. Learning methods are used in the class teacher will have an effect on the atmosphere of communication learning was awakened.

Selection methods should be tailored to the characteristics of the material, since the material in financial literacy is the knowledge that must be practiced the method that matches the use, demonstrations, role playing and simulation, methods of speech do not dominate in the practice of learning.

There are two things, that have to be considered as environmental school which influenced to the character building, the first one is leadership and the second is school culture.

Anwar (2003) said that to allow the achievement of the goal of leadership education in all schools, educational leadership substantially has three functions: (a.) Helping the Group formulate educational objectives to be achieved will be the guidelines to define the activities that will be carried out; (b) Function in moving teachers, employees, students, and community members to make the education programme in the schools; and (c) the school Creates a harmonious working environment, healthy, vibrant and convenient, so all the members can work with full productivity and job satisfaction of teachers. Does the leader must create a climate of an organization which is capable of pushing productivity higher education and maximum job satisfaction.

Leadership principals should be able to move and motivate it to: (a) teacher, to compile the program, presenting a program properly, carry out the evaluation, learning outcomes analysis and implementing improvements and enrichment in an orderly and responsible; (b) the employee, to do administrative tasks with good environmental hygiene, carry out the routine duties as building maintenance and care of inventory items with full awareness and responsibility; (c) students, to diligently study in an orderly, purposeful and

regular basis with full awareness of the future-oriented; (d) parents and the community, so as to be able to grow and develop a better partnership for their participation to the development effort on the rise and more and more schools are perceived as an obligation, not a burden.

One of the important factors in the development efforts of national character in the process of learning financial literacy is the culture of the school. This is related to three important in improving the quality of trigger School of teaching and learning, leadership and school management, as well as the culture of the school (Moe, 1999). The link between the learning process with the culture of the school is not a direct relationship. However, their effectiveness in pattern provides the learning process in the classroom really noticeable shaking.

In the United States, the influence of the culture of the school's student achievement has been demonstrated through empirical research. Healthy school culture is correlated with high student motivation to Excel, attitude and motivation as well as productivity and job satisfaction of teachers. Ann Bradley in *Hardly Working* (1995), said the results of the study of 1,000 students in New York City. Approximately 60% of students stated lazy learning because teachers are not attractive and not enthusiastic in teaching, as well as master the material.

Based on the discussion above, the design of learning financial literacy can be described as follows:

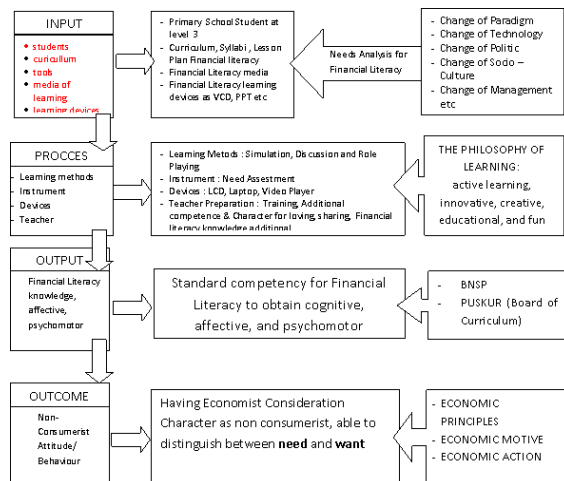


Figure 2. Financial Literacy Learning Design

3. Conclusion and Recommendation

The purpose of this article is to recommend the need of financial literacy learning for primary education. The financial literacy is to force the student in using money for better life. The financial literacy also support the character not to be wasteful, and as a fundament for understand about

economic principles, economic motive and then make a economic action efficient and effective.

Cultivating a good character in financial should be started in early age, so the financial literacy should be taught for primary school.

The material for primary school should be adapted to the age of the child's development, so please pay attention to the problems of psychology and pedagogy.

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Widiyanto, Dr, MM, MBA is Educaton Staff in the Department of Economics, Faculty of Economics UNNES, Semarang. Experience seminar on international economic studies ever in South Africa, in the follow is Paraguay, Ukraine, and Romania, as well as in America. Some of the research problems of economic education and competency, for competency graduates as well as good teachers already do. The resulting book about entrepreneurship include feasibility study in business, tips for the small business market.

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FUN SMART DIARIES (FSD): CHARACTER BUILDING FOR ELEMENTARY SCHOOL STUDENTS THROUGH DIARIES

Yoni Wijayanti, Briliyan Syarifudin Ahmad

PGSD FIP UNY

¹oni.myown@gmail.com, ²sbriliyan@gmail.com

Abstract

Character education is a mega project to the nation. In order to succeed the character building, the values of character are integrated to the subject lesson. To integrated the values of character into the lesson subject, teachers should be more creative and innovative to give the students a meaningful learning. But in fact, most teachers tend to be monotonous learning and not maximal to build character values in students. The teachers need a special media to build students character. *Fun Smart Diaries (FSD)* is a media for elementary school students to build their character through diary. This scientific paper written in descriptive qualitative approach. The purpose of making this paper is to determine the needs, draft of *Fun Smart Diaries*, and the implementation of *Fun Smart Diaries (FSD)* in building the character of elementary students. *Fun Smart Diaries (FSD)* is funny designed with the combination of colorful pictures. The background is in the forms of plants and animals.

Keywords: Fun Smart Diaries, Character Building, Elementary School Students

1. Introduction

UU No. 20 Year 2003 about National Education System said that the national education serves to develop skills and character development and civilization dignity in the context of the intellectual life of the nation, aims to develop the potential of students to become a man of faith and fear of God Almighty, good morality, healthy, knowledgeable, skilled, creative, independent, democratic citizenship, and responsibility. (Zainal Aqib, 2011)

According to the function of education that contain in the Act, the function of education is more emphasis on character building of children. Associated with the function of education began in 2011 all level of education in Indonesia are required to integrated the appropriate character education of 18 values made by the Ministry of Education. Eighteen characters include religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, nationality, patriotism, respect for achievement, communicative, love peace, love reading, environmental care, social care, and responsibility. That 18 values are integrated in the lesson plan.

To integrated the values of character into the lesson subject, teachers should be more creative and innovative to give the students a meaningful learning. In fact, most teachers tend to be monotonous in teaching process and not reach the maximal result in character building. Therefore, teachers need a media that can be specifically used to build the character of Elementary School students

Based on the issues and facts, Fun Smart Diaries is a simple media that designed with the aim to build character on Elementary School students, especially in the early grade of

Elementary School. Through this media, teachers can build character values in children. The characters are expected to arise from the use of Smart Fun Diaries are communicative, responsibility and discipline. Further, the media will be developed to build another values of character by develop the contents on each page of *Fun Smart Diary*.

2. Theory

2.1 Character

According to Sigmund Freud "character is a striving system which underly behaviour"

Character represents the values of human behavior related to Almighty God, ourselves, our fellow humans, the environment, and nationhood embodied in thoughts, attitudes, feelings, pekataan, and actions based on religious norms, laws, manners, culture and customs. Character education is a system of cultivation of character values to the school community, which includes knowledge, awareness or volition, and actions to implement those values, both against Almighty God (Almighty), ourselves, others, the environment, and national.

<http://edukasi.kompasiana.com/2012/06/10/pendidikan-karakter-untuk-indonesia-463659.html>

2.2 Character Education

Character education can be defined as an individual's social assistance in order to grow in life to live together with other people in the world. Character education aims to form each individual is a human being virtuous. (Zainal Aqib, 2011)

According to Elkind & Sweet (2004), "character education is the deliberate effort to help people understand, care about, and act upon core

ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within ". (panduan pendidikan karakter di SMP)

2.3 Characteristics of Elementary school students

Elementary school age children are in the age range 7-12 years. At this age children are at the end of childhood. According to the Johnson & Medinnus Piaget, 1974 elementary school-aged children entered the stage of concrete operational thinking, this means that elementary school age children already have the ability to think through the sequence of cause and effect and begin to recognize many ways that can be taken to solve the problems it faces. At the concrete operational period, the child has been able to realize conservation, the child's ability to relate to a number of different aspects simultaneously. (Desmita M, 2011)

2.4 Diary

Diary in the Big Indonesian Dictionary (1991: 152) means a writing book that contains notes about activities to do and writing about everyday experiences. Diary or jurnal is media that usually used to pour out the writer feelings.

2.5 Fun Smart Diaries

Fun smart diaries is a modified diary. It design is more colorfull and interesting than ordinary diary. Thespecial content of this diary is the column for the teachers to give a comentar or motivational words to the stdents. The aim of Fun Smart Diaries are to build the character of Elementary School students.

3. Method

This paper is written in descriptive qualitative approach. This paper contains about the need for character education, Fun Smart Diaries design and its implementation in elementary school students to build their character. The writing of this paper use library research which is the writing is based on books, journals, and articles that related to the topic.

Stages of writing

Groove of making this paper are: 1) learn about the difficulties teachers integrate character value 2) Make formulation of the problem. 3) Collect the theories and related material. 4) Analyze and discuss works. 5) Draw conclusions based on the formulation of the problem. 6) Recommend the suggestions to do more writing.

4. Results And Discussion

Draft Needs Smart Fun Diaries

Fun Smart Diaries will be designed in the form of a logbook. The record books will record student activity regarding new experiences gained, and also about the events experienced and the lessons they get during the day activity. In the implementation of teachers role is as a proofreader and giver of strength in terms of motivation and provide positive messages that will build children's character

In making the book required graphics applications that support the manufacturing of display Diaries Smart Fun to be more attractive. Graphics applications that will be used is Corel Draw and Photoshop. Use of graphics here aims to support the effectiveness and efficiency of achievement of learning objectives. In addition to the graphics device, teachers will be easier to illustrate and support that will make the picture look more interesting diary.

The definition graphics in the manufacture of this diary is not just an image, but also in the form of dots or scratches that will cause the beauty in the diary. The use of graphics will take the level of child development. So the image will be adjusted to the child's future development. As for the process of printing equipment and printing equipment required volumes. Here diary will be printed on paper size b5 and made full color with attractive colors. Books bound in hard cover to give an attractive appearance and that are not easily damaged.

4.1 cover

Fun Smart Cover Diaries will be established as attractive as possible by making use of the images favored by elementary school students. Images used are images that attract the attention of students. On the cover is made full color and will be bound in hard cover. So that the initial appearance of this diary will attract the attention of elementary school students.

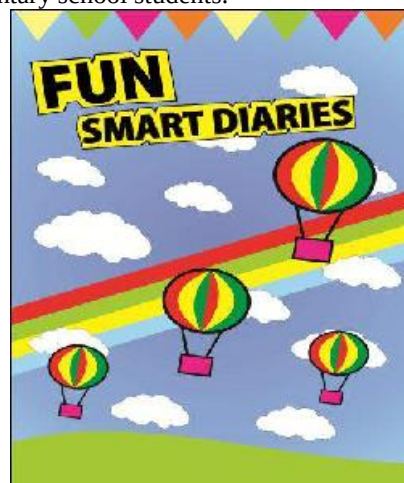


Figure 1. Cover of Fun Smart Diaries

4.2 Who am I

On the "who I am" invited students to tell him the story. Children will tell him freely. There is a box that can be filled with mini-size photos. Also on this page aims to find out who the owner of this diary and develop students' ability to recognize himself. This page there is a section that should be included in the students' stories. For example, full name, nickname, place and date of birth, address, parents' names, and ideals. Furthermore students can develop a story with freely. There is a column for teachers to make comments. Here teachers fill sentences to motivate students. With the column for the teacher, the teacher can fill a good sentences to motivate students. Students can achieve his goals and motivated to learn more diligent. It was very rewarding to cultivate the spirit of the students will learn and strive to reach the goals that the students had written in his diary. In addition, teachers can get to know the students more closely, and know the talents and interests owned by the student.

4.3 My Friends

Page "my friends" contains about student interactions with his friends. On this page assignments are exchanged Fun Smart Diaries. Tujuannya is that students are able to improve his self-confidence and be able to socialize with other friends. There will be a lot of pages in this section. Page with the number of students who are in a classroom. Furthermore, each child will be exchanged. Here the teacher can place themselves as if they were friends of students, so the teacher is able to get to know their students more closely. Teachers fill the comment section with a comment on the opinions of friends students so that those opinions may strengthen motivation friend students on the students themselves. On this page each student is assigned to deliver a message, impressions and suggestions on his own. Through these messages can developing communicative properties also establish a better relationship between students.

4.4 My Diary

My Diary is the core pages of Fun Smart Diaries. In this section there are independent column filled by students. Students should tell their complaints, problems encountered, the experience, or even day-to-day activities. This column can be decorated as you please students. Students can develop their creativity to decorate and create a visualization of his experience with the students make their own images. Each day students will write in Fun Smart Diaries but students are free to write what they want to write. They are free to develop his writing in this diary. Each page will be a column for the teacher to provide reinforcement to the students. Reinforcement in the form of motivation and advice. This was done so that

student teachers not only highlight the students' complaints or outbursts of emotion, but the teacher is able to give positive values in a given reinforcement. Here the teacher's role is to build character in students through gains. The characters can be constructed by the teacher through a comment on each page diary student. So that when students read the diary of students not only get negative thoughts but also gets positive thoughts.

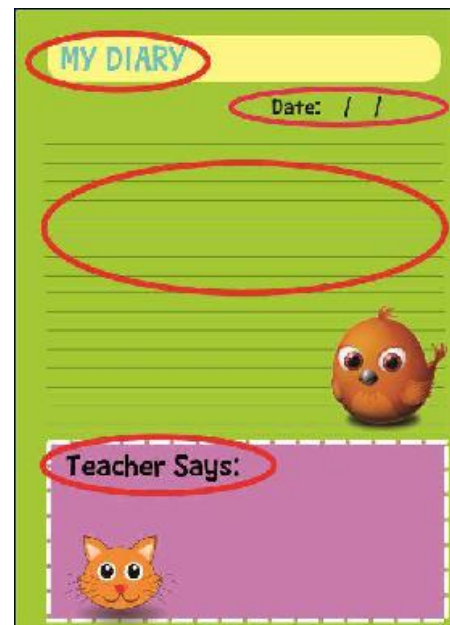


Figure 2. My Diary design

4.5 Photo story

Photo Story is part of the Smart Diaries Fun for displaying photographs of students' personal experiences or photos of students activities with his friends. To cope with students who do not have personal photos, there are times when the teacher invites students pose with students or teachers to perpetuate activities can then be displayed in the Smart Fun Diaries belongs students.

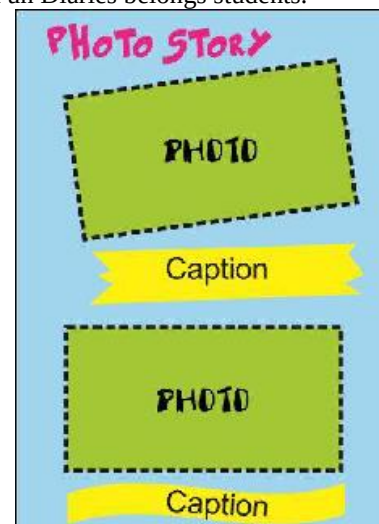


Figure 3. Photo story design

5. FSD Implementation Of Character Building

Educational process experienced by students will be very meaningful. Teaching and learning activities, teacher impression, and various issues related to the activities of the students will be equipped to any student facing the world after school period. To be able to produce a meaningful educational process teachers must prepare lessons that draw students' attention by using compelling media.

Fun Smart Diaries (FSD) is an innovation that can be applied as a medium to facilitate teachers in building character of students. Design implementation of Fun Smart Diaries (FSD) is as follows:

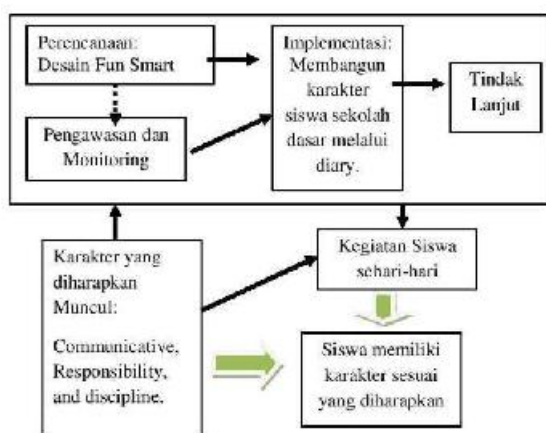


Figure 4. implementation design of Fun Smart Diaries (FSD)

Translation of the characters that form of implementation is:

5.1 Communicative

Communicative means to be able to convey the message properly. In this case the FSD build students are able to convey the message properly in writing in the diary of the students. In addition to the message delivered by the students can be well received by teachers. Through FSD Teachers will be easy to build this character in students.

5.2 Responsibility

Responsibility is not inborn and needs to be invested to provide activities that keep the children. In activities in the classroom, for example, is the presence of regular picket schedule. Associated with the use of FSD, can be built with the responsibility to get children on a regular basis to fill the book. With this ongoing obligation, means the child has been taught to have a responsible attitude towards their duties to fill the FSD.

5.3 Disziplin

Discipline is feeling obedient and submissive to the values of trust, including doing a particular job which they are responsible. In filling FSD invited to discipline students in doing their duties in filling the diary.

6. Conclusions and Recommendations

6.1 Conclusion

From the description and discussion that has been done, then some conclusions can be drawn as follows:

- Fun Smart Diaries (FSD) as a character builder media on elementary school students through the diary.
- Software on computers used in Smart Fun Diaries (FSD) is a Corel Draw and Photoshop. While the necessary equipment such as printing equipment and bookbinding tools.
- Fun Smart Diaries (FSD) has several main sections include: a) cover, b) who am I, c) my friends d) my diary, and e) photo story.
- Implementation of Fun Smart Diaries (FSD) is a process of education experienced by students will be more meaningful to build the character of discipline, communicative, and responsibility.

6.2 Suggestion

From the above conclusion the author gives some suggestions on this paper:

- Teachers can utilize Smart Fun media Diaries (FSD) to build the character of elementary school students.
- For other students can develop this media so much better.

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THE IMPLEMENTATION OF SUPPORT GROUPS FOR THE ELEMENTARY SCHOOL CHILDREN

Budi Astuti

Lecturer of Guidance and Counseling Study Program
Faculty of Educational Science, Yogyakarta State University
astuti_karmal@yahoo.com

Abstract

Nowadays there have been many psychological problems within the elementary school children in relation to the aspects of academic, personal, social, and morale development. Of course, these problems raise a great concern in the world of education especially for the professionals, the schools, the counselors, and the parents. Therefore, there is a demand to implement psychological aid programs for the children, in this case the students, through the service of guidance and counseling with support group approach. The implementation of support group for the elementary school children aims to solve the children's psychological problems in the scope of group. The children characteristic as a unique individual and the individual differences within the children become the counselor's main attention in the service of support group. Some results of the research explain that the support group is effective to solve the children's problems such as having learning difficulties, cutting classes, having familial problems, being unable to adjust themselves to their classmates or to their schools, having problems with their peers, smoking, having aggressive and destructive behavior, watching blue films, playing online game, trying to commit suicides, and even drug abuses.

Keywords: support group, elementary school children

1. Introduction

Each of the children has problems whenever he or she enters the growth and developmental period. This is a form of challenge for the children in order to learn about how to deal with the problems with their confidence and endurance toward the problems. When the parents see their children come home with many complaints, the parents will afford to help their children to change the children's paradigm that the parents consider to be harmful and to encourage them to try several things so that the children make the situation becomes better. This is what has been called as the ability to deal with the problems of life (*coping*).

In the reality, children are not certain in making plans and in training themselves to face difficult, heavy, complicated, severe, and complex hardship. The problems occurred in the children have been found in various forms starting from the lowest one until the heaviest one. The elementary school children in general experience the following problems: having learning difficulties, cutting classes, having familial problems, being unable to adjust themselves to their classmates or to their schools, having problems with their peers, smoking, having aggressive and destructive behavior, watching blue films, playing online game, trying to commit suicides, and even drug abuses. The children become less confident and have less spirit in learning, psychological problems, and even any other health problems. These children need supports from the other persons concerning their

parents, their friends, the counselors, and the surrounding neighborhoods.

The counselor usually provides recommendations for conducting counseling or case conference with the related party. The objectives of counseling that should be achieved is to provide a convenient place for the children, so that the children will be able to describe and to identify their feelings; then, the children will be able to practice new methods that relate to their feeling, their thinking, and their behavior in order to promote a more healthy adjustment and to expand their choice of life. Within the counseling, a counselor helps the counselee to realize their own power, to help finding ways of prevention (preventive efforts) by using their own power, and to clarify their self-desire according to their self-expectation.

Generally, children who attend the counseling process will experience the following phase: strengthening the relationship with adults, increasing the problem-solving, decreasing excessive focus on specific worrying matters by developing a more realistic understanding and agreement on one's self, developing self-acceptance, understanding various choices along with the consequences, strengthening healthy mechanism, and weakening one's self from matters that cause problems (Jackson, 2007).

In several forms of children's problems, there is need for the existence of counseling service by means of certain techniques, methods, and approaches. Support group is one of the group

counseling approaches within the service of guidance and counseling for the elementary school children. From these statements, counselors might formulate problems in relation to the need of implementing support group for the elementary school children. Based on the problem formulation, there should be an in-depth discussion about the implementation of support group for the elementary school children in order to solve peculiar problems within the scope of group.

2. Discussion

2.1 Support Group for Children

Recently there have been so many problems in the scope of elementary school students that relate to drug abuse (narcotics and illegal drugs). These problems are, of course, concerned the people of education world a lot especially for the professionals, the schools, and the counselors. Therefore, there should be an effort to implement aid programs for the students. The researches that have been conducted shows that from several types and several forms of different groups, it has been found support group is the most effective one.

In the practice, the number of counselors assigned to the elementary school is very limited so that the lack of counselors causes the limited service of guidance and counseling for the elementary school children. In order to overcome such incident, the programs of counseling services are focused on the group of students that has immediate importance to be served by the counseling service (concerned persons group) and on the preventive group, such as: anger management and changes in one's family due to divorce. In addition to those tasks, the school counselors are responsible to coordinate and to implement the service of support group in the level of elementary school.

A support group usually consists of 4 to 12 members with weekly, bi-weekly, or even monthly meeting. In this type of group, the members share thoughts and feelings about themselves. Mutual sharing and mutual listening creates the various points of view in order to test the problems and to develop feelings toward the members. Thereby, the support group allows its members to learn that other people are working hard to cope with similar problems and similar emotions and also having similar thoughts. The examples of groups of children who are involved in the service of support group includes: (a) the child convicts who gather together and share their attention about the lost of freedom, the release, the upcoming abolition, or the loneliness; (b) the children of divorced parents who would like to talk about their experiences and adjustments; (c) the child victims of natural disasters such as flood or tornado, earthquake, tsunami, volcano, who share their feelings about

losing the people they love, their wealth, and their hopelessness; (d) the children who are in rehabilitation centers, the support group in this case provide supports one to another in order to cope with alienation and loneliness; (e) the children who are struggling with the death due to having cancer, these individuals will find convenience when they hear that there are also other people who suffer from the same sadness and the same despair and they are also struggling to continue their life; (f) the children with disabilities who would like to share their feelings and their fears about their disabilities; and (g) the children who live with their stepparents, and so on.

The role of support group leaders formed by the counselor is to encourage mutual-sharing interactions among the participants. Ideally, these interactions are personal and the members talk directly one to another. In this case, it does not mean that the leaders are not talking. The leaders may be active and may wish to share their own experience. The group objectives could not be achieved if the leaders or each of the members dominate(s) the discussion.

The group leaders function well if they facilitate their groups and provide meaningful experiences for the members in order to provide opportunity to learn from and to share with the other members. A leader defines that the group objective is to produce inter-members interaction with an expectation to provide clarity for the members (Jacobs, Harvill, & Masson, 1994). The objectives of support group may refer to the objectives of counseling in the Alder approach, namely:

- a. To form and to maintain emphatic relationship between the counselors and the counselees based on mutual respect and mutual trust where the counselees feel accepted and comprehended by the counselors.
- b. To provide a therapeutic climate where the counselees are able to understand their basic feelings and confidences about themselves and the causes of the fact that their confidences are wrong.
- c. To help the counselees to develop insights about their incorrect objectives and their behaviors that tend to harm themselves, by means of confrontation and interpretation process.
- d. To help the counselees to find choices and to encourage them to make choices.

The implementation of the service of support group for the children serves to promote the children's preparedness and ability in learning, in achieving new or special skills, in learning life skills and correcting the unhealthy conditions, in developing the children's potential or resources, in developing awareness toward values, priorities, and neighborhoods, in exploring and coping with the social and emotional challenges and in acquiring

experiences of managing feelings, assistances toward the behavioral problems, healthy life, and optimal growth and development.

Each of the children or of the students in the elementary school has different needs in relation to the service of support group. Therefore, the group is developed with various relevant themes or topics. Several specific forms in the support group are namely: concerned persons, insight, break-free, and recovery group. Rainey, Hensley, & Crutchfield (1997) explain that concerned-persons group is designed for the students who live in a family that abuses alcohol and a family that experiences problems with illegal drugs. The insight group is available for the students who are involved in the alcohol or other drugs abuse and who need support from the other people. Break-free group is intended for the students who have been smoking and who want to quit smoking. Recovery group is designed for the students who have got treatment from drug dependence and who are in recovery process.

2.2 The Results of Researches about Support Group

Some results of researches show that the support group can be implemented effectively in order to solve problems for the child subjects in the elementary schools. Some of those researches are explained as follows. The research conducted by Rainey, Hensley, & Crutchfield (1997) in terms of the implementation of support group for elementary school children involved a number of participants from 22 schools. The support group in the school was scheduled to have 45 minutes in each session for a week. The support group lasted for six to eight session. The counselor discussed the right time arrangement for conducting group meetings both with the teachers and with the students. The result of this qualitative-descriptive result shows that the children were assisted a lot in anticipating problems because the support group was informative, interesting, and effective.

The next research is an experiment conducted by McVey et al. (2003) that serves to evaluate the effectiveness of peer support group in order to prevent eating disorder in the female children, covering increasing body esteem and self esteem and decreasing the negative attitudes and behaviors toward eating behavior. The subjects of the research were 214 female children including 115 female children as the control group. Before and after the intervention, the subjects completed questionnaire of self-report for three months. The findings show that participation in groups for 10 sessions was able to increase the weight, the self-esteem, and the increase of diet.

Howe (2006) conducted an experiment research that involved 9-12 years old students and he found positive contribution of the working group

within the child community in increasing the academic comprehension in the field of science. The research has been supported by the results of recent survey of 11 schools in England (Baines, Blatchford, & Kutnick, 2003, in Howe, 2006) that showed that 28% of the learning in knowledge or science more involved the interaction of peers compared that of 5% in mathematics and that of 12% in English.

Another research was conducted by Steen & Kaffenberger (2007) about group dynamics in developing aspects as well as personal and social attitude in relation to the problems of family, friendship, and anger management (emotion control). The goal of academic results for the group is strategies in facilitating the personal and social development. The research involved 725 students of elementary school in Virginia. The goal of academic results and of specific personal-social characters gives many variations because the research was based on the students' special needs. One of the examples is how to have a relationship under a situation that triggers anger, how to communicate our feelings, how to use strategies in order to free our anger, and how to implement the abilities of anger management outside the group.

In this research, the researchers ran several procedures namely a group that was arranged in 8-10 counseling sessions depending on the progress of the members through the group (Gladding, 2003). The session took place once in a week during lunchtime and break-time. The school counselor employed several activities included bibliotherapy, communication strategy, art design, role play, modeling, and games. The counselors provided feedback and employed strategies to ease the discussion within the group. The collaboration or communication with the teachers and the parents should be conducted in order to obtain accurate information of the students and support of cooperation so that the counseling process would attain an optimal success (Steen & Kaffenberger, 2007).

The counseling conducted in group for the child community basically is a dynamic interpersonal process and is focused on the conscious behavior and involves therapeutic functions such as permissive characteristics, orientation toward reality, catharsis, mutual trust, harmonious mutual treatment, mutual understanding, mutual acceptance and mutual support. The statement is in line with the opinion of Gartner & Reissman (1977, in Adelman & Taylor, 2003) that says that support group is based on the potentials of having mutual understanding, having empathic attitude, building trust, having interpersonal competence, having openness, having mutual ownership, having mutual emotional support, and so forth in order to increase the efforts

to solve and to cope with the problems by means of self-empowerment in optimum.

Based on the review of the results, there is an important thing that should be considered in the implementation of support group service namely the existence of collaboration with the professionals in relation to the problems being raised in the groups so that the students shall acquire the demanded facilities. For example, counselors might seek: health experts (doctors) for serving the children in dealing with the problems of smoking behavior, of drug abuse, of alcohol abuse, and so on related to their physical condition; psychologists or psychiatrics for helping the children who suffer from stress or post-traumatic depression due to the natural disasters; schools (teachers and principals) as facilitators for the children in the implementation of support group; family counselors for the children who suffer from a deep loss and an extreme hatred when both of their parents have been divorced; and the other professionals.

3. Conclusion

Children are a special population who has unique characteristics and individual differences. Therefore, the approach of support group toward each of the problems should be adjusted to the kinds, the characteristics, the symptoms, and the impacts of the encountered problems. It means that children who experience similar problems will raise different impacts according to their own response and reaction. Thus, the counseling technique and approach for each of the children shall be different.

The implementation of support group for the children in the elementary school is a part of the application of guidance and counseling service for certain population namely children. The children will obtain effective results because the participants feel assisted a lot in dealing with the problems that they encounter. This is due to the fact that within the support group there has been interesting and informative content in terms of its implementation and application and there has been ability in terms of providing guidance and counseling service (psychological aspect of the students) as well as social service. The limited numbers of counselors found in the elementary school within the implementation of support group can be outsmart by providing counselor-visiting time in each of the

schools. In addition, the limiter numbers of counselors can also be outsmart by providing comprehensive training by means of short courses to the teachers who are directly involved in the learning process with intensive guidance from the counselors.

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PORTABLE ARTICULATION MIRROR (PAM) AS TRAINING MEDIA TO INCREASE ARTICULATION ABILITY OF DEAF CHILDREN

Erbi Bunyanuddin, Yuyun Rahmahdhani Khusniyah
 Special Education Department, Yogyakarta State University
 erbiheru@yahoo.com, yuyun.r.khusniyah@gmail.com

Abstract

Deaf children get experiencing weak language skills. This is caused the process verbal information processing can't occur completely on deaf children. So that deaf children have characteristics of language skills in articulation is weaker than normal children. Articulation training provided by the school through the perception of space and rhythm sounds that provide facility a mirror articulation. However, use of mirror articulation cannot every time, and the impact on the speed of development improved articulation of deaf children. Therefore, the authors plan an idea mirror articulation development by modifying the size of the mirror into a portable size that can be carried everywhere by children. Function of portable mirror same as mirror articulation in general is to increasing the ability articulation of deaf children. With a shape that is easy to carry by the child process of this exercise can be done anywhere. The final results are expected from the application of mirror articulation-based Portable articulation is increased articulation ability who characterized by the number child's ability to pronounce letters (phonemes), vocabulary, words, and sentences with 3 position phonemes in each word is the beginning, middle and end.

Keyword: Portable Articulation Mirror, Articulation, Deaf Children

1. Introduction

Humans are social creatures that require interaction in its efforts to improve and develop the living conditions with motivation. Motivations as a condition what can cause certain behaviors and provide direction and resilience behavior (Sugihartono, 2007: 24). Motivation arising from social activities provides a sense of optimism in doing all the activities. The process of social activities would occur between man and other human interaction.

Interactions are as a means to develop one's personality. Interaction process will lead to the exchange of values prevailing in society. Character education can develop in a person due to the transfer of information through human interaction. Character education is necessary because the concept of human decency in society. Whole concept of human decency or more qualified as a primary characteristic of the human ideal (Zuchdi, 2011).

Language is an important key in the interaction. Humans can perform their activities smoothly due to the interaction with another human being nice. Language is part of a social unit. Good use of language will make someone achieve his goal. However, for someone who has a weak language skills will have difficulty in expressing their goal.

Like the deaf who have weak language skills. Hearing impairment is a disorder that affects hearing difficulty receiving voice response or no ability for it. Deaf essences there are 2 parts, namely the hearing impairment and deafness.

Hearing impairment as a result of the loss of the ability to level up to 69dB and 35 dB when the deaf say lose the ability to hear more than 70 dB (Winarsih, 2007).

Causing the delay in hearing the deaf have problems in speaking and talking. As a result, the deaf cannot communicate well. This causes hearing impairment have difficulty in receiving and processing information. Such constraints cause barriers to learning and self-development. Especially for toddlers who are experiencing hearing loss. The ability recognizes language difficulties. Hearing loss is a major threat, not only to the communication, but also to personal and social life (Muhammad, 2008).

Deaf toddler maximized in sight. There are two languages that used the deaf, the language of mime and sign language. Expression language is the language to use and maximize the facial expressions in every pronunciation meaning. So deaf is to understand communication through understanding facial expressions. Implementation of expression language needs for a long training in the use of habituation in order to mimic the language fluently.

Therefore, to create the habituation interacts with using the expression language is need for media that is light, flexible, and can be used in various places. Portable Mirror Articulation is a media for the expression language exercises lightweight, flexible and can be used in various places. Habituation interact will affect the ability to exchange information to develop themselves.

2. Formulation of problems

How training media portable articulation mirror can improve the capability of articulation deaf children?

3. Discussion

3.1 The basic concept Deaf

Deaf is a term used to indicate the state of a person who has a hearing loss with hearing the term itself comes from the word which means less tuna and word that means hearing impaired. So the deaf can be interpreted as less of experiencing a child in terms of hearing ability. Deaf is someone who lacks the ability to hear or lost either partially or entirely caused due to malfunction in part or all of the organs of hearing, so he can't use a tool of hearing in everyday life that had an impact on his life complexly (Somad and Hernawati, 200) We can obtain a hearing through verbal knowledge. When the hearing impaired or impeded the development of the child's personality as a whole will be retarded. Result of her deafness, deaf children experience verbal obstacle communication so that deaf children are required to be able to read lips and facial expressions a person. It is as minimum impact of hearing loss on communication and interaction to the environment.

3.2 Deaf Children Communication Capabilities

Language for deaf children is a means of thinking and one's primary means of communicating. Then they heard through specially trained and learners so that communication deaf children can thrive. The language used by deaf children sign language that is only understood by themselves and the people who are competent in their field. Mastery of the language is very influential to the child's ability to communicate with the surrounding environment. Verbal communication for deaf children is difficult thing to do because of hearing loss and the acquisition process to deliver information verbally impaired. This will affect the articulation. Articulation development in deaf children is not the same as a normal child. In general, children begin to master the vocabulary at 18 months, children with hearing but mastery of vocabulary is not developed in accordance with age. Differences in the communication system by deaf children affect stimulus delivered and accommodated. A communications system used by deaf children is oral language, sign language, and the total communication is a combination of two or more systems of communication.

3.3 Supporting Technology (Assistive Technology)

Supporting technology is a medium that is used to increase, maintain functional ability of

children with special needs. Assistive technologies can be obtained freely in the market, then innovate and tailored to the needs of the child. For children with special needs the presences of assistive technology or assistive technologies are very influential to their development. Assistive technologies for deaf children is more devoted to develop receptive language skills and expression, and as a support of information obtained visually. One of assistive technology that can be used as a mirror articulation, articulation is often used on mirrors development program sound and rhythm perception to train deaf children in order to be able to speak expressively.

The existence of mirror-based portable articulation developed an innovative mirror with needs and technological advances. Media design is simple and lightweight to carry around easily so that children can practice without the articulation of such a restriction in the perception of sound and rhythm. Frequency through exercise more often children will get much stimulus. Articulation of learning or training can be done separately pronounce it by habituation. Therefore based portable mirror articulation is appropriate technology innovation, can be taken anywhere and used by the deaf with a lot of exercise frequency.

3.4 Portable articulation mirror

Training media portable articulation mirror is modification the size of the mirror articulation into a portable size that can be carried everywhere by children. This media enable deaf children exercise oral language with good articulation. Habit to exercise can make deaf children enjoy use oral language. Portable articulation mirror size 25 cm x 20 cm. Battery for power and amplifier for microphone and speaker inside this media. Volume indicator light that comes from the sound that comes out. Indicator lamp for sound out of deaf children volume in front side.

3.5 Media design

Training media portable articulation mirror is designed through 3 phases: designing the amplifier circuit, power storage circuit design, and the design of the casing. This is done in stages and adjusted to the size of a portable casing.

The first phase is design series amplifier. PCB (Printed Circuit Board) of amplifier size 8 cm x 5 cm. The set also contained the hole for the microphone input, along with volume control anyway. Measuring amplifier 12 volts DC, which is adapted to be used with a Li-Po battery (Lithium Polymer) voltage of 12 volts DC. Capacity maximal is 18 watt. Stage of making this amplifier is making PCB, attach electronic component at PCB and tie with Li-Po battery, attach port input microphone and attach speaker.

The second phase, the design of the circuit automatic charger. The size of the PCB is 6 cm x 4 cm. This circuit use 3 part cell storage Li-Po battery, and every cell storage can supply 1 cell Li-Po battery with 3,7 volts. Components electronic in this circuit are resistor, capasitor, variable resistor, diode, transistor, IC regulator and IC NE555 as main control from this circuit. Stage of making this automatic charger is making PCB, attach electronic component at PCB and tie with Li-Po battery.

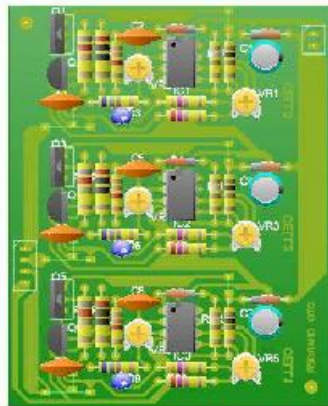


Figure 1. automatic charger circuit

The third stage of the design is designing media casing is made of aluminum and mirror. Mirror on the front side, as a protective aluminum on the sides and rear. Once the casing is formed, lined with cloth flannel that security remains guaranteed. In the media included casing hole for the microphone, the volume indicator light that comes from the sound that comes out, the power button, and a hole of speaker.

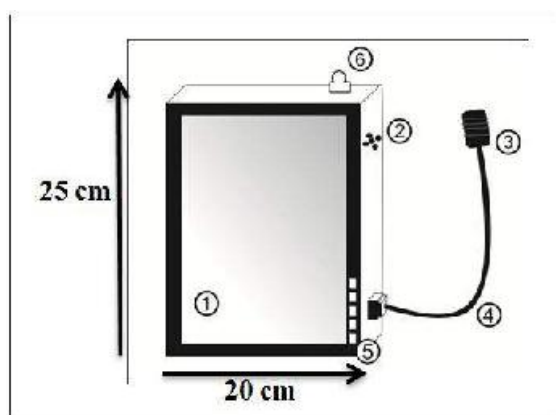


Figure 2. Casing shape of the face

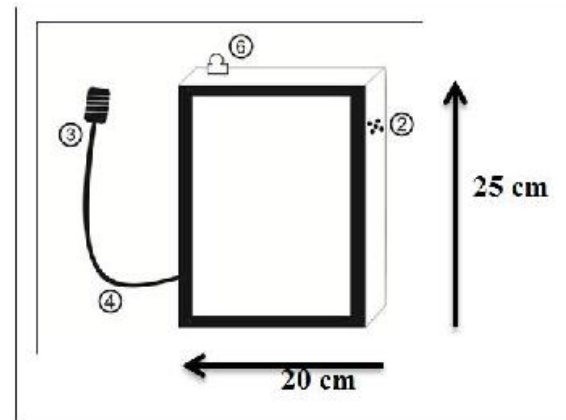


Figure 3. Casing shape of the behind

Description

- Mirror
- speaker holes
- microphone
- microphone cable
- Volume indicator light that comes from the sound that comes out
- power button

3.6 Implementation of articulation portable media mirror

Implementation of the use of portable articulated mirror is almost the same as the standard articulation mirror. Standard articulated mirror shaped table with mirror, table size length 100 cm, width 50 cm, height 80 cm, and the mirror size measuring 100cm x 50 cm. Inflexible standard articulation mirror because the large size so it is not easy to be moved. In Indonesia, the standard articulated mirror is usually only used in exceptional schools. Use the standard articulated mirror with microphone as a speaker is useful for teachers to be able to hear the sounds that issued deaf children and is also useful for deaf children who still have residual hearing. Indicator light is useful for deaf children because the children will know the volume issued.

Stages of articulation portable use of mirrors:

- Companion and deaf children sitting side by side
- Companion does not have to always be the teacher. This mirror is flexible articulation making it possible to carry to different places. Example, when a portable mirror articulation can be brought into the house accompanied by his father, mother, siblings, or peers. Intended for children sitting side by side and are able to pay attention to oral companion. When the companion pointed out a few words, children see and observe through the mirror. Companion while also exemplifies the use of the microphone so that children can learn also how loud the sound issued through the companion volume indicator.

- c. Put a mirror in front of the articulation portable companion and deaf children at a distance of 50 cm. This meant that the distance companion and deaf children are able to see each other with oral mirror size smaller than the standard articulated mirror.
- d. Position the portable mirror stands upright vertical articulation. It is intended to be a companion and deaf children face visible, not only the visible oral. Visible face will also facilitate training.
- e. Press the power button to turn on the mirror articulation portable media.
- f. Companion takes microphone and he gives exercise words or sentences to deaf children. Deaf children focus on mirror and volume indicator light.
- g. Deaf children hold a microphone and the companion pays attention articulation through mirror articulation
- h. The companion evaluates children pronunciation

4. Conclusion

Portable Mirror Articulation is a media for the expression language exercises lightweight, flexible and can be used in various places. Through frequent exercise frequency, then the deaf child will get used to speaking. Application of Portable articulation mirror increase articulation ability who characterized by the number child's ability to pronounce letters (phonemes), vocabulary, words,

and sentences with 3 position phonemes in each word is the beginning, middle and end. Portable articulation mirror can be taken anywhere without a broad, allowing the child will more often use it to train their articulation. This will affect the child's developmental level articulation improvement.

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THE SAKAMOTO MATH METHOD AN ALTERNATIVE TO HELP STUDENTS RESOLVE PROBLEM SOLVINGS IN MATHEMATICS

(A case study in Sakamoto course program for students elementary grade 3)

Ika Budi Maryatun

budi_ika@yahoo.com

The researcher described in this case study how the Sakamoto Math Method was help resolve Problem Solving in early mathematics. The Sakamoto Math Method was design to improved student's skill in mathematical problem solving. Partisipants were Sakamoto teachers, owners, and elementary students grade 3 whose studied at Sakamoto course program. Data were collect over three months through observations and interviews. This investigation findings illustrated how the Sakamoto Math Method was improve student's skill mathematical problem solving. There consisted the three simple basic steps namely analized the problem, determined the essential facts from the question, and grasped the relationship of the data to each other.

Keywords : Sakamoto, math method, problem solving, mathematics

1. Introduction

Human life cannot be sparated from mathematical operation everyday, from the easier (arithmetic operations) to the problem solving test which requires analytical thinking. Every step of children life always intersect with mathematical material that need to solve (Fathoni, 2006 : 1). For example, when a child produce a toy car that made from orange peel, he require skill in size, geometri, and balancing.

Mathematics needed for the child's life. Math material gives children provision to be able to solve various problems around them. Problem-solving skills in mathematics provide experiences for children to be able to resolve the problems in their life. For example children require skill in arithmetic operation to shopping and buy something.

On the other hand, mathematics are specter for the school children now, no exception elementary student. These can be happen because the presentation is still very abstract mathematics and only rotates on operational matters numeracy. For example, teacher more often provide memorizing formula to wide of a rectangle than physical activities to measure rectangular table.

This math phobia phenomenon need to be addressed to make mathematics be fun for children. If children learn in a fun atmosphere, the required skill or concept easy to teach. Fun learning activities can be done with the selection of methods, media, and strategies appropriate for children. Most children like to do physical activities in mathematical learning. Practice all the mathematical concepts in play activities. For example, children are invited to the actual market transaction to teach and solve of the operation count.

Mathematics is the study of patterns and their relationship, a way of thinking, art, languages, and tools. Mathematics contains many activities are not

just counting activity but rather, require creative thinking process (Reys, dkk, 1998 : 2). Understanding of the basic concepts of mathematics includes several interrelated. These basic concepts are essential framework for building an understanding of the mathematics in more depth. Hence mathematics can be understood as :

- a. A study of patterns and relationships
- b. Mathematics is a way of thinking namely analysis
- c. Mathematics is art, namely form - symmetrical shapes (diamonds, squares), flowers, etc.. By using art media, we can also learn math. With math, can produce works of art.
- d. Mathematics is the language, namely language used to express the contents of the mind, both verbal and symbolic language
- e. Mathematics is a tool, namely to evaluate (assessment)

2. Problem Solving in Math

Math Problem solving is math problem in the form of a story that the process requires the ability in reasoning and analysis, argument construction, and the development of innovative strategies. Math problem solving are used not only in advanced mathematics topics—such as algebra, geometry and calculus—but also throughout the entire mathematics curriculum beginning in kindergarten, as well as in subjects such as science (IES, 2002, 6). Problem solving has highest score in elementary school than other type lesson (KTSP, 2011).

Skill to solve math problem solving task need to prepared for advanced mathematics and other complex. The tests now were carry out with the skill to solve the lesson faster do not use a strategy per step and critical thinking (IES, 2002, 6).

3. Method

The study was conducted using case study to the Sakamoto Math Course Program elementary students Grade 3 at Kelapa Gading, East of Jakarta in 2002. The data are application of Sakamoto math method to solving mathematics problem solving in grade 3 elementary school. Data were collected using observational method to observe application of Sakamoto math method to solving mathematics problem solving. Data also collected using interview with principle, teachers, and students. The data were reinforced with documentation method to collect file about Sakamoto method.

4. Result

4.1 Sakamoto Method

Sakamoto derived from the last name of inventor of the method of solving math problem solving lesson that originated from Japan, namely Hideo Sakamoto (Sakamoto, 2002). Sakamoto method is method to solve math problem solving lesson which uses pictures to illustrate the problem before it sought its completion.

4.2 Step of Sakamoto Method

Sakamoto Math Method implement three steps in solving math problem solving. These steps include:

1. GR (Graps of the Relation)
GR is basic steps to resolve the math problem solving by reading about the lesson and then understood to be searched for each relationship
2. Diagram
Diagram is second step in Sakamoto method which use to emphasize the core problem in the form as a description way of thinking.
3. Writing
Writing is the final step in Sakamoto method by writing the information in diagram into figures to get the answer of lesson.

Example

Mr. Wahyu had field 80 meters more than twice of Mr. Indra fields. Mr. Wahyu buy field 650 metres but Mr. Indra sold his field 140 metres. So now Mr. Wahyu has 4 times as much as Mr. Indra. How ide field did Mr. Indra have first ?

Step 1 Grasp of the relation

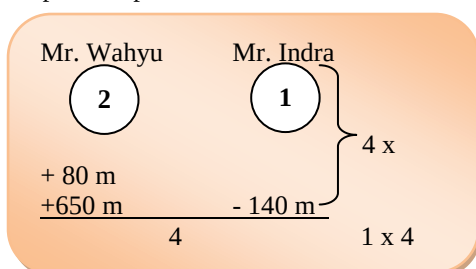


Figure 1. Step 2 Diagram

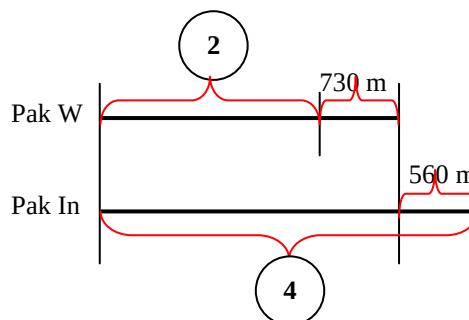


Figure 2. Step 3 Writing

$$80 \text{ m} + 650 \text{ m} = 730 \text{ m}$$

$$140 \text{ m} \times 4 = 560 \text{ m}$$

$$730 \text{ m} + 560 \text{ m} = 1290 \text{ m}$$

$$4 - 2 = 2$$

$$1290 \text{ m} : 2 = 645 \text{ m}$$

Mr. Indra

$$645 \text{ m} \times 2 + 80 \text{ m} = 1370 \text{ m}$$

Mr. Wahyu

5. Discussion

Sakamoto math method which develop in Japan by Hideo Sakamoto is the development of methods of math problem solvings developed by George Polya. Sakamoto method developed three step to solve math problem solving. Polya method had four step for it (Musser & Burger, 1991, 8). They are :

1. Understanding the problem
2. Devise a plan
3. Carry out the plan
4. Look Back

When we analyze first step of Sakamoto, we look that it was appropriate with first step of Polya. In this step, both provide description how to understanding mathematics language and then find the relationship each other.

Second step of Sakamoto (diagram) appropriate with devise a plan on second step of Polya too. In this second step both of methods try to devise completion lesson which is understanding by children in the first step. In Sakamoto it illustrate on diagram.

Furthermore, step on math problem solving between two methods is writing the answer. Sakamoto call thi step as writing, while Polya said as carried out the plan. Both of methods develop skill to finishing answer math problem solving in this third step.

Eventhough, Sakamoto had no final step that Polya develop. It called look back, the step to remembering us for look back our answer before collect it. However, in principle all of Sakamoto step were development or translation product of Polya method.

6. Conclusion

Sakamoto math method can be used as an alternative to solve math problem solving which is semi-abstract. This method helped the elementary students grade 3 to solve their math problem solving lesson. Skill to solve math problem solving be required because score in this lesson type are highest in curriculum.

Students learn understanding mathematics language in first step of Sakamoto math method (GR). Then in step two, students learn and develop the skill in devise a plan used diagram. And to finish the answer, students required third step namely writing. The writing step used to complete the answer by writing arithmetic operations.

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EFFECT OF INCLUSIVE EDUCATION TRAINING MODEL TOWARD THE IMPROVEMENT OF TEACHER COMPETENCE IN IMPLEMENTATION OF INCLUSIVE EDUCATION AT THE PRIMARY SCHOOL IN PADANG CITY

Irdamurni
Padang State University
Email: irdamurni@yahoo.co.id

Abstract

The research was motivated by a change in the education system of children with special needs from the segregation system to inclusive education system (Special Education to Special Need Education) as outlined in UU No. 20 of 2003 Article 4 paragraph 1 and minister of educations rule No. 70 of 2009. So teachers not have any competence in inclusive education in Padang City Elementary School and the Department of Education does not have an effective and practical training model to improve the competence of teachers in the implementation of inclusive education, this study aims to build a model of training to develop the competencies of teachers SD in inclusive education at primary schools, as well as the evaluation of/and effectivity practicalities and training model to improve the competence of teachers in inclusive education.

This research was the Research and Development (R & D) expressed by Sugiyono (2011). Research carried out by using the method development steps "ADDIE" model (Wikipedia, 2007) which consists of 5 stages, which: analysis, design, development, implementation, and Evaluation (Dick & Carey, 1996). The results of study indicated: (a) there is a significant increase in teachers' pedagogical competence in implemented the Inclusive Education in Primary Schools after training model, with an average the value before training 63.3%, which is in the less category, where as after training given the value increased to as high as 80%. (B) training model is considered practical, valid and effective to implemented the Inclusive Education training program for elementary school teachers, it is seen at the result analysis of participants' responses on average, 82% stated that training model developed states very practical, effective and fun, and also not boring.

Recommended to the LPMP, Department of Education part PK-PLK of West Sumatra, majoring in special education lecturers and resource persons at seminars and training on inclusive education, to make this training model as an alternative to training and seminars and workshops on inclusive education.

Keywords: Model Training, Inclusive Education. Teacher Competency

1. Introduction

Competence is the ability to act, think and act consistently as an embodiment of knowledge, attitudes and skills possessed by students (Ministry of Education, 2006:57). Thus competence is a set of knowledge and skills that must be owned by a person in carrying out their duties. Knowledge and skills can be acquired in pre-service education and / or training. Sikula in Sumantri (2000:2) defines training as "short-term educational process and procedure that uses a systematic way and organized. The participants will learn the knowledge and skills that are practical for a particular purpose ". Training implies a more specific (specific), and is associated with job / task done one. While that meant practically was that respondents who are trained can be applied immediately and should be practical, (Fandi Tjiptono, et al, 1996).

Law Decree No. 14 of 2005 and Government Regulation No. 19 of 2005 stated that teachers are required to have competency. Competence may include: (1) pedagogical, (2) professional

competence, (3) social competence and, (4) personal competence. Pedagogical competence is the ability of teachers to manage student learning. Professional competence is the ability to master the learning material that allows guiding learners to meet the standards of competence set out in the National Standards. Social competence is the ability of teachers as part of the public to communicate and interact effectively and efficiently with students, fellow teachers, staff, parents / guardians of students, and the surrounding communities. Competence is the ability personalities steady personality, noble, wise, and dignified and exemplary learners.

Important competencies possessed by educators, because with a good competency, the teacher will be able to develop learners to achieve educational goals, as stipulated in Law No. 20 of 2003 on the national education system, which reads article 3; national education aims to develop the potential of students to become man who is faithful and devoted to the Lord God Almighty, noble, healthy, knowledgeable, skilled, creative,

independent, and become citizens of a democratic and accountable.

Education is not limited to normal children, but also for children with special needs as outlined in Act No. 20 of 2003 on National Education System, paragraph 4 of Article 1, states every citizen has an equal right to obtain a quality education, not least children special needs. Decree No. 70 of 2009, concerning inclusive education for students who have the disorder and have intelligence and / or special talent is important in the era of globalization, because of special education or special education has been termed as no longer relevant to the development of science and technology. Sapon-Shevin (2007). believes inclusive education as an educational service system requires that all children with disabilities are served in schools nearby, in regular classes together friends of his age.

During this time, the education of children with special needs are provided in three types of educational institutions called the school segregation system (SLB), Outstanding Elementary School (SDLB), and the Integrated Education (Budiyanto.2005). Segregation system is deemed unsuccessful. This system can not prepare children with special needs to be able to live independently. According Budiyanto (2006), the segregation system is no longer able to carry out the primary mission of education is to glorify the glory of man. Segregated systems tend to be discriminatory, exclusive, expensive, ineffective and inefficient, and its output is not promising anything positive. For the government announced on inclusive education which ditertuang in Law No. 20 of 2003 Article 4 paragraph 1.

The problems that occurred in the city of Padang Elementary School, that teachers in elementary school does not have competence in inclusive education, because they are not beyond Ordinary Education background and the teachers have not been given training on inclusive education. . Therefore we need the development of effective training models and innovative competence to train teachers in inclusive education,

Training model developed consists of 3 books, namely the book 1 contains General Guidelines on Technical Implementation Training Primary Teachers on Inclusive Education. Book 2 contains about Inclusive Education Training Implementation Program for elementary school teachers consisting of the syllabus and plan learning programs, which explore how where modifying curriculum adjusted to the characteristics of children with special needs. Book 3 contains training materials on inclusive education for elementary school teachers. Which include: 1) the basic concept of inclusive education, 2) guidelines for the implementation of inclusive education, 3) identification and assessment ABK, 4) curriculum in inclusive education, and 5) strategies

and instructional media and equipment crew. To facilitate resource is equipped with a Compact Disk (CD) that contains the movie about the implementation of inclusive education and teaching materials appropriate power point program.

The purpose of this paper is to provide an overview of the training model to improve the competence of teachers in inclusive education, which is bounded on the pedagogical competence. Based on these problems, the formulation of the research problem is "whether there is influence the development of inclusive education training model for enhancing the pedagogical competence of teachers in inclusive education in Padang City Elementary School, teachers in the study sample was made special educator teacher and classroom teacher who has taught in the classroom inclusive in the city of Padang.

2. Discussion

Many experts argue about the meaning, purpose and benefits of training. But from the opinion is not much different in principle. According to Good, 1973 training is a process of helping others to acquire skills and knowledge. Rival Rival (2004:226) asserts that "training is a systematic process of behavioral change employees / teachers to achieve organizational goals. Training is related to the skills and abilities of teachers in implementing inclusive education in primary school.

Inclusive education have a diverse understanding. Staub and Peck (1995) suggested that inclusive education is the placement of children with disabilities mild, moderate, and severe in full in the regular classroom. Furthermore Berit H. Johnsen and D. Cannon Skorten (2003: 288) states, that the principle of inclusive schools that are tailored to the demands of the major causes of the regular and special education teachers. This requires a shift from the tradition of "teaching the same material to all students in the class", to teach each child according to their individual needs but in a classroom setting.

Meanwhile, Sapon-Shevin (2007) states that inclusive education as an educational service system requires that all children with disabilities are served in schools nearby, in regular classes together friends of his age. Therefore, emphasized the restructuring of the school, so a community that supports each child's needs, including children with special needs.

Law No. 20 of 2003 on National Education System Section 1, states every citizen has an equal right to obtain quality education, Article 2 states, citizens who have physical, emotional, mental, intellectual, and / or social right to obtaining special education services. Furthermore various verses of the Quran also states on children's rights and all beings are the same in the hand of God, such as

letters At-Tin (verse 95; 4), reads, "we have indeed created man in the best form." The verse states that God created all creatures good and has potential, although physically they have flaws, but on the other hand they have an advantage, for it is why they must be distinguished. So also in the mail An-Nisa '(4 -9) reads, "and let fear Allah if people leave behind their weak children, and they are worried about the (welfare) them, so let them pronounce words correctly.

Furthermore, in letter Al-Hujarat reads verses 11-13. "O ye who believe, do not be the one to mock other people, (because) maybe they (the subjecting ribbing) better than those who mocked. Of the religious views can be interpreted that all of God's creation are the same and have the same rights to education, they both have advantages as well as those who have a deficiency or abnormality such as children with special needs. In order for children with special needs are served well, then teachers should be competent. In Act No. 14 of 2005 on Teachers and Lecturers stated that teachers are required to have competency. These competencies include: (1) pedagogical, (2) personal competence, (3) social competence, and (4) professional competence.

Competence according to Rothwell, (1996): understood as the underlying character person success because it has the knowledge, skills, traits, abilities, behaviors and beliefs. Competence is the ability to act, think and act consistently as an embodiment of knowledge, attitudes and skills possessed by students (Ministry of Education, 2006:57). Thus competence is a set of knowledge and skills that must be owned by a person in carrying out their duties. Knowledge and skills can be acquired in pre-service education and/or training.

Pedagogical competence is the ability of teachers to manage student learning that includes an understanding of learners, learning design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.

Competence is the ability personalities steady personality, noble, wise, and dignified and exemplary learners. Social competence is the ability of teachers as part of the public to communicate and interact effectively and efficiently with students, fellow teachers, staff, parents / guardians, and the community around. Teacher's ability to manage the learning needs a serious attention, because education in Indonesia was less successful by society due partly dried learning of pedagogical aspects (E. Mulyasa, 2007:76).

This research includes a various of research and development (research and development). The definition of research and development by WR Brog and Gall, MD 1983 is "a process used to develop and validating educational products" or a

process to develop and validate educational products ". It is mean, the model should be developed concerning matters related with the life, more efficient, and realistic-objective. Gall and Borg (2002: 256) suggests that, research the development a model development is doing by a systematic, testing field, evaluated, and refined to meet the criteria specified in terms of effectiveness, quality, or other specifies standart. In line with the above opinion, Sugiono (2011: 407) argues that the method of research and development is a research method that is used on the production of certain products and doing a test of the effectiveness of these products. Research can be doing on the development of industrial areas and also in the social sector including education.

Method's of research doing by use the method development steps "ADDIE" model which consists of 5 stages, namely: analisis, design, development, implementation, and Evaluation (Dick & Carey, 1996).

Research Samples were elementary school teachers who have been teaching in an inclusive classroom at least two years, and the teachers who teach in special educators in inclusive classrooms. The total sample of 24 teachers from 12 inclusive elementary schools in the city of Padang, consisting of 12 classroom teachers at the elementary school teachers and 12 special educators. Doing by purposive sampling technique.

Training model was formulated based on the study of the problems that happened in the field, especially relating to the competency of teachers on the implementation of inclusive education in the primary school of Padang. So the researchers designed a training model with the goal can be improve the competence of teachers in implementing inclusive education in primary schools is limited to pedagogical competence. The model has been tested on a limited test group and test group of users in order to determine the validity, practicability and effective of the model.

the analysis of the questionnaire instrument pedagogical training on inclusive education participants seen that before being given the training of 24 participants, there were eight people (33.3%) participants has the pedagogical implementation of inclusive education in the bad category, while eleven people (45.8 %) participants quite pedagogic competence and five people (12.5%) belong to the competence pedagogy of higher education inclusive category.

After being given training by implementing a model inclusive education training model which researchers design, then the result is shifted, where there are 12.5% (3 people) teachers have the pedagogical competence of inclusive education at very high category, and 37.5% (9 people) teachers have pedagogical high category and 37.5% (9 people) trainees have sufficient pedagogical

competence in the category, but there are still 8.3% (2 people) participants have pedagogical training on less category. Because in analysis they are is a honorary teacher by regular teachers to teach in an inclusive classroom. Furthermore, if we look at the average competence of the trainees are given training before 63.3%, which is in the category less, whereas after training given rise to as high as 80% category. It can be concluded that the model of inclusive education training for teachers in a elementary school to effectively improve the pedagogical competence of teachers of regular and special educators teachers in inclusive education in primary school.

Research has also found that the model-developed training can significantly improve the pedagogical competence of teachers in implementing inclusive education in primary school of Padang. It is in accordance with opinions Suprijanto, 2008; 86. This is methods that need to be considered in adult education including; formal presentation, the lecture, question and answer, discussion, symposium, audio visual (watching movies) and others. This is opinion also supported by Lunandi (1982) and Soedomo (1989) says that a conducive learning environment for adults are as follows: (1) encouraging students to be active and develop talent,. (2) an atmosphere of mutual respect and mutual respect, (3) an atmosphere of mutual trust and open, (4) the atmosphere of self-discovery, (5) non-threatening atmosphere, (6) recognizes the uniqueness of personal atmosphere, (7) the atmosphere allow the difference, do wrong , and doubts, (8) allows learners to learn according to their interests, (9) enable learners to recognize and assess the strengths and weaknesses of individuals, groups, and communities, (10) allowing learners to grow in accordance with the values and norms that exist in society. While practise it is mean that respondents who are trained can apply immediately so it must be practical, (Fandi Tjiptono, et al, 1996).

The terms mentioned above is applied in the model training using methods training has been developed in the model, such as the reflection of participants each presented learning materials, provide reinforcement to the active participants give their opinions and feedback and questions in learning and presenting films associated with implementation a inclusive education in primary school. Associated with training materials that training materials are in accordance with the needs of teachers for inclusive education, it is appropriate opinions Lerner, 1988:148. There are two competencies that must be mastered children with special needs (ABK) teachers in inclusive classrooms. Ie technical competence (technical competencies) and collaborative consultation competencies (collaborative consultation competencies). Technical competence include: (1) understand the various theories about the learning

dysability of students, (2) understand the various tests related to learning dysability, (3) skilled in the assessment and evaluation, (4) skilled in teaching oral language, writing, reading , mathematics, managing behavior, and skilled in teaching and vocational pre-vocasional. While collaborative consultation competencies include the ability to establish cooperative relations with all people associated with the efforts to provide relief for the crew. In addition to practical training model has proven effective for improving the competence of teachers in inclusive education. it is seen from the initial conditions of teacher competence on inclusive education can be seen from the analysis that the questionnaire instrument on pedagogical competence of teachers have high ability. After a doing the test trial all competence training model is in either category or an increase. According Trianto 2009 :25-26. A model is effective if it according following requirements: (1) expert and practitioner based on his experiences stating the model is effective, and (2) the model operationally deliver results as expected.

3. Conclusion

Based on the results of research and discussion has presented, it was concluded:

- a. Design training model has been produced have the components: (1) technical training on inclusive education, (2) planning and implementation of training activities inclusive of education, (3) instructional materials training of inclusive education and 4) Compact disc contains the movie about inclusive education. The models have been tested, the results show that the model is practical and effective used training to improve the competence of teachers elementary school in inclusive of education.
- b. Implementation of inclusive education training model can significantly improve the competence of elementary school teachers' pedagogy in inclusive education. as well as the practical implementation of the model and not boring for adult learning. Based on the findings and conclusions in the above, then in this section some of the suggestions are as follows: According to the results of research that competence of pedagogical teachers in implementing inclusive education is still lacking, so it is suggested to LPMP agencies, the Department of Education PK-PLK parts of West Sumatra, majoring in special education lecturers and resource persons at seminars and training on inclusive education, to increase competence's of teacher to implementations in inclusive education.
- c. The results showed that the model is effective and practical training to improve the competence of teachers in implementing inclusive education in primary schools, to

advise it on the LPMP agencies, the Department of Education PK-PLK of West Sumatra, majoring in special education lecturers and resource persons at seminars and training on inclusive education, to make this model as an alternative to training and seminars and workshops on inclusive education.

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COMMUNITY FACTORS THAT AFFECT QUALITY OF PRIMARY EDUCATION IN RURAL BANGLADESH

Md. Shafiqul Alam¹

¹Bangladesh Open University
shafiqul_bou@yahoo.com

Abstract

Literature suggests that the quality of education has diverse meanings in different contexts. This research aims to discover the perceptions of parents regarding the quality of primary education in rural Bangladesh. The community has important roles to play in child education. This research has identified the community factors that affect education quality.

The research uses case studies. Qualitative data were captured by semi-structured interviews.. Data interpretation was underpinned by concepts derived from human capital and social capital theories. In the quantitative study, data were collected by questionnaire surveys among parents. The quantitative research findings complement the qualitative findings.

The research identified six factors: financial position, environment, educational status, communication and support given to schools, community child care, as well as unity and cooperation among community people. The research also suggests that the notion of “rural community roles” would tend to be thought of as “doing something for the children”. There is also an ecological balance in the relations between the community and school.

The research suggests that the human capital and social capital of the community and children reinforce each other in a reproductive loop. That means the human and social capital of family and community play a role in the creation of the human and social capitals of the children (quality education), and vice-versa. These observations on education quality add a new horizon to the knowledge base of primary education, and one that may contribute to policy-making and facilitate further research.

1. Introduction

Bangladesh has a strong national commitment to primary education and has one of the largest centralized primary education systems in the world (GOB). Basic education system both in rural and urban public primary schools is the same.

Primary education is free for all children in Bangladesh, from grades one through five. By law, children between the ages of six and ten must attend school. Drop-out rates are unacceptably high, with only 47 per cent of enrolled students completing grade five. Absenteeism is also a significant problem.

The literature confirms that Bangladesh has achieved remarkable progress with respect to the goals of universal primary education, gender equality in education but it lags behind in ensuring the quality of primary education (Ahmed, Ahmed, et al.; Ahmed, Nath, et al.; Chowdhury et al.; Latif; Majumder; MOE; MOPME *Final Assessment Report: National Assessment of Pupils of Grades 3 and 5, 2006*; MOPME "Education for All: National Plan of Action II, Bangladesh"). According to UNESCO (*Efa Global Monitoring Report 2010: Education for All*) “the ultimate measure of any education system is not how many children are in school, but what – and how well – they learn.” (p.7) and “expanding access to primary schooling doesn’t

necessarily imply a trade-off with improving school quality and learning outcomes” (UNESCO *Efa Global Monitoring Report 2007: Strong Foundations-Early Childhood Care and Education*). It is clear that both quality and access must receive attention, and one must not be sacrificed in “a trade-off” against the other (UNESCO *Education for All : Is the World on Track?*). Quantity and quality in education are complement rather than substitutes (UNESCO *Efa Global Monitoring Report 2005: Education for All-the Quality Imperative*). Therefore, the quality of primary education in Bangladesh remains a big question.

Learning is a product not only of schooling but also of families, communities and peers (Engin-Demir). Learning takes place in many environments – home, school and workplace (IBRD/WB). Therefore, education is the business of schools, family and community and ensuring quality is the joint effort of these actors (Bojuwoye; Christenson, Rounds and Gorney; Epstein and Connors). The literature also shows that there is no comprehensive research done on family and community factors of education quality in Bangladesh, although; these elements are recognized in the literature as key actors of enhancing quality primary education. Therefore, it is pertinent to know about the factors related to family and community in local culture of

Bangladesh for framing the agenda of ensuring quality primary education. In this regard, it is a timely and appropriate stride to investigate the factors affecting the quality of primary education related to the community in local context of Bangladesh.

2. Research Methodology

Qualitative (case studies) method is employed in this research. The case study, which is ethnographic in nature, illuminated the insights on the factors related to the community. The aim of this research was to know rural parents' perceptions on the factors related to the community in rural and rural town in Bangladesh. Therefore, it dug out their views and social interactions embedded and existed in the rural community. Grbich stated that reality is viewed as socially embedded and existing within the mind of people, and knowledge is constructed jointly in interaction by the researcher and researched in the epistemological position of

constructivism/ interpretivism. Therefore, the epistemological position of this research stands on constructivism/ interpretivism. This research used general inductive approach (Auerbach and Silverstein; Miles and Huberman; Thomas) and the mechanics of coding are developed on the basis of data analysis process of (Auerbach and Silverstein).

2.1 Case Schools

The proposed research was carried out in government primary schools in Shibganj upazila. The government primary schools provide 75 % of primary school education of the country.

Parents (village informants) are interviewed. Both perspectives of village and school were viewed and critically analyzed. Both are complementary in understanding of education quality in rural primary schools. Two government primary schools located in rural and rural town in Shibganj upazila are investigated.



Figure 1. Rural School



Figure 2. Rural Town School

The semi-structured interview was conducted with parents (n=10) and teachers (n=10) of two case schools..

3. Factors that affect the Quality of Education

The analysis of the data from parents who are living in the surroundings of schools in rural and rural town communities reports six factors of education quality which are discussed for in-depth interpretation of the results. This study considers the education quality that is represented by the acquirements of academic results along with values, attitudes and knowledge and skills. When, education confirms these attributes then it can be considered as the quality education (Alam).

3.1 Environment of the community

Parents perceived that the environment of the community, where the school is located, is largely influenced by roles of the community leaders and availability of resources (financial, social and human) in the community. The environment of the community, in turn, makes social networks in the community helping schools in various ways for children's achievement trajectory. There are some parents' statements on the issues of environment of community that are presented below:

Good environment both outside and inside the schools is necessary for ensuring the quality education.

I am not satisfied with the results of my son. He does not study well. The environment of the community is not good. His accompany with naughty and uneducated children in the community made him inattentive in the study. Children learn from the community members (such as adults, peers etc). The behaviour of inhabitants of a community reflects the climate of that community. Therefore, the community environment is important for children's better learning.

Environment of the community influences the children's learning. As for example, a portion of our village is resided by aware and educated people, and more children are attending the schools from that part of the community. They are comparatively doing well in their education. On the other hand, unaware and illiterate parents of the poor and uneducated community are sending their children to works instead of schools. They are not aware of the value of education. But some of these children of this poor and unaware community attend schools for getting stipend.

Many children do not come to schools. They watch cinemas or play video games in the shop nearby school. The community

people should take care of these issues and take necessary measure to eradicate these activities from the community as these have bad impacts on children's earning.

Each of these statements tended to communicate a specific message. The first statement stated the importance of community environment for children's learning. The second expressed the relation between community environment and children's education from the eye of rural poor parents. The third statement included the influence of mental makeup of community people in creation of community environment suitable for children's education. The last related to the role of community leaders in creating good environment in the community for children's quality education.

Parents of researched schools also contended the same. However, they sought the active SMC for their children's better learning. SMC or the community leaders can build the environment in the community by their active concern and support for improving the quality of education.

Parents emphasized the community involvements in children's education creating educational environment and awareness among community people explaining the value of education and extending support to children of poor family. Of course, these depend on the community where the school is located and functioned. In this respect, functionality of the community varies according to the availability of human, social, cultural and material resources.

The research confirms that the environment of the community is related to the availability of resources in the community and the environment of the community is an important element of the community help maintain quality of education in primary schools.

3.2 Financial Position

Community involvement in children's education is seen various ways (Sanders) and parent involvement is one of the important concepts of community involvement. Therefore, the financial position of families in the community also reflects the financial position of that community and its effect on the children's education. It is reported that poverty among the guardian and community people is the main cause of poor support of the community (Haq, Ehsan and Jabbar) The parents of these researched schools were poor and illiterates and therefore, they did not know how to explain the effect of financial position of the community on children's learning comprehensively; however, they felt that community involvements both in schools and outside schools are necessary for maintaining education quality. They realized that financial

position of family or community is a matter of extending support and cooperation to school or family for children's educational development. According to parents:

Many children of poor families do not come to schools due to lack of note-books, pencils and other cost of schooling. They do not study well. In this case, the affluent people of the community can assist these poor children providing pencils, note books or dresses to the children of poor families for ensuring their education.

We need money for treatments if children become sick, they also need good clothes. If parents are not able to provide good clothing's, then it has impact on their mindsets. Children need to pay various fees in schools and need to pay for their books, work books, and pencils needed for their studies. If they don't get these materials in proper time then they are embarrassed in schools. Therefore, parents have to keep ready these materials for their children's smooth study. That is why; they need money for children's education.

If there are low income and more children in a family, in that case, parents are not able to provide education to all children equally.

This study suggests that financial crisis of families do keep many children abstain from attending schools due to unavailability of books, pencils, note-books, school dresses, fees and other hide costs. In this situation, parents suggest community people's assistance to economically disadvantaged families. This question arises if the community people are in economic hardship, then, how they help poor children.

Literature shows that although; the primary education in Bangladesh is free, there are still some kinds of costs that families need to bear. This is extra burden for rural poor families. It is found that many children come from the families who do not have good dwelling house and proper environment for studies. There is no anyone who can guide them in their studies at home. This results end up many children of poor family's studies at an early age (CDRB). In an impact study of School Feeding Programme (SFP), it is found that SFP improves academic achievement of SFP children (Ahmed). He stated that most of the children in the SFP come from poor families, 69 % of programme households in the rural area earn less than US\$ 0.50 a day per capita. These families cannot afford adequate food, and both malnutrition and short-term hunger likely affect their learning.

Therefore, this study confirms that financial status of both family and community affect

children's learning. The financial position of family directly affects the children's achievements. Economical factors of family are related to these issues of community and vice-versa.

3.3 Educational Position of the Community

Parent informants corroborated that in addition to financial position and environment of the community, educational status is another factor of the community which affects children's learning. The statements which are somehow connected to education of the community and that are related to children's learning were regarded to falling under the "education position of the community" are quoted below:

Many children can't study well. Neighborhoods are uneducated. My child became inattentive in study by accompanying with uneducated and naughty children of the community.

Uneducated people are not aware of their children's education. They do not aware of the value of education. If parents have at least nine or ten grade education, then, they have at least an understanding about their children's education and well-being. Usually, educated parents have good intension to send their children to schools. Educated guardians can provide necessary supports to their children. But many of them such as, illiterate and unaware parents cannot. I do advise to some illiterate parents of no marriage at early age of their talented daughters. But, they give marriage of their daughters if they find favorite bridegrooms. Of course, the parents who are aware like me do not do the same to perish the life of a child at early stage by marriage.

The community people are now more eager to send their children to schools than before. As for example: my son read in class three. He can read books fluently. On the other hand, after completion of study in class four, one of my nephews had to stop his study due to his parents' unawareness about education. However, I took him to school and he is now doing well in his study. I am taking care of his study. In fact, if the community is educated, then, each parent of the community becomes aware of their children's education. They should send their children to schools regularly and help preparation of home works or arrange for private tuition.

These statements illustrate the roles (positive and negative) of uneducated people on children's learning. The positive roles include: educated guardians bear positive intension on their children's

learning; they are able to provide supports to their children's education; and educated community people are willingness to support community children's learning in many ways. Reversely, the negative roles are: children become inattentive in study to imitate uneducated peers of the community; uneducated parents do not understand the value of education and illiterate cannot provide necessary supports to children for children's learning.

Parents perceived that educated guardians become aware of their children's education and they valued their children's education. The rural community people extend support and cooperation to schools, community children and the community for children's learning. They also found that absence or lack of education in the community cause adverse effect on children's achievements. Therefore, they saw the education of the community as an important factor for children's learning.

3.4 Communication and support to school

The analysis of data reveals that the community participation in rural schools of Bangladesh happens through the participation in School Management Committee (SMC) and Parent Teacher Association. Although; support and contribution of SMC to schools for children's better learning is in a limited sphere. Parents expressed their views that SMC has potential role in schools for children's achievements. Parents added that the community people need to extend support and cooperation to schools in many ways. In this connection, the following parents' statements are worthy to mention.

SMCs do not cooperate much to schools. If these are cooperative then it would be helpful for schools' management. If the SMC meetings are held four to five times in a year, then, it is possible to identify school's problems and their solutions. In fact, local support is important for children's success.

There should be a good communication between school and community. Regular parent-teacher meeting is a good practice for children's learning and development. By this, parents are able to know the performance of their children on a regular basis and if there is any shortfall, parents can take remedial action for improving of their children's education. SMC has important roles for school's success in rural schools. As for example, in the winter, it is observed that many teachers sat at outdoor patio of schools without taking class. Teachers could not be absent from the classes just sitting lazily if members of SMC visit schools

regularly (1 or 2 days per week). SMC can look after children's attendance in schools..

The above statements clearly reflect parent's dissatisfaction on community support and cooperation which are now practiced. They saw the community supports to schools only through the participation of community in the SMC. They put value on the community support in rural schools of Bangladesh for achieving quality in education. How the SMC can help schools in ensuring children's success which are also explained by parents.

Parents perceived that communication and support of the community to school are important elements of the community involvement in school for children's achievements.

Parents stated that parents become able to know the children's progress through the communication process between schools and communities. The communities are kept informed of existing problems of schools. As a result, parents can take remedial measures for their children's development. The community people through SMC can bring the matter to SMC for solution.

According to parents, the community communication with schools is very limited and their limited involvement through SMC/PTA is yet to bring fruitful results for children's achievements. It is probably due to the negligence of community leaders, misuse of power and authority by community people, selection of wrong people in the SMC. However, parents admitted that the community communication and support to school have enormous potential to bring fruitful results for children's success.

3.5 Caring of Community Children

Parents conceived that community can extend support to the actors of education process such as schools, children and the community people/parents for ensuring the quality of education. Parent informants explained about how the community people can extend support to children for their learning. They viewed that taking care of children's learning both in schools and communities by community leaders or parents is an important element of the community of education quality. According to parents:

In fact, many guardians do not know in which class their children study. In reply to a question like "which class does your child read"? They replied "I don't know". However, they are aware of their goats whether these are coming back from the field after grazing or whether their poultry are laying eggs or not; but they are not aware of their children's education – the most worthy wealth in the world.

Parents and community people should visit to schools at least once a month. By this, they would be able to learn the students' progress in their study or how they study in schools. It is often seen that many children of poor family of the community do not attend schools or they don't achieve good results due to lack of note-books, school dresses, pen-pencils or other hidden costs of their study. The community leaders should sit together for consultation to solve these problems in order to ensure the attendance of poor children in schools. It also helps ensure their quality learning both at schools and home.

It is observed in the rural community that many children play and move around during schooling period. It makes unfriendly environment in the community and hamper children's learning. The community should think of it and take care of these community issues for ensuring children's better learning. Of course, if each parent become aware of this and take measure to control their children, the problem can be solved easily.

This is apparent that the community people and parents should take care of children's learning both in schools and communities. The community people need to be conscious on children's learning. They should extend assistance to the children of poor families for ensuring their attendance at schools. The parents also viewed that many rural parents are not aware of their children's learning and they are also sometimes unable to extend both academic and logistic supports to children due to their financial crisis and illiteracy.

The community can extend support in many ways for children's education and development. According to parents, caring of community children by the community is one of the important ways of boosting children's learning. In this case, a parent suggested that the community people can take care of children for ensuring quality education and their development. They quoted that:

Many children of poor families of the community do not attend schools or they don't achieve good results due to lack of note-books, school dresses, pen-pencils or other recurring costs of their study. The community leaders can sit together for consultation to solve these problems as the poor children of the community can come to schools to ensure their quality learning both at school and home.

Therefore, this research supports that caring of community children by community with other actors of education contribute to elevate children's achievements (Epstein) and each of the actors of community (children, parents, schools and communities) are mutually benefitted in various ways (Bojuwoye).

3.6. Unity and Cooperation

Parents perceived that the community should extend supports to schools, children and community people for children's achievement. The community should have unity and cooperation to perform these duties as necessary for promoting children's quality learning. According to parent informants:

There are some CD shops in the village that are being run by engaging school-going children. Children play computer games and gambling in these shops. They are wasting their time and they are perishing their career in the early life. Their performance becomes worst in the class. The community people need to become united for eradicating these bad elements from the community to create educational environment in the community for children's better achievement.

The community leaders or members of SMC can pay visits one or two times in a month to the families of those children who do not come to school regularly or children who do not have proper attention in study. They can motivate to parents of these children by extending supports to them and by learning the problems of these families for ensuring their children's quality education.

The people of our community need to be united and cooperative for promoting quality of education. If the villagers or SMC members get involved and extend cooperation to schools, that can contribute to enhance the quality of education.

The key messages that discerned from these statements are two. First, the community has responsibilities not only to schools and children; rather, they have a pivotal role to the community people and parents by creating educational environment in the community, by extending supports to families, and by motivating parents and community people in regards to community children's education. Second, the community needs to be united and cooperative. They have to sacrifice their time, resources and to share of their thoughts about how the education of community children can be enhanced.

It is true that any success of the community comes from unity and cooperation of the community people or community leaders. The unity and cooperation of the community for ensuring children's achievement is not exception of this.

4. Synthesis of parents' perception

According to parents' perception, the research suggests that some community factors affect the quality of primary education which includes:

environment, financial position, educational status, communication and support to school, caring of community children, and unity and cooperation among the community people.

Table 1. Synthesis of Parents' Perception

Factors	Characteristics	Association
Environment	Social capital Human capital Direct and indirect effect on children's learning	Community involvement Financial position Education
Financial position	Financial capital Direct effects on children's learning	Support to schools Education
Education	Human capital Direct support to children's learning	Economic status of the community Caring of community children Communication and support to school
Communication and support to school	Social capital Indirect support towards children's learning	Values of the community Education and financial position
Caring of community children	Direct and indirect support to children's education	Education and financial position Values and attitudes of the community
Unity and cooperation	Social capital Direct and indirect effects on children's learning	Communication and support to school Values of the community

5. Recommendations

Based on preceding conclusions, the recommendations could be made for policy formulation for development of quality education at primary school level of Bangladesh. According to rural parents, it was apparent that family and community involvements in children's education through school and community interplay came out as the prominent components of education quality. The recommendations for policy and practice are presented in the following:

(1) This research discovered that there should be a symbiotic relation between the community and school for enhancing education quality in rural primary school. The community should extend support and cooperation to schools. The schools should welcome community participation. In turn, school will provide quality education to community children. This means there will be ecological balance of relationship between these two key actors of basic education.

(2) This study identified some factors of community that affect the education quality. However, this study didn't explore their interdependent affecting processes that link to education quality outcomes. It is therefore recommended that a rigorous analytical research can be conducted to find out the complex effects on the education quality and to carry out the test of significance of the factors on the process.

(3) This study is carried out in rural and rural town community of Bangladesh. Further study could be conducted to know the urban teachers and parents' perceptions and perspectives on education quality and its factors related to family and community.

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PRE-VOCATIONAL COURSES ON PRIMARY EDUCATION

Putu Sudira

Secretary, Departement of Vocational Technology Education
Graduate School, Yogyakarta State University
Karangmalang, Yogyakarta, Indonesia, 55281- Phone +628164222678
putupanji@uny.ac.id

Abstract

Pre-vocational courses established as education especially designed to be preparatory for vocational education and training (VET). Contents of pre-vocational education vary by level of education. Pre-vocational implemented on the primary education to support vocationalisation process of the vocational education. Pre-vocational subjects are general to build students' appreciation of the work life. At the elementary school level students began to be introduced how to identify the work, recognizing talent and interest in, the types of vocational skills program so that after graduating from secondary school can choose the right vocational skills program. Competencies that are taught include fundamental skills, generic work skills, and key competency. Fundamental skills can cover: (i) basic skills i.e. listening skill, reading skill, writing skill, speaking skill, and math; (ii) personal qualities i.e. responsibility, integrity, moral, and character. Generic work skill covered how to used resources, use technology, relate to others, and work on teams. Pre-vocational learning should pay attention aktive learning dan contextual learning.

Key word: *vocationalisation, pre-vocational, vocational education, primary education*

1. Introduction

Vocational education has diverse purposes [1,3,15,14]. The purposes that are focused on: (i) the preparation for working life including informing individuals about their selection of an occupation [3]; (ii) the initial preparation of individuals for working life, including developing the capacities to practise their selected occupations [3]; (iii) the ongoing development of individuals throughout their working life as the requirements for performance of work transform over time [3]; (iv) provisions of educational experiences supporting transitions from one occupation to another as individuals either elect or are forced to change occupations across their working lives [3]; (v) traditionally, direct preparation for work [14,15]; (vi) develop skills, abilities, understandings, attitudes, work habits, appreciations needed by workers to enter and make progress in employment; (vii) to make people self-employable and to be a vehicle of transition for individuals to the world of work; (viii) in the ideal case, vocational education leads to self-employment and income generation which is expected to contribute to the individuals and their communities well-being [4,5,6,7].

Dewey (1916) in Billet' publication stated the purposes of vocational education include advising about, preparing for and sustaining individuals' vocational practice, and extend to their life beyond work. Dewey proposed two key purposes for education for vocations: first, to identify the occupations individuals are suited to and, second, to assist them in developing the capacities to be effective in their occupation [3]. The purposes is very essential and contains a very broad meaning,

comprise the development of the content, procedures, process, understanding and dispositions required to practise the occupations [3]. They also include supporting individuals as they cope with changes to occupational practices across their working lives [18]. Vocational purposes include (i) assisting individuals engage effectively in working life; (ii) securing personal or societal emancipatory changes; (iii) supporting the sustainability of particular enterprises and (iv) supporting national economic performance [3].

Thompson (1973) claims the occupational purposes of education can be found across all its sectors. For instance, in primary education, students may learn about the world of work as a set of cultural practices and the implications for those who practise them; in general education, students may consider issues associated with the development of skills on the problematic nature of working life; and in adult education, students may develop the capacity to help themselves and to assess and further develop their capacities [17].

In Indonesia, the formulation purposes of vocational education is changing. Government Regulation "PP. No. 29 Tahun 1990", stipulates that vocational education preparing students to enter the world of work and develop a professional attitude". Then the goal outlined in the Decree of the Minister of Education and Culture number 0490/U/1990 are: (a) prepare learners to continue to pursue higher education or expand primary education; (b) improve the ability of learners as members of the community in entered into a reciprocal relationship with the social and cultural environment; (c) enhance the ability of learners to be able to develop themselves in line with the development of science, technology and the arts, as

well as; (d) to prepare students to enter the world of work and develop a professional attitude.

Formulation the objectives of vocational secondary education implies that almost of the same which prepares students to work professionally and develop the existing and potential learners for the benefit of themselves, the environment, community, nation, and country. So that learners can develop their potential and the existence and sustainably grown in different types of jobs that exist, then all students should be able to determine the choice of courses carefully expertise. This is very important as part of improving the effectiveness of vocational education in Indonesia.

According Billet [3] positioning vocational education: that is, education assists individuals in realising their goals and the ambitions associated with the activities to which they are drawn and are of worth to them, their affiliates and communities. Vocational colleges and schools that constitute the broad field of vocational education are broadly associated with developing and sustaining individuals' capacities required for work and working life. That is, their educational purposes are primarily concerned with (i) identifying the knowledge required for effective performance in an occupation; (ii) organising experiences for the learning of that knowledge; then (iii) finding ways of enacting the experiences so that learners can become effective in occupational practices and (iv) also be sustained in that effectiveness across working life including transitions to other occupations.

This paper discusses the concept of vocational education, vocationalisation and pre-vocational courses. Then how the conditions pre-vocational in primary education programs implemented so that the junior high school graduates who want to continue to pursue vocational school, had a good preparation and knowledge to choose a variety of courses. The current state of the average junior high school graduates across Indonesia in ability and knowledge to choose different courses of vocational schools is still very low. They do not have the readiness and good knowledge about the development of various types of employment and education and training programs in vocational schools. As a result, junior high school graduates who go on to vocational school, still a part of it. This situation would be bad both for vocational education institutions, and also for students themselves.

2. Vocational Education

According Hansen in Billet (2011) the word vocation is derived from the Latin word "**vocare**" which refers to a call, summons or invitation to a particular way of life. These are referring either to (i) an occupation or (ii) as something which describes an individual's key interest or 'calling'.

Vocational education can be seen as needing to focus on securing individuals' personal goals and pathways of development to assist them in engaging in education in ways that realise their fullest potential and also their aspirations. Here, vocational education is directed to understanding individuals' interests and capacities. Thus, it comprises an education to assist individuals in identifying their calling or vocation and then to assist them in realising their vocational goals. Vocational education is the education to prepare and equip individuals and groups for working life whether or not in the form of paid employment. Vocational education is education in which the content is intentionally selected, wholly or largely by what is needed to develop in the students some of the most important abilities on which professional competence depends. Vocational education is a practice that emphasises the development of knowledge, skills and attitudes that relate to a student's future participation within the economic sector of one's community and nation [3]. Vocational education comprises a system of education which has subject matter the knowledge used within certain trades, occupations or professions [3,9,15].

The key focus within these definitions is on preparing and equipping learners for working life. Vocational education is seen as a provision of education that occurs prior to individuals or groups commencing their working lives, and which prepares them for it. The reference to particular forms of working life, paid or unpaid, and also the concept of equipping individuals emphasises the importance of developing the kinds of capacities that will permit them to be effective in the specific set of activities, most likely in paid employment. These definitions explicitly refer to particular kinds of work within particular occupations [9,3]. Dewey (1916), the term 'vocational education', the initial preparation and equipping of individuals to participate in their preferred occupation, had to be preceded by an educational process that informs individuals about the qualities, attributes and requirements of the occupations to which they are drawn. In some instances, Dewey's first consideration has been taken up in a specialised form of education within schooling systems: career education. However, the degree by which this educational focus is comprehensively enacted and in what ways that focus is effective remains an open question.

Vocational education needs to much more than teach skills or prepare for entry employment. It needs to make social contribution to the worker's life. Thompson (1973) suggested, in the secondary school level, vocational education has never attempted to produce graduates with a complete array of skills for highly skilled and technical jobs. Graduate were prepared for entry employment.

3. Vocationalisation

According to Week (2005) vocationalisation differs from school-based vocational education and training (VET). Under VET, a student's timetable is dominated by practical skills learning and by directly related theory. Under vocationalisation, the bulk of the students' timetable consists of general education subjects, and the main purpose of their course is general education [18,3]. Vocationalisation is the introduction of practical subjects into the world of work through industrial visits, providing vocational guidance and provision of teaching and hands-on training to the people who need jobs. Introduction into the world of work issues include the development of vocational competence, personal competence, social competence, soft skills, business skills, technical skills, vocational career, payroll systems, systems of work, safety, regulatory and employment law and so on [13,11,12].

In the field of technology and engineering community is getting to know how competency standards of construction steel, construction wood, stone and concrete construction, drawings, furniture, plumbing, sanitation, surveying, mapping, power generation, distribution and transmission of electricity, electrical installation, industrial automation, refrigeration engineering, metal fabrication, welding, machining, metal casting, motorcycle repair, repair light vehicles, heavy equipment repair, maintenance and improvement of audio-video, mechatronics, and so on. In the field of information and communication technologies, multi-media introduced competency standards, software engineering, computer networking, animation, production television broadcasting, radio broadcasting and production. Introduced in the health sector health nursing competencies, dental nursing, health analyst, pharmacy, nursing social, and perhaps also the competence of herbal medicines.

The main goal of vocationalisation is improved relevance of the vocational education [9,10,3]. In practice this has meant how vocational education program suited to the needs of society and the needs world of work. A more practical and applied way of teaching general education subjects can also improve the relevance of education for work. Guidance, counselling and study visits are other examples. Vocational courses will usually also include some general education objectives. But their main objective is to prepare for work in designated occupations, clusters of occupations and more generally for the world of work. The goal of improving relevance of the vocational education within stake holders is the most important reason why governments introduce vocationalisation [9,10,2].

Vocationalisation definition refers to efforts by schools to include in their curriculum those practical subjects that are likely to generate among

students some basic knowledge, skills and dispositions that might prepare them to think of becoming skilled workers or to enter manual operations. The inclusion of practical or industrial arts subjects especially in the curriculum of secondary schools as part of a programme of general education is considered an essential element in the vocationalisation of education [18,9].

Lauglo and Maclean (2005) argue in favour of a vocationalisation of secondary education refers to a curriculum which remains overwhelmingly general or 'academic' in nature, but which includes vocational or practical subjects as a minor portion of the students timetable during the secondary school course [9,8]. Vocationalisation differs from school-based vocational education and training (VET). Thus, a distinctive feature of vocationalised secondary education is that vocational subject matter takes only a minor proportion of total curriculum time [9,8].

The vocationalization of secondary schooling is a process that is advancing all around the globe. In developed countries a number of initiatives have been used to introduce the idea of making school education more relevant to the needs of the economy and the workplace [14]. The introduction of vocational courses, pre-vocational courses, the use of key competencies and the development of systematic approaches towards work education are evidence of endeavours in this direction. However, as was argued in this chapter, technology education is also an important component in the vocationalization of secondary schooling [15]. The nature of the discourse on technology and approaches towards technology education internationally demonstrate that changes associated with innovations in science and technology, the requirements to prepare knowledge workers, and the changing nature of the working world pose challenges to vocational education that could be successfully met by technology education [14,15].

Changing patterns of economic competition and work organisation have led to a greater call for soft skills such as teamwork, work ethic, and a preparedness to be flexible and to embrace change. The flexibility and adaptability that is required by industry is not developed by current vocational education courses in schools. The introduction of vocational courses in secondary schooling has not been able to meet the needs of vocationalisation: to provide students with a better preparation for their vocational life. As the limited role of vocational courses in the vocationalisation of secondary education has been recognised internationally, broader approaches to vocationalisation have been trialled around the globe [15].

Vocationalisation is defended and justified based on a number of expectations, including that it: (i) will be cost effective and facilitate economic development by developing skills, through training

people to replace expensive expatriates; (ii) will equip youth to return to their community or villages ('back to the village' syndrome) where they would become engaged in self-employment or job creation in the informal sector; (iii) would help to solve the 'time bomb,' the spectre of the unemployed school leaver who joins the revolutionary opposition; and (iv) would serve to stem urban drift [18,13].

Some developing countries continued to pursue vocationalisation policies in the 1990's [9]. The reason developing countries doing vocationalisation related to the goal of personal development goals, socio-cultural goals, political goals, and economic goals [9]. Vocational education should develop attitude, moral, aesthetic, physical, and practical capacities, not just cognitive knowledge. Practical subjects can have the additional justification that they allow students to learn from more active 'doing' than what is typical in academic subjects. Under this perspective, the teaching of practical skills and familiarisation with the 'world of work' do not need to be justified only as preparation for specific occupations.

Implementation of vocationalisation in developing countries has serious constraints [9]. Vocational or practical subjects tend to have complex tooling-up, staffing, and servicing/logistics requirements, the training and recruiting of teachers; the setting up and maintenance of facilities, equipment, and tools; the supply of materials and consumables; and the implementation of assessment appropriate to practical subjects. Because these requirements in all too many cases have not been met inaminimally adequate way, vocational subjects have suffered from run-down facilities and inadequate pedagogy. Compared to academic subjects, most vocational or practical subjects have considerably higher unit costs due to facilities, equipment, materials, consumables, less optimal utilisation of available teaching loads, and smaller classes. Vocational subjects will not receive enough time and attention to give credible 'entry-level skills', given that they are only minor portions of the total timetable [9].

The pedagogy in vocational subjects as reinforced by the methods of assessment used, fails to develop problem-solving skills. It places excessive emphasis on memorisation and working to instructions. 'Familiarisation' and 'orientation' goals for vocational subjects are too diffuse to give much guidance to what should count as learning. When vocational course options run parallel to academic ones, social inequality can be reinforced by children of the elite going for the academic options while those from disadvantaged backgrounds gravitate towards vocational subjects. Lack of industrial support can complicate the implementation of the vocationalisation program.

4. Pre-Vocational

Pre-vocational education is education especially designed to be preparatory for vocational education and training [18,9]. In Jordan provision of pre-vocational education is intended to achieve a variety of general objectives, such as: inculcating positive attitudes towards manual work and workers, enabling students to acquire practical and applicable skills with economic and social benefits, providing the students with the opportunity to discover their affinities and aptitudes in order to facilitate their selection of prospective career based on informed and realistic experiences. Pre-vocational covers education that is mainly designed to introduce participants to the world of work and to prepare them for entry into further vocational or technical education programmes. Successful completion does not lead to a labour market-relevant vocational qualification. For a programme to be considered as pre-vocational, it should comprise at least 25% of vocational or technical content [6].

Pre-vocational courses are referred to as contributing to the "life-preparation" tradition, which is implicitly critical of both the academic and vocational traditions. The importance of the pre-vocational courses was supported by the argument that it is crucial to develop general capacities: the processes of learning, of problem solving, of co-operating and of enquiring, students personality. The emphasis in this new approach is not on the content to be covered, as in the traditional academic model, nor on specific competences, as in the vocational tradition. These general capacities or generic competencies are oriented towards the increasing employability of students. Pre-vocational seems clear that the former option would allow for better forecasting of future vocational enrolments [5]. In Botswana [18], pre-vocational education established as education especially designed to be preparatory for vocational education and training (VET). Attention was paid to aspects preparation for subsequent vocational training as well as to the risks of vocationalisation.

Contents of pre-vocational education vary by level of education. Pre-vocational orientation in Senior Secondary Schools: to facilitate the orientation of schools to the world of work; the localisation of the examinations; the assistance of the Curriculum Development Unit in the development of practical and business subjects (syllabi and materials), and to emphasise integration across subjects; continuous assessment should be weighted in the final grading of students; there should be more practical and work-related subjects in the curriculum; management structures should be strengthened; links between the school and commerce and industry should be established; the research unit should conduct regular tracer studies of school leavers to assist career guidance

and curriculum development; all senior secondary school teachers should acquire computer literacy and the supply of an adequate number of computers to schools is required; practical and business subjects in senior schools should build on what will be taught in junior schools in the future; all teachers should receive training in guidance and counselling and exposure to commerce and industry at Teacher Training Colleges; the reliance on expatriates should be reduced; adequate budgets for practical and commercial subjects are required; supervisory staff need to be retrained to achieve an orientation to the world of work; revitalise guidance and counselling at the schools (office, reduced teaching load, dedicated classroom, relevant material); practical subjects clubs and clubs that support work should be encouraged [18]. The goal of preparing senior secondary students for the transition to further education and training, and for working life, is to be achieved by providing them with a sound general education, coupled with strategies which develop their awareness of the world of work, particularly through guidance and counselling [9,18].

The *Berufsvorbereitungsjahr* in Germany is a pre-vocational programme taken in a vocational school designed for students with nine or ten years of general education who have not obtained an apprenticeship contract in the dual system. The programme lasts one year and prepares participants for vocational training at ISCED 3B [6]. The pre-vocational *Brobygning* (bridge-building) course in Denmark was introduced to facilitate the transition from basic school to the vocational training system for those who have not yet decided on their type of further education. Likewise, the classes preparatoirel' apprentissage in France is a one-year programme usually taken in a secondary school (college) designed for students aged approximately 14 years to help them decide on future training [6,11].

Republic of Korea and Taiwan made a high priority on specific vocational education as they entered the industrial era. Multilateral assistance to vocational and technical education has often concentrated on physical facilities for formal technical vocational schools and to the diversification of secondary education through the integration of the quality of basic education is being promoted through curriculum reforms. Since 1998, pre-vocational education and the MOE's newly introduced life-skills curriculum have been redesigned and expanded, particularly in lower and upper secondary formal (general) education. To guarantee a broad view of competencies during the basic system, co-curricular activities are primarily focused on the three main areas basic communication skills; expansion of knowledge and skill; and attitudinal development in both the lower and upper secondary school systems [9,10].

5. Pre-Vocational Courses on Primary Education in Indonesia

Vocational education in Indonesia carried out at the level of upper secondary education as vocational high schools (VHS). VHS is a vocational education with the 3-year study period for students fourteen years age. Furthermore, at the level of higher education, vocational education is called polytechnics. Vocational education system mentioned above, require pre-vocational education at the basic education level in elementary school and junior high school.

Spectrum of vocational education in Indonesia consists of six vocational areas of expertise, namely: (i) Technology and Engineering; (ii) Information and Communication Technology, (iii) Health, (iv) Arts, Crafts, and Tourism; (v) Agribusiness and Agro technology; and (vi) Business and Management. In 2013 there are 10 054 SMK in Indonesia. The development requires the handling of pre-vocational and vocationalisation well-structured.

We know that innovation and development of quality vocational education in the era of knowledge-based industries are expected to: (i) move the students to think critically, responsible for managing information and knowledge; (ii) mature emotional, mental, and moral students to work each other in managing and solving the problems of life; (iii) use of new technologies (ICT) in an interactive, effective, efficient, and responsible; (iv) raising the quality of the individual student as a whole, (v) building a culture and entrepreneurial spirit in the work, learning and serving as a productive; (vi) contextual [3,4]. The development on the quality of vocational education needs support a good process of vocationalisation and pre-vocational since primary education.

Innovation and development of vocational education need process of vocationalisation and pre-vocational. Both are an important part in the development of the quality and relevance of vocational education. The selection of the level of education in the implementation of pre-vocational program, depending on the needs of the educational system of each country. Pre-vocational undertaken to develop an appreciation and attitude of students towards vocational field. Pre-vocational learners can develop the capacity to be effective in selecting and practicing job they pursue. Thus pre-vocational functioning to prepare students to be able to realize this work goals in a professional manner.

Pre-vocational subjects designed to support the vocationalisation process. Pre-vocational subjects mainly introduce vocational education programs and the types of works that the students started to have a positive awareness and appreciation of the world of work. Pre-vocational subjects must be facilitate the students in the education transition from primary education to

vocational high school. Elementary education graduates are expected to determine the appropriate options for vocational education programs.

The main purpose of pre-vocational program is to develop the relevance of vocational education at VHS to the needs of working life. Pre-vocational to improve the suitability of the learners in selecting programs held at VHS. Pre-vocational subjects are general which includes insights on the world of work and educational introduction to the world of work or vocational education. Competencies that are taught include the development of knowledge, skills, and attitudes or fundamental skills and generic work skills. Fundamental skills can cover: (1) basic skills i.e. listening skill, reading skill, writing skill, speaking skill, and math; (2) personal qualities i.e. responsibility, integrity, moral, and character. Generic work skill covered how to used resources, use technology, relate to others, and work on teams.

Development of pre-vocational subjects in basic education in Indonesia requires strategy and a structured program. Key competencies are appropriate subjects taught in elementary schools and junior high schools. It specified both personal attributes and key competency skills which could be developed through pre-vocational courses and programmes and that contribute to a person's employability: (i) communication skills that contribute to productive and harmonious relations between employees and customers; (ii) teamwork skills that contribute to productive working relationships and outcomes; (iii) problem-solving skills that contribute to productive outcomes; (iv) initiative and enterprise skills that contribute to innovative outcomes; (v) planning and organising skills that contribute to long-term and short-term strategic planning; (vi) self-management skills that contribute to employee satisfaction and growth; (vii) learning skills that contribute to ongoing improvement and expansion in employee and company operations and outcomes; (viii) technology skills that contribute to effective execution of tasks [15].

Learning strategies must involve student activity and contextual learning. Pre-vocational learning should pay attention to the following matters: (i) activity based teaching and learning; (ii) social skills; (iii) communication skills; (iv) team work; (v) critical thinking and problem solving skills; (vi) independent working and thinking; (vii) personal organisation; (viii) self study. Modern ICT based pedagogical tools will be used to enhance teaching and learning in class and make it more attractive to the students. Students will also visit industries, work organisations, hotels, plantation, agriculture, fisheries, animal husbandry, banks, hospitals, offices etc. to gain insightful knowledge into potential areas of future employment.

5. Conclusion

Pre-vocational implemented on the primary education to support vocationalisation process of the vocational education. Pre-vocational subjects are general to build students' appreciation of the work life. At the elementary school level students began to be introduced how to identify the work, recognizing talent and interest in, the types of vocational skills program so that after graduating from secondary school can choose the right vocational skills program. Competencies that are taught include fundamental skills, generic work skills, and key competency. Pre-vocational learning should pay attention aktive learning dan contextul learning.

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ROLE OF ICT IN PRIMARY EDUCATION: POTENTIAL, PITFALLS AND CHALLENGES

S.Prabakaran

Assistant Professor, Dept. of Public Administration Directorate of Distance Education Annamalai University,
Annamalai nagar, Chidambaram-608002, Tamilnadu, India.
pabi_prasan@yahoo.co.in

Abstract

The United Nations' Millennium Development Goals (MDGs) two and three are about achieving universal primary education and promoting gender equality, respectively. The MDGs in education are defined in terms of participation and completion of primary education by all children and the elimination of gender discrimination in education. Despite the continued efforts of the various Governments on universalizing the primary and elementary education, through a wide range of programmes and schemes, access to quality education continues to be an obstacle in the achievement of the education goals. Primary education is the largest sub-sector of any education system and offers the unique opportunity to contribute to the transformation of societies through education of the young. In order for young people to adjust to and compete in the rapidly changing environment of the contemporary world they need to have a set of life skills which includes among others, communication, analytical and problem-solving skills for creativity, flexibility, mobility and entrepreneurship. Thus an educational strategy should be oriented on the new lifestyle concept and corresponding skills development alongside technological innovations. In particular, new approaches to education give an important role to the use of ICTs, the redrafting of curricula, a greater focus on skills and the training of a new generation of teachers. The paper also examines the key issues and challenges in the effective implementation of ICTs in primary education and provides suggestions to address these challenges and aid the implementation of ICTs in primary education.

1. Introduction

The United Nations' Millennium Development Goals (MDGs) two and three are about achieving universal primary education and promoting gender equality, respectively. The MDGs in education are defined in terms of participation and completion of primary education by all children and the elimination of gender discrimination in education. Despite the continued efforts of the various Governments on universalizing the primary and elementary education, through a wide range of programmes and schemes, access to quality education continues to be an obstacle in the achievement of the education goals. Efforts so far have addressed to a considerable degree, the concerns of equity as well as that of regional parity, however concerns of quality have not received adequate attention. Recognizing this, the Government of India's flagship education programme at the primary level - the Sarva Shiksha Abhiyan (SSA) - has streamlined its focus on 'quality'. The situation is similar across the South Asia region. With the target timelines for universalizing of primary and secondary education nearing, there is a sense of urgency in accomplishing the goals set therein. As is being increasingly articulated, if after spending large sums of money on programmes and schemes, countries have not become fully literate, it is time that innovative and cost effective methods be put in place to address the problem of education in these

countries. While this is a larger problem and points to the need for reform in the educational systems of these countries at various levels - pedagogical, curricular, as well as institutional, The emergence of various Information and Communication Technologies (ICTs) and their increasing acceptance and adoption by society provide unique opportunities and could potentially promote education on a large scale. While there is no conclusive research to prove that student achievement is higher when using ICTs in the education space, either in the developed or developing countries, there is a general consensus among practitioners and academics that integration of ICTs in education has a positive impact on the learning environment. It is understood that in diverse socio-economic and cultural contexts ICTs can be successfully employed to reach out to a greater number of students, including those to whom education was previously not easily accessible, and help in promoting learning, along with exposing students to the technical skills required for many occupations. ICTs act as and provide students and teachers with new tools that enable improved learning and teaching. Geographical distance no longer becomes an insurmountable obstacle to obtaining an education. It is no longer necessary for teachers and students to be physically in proximity, due to innovations of technologies such as teleconferencing and distance learning, which allow for synchronous learning. ICTs in schools provide an opportunity to teachers

to transform their practices by providing them with improved educational content and more effective teaching and learning methods. ICTs improve the learning process through the provision of more interactive educational materials that increase learner motivation and facilitate the easy acquisition of basic skills. The use of various multimedia devices such as television, videos, and computer applications offers more challenging and engaging learning environment for students of all ages.

Twenty-first century teaching learning skills underscore the need to shift from the traditional teacher-centered pedagogy to more learner-centered methods. Active and collaborative learning environments facilitated by ICT contribute to the creation of a knowledge-based student population. Education leadership, management, and governance can also be improved through ICT by enhancing educational content development and supporting administrative processes in schools and other educational establishments.

2. Significance of primary education and ICT

Two of the most fundamental concepts of our study are primary education and ICT (i.e. Information and Communication Technology). Both of these are common terms in every education system, however their scope and interpretation is not identical everywhere. Therefore we find it important to briefly discuss their meanings. Education usually begins at ages five, six or seven and lasts for four to six years (the modal value for OECD countries being six years). Programmes at the primary level generally require no previous formal education, although it is becoming increasingly common for children to have attended a pre-primary programme before entering primary education. The boundary between pre-primary and primary education is typically the beginning of the systematic studies characteristic of primary education, e.g., reading, writing and mathematics. It is common, however, for children to begin learning basic literacy and numeracy skills at the pre-primary level. ICT is commonly used as an umbrella term for a wide collection of computer based instruments, resources, environments, procedures, and skills used for obtaining, processing, and communicating information. Note however that ICT – particularly in the context of education – is often perceived from two sides: technology as an information medium, and technology as a construction medium. Education itself has two perspectives that could also be called informational (getting information and skills) and constructional (creating, discovering, constructing knowledge). Although both sides are equally important, the constructional side is sometimes undervalued. Therefore, more and more authors use the term digital technologies instead of ICT to

emphasize the need for balance between the informational and constructional sides. In our study we adopt a broad sense that includes both informational and constructional sides, and we regard ICT and digital technologies as synonymous terms.

Thus, by ICT we refer to a collection of computer-based technologies, which are exploited to support teaching and learning, communication and collaboration, self-expression, creation, etc., that is, for the promotion of all developmental domains of children, and learners of any age. A strong characteristic feature of primary education in many countries is that most subjects are taught by the same teacher for each class. According to the view of experienced practitioners themselves, such an arrangement affords exceptional challenges and opportunities. After clarifying two key concepts for our project let us remind once more what is the main focus for the study: we want to document how diverse and enriching is the presence of ICT in primary education – ranging from the role of technology for better instruction, through tools for creative self-expression, to support of children's learning and thinking processes, special educational needs, to educational robotics, and programming for children.

3. Definition of Information and Communication Technologies (ICTs)

Information and Communication Technologies (ICTs) are often associated with the most sophisticated and expensive computer-based technologies. But ICTs also encompass the more conventional technologies such as radio, television and telephone technology. While definitions of ICTs are varied, it might be useful to accept the definition provided by United Nations Development Programme (UNDP): 'ICTs are basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our 'networked world' – a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe'. When we talk of ICTs, we refer not only to the latest computer and Internet based technologies, but also to simple audio visual aids such as the transparency and slides, tape and cassette recorders and radio; video cassettes and television; and film. These older and more familiar technologies are referred to under the collective heading of "analogue media" while the newer computer and Internet based technologies are called the "digital media".

However, in today's world, with the increased convergence or blending of the engineering designs and with the coming together of the satellite and the computer, the dividing lines between these different media are becoming blurred and consequently, the way people define and refer to ICTs is also getting blurred.

Therefore, Government policies lately reflect their realization of the importance of integrating ICT use and the promotion of quality education enabled through ICTs. The creation of educational networks offer substantial economies of scale and scope, when attempting to improve the quality of education and seek to standardize quality across the system. Hence, Governments are investing in infrastructure facilities that link schools/educational institutions and resource centers.

However, despite administrators and experts alike recognizing the potential of ICT in improving access to quality education, the utilization of ICTs in school education in the South Asian countries is still not at a very advanced stage. Although ICTs do offer many beneficial opportunities for education, they are no substitute for formal schooling. The role of technology is to support school education and not replace it, though the technology may play an appreciable part in meeting the needs of children who cannot go to a conventional school. Access to ICTs ensures enhancement of traditional or formal education systems, enabling them to adapt to the different learning and teaching needs of the societies.

4. Different Types of ICT/ Media Technologies

We can study ICTs them in terms of the technologies, i.e. the delivery systems or in terms of their content. Let us look at the different types of ICTs/Media Technologies first. Delivery systems: Based upon their characteristics, media technologies can be grouped into two categories, namely, synchronous and asynchronous. Synchronous media require all participants to be together at the same time even though in different locations. Asynchronous ICTs allow for participants in the learning process to be at "different times" and "different places"

5. Types of Media /ICT Content

Just as we can divide ICT technologies into two types, educational content is also categorized into two different types of educational content - general awareness and instructional content. When a decision is taken to use ICTs for educational purposes, we must be able to define and describe for what purpose the content will be used and also be very clear as to what delivery system we are going to use. Such a decision should not be based on the technologies but on the conditions and contexts in which we seek to use the ICTs.

6. ICT in present-day schools: different models of implementation

As described above, countries use a variety of strategies to protect the safety of children while they access the Internet. In spite of that, nearly all countries – no matter which religion or value system they adhere to – agree that school (including its primary level) ought to develop students' digital skills, digital literacy, and appropriate digital behaviour as part of developing 21st century skills. To reach this goal, there are different strategies and models of implementation, with varied values and priorities. In a broad range of approaches we can distinguish three main models

6.1 ICT integrated across the curriculum

In this model, ICT is incorporated in subjects to enhance particular learning outcomes, although often augmenting cross-curricular relations between them as well. ICT also helps create opportunities for developing 21st century skills. It is also clear that the success and benefits of this model depend critically on the level of digital literacy of teachers – not only on their own ICT skills, but on their experience and innovativeness in new digital pedagogies, and their personal capacity and interest to create new teaching and learning environments, and cooperate with other teachers: Asking whether technology can improve education is like asking whether experiments can improve science education. Everything depends on what kind of technology is introduced, how it is used, its design and how teachers are supported to use it.

6.2 ICT as a distinct curriculum subject

As a subject, ICT is usually focused on developing basic computer literacy, productive use of common office applications, presentation and multimedia tools, databases, information systems and web search, drawing environments, etc. The risk in this approach is that teachers of other subjects may be insulated from the critical need to integrate ICT to their own teaching processes. And indeed, the quality and effectiveness of routine ICT classes are increasingly being discussed – and sometimes disputed:

There is a significant and growing base of evidence, not least from Ofsted inspections, that demonstrates that there are persistent problems with the quality and effectiveness of ICT education in schools. Evidence indicates that recent curriculum and qualifications reforms have not led to significant improvements in the teaching of ICT, and the number of students progressing to further study in ICT-related subjects is in decline. Furthermore, the ICT curriculum in its current form is viewed as dull and demotivating for pupils. Its teaching may not equip.

6.3 Informatics (Computer Science) as a distinct curriculum subject

In this relatively new model there exists a separate, mandatory subject called Informatics or Computer Science or Computing or ICT, however with broader goals than in model (b), namely developing understanding of elementary Informatics concepts and skills, such as the following:

- ✓ digital literacy (basic knowledge, skills and concepts of Informatics and computers; computer literacy, working with applications; safety in a digital world);
- ✓ programming or computational thinking
- ✓ problem solving (logical reasoning, justification, argumentation; puzzles, riddles and problems; strategies for problem solving);
- ✓ data handling (organizing and analyzing data, patterns and structures) – for The third model is still rare in primary education, however it exists in a few countries and is being seriously discussed in many others, see for example a collection of papers on this topic in (Kalaš and Mittermeir, 2011), and there is a clearly growing attention to this issue in conferences and research projects, discussions, special interest groups and events of leading institutions and technology companies like ISTE, Microsoft, Lego, Cisco and others.

7. ICT in Primary Education in the Developed World

In the developed countries, and the urban elites of advanced economies, twenty-first century education integrates technologies, engaging students in ways which were not previously possible, creating new learning and teaching possibilities, enhancing achievement and extending interactions with local and global communities. Students live in a world that has seen an information explosion and significant and rapid social and economic changes.

8. ICT in Primary Education in the Developing World

In the developing world, ICTs are used largely to increase access to and improve the relevance and quality of education. ICTs have demonstrated potential to increase the options, access, participation, and achievement for all students. The unprecedented speed and general availability of diverse and relevant information due to ICT, extends educational opportunities to the marginalized and vulnerable groups, among the other disadvantaged.

ICTs in the developing world have the potential to enhance the education experience for children who:

- ✓ live in rural and remote-rural locations

- ✓ have special learning needs
- ✓ have physical disabilities constraining their access to schools
- ✓ have dropped out and/or have kept themselves out of school for various reasons.
- ✓ aim for excellence and fail to get satisfied in the current system

Teachers and learners in the developing world are no longer solely dependent on physical media such as printed textbooks which are often times outdated. With today's technology, one even has the ability to access experts, professionals, and leaders in their fields of interest, around the world at any given time.

9. An overview on ICT in primary school education in India

In India, various ICTs have been employed over the years to promote primary and secondary education. These include radio, satellite based, one-way and interactive television, and the Internet. However, there have been enormous geographic and demographic disparities in their use. Some states in the country currently have an enabling environment in place that allows for a greater use of ICTs for education, whereas other states lack such an environment making the use of ICTs for this purpose very sporadic. It is also important to keep in mind that ICTs in education are a potential double-edged sword—while ICTs offer educators, tools to extend education to hitherto inaccessible geographic regions, and to deprived children and empower teachers and students through information, there is also the danger that such technologies may further widen the gap between the educational *haves* and *have-nots*. However, technology is only a tool and the success of ICTs in enhancing the delivery of quality education to the needy, without widening the gap, will depend largely on policy level interventions that are directed toward how ICTs must be deployed in school education. The Governments in each of the countries in the South Asia region are now keen and committed on exploring the uses of ICTs for school education.

The Information and Communication Technology (ICT) in Schools Scheme was launched in December, 2004 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other geographical barriers. The Scheme provides support to States/UTs to establish computer labs on sustainable basis. It also aims to set up smart schools in Kendriya Vidyalayas and Navodaya Vidyalayas which are pace setting institutions of the Government of India to act as

“Technology Demonstrators” and to lead in propagating ICT skills among students of neighbourhood schools. Based on the experience gained so far, the Scheme was revised, in July 2010.

10. Components of the scheme

The scheme has essentially four components:-

- a. The first one is the partnership with State Government and Union Territories Administrations for providing computer aided education to Secondary and Higher Secondary Government and Government aided schools.
- b. The second is the establishment of smart schools, which shall be technology demonstrators.
- c. The third component is teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as a means of motivation.
- d. Fourth one relates to the development of a e-content, mainly through Central Institute of Education Technologies (CIET), six State Institutes of Education Technologies (SIETs) and 5 Regional Institutes of Education (RIEs), as also through outsourcing.

The highlights of the revised scheme are:

- a. The non-recurring expenditure for school has been revised from Rs. 6.7 lakh to Rs. 6.4 lakh whereas annual recurring expenditure has been revised from 1.34 lakh to Rs. 2.70 lakh. The recurring cost will be provided for a period of 5 years from the year of sanction.
- b. The objective of the Scheme is to cover all Government and government aided secondary and higher secondary schools by giving priority for early coverage of schools in educationally backward blocks and in areas having concentration of SC/ST/minority/weaker section.
- c. Under the revised scheme, there is a provision of a suitably qualified full time computer teacher in each secondary and higher secondary school. In case of higher secondary school having computer related subjects as elective, there would be need for a post graduate in computers teacher.
- d. There are provisions for in-service (induction and refresher) training for all teachers in secondary and higher secondary schools to enable them to impart ICT enabled teaching.
- e. 150 smart schools would be sent up by State Government and UTs at the district level using a grant of Rs. 25 lakh for a schools and a recurring grant of Rs. 2.5 lakh per year. This would enable provision of at least 40 computers in each such school.

- f. There is a provision to strengthen SIETs to contribute to e-content development.
- g. Management, monitoring and evaluation will be strengthened.
- h. Convergence with the existing programme would be essential especially in teacher training and ensuring reliable power supply and internet connectivity. The scheme includes National Award for teachers using ICT in schools in the teaching learning process.
- i. The sharing pattern will be 75:25 between the Centre and the State except for the north eastern States including Sikkim where the ratio would be 90:10.

11. Coverage

The scheme currently covers both Government and Government aided Secondary and Higher Secondary Schools. Financial assistance is provided for procurement of computers and peripherals, educational software, training of teachers, development of e-contents, Internet connectivity & set up of smart schools.

12. Financial Assistance and cost norms

Financial assistance is given to States, CIET and SIETs on the basis of the approvals accorded by Project Monitoring and Evaluation Group (PMEG) chaired by Secretary (School Education and Literacy). The project cost is shared between Centre and States in ratio of 75:25 except for the NER states including Sikkim where it is 90:10.

13. Smart School

Out of 150 smart schools 63 smart schools have so far been approved in 12 States and 3 UTs under ICT in Schools Scheme.

14. ICT Policy

A Committee has been constituted to draft a Policy on the usage of ICT in Schools Education. A draft policy has been prepared which is in the final stage. The draft policy aims at using ICT for preparing youth to compete globally and participate creatively in the establishment, sustenance and growth of a knowledge society.

15. National Award for Teachers using ICT for Innovation in Education.

The entries for the ICT award for 2010 and 2011 have already been screened. The awards will be announced soon. States were requested to send the nomination for the ICT award for the year 2012 by 30th June 2012

16. EDUSAT

EDUSAT was launched by ISRO in 2004 as the first Indian satellite built exclusively for the education sector. The programme of transmitting educational content through this satellite is currently implemented in primary schools in educational districts. It provides centralised content to schools through 'receive only terminals' (ROT) installed at the school, which are powered through solar panels. Every day, two programmes of 30 minutes each are broadcast for students from Class III to VIII. This programme covers First Language, English, Science, Mathematics and Social Science subjects. The schools have been provided with a teachers' hand book which provides the broadcast schedule in advance. This helps the teacher to integrate the video lesson with her class room teaching. The hand book also provides a one page hand out on each video lesson which contains the objectives of the video lesson, content of the lesson, pre broadcast and post broadcast activities that the teacher has to take up in the class room and also evaluation. All the class room teachers have been trained in the use of these video lessons in the class room teaching.

Specific objectives of EDUSAT programme

- a. To provide online support to teachers in handling difficult concepts
- b. To create access to competent teachers and appropriate materials for all learners
- c. To develop desired learner competencies and skills in children of class-III to VII & VIII to X with respect to major concepts (hard spots) in (a) Mathematics, (b) Science, (c) Social Science, and (d) First Language and (e) English (classes V-VIII)
- d. To provide necessary inputs in non-curricular areas for the overall development of children
- e. To provide academic support to teachers in handling different concepts covered in curricular areas
- f. To encourage teachers to develop teaching learning materials and its use appropriate to the different concepts being taught in the classroom
- g. To orient the school development monitoring committee members about the need for monitoring the efforts of teachers and parents in improving the quality of primary education
- h. To bring awareness among community members at large to provide academic support to all children in their respective villages/wards through active participation to supplement the efforts of teachers in improving the quality of primary education
- i. To enable teachers to get uniform guidance from specialists in the field.

17. Key Issues And Concerns

There are many challenges in implementing ICTs effectively in existing schools. Policy-makers need to give ICTs adequate priority and attention so as to reap the benefits of deploying ICTs in school education. Students from rural locations or impoverished communities often tend to slip under the radar so that they do not have even basic access to ICT. Given that a number of schools still do not even have appropriate classrooms, computers, telecommunication facilities and Internet services, ICT continues to be a distant dream. The existing shortage of quality teachers further compounds the problem.

In developing countries, budgetary allocations for deploying ICTs in school education are typically limited, and given the high initial costs of setting up ICT systems, the cost factor works as a further deterrent. Shifting the existing focus from traditional educational models to an ICT-based education system is bound to be met with constraints and roadblocks. Some key issues and concerns that need to be addressed in order to create an ICT friendly environment in schools are:

- a. Availability of infrastructure to support ICT
- b. Availability of Funds to Implement ICTs
- c. Capacity Building of Teachers
- d. Resistance to Change
- e. Lack of Awareness
- f. Internet Usage
- g. Language Barriers
- h. Monitoring and evaluation

18. Key Learning's

Although there is great opportunity for improvement in school education at many levels through the use of ICTs, the road to achieving it is not easy. It will take continued commitment from all stakeholders involved to make any kind of substantial and sustainable change. The following broad-based suggestions may act as a basis for building a long-term roadmap to bringing ICTs to schools, and students at large in the South Asia region. A key to succeed in this endeavor is to adopt a comprehensive, end-to-end, systematic approach, with a phased and learn-as-you-go strategy for implementation, that can be adjusted to adapt to the specific needs and a changing environment.

- a. Government Support
- b. Creating Community-Based ICT Facilities
- c. Prioritizing and Planning Access to Remote Areas
- d. Adopting ICTs Suited to the Context
- e. Focus on Capacity Building
- f. Creative Solutions to Computer Shortages
- g. Alternative Power Sources
- h. Financing ICT Investments

19. Conclusion

A carefully thought-out, integrated approach to introducing computers and the Internet into learning environments in developing countries can have a significant impact on teaching and learning. In countries where learning resources are limited and teachers never dream of having a fully stocked library, let alone the Internet, teachers and students have been introduced to a new world of learning. As a result, those with access to ICTs have been greatly empowered, and now believe they can compete in a global knowledge-based economy because they know that their knowledge, ideas, culture, and passions are as valuable as any in the world. In order to more effectively prepare students to participate in ICT-driven education, greater commitments and willingness to share and adopt innovative solutions are needed from all aspects of society—from Governments, the private sector, communities, donors, parents, and students. Schools should be transformed into active learning environments open to their communities; telecommunication and power infrastructure policies should focus on schools as starting points for rural transformation; teachers and students must be empowered to be creative agents for change in their schools; and leaders must embrace a vision that will prepare their youth for tomorrow's challenges. Despite the challenges outlined in the paper, ICTs are being increasingly used in education in both the developed and developing world, in order to reach out to children from poor and remote communities, provide them with a quality education, and in general equip both teachers and students with a wider range of educational resource and enable them with greater flexibility. However, the growth and success of ICTs in education depends on the extent to which the issues and challenges outlined in this paper are addressed. There is a critical need to document every effort for the benefit of the various stakeholders—decision-makers, institutions, NGOs and civil society. It is necessary to know what works and what does not, and what the implications are for policy making, planning, and implementation. Specifically, it needs to be understood that any new technology comes not merely with hardware and software, but with a learning and teaching style and grammar of its own, and that management practices need to be adapted in order to use the technologies effectively. ICTs are, ultimately, only physical tools, which by themselves cannot bring benefits to students, teachers and communities at large. Therefore the unique contextual realities of this region, including, primarily, the initiative and impetus of the various countries and its constituents, the involvement of private companies and NGOs, and the level of infrastructure, play determining roles in creating enabling environments promoting the use of ICTs

for primary and secondary education. Technology then should not drive education; rather, educational goals and needs, and careful economics, must drive technology use. Only in this way can educational institutions in developing countries effectively and equitably address the key needs of the population, to help the population as a whole respond to new challenges and opportunities created by an increasingly global economy. ICTs, therefore, cannot by themselves resolve educational problems in the developing world, as such problems are rooted in well entrenched issues of poverty, social inequality, and uneven development. What ICTs as educational tools can do, if they are used prudently, is enable developing countries to expand access to and raise the quality of education. Prudence requires careful consideration of the interacting issues that underpin ICT use in the school—policy and politics, infrastructure development, human capacity, language and content, culture, equity, cost, and not least, curriculum and pedagogy.

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(<http://www.niit.com/>)

Hole in The Wall Initiative (www.hole-in-the-wall.com/)

ACJEL IMPLEMENTATION AND IMPACT ON STUDENT LEARNING ACHIEVEMENT IN SALATIGA PRIMARY SCHOOL 2012

Slameto

Satya Wacana Christian University Salatiga
Slameto_uksw@yahoo.com

Abstract

Various efforts to improve the quality of national education has been carried out, among others, by improving the quality of school management through the School Based Management (SBM). But once under way, the quality of education has not shown significant improvement. SBM is seen not maximized yet. Problems in monitoring and evaluation of how high the level is formulated “Active, Creative, Joyful, and Effective Learning” (ACJEL) as SBM implementation by teachers and their impact on student achievement of Salatiga Primary School SBM implementer.

Gap analysis to be one of the tools used to measure service quality SBM in monitoring and evaluation; even can also be used to evaluate the performance of service providers namely the Ministry of National Education; Gap analysis relies on self-evaluation and observation of the school to get an idea of how the conditions and the fact ACJEL in Primary School using the Standard SBM.

After gap analysis is done, it turns out the level of activity, creativity, effectiveness and joy full (ACJEL) teacher learning is still low, the gap (a very high 90% of the indicator by the teacher in the learning Active Learning). The low quality of teachers ACJEL impact on the low of student achievement (achieve a high score gap, 80%). Such conditions occur due to various factors, both internal Primary School factor that relevant and external factors. All parties are called to seek a solution to improve the quality of learning/elementary education.

Keywords: School Based Management (SBM), Gap Analysis, “Active, Creative, Joyful, and Effective Learning” (ACJEL), Achievement.

1. Introduction

Various efforts to improve the quality of national education has been carried out, among others, through a variety of training and competence of teachers, provision of books and learning tools, improved educational facilities, and improving the quality of school management. Operationally, the policy of decentralization began on January 1, 2001, beginning with the transfer of most of the central government to local government districts and cities that carry a consequence of the restructuring of government institutions, including education. Since then the school started to implement a model of School-Based Management (SBM).

Implementation SBM has a purpose (General Directorate of Basic Education, 2001; Satori, et. al., 2001) as follows: (a) improving the quality of education through self-reliance and initiative in managing and empowering schools available resources, (b) raise awareness of the school and society in performing the education through shared decision making, (c) increase the responsibility of the school to parents, schools and governments on the quality of the school, and (d) increasing healthy competition between schools for the achievement of quality education that is expected.

But until after 4 years of running SBM program implementation, the quality of education has not shown significant improvement. SBM is seen not maximized. ICW research results (2004) in Jakarta produce findings include: Implementation of the SBM is still top down, and SBM policy is still not well understood (teachers and community). The results of research conducted in Jakarta showed that SBM components which include: Management and HR did not start as expected. Of course, in addition to the coverage of different regions, and different implementation period, there is also a component of the MBS that have not been studied in this research, namely component of Teaching (CLT). How after more than 10 years of running in Salatiga?

The objective of monitoring and evaluation through a gap analysis is to decide the level of activity, creativity, effectiveness and joy full (CLT) teacher learning and its impact on student achievement in particular elementary school implementing SBM Salatiga. The results of this analysis useful in the development of teacher learning (and teaching profession) on the basis of comparison of the ideal and the reality that exists, obstacle and supporting factors and the need for empowerment of teachers in the elementary and stakeholders that will be involved.

2. “Active, Creative, Joyful, and Effective Learning” (ACJEL)

In essence the estuary of SBM implementation is to improve the quality and relevance of education, both related to the quality of teaching, curriculum, human resources and other educational personnel, and educational services. Some of the aspects that made the implementation of SBM motive, motive is economic, professional, political, administrative efficiency, financial, student achievement, accountability, and school effectiveness.

Furthermore, the purpose of the implementation of SBM leads to more freedom and helplessness schools (autonomous or independent) in managing its resources effectively and efficiently, and to encourage schools to make the right decisions in a participatory, transparent and accountable in achieving the goals set. With SBM, the school has a great responsibility in the management of education and learning in schools, according to the conditions of each school (Slameto, 2012).

Application of SBM is expected to improve the quality of education in schools, although there is no empirical evidence that SBM guarantees improved the quality of education, but with reference to the three concepts of quality by Sallis (1993), schools can manage education to improve educational services that meet the required standards / determined. According to the Ministry of Education (2002), SBM aims to make independent or empowered school through authorization, flexibility and resources to improve the quality of schools. Levacic, (1995) identified three school-based management objectives, namely 1) efficiency, 2) effectiveness, and 3) responsibility.

Schools can be said excellent if the school performance, particularly student achievement demonstrated high achievement in: (1) academic achievement, which grades and grade graduation standards, (2) have values of honesty, piety, modesty, and able to appreciate the value cultural values, and (3) have a high responsibility and capabilities embodied in appropriate basic science skills received at school (Directorate General of Primary and Secondary Education, Directorate of Kindergarten and Elementary School, 2009). High student achievement is only possible if the teachers are professional teachers. Therefore, teachers need to adapt their self with the working climate that grown by the SBM implementation practice that is ACJEL.

Silberman (1996) outlines that students only captures 50% of the speaker's words, and students can only retain about 70% of its attention on the first 10 minutes of the lecture, and the attention it will come down to around 20% in the last 10 minutes. Further stated that by adding a visual image that improves retention from 14% to 38%. A

picture may not be as valuable as the thousands of words, but three times more effective than mere words. What is supported by the findings presented Silberman JCU Study Skills Online (2002) absorptive capacity of the subject matter that results in the form of memory are as follows:

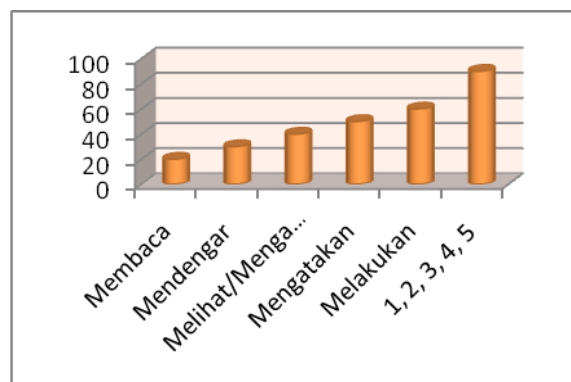


Figure 1. Diagram

From the diagram above it can be seen that the more senses that must be actively involved in the study will provide better results (1. *membaca* = reading, 2. *mendengar* = listening, 3. *melihat* = observe, 4. *mengatakan* = talking, 5. *melakukan* = doing). But this does not mean that the learning process is only student that active while a teacher may be passive. Although active learning is the emphasis that students actively in the learning activities, but by no means only the students are active, teachers are also required to create active in teaching and student learning activity. To portray the involvement of students and teachers in meaningful learning process can be outlined in the following matrix.

Table 1. Tabel

	Passive teacher	Active teacher
Passive Students	(A) No learning	(B) Conventional teaching
Active Students	(C) The students independence in learning is very high	(D) Active learning

Active learning means learning should enable all students and teachers, both physically (including all senses) as well as mental, moral, and even spiritual. For example, if a class is learning about the properties of water (Sciences), then there is a simple test or experiment, so that being physically active all the senses are involved, as well as think and analyze why the water is always flat even though the container is tilted, for example, continue to be associated with the greatness of God created water for the welfare of human life, and therefore need to be preserved.

Creative learning has meaning, not just executing and implementing curriculum reference, simply because the curriculum documents and plans, then to be scrutinized, have developed creative, there are a thousand and one way to learn and deepen a particular competency. So there is a basic competency development creativity and no creativity in the implementation in the classroom, including the use of the environment as a source, and a means for learning the material. Environment can mean the physical and social environment; physical could be natural environment and natural phenomena, whereas social environment is all human behavior and its relationship with other human beings, and the natural environment. For example, the market, the attitude in traffic, preservation and destruction of the environment by humans, and so on.

Learning is effective if it reaches the goals and objectives as well as many things that are "earned" by the student, even teacher on each learning activity get "new experience" as a result of two-way interaction with the students. In order to know whether effective learning in the classroom or not, every end of the lesson needs to be evaluated, the evaluation is meant here is not just a test for the students, but the kind of "reflection" by the teacher and the student and supported by teacher notes, one of them possibly the result of training / similar oral test, written and behavior. Then it concluded, have the goals set have been achieved, how great the achievements, what the deficiency and excess, and what the follow-up and the next plan, that in the form of improvement program and enhancement of the quality of learning.

Fun learning should be interpreted broadly not only fun, but learning should be "enjoyed" by his learners. Learning can be enjoyed if the learning is fun. Exciting is not just fun but there are elements of perseverance, inner motivation, after knowing something always want to know more, and have the resilience to learn more, learning should be fun, exciting, strengthen and educate. In addition, students need to be trained if the thought, though the heart, though the flavor and sport. On the other hand learning need to challenge students to think, to try and learn more, full of self-confidence and to develop positive potential optimally. Being a man that has character, full of confidence, be him/her self and have a competitive spirit in shades of togetherness. Schools, teachers, and the media and means that there is only support and facilitate. However, although only facilitate schools and teachers as well as other stakeholders including the government must strive for the potential that exists, as well as students' inner motivation and self-reliance can be formed.

They also need to provide a challenge to the curiosity and motivate further learning, creative and innovative, diligent and realizing potential, which

needs to be developed further. Learning should also spur a competitive spirit. So it is not just in the sense joyful and festive fun with it. Thus the need to pay attention to many aspects of learning, including how to make students able to work in a team / group, is able to show his ideas in a coherent and systematic manner both orally and in writing. These aspects need to be recognized and understood by every teacher. If there is an opportunity to apply, then done, of course, there are certain aspects of the dominant learning specific competence. Of course not all aspects must be entered on every lesson. At least at the time of preparing lesson plans these aspects considered and taken into account. The point is to develop the potential of our children optimally and intact within its capabilities, so as expected Indonesia to be human beings.

One feature of ACJEL is the occurrence of an effective learning process. How can an effective learning is said to depend on the effectiveness of teacher-managed learning. Hunt in Rosyada (2004) stated that effective learning if learners gain new experiences and change their behavior toward the accumulation of the desired competencies. There are five important part in increasing the effectiveness of learning, planning, communication, learning itself, the setting, and evaluation. Rosyada (2004) states there is a seven-step increase effective learning which starts from planning, formulation of objectives, lesson planning exposure to students, using a variety of strategies, closing the learning process, and evaluation that will provide feedback for the next plan.

3. Gap Analysis

Literally the word "gap" indicates a difference (disparity) between one thing to another. Gap analysis is often used in the field of management and become one of the tools used to measure the quality of service. In fact, this approach is most commonly used in the United States to monitor the quality of service. Gap analysis is one tool that can be used to evaluate the performance of service providers. The results of this analysis can be a useful input for planning and prioritizing the budget in the future. Furthermore, gap analysis is also one very important step in the planning stages of the performance evaluation. This method is one of the methods commonly used in the management of the internal management of an agency.

Gap analysis is a method / tool to help an organization compares the actual performance with potential performance. Operations can be expressed by the following two questions: "Where are we now?" and "Where do we want?" Model developed by Parasuraman, Zeithaml and Berry (1985) one of the five gaps, namely: the gap between agencies and service standards services provided; agency in this case is elementary that implement SBM. The

gap model puts the potential for failure in the service provider, not the consumer. By using gap analysis, it can be known the smaller of the gap, the better quality of service.

Gap will be positive (+) if the actual value is greater than the target value, otherwise it will be negative (-) when the target value is greater than the actual value. If the target value is getting bigger and the actual value is getting smaller, it will be obtained a widening gap. Objective of gap analysis is to identify the gap between optimistic allocation and integration of inputs, as well as the achievement now. Gap analysis helps organizations / institutions in expressing that which needs fixing. Gap analysis process involves the setting, documentation, and the positive side of diversity desire and capability (now). The purpose of the gap analysis is to see how far the suitability of the system is being run with the related standards that must be met.

This gap analysis to determine the current condition and what action will be performed in the future. The relationship between the companies as suppliers of goods and services to consumers who use goods and services can be helpful in understanding the concept of gap analysis.

In brief, useful for gap analysis: assessing how much the gap between the actual performance with the expected performance standards; know the performance improvements needed to close that gap, and become one of the basic priorities of decision making time and cost required to meet the service established.

For the implementation of the program, the agency establish the activities that are pouring out of the program. To assess the success or failure of an activity the assessment activities conducted on the performance indicators. Step gap analysis at the level of activity performance indicators together with the steps taken in the analysis of program performance indicators. Gap analysis is based on school self-evaluation and observation to get an idea of how the conditions and realities on the ground (in this case the organizers Elementary School of SBM) or ACJEL particular.

4. ACJEL Indicators and Student Achievement

General Directorate of Primary and Secondary Education, Directorate of Kindergarten and Elementary School (2009) set Achievement Indicators Program Elementary School-Based Management, specifically related to aspects of teachers and learning later that I used as an indicator of teachers who apply ACJEL like this.

1. Mastering the curriculum: structure, concepts, and teaching materials; having scientific mindset that supports the subject matter
2. Know the strengths and weaknesses of students in the class and be able to encourage learning and achievement motivation to students

3. Ability to manage the class and implement the study gives students the opportunity to explore, elaborate and confirm the teaching materials well
4. Able to facilitate two-way communication with students both in the classical and group learning
5. Being able to utilize the facilities and environmental media as a source of learning and be able to make simple teaching aids
6. Having the product in the form of simple teaching aids document -teacher made apparatus and learning media as an original innovative ideas and be able to explain it well
7. Being able to understand the noble values of the local culture, country, and universal spiritual and moral values
8. Able to coordinate with colleagues in order to improve the performance and quality of learning
9. Being able to evaluate self performance-self-assessment to identify weaknesses and problems and acting in concrete programs in the next period; there are always improvements
10. Having a vision for the future to improve the quality of education, especially learning in school is supported by the work ethic and high responsibility to the class.

With the same source, specifically related to aspects of students and student achievement which further the writer uses as an indicator of subsequent academic achievement are as follows.

1. At least 80 percent of each class of students can achieve minimum mastery criteria (MMC) defined by the school
2. Each student has a product of learning
3. Each student has a superior performance, an excellence than other students
4. Ability to work in a team of team work to solve a problem or complete a task
5. Able to explain the subject matter has been mastered in both orally and written clearly and fluently
6. Being able to convey his personal opinion on a matter clearly in orally or written
7. Able to understand and comply with the rules and regulations established in a democratic school
8. Behave in manners and respect, respect for: teachers, parents and other school community, not fear and avoidance
9. Understanding local culture (language arts area and region)
10. Physically and mentally healthful look fit, clean and tidy, and eager to face challenge.

5. Steps Gap Analysis

In conducting gap analysis, there are several key steps carried out as follows.

1. Identify the service components to be analyzed
Services to be analyzed can be of service in

- general or specific services, such as services in education or health, or more specific services.
2. Determination of service standards
Service standards may be formal or informal service standards. The standard of service is a formal written service standard, clear and communicated to all staff of the service provider. Meanwhile, informal service standard is the standard of service that is not written and assumed to have been understood by all stakeholders. In this study the use of formal standards Indicators of Achievement of Primary School-Based Management Program established Directorate General of Primary and Secondary Education, Directorate of Kindergarten and Primary School in 2009.
 3. Distributing questionnaires or interviews focused
The content of the questionnaire and interviews tailored to the design of the gap analysis that will be performed. Questionnaires and interview questions cover aspects and dimensions to be measured. Dimension is the dimension of services such as: physical dimensions of involvement, dimensional accuracy, dimensions of security, and the dimensions of empathy. To facilitate quantitative measurements, each dimension being assessed given the scale or score. FGD participants are teachers and principals and elementary school executive committee SBM from 16 elementary schools superintendent concerned, Head of Technical Implementation Unit, and Board of Education are all total 24 people.
 4. Data Analysis
By using descriptive statistics to note: the average score for each pair of factors were calculated gaps. Besides also for the calculation of the gap for each dimension.
 5. Follow Up
On the basis of the results of this analysis, we can determine the performance of services rendered. Furthermore the concerned institutions can formulate policies necessary to cover the gap.

6. Results Gap Analysis

After charging questioner and involved 24 focus group discussions with key informan, the results it can be summarized as the following two tables.

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Table 2. The results of the gap analysis ACJEL implementation

Indicator	Gap	Specification
1. Mastering the curriculum: structure, concepts, and teaching materials; having the mindset that supports the scientific subject matter	***	Most of the less controlled and less motivated development; yet all teachers have the competence standards
2. Know the strengths and weaknesses of students in the class and be able to give learning passion and achievement motivation to students	**	Less in program improvement and enrichment
3. Ability to manage and implement learning that would allow students to elaborate, explore and confirm the teaching materials properly	***	In general, still centered on teachers, some teachers are rarely given the opportunity for students to explore; not all teachers are able to implement yet
4. Being able to utilize the facilities and environmental media as a source of learning and be able to make simple props	****	Commonly teacher is not creative enough utilizing the environment as a source of learning, some teachers are still only using improvised props; tools and media that exist is not maximally exploited & implemented optimally yet
5. Having the product in the form of documents is simple props-made apparatus and media teacher learning as an original innovative ideas and be able to explain it well	***** **	Commonly teacher has not been able to productive against homemade props of the nature; there are some that have been damaged; still only a goal-oriented, rule out the process, making it less innovative
6. Able to coordinate with associated friends in order to improve the performance and quality of learning	*	Only limited on talk in office, not administrative well yet
7. Being able to evaluate the performance of self (self-assessment) to identify weaknesses and problems and acting in concrete programs in the next period; there is always improvement	****	Self improvement apraisal by Headmaster/ Supervisor that competent; limited to daily tests, and improvement, but not be administrative well, not always; yet all teachers are able
8. Having a vision for the future to improve the quality of education, especially learning in school is supported by the work ethic and high responsibility to the class	*	Not / not always

Description: The amount of * indicates inequality that happens, * = Poor, ** = somewhat low, *** = moderate, high = **** and ***** = very high.

Table 3. Aspects of Students and Student Achievement

Indicator	Gap	Specification
1. Each student has a product of learning	***	There are only a few problematic; yet all students to have the product
2. Each student has a superior performance, an advantage over other students mediocre	*****	Not all found potential; there are some students who do not have superior performance, only certain children; many students are moderate only
3. Ability to work in a team (team work) to solve a problem or complete a task	*	Not much going on
4. Able to explain the subject matter has been mastered both orally and in writing clearly and fluently	*****	Some students are introverted, not yet open to explain; not all students are able yet
5. Being able to convey his personal opinion on a matter clearly orally or in writing	**	Not all students are able to
6. Able to understand and comply with the rules and school regulations set out democratically	**	Includes academic regulations
7. Understanding local culture (language arts area and region)	***	There are many language students on a daily basis using the Indonesian language; required the signs

Description: The amount of * indicates inequality that happens, * = Poor, ** = somewhat low, *** = moderate, high = **** and ***** = very high.

7. Discussion

After the analysis, using a standard SBM's Primary School from the Directorate General of Primary and Secondary Education (2009) was used as an indicator ACJEL by teachers with 9 indicators, after weighting and scoring turns out that there is a 90% gap; higher gap means low levels of ACJEL by elementary school teachers. The low of ACJEL by elementary school teachers was related to three indicators, there are: 1) have not been able to utilize media tools and the environment as a learning resource and has not been able to make simple props, 2) do not have a product in the form of simple prop documents-teacher made apparatus and the teacher does not have the media learning as an original and innovative ideas inability to explain it well, and 3) have not been able to evaluate the performance of the self (self-assessment) to identify weaknesses and problems and acting in concrete programs in the next period; yet able to realize "there's always improvements"

In the aspect of student achievement gap occurs 80% of the mean students have low achievement as a result of the quality of the Active Learning by teachers, low student achievement is related to two primary indicators: 1) every student does not have any superior performance, an advantage over other students, 2) not able to

explain the subject matter has been mastered both orally and in written clearly and smoothly.

These gaps occur on ACJEL by teachers and students aspects in learning as the impact was due to various factors, both internal Primary School relevant factors and external factors. Internal factors primarily elementary principal factors that considered newly successfully implementing Elementary School management pillar 1, but have not managed to mobilize teachers for Active Learning. It also can be attributed to the quality factor in the supervision of the superintendent supervising principal and also supervising teacher. Internal factors are important in ACJEL are teachers and students, the FGD identified that not every teacher in elementary professional in the sense of having high intelligence and also has a high commitment to implement ACJEL. Even it realized also that there are teachers who have too low cedar intelligence and commitment. While the factors students revealed that many students are not independent, the quality is mediocre in the potential advantages, the number in each class is greater than (no school that housed 51 children in one class), so it is very difficult for a reading corner, library and classroom displays.

External factors that successfully emerged in the FGD is a free school policy that prohibits the participation of parents in raising funds for the school building program since school grants (School Operational Support) is so minimal when compared to the unit cost Primary School especially for flagship programs like the one in the standard SBM. Besides the lack of respect for the principal and teachers are innovative both from internal Primary School as well as from the school supra system. *SBM is a dead faint.*

Associated with gaps presented above also seems it already occurred in the United States, which recorded a 6 (six) constraints in the implementation of SBM that: a) the durability of the implementers, b) expectations are unrealistic, c) inadequate support of the education council and school committees, d) the inconsistent between teacher expectations with school policy, e) barriers in decision making, and f) the failure to focus on the main purpose of SBM.

8. Closing

After a gap analysis based on the standard ACJEL in SBM, it turns out that the level of ACJEL by elementary school teachers remains low; the lack of ACJEL by elementary school teachers is evidenced by the very high gap (90% to 8 indicators Teachers and Learning). The low quality of ACJEL by teachers such impact on the lack of student achievement (achieving a score of 80% gap). Such conditions occur due to various factors, both internal Primary School relevant factors and external factors. All parties are called to seek a

solution to improve the quality of elementary education.

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A MISMATCH BETWEEN SCIENCE CURRICULUM EXPECTATIONS AND PRACTICE: AUTOETHNOGRAPHY AND THE CLASSROOM

Vinta A. Tiarani

State University of Yogyakarta
vtiarani@yahoo.com

Abstract

This research is about primary science teaching in Central Java, Indonesia. More specifically, the study uses an autoethnographic and document analysis research methodology to investigate primary science teaching approaches. There is a serious dearth of research concerning primary science teaching in Asia and specifically Central Java, Indonesia. No such previous study has been attempted in Central Java or Indonesia, making it particularly important. Most teaching practices in primary classrooms in Javanese schools are teacher-centred with students copying notes. Current educational literature is filled with a general overview of the nature of learning as personal construction – *constructivism* or *constructivist learning*, which appears to be culturally contradictory to Javanese values that appreciate virtues that contribute to harmonious social integration. Ideal human virtues include obedience to superiors (*manut*), respect to superiors (*aji*), respectful politeness (*sungkan*), shaming (*isin*), as well as avoidance of conflict (*rukun*), generosity, understanding of others, and empathy. The data reveal that there is a serious mismatch between what the curriculum expects students to learn, and what teachers actually do. Teachers' experiences in teaching primary science are shaped by Javanese culture which maintains transmission approaches. Javanese culture is central to the implementation of primary science teaching in schools. This study shows that Javanese teachers, curriculum writers, policy makers and school leadership need to carefully reconsider science pedagogies, ensuring that any recommended teaching approaches are both culturally driven and effective in the teaching and learning of science.

Keywords: primary science curriculum, autoethnography, Javanese cultures

1. Introduction

Reflecting on my practice as a recent primary teacher educator within the Primary Teacher Education Study Program, Faculty of Education, State University of Yogyakarta (Yogyakarta, Indonesia), I acknowledge that I knew little about the kinds of teaching approaches that effectively contribute to children's success in science. I had passively accepted the 'information transmission' role of teachers as prescribed in Indonesia (Wahyudi & Treagust, 2004). Buxton and Provenzo (2007) argue that in typically Western educational research there are competing debates about teaching styles that are teacher-centred versus learner-centred, passive versus active learning, and traditional versus alternative teaching. They maintain that energetic debates continue about the value of the 'one learning style fits all' teaching approach versus the notion that students should be actively engaged in learning that is designed to meet their individual learning styles. Such research prompted me to reflect on my teaching practice, serving as the impetus for the study.

2. Review of Literature

For 150 years there have been debates about the purpose, nature and role of science education (DeBoer, 2004; Duschl, 2004; Fleer, 2007a; Gunstone, 1995; Symington & Kirkwood, 1995). Duschl (2004) argues that science has been part of

primary school instruction for more than a hundred years, but for most of this time this kind of science was far different in philosophy, structure, and approaches from science's philosophy hundred years ago. Sund, Trowbridge, Tillery, and Olson (1967) assert that science was taught for many reasons, including: it would help children understand God's design for the world; it would prepare children for the world of work they would soon enter; and it would strengthen their reasoning ability.

Although other approaches have also become known, five dominant approaches have emerged in science education practice and research: transmission approach; process approach; discovery-inquiry-activity-interactive approaches; constructivist approach; and socio-cultural / cultural-historical approaches.

2.1 Research in Indonesia

As reported by Mutiara (1987) and Iskandar (1987) (as cited in Wahyudi & Treagust, 2004), many teachers in Indonesia believe that science is a collection of thousands of important facts and comprehensive theories. This understanding of science is a result of the excesses of previous traditional instruction, which derives from textbooks crammed with scientific facts and theories and from the rituals of traditional science teaching. According to Mutiara and Iskandar (2004), these textbooks do represent one aspect of

science: they are the organised product of science. They are tools that may be used to enrich science teaching to make it more than a ritualistic repetition of narrow, limited facts. Because teachers consider that science can be learned effectively by reading textbooks, Wahyudi and Treagust (2004, p. 455) conclude that the teaching and learning process is often organised in a transmissive approach and “most teaching practices in science classrooms were teacher-centred with students copying notes”.

In terms of approaches, in Indonesia, the past decade has been one of rapid change in primary education and times of change charge teachers with new responsibility and makes new demands “to keep abreast of the rapid developments in modern science and technology” (Thair & Treagust, 1999, p. 357). The only empirical data showing the effect of new teaching/learning approaches in science is reported by Berg (1983) which conducted his study in Bandung, West Java, which indicates that the students who have been taught science with laboratory work have performed better on practical skills such as using laboratory equipment than the students who have not been taught with laboratory work, but have not performed better on tests of understanding of science concepts, ability to think scientifically (e.g. interpret and evaluate data, solve problem experimentally, etc) and interest and motivation in science.

3. Theoretical Framework

Given the situated nature of learning, it is important to understand a range of cultural and social elements in the context of children’s learning. For this study, Javanese values for and of children are particularly pertinent. We propose that Javanese culture strongly contribute to both teaching practices and children’s learning styles.

3.1 Javanese children culture

Javanese culture values virtues that contribute to peace and harmony in social conditions. In this section, the key concepts of Javanese culture which appear to be psychologically contradictory to active learning will be identified. Ideal human virtues include obedience to superiors (*manut*), respect to superiors (*aji*), respectful politeness (*sungkan*), shaming (*isin*), as well as avoidance of conflict (*rukun*), generosity, understanding of others, and empathy (Koentjaraningrat, 1985; Magnis-Suseno, 1988).

One of the ideal human virtues is *manut* or obedience to superiors (Magnis-Suseno, 1988). A child who is *manut* is widely praised. Magnis-Suseno (1988) maintains that a child is considered good, and will be successful in his/her further career, when s/he is *manut*, because obedience is considered to be a very useful quality. In teaching self-control and respectful behaviour to Javanese children, parents emphasise the concept of *isin* or

shaming. In the Javanese culture, to know when to feel *isin* is to know the “basic social properties of self-control and avoidance of disapproval” (Koentjaraningrat, 1985, p. 242).

As the child enters adolescence, the concept of *sungkan* (respectful politeness), is gradually introduced. According to Koentjaraningrat (1985), the concept of *sungkan* is basic for the Javanese “to be able to perform the social minuet with grace” (p. 249). Another concept of Javanese social life is *rukun* (conflict avoidance) which requires all Javanese to avoid open confrontation in every situation possible. Magnis-Suseno (1988) claims that the objective of this concept is the establishment and maintenance of social harmony. The Javanese put a high value on harmonious integration with the group to which they belong.

Notwithstanding these Javanese characteristics, Bettelheim (1975, as cited in Osborne & Brady, 2001, p. 50) argues that “according to one tradition in child psychology we are all, and especially children, constructing meaning in our lives and of our lives”. Hence, it is necessary to prepare the children to use scientific knowledge to make decisions that affect their lives. In particular, as argued by Barton and Osborne (2001, p. 17), “it is important to make visible how science is situated within larger social values and global ecosystems”, so that “science is shaped by political, economic, and cultural contexts that reflexively guide observations, theory building, and applications” (Barton & Osborne, 2001, p. 16, citing Haraway, 1997), science teaching therefore cannot be taught without consideration of its social and cultural context.

3.2 Socio-cultural / Cultural Historical Theory

In recent years the influence of socio-cultural psychology on research in science education has been reflected in a gradual development of interest in studies, not only on individual students’ understandings of specific phenomena, but also on how these understandings are developed in the social context of the science classroom (Aikenhead, 2001). From this perspective, Palincsar (2005) supports that it is a natural step in an attempt to understand how social and cultural conditions shape children’s activities and therefore affect the way they learn. Social interactions and children’s participation in authentic cultural activities are necessary for understanding children’s learning (Friedman, 2001), as suggested by Vygotsky (1978, p. 30, as cited in Palincsar, 2005, p. 290): “The social dimension of consciousness is primary in time and in fact. The individual dimension of consciousness is derivative and secondary.”

In order to situate social interaction in the learning process, integrated inquiry involves learners in the collaborative social practice of doing science and communicating about their learning. As

stated by Lave and Wenger (1991, p. 122), “[a] person’s intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a socio-cultural practice”. Fler, Jane, and Hardy (2007, p. 175) contend that educators should view “learners not as individuals, but as a community of learners, shaping and moulding thinking through interactions with one another”.

From socio-cultural perspectives, social and cultural processes foster and shape children’s way of learning. Javanese cultural virtues are reflected in teaching and learning processes, which stress avoidance of conflict, obedience and respect to superiors as important principles in human relations and Javanese society. On the other hand, these values seem in conflict with the nature of young children which has much in common with scientist (e.g. curiosity, exploration). Children by their very nature are active learners. However, Javanese virtues emphasises obedience and conformity which result in students’ passiveness in terms of interaction.

4. Methods of Inquiry

As this research is about primary science teaching specific to the context of Central Java, an autoethnographic and document analysis research methodology was identified as the most appropriate and practical approach. Autoethnography differs from traditional forms of ethnographic research in that the researcher “bring[s] the ‘self’ (auto) into the field of ethnography” (Etherington, 2004, p. 140). Through personal narrative we attempt to analyse science teaching practices in context of Javanese culture. This is supported by a document analysis of key curriculum documents.

5. Data Presentation and Analysis

This section explores how Javanese culture has influenced the primary science teaching practices, through the use of personal narrative, and the analysis of the selected curriculum documents.

5.1 Curriculum documents

There is a worldwide awareness of the need for improvements in the teaching and learning of science, and also a challenge to develop culturally sensitive curricula and teaching methods that embrace science for all. In line with the needs of national development to develop locally and culturally sensitive curricula, Indonesia has changed the former curriculum with the new one that is *Kurikulum Tingkat Satuan Pendidikan* (KTSP (Education Unit-Based Curriculum), Ministry of Education, 2006) and has recently changed the KTSP with Curriculum 2013.

The KTSP is an operational curriculum that is composed and implemented by each education unit. In terms of curricular change, this means local district are being encouraged to interpret the nationally mandated competency based curriculum in locally relevant ways. As a result, the expediency of identifying and locating appropriate instructional materials, lesson planning, and assessment are left entirely to individual classroom teachers. School and principal develop the KTSP and syllabi based on framework and standard competencies indicated in the KBK under coordination and supervision of Education Service at the level of district, city, or province.

The instructional activities are student-centred, develop students’ creativity, create fun and challenging condition, are contextual, provide various learning experience, and learning by doing. Learning plan is used if possible, as well as traditional lesson plan, which usually contains content and procedures designed to create specific student behaviour and outcomes. Assessment is competency-oriented and operated through portfolios, products, projects, performance, and paper and pen.

While there is an attempt from local government to improve primary science through small projects, according to Sarkim (2004), education in science and technology is still very weak in many schools. This is in line with Wahyudi and Treagust’s argument (2006), which conveys that many teachers were inadequately prepared to initiate effective learning strategies to fully realise the competencies of the new curriculum, and generally teachers continued to use traditional teacher-centred *chalk-and-talk* and lecturing methods in their classrooms.

On the basis of the findings of the purposes of the two curricula, the direction the curriculum is heading in Indonesia can be summarised in two elements. Firstly, it is directed at active learning, fostering students’ abilities to develop deep understandings, to think independently and critically, and to solve problems. Secondly, it allows regional diversity within syllabuses, while maintaining national standards and priorities. Transmission science teaching and learning approaches are obviously discouraged in the curriculum documents.

5.2 Narrative

Situating the research: I would like to introduce the reader to the research context. Given that I cannot expect the reader to be knowledgeable about the Javanese classroom, I include a description of the particularities of the research locality. Among the observations, there was merely one approach in terms of teaching strategies that is transmission approach.

Personal observations: In my view, Javanese culture is strongly reflected on the social interactions. One can argue about adopting any science teaching approach, one can argue about the necessity of changing students' behaviour in the classroom to be more active, the pros and cons of classroom or subject-specialised primary teacher, but it is hard 'to argue away' the fact that culture seems to be a key aspect of identities. There were problems student was going through with the authorities. Most students were potentially communicative. However, they believed that teacher was the source of authority. For this reason, students and teacher had a low level of communication. Some students show high levels of intelligence which unfortunately was not always paired with the will to engage themselves.

There was tendency of the teacher to reject strategy that encouraged students' activities because the teacher would face problems in managing the classroom or in being challenged by students. When the teacher once eventually got students to discuss, with a lot of pressure, this usually resulted in worse outcomes, namely students ignored the teacher, did activities other than the topic, and students' achievement was low in the formative assessment by the end of the lesson. On the other hand, the teacher stressed that the positive feature of this class was their obedience, attention, and conformity to the teacher. Summarising, I can say that Javanese culture seems to promote a philosophy of respect for interaction between students and teacher whilst science learning seems to stress the importance of being active to both students and teacher.

Discussion: Obedience is a concept evident to the students of the class. It is implicitly referred by the teacher which states that the explanation technique is important to primary students to educate them about obedience. Such a level of obedience reflects on the strong authorities that exist between the teacher and the students within the classroom, authorities built up over a period of years. In accordance with the Javanese values and the social conditions, teachers teach this way because children should be taught to acquiesce to authority. For example, not having children's questions during the lesson reflects the value of knowledge as wisdom from those higher in authority (older) and the value of humility (shame). Javanese values are translated into teaching practices and students' learning science. According to Krueger, Loughran and Duit (2002), from constructivist perspectives (e.g. valuing what we have learnt in the world), Javanese teachers could encourage children's questions without totally abandoning their values.

From constructivist perspectives, Javanese teachers could assign children to discuss the lesson topic in a small group as alternative technique.

Teachers could tell them what issue will be addressed and give some questions to discuss. Students get more out of an interactive approach than a passive lecture because they are given time to think. This time allows them to understand a concept, and if not teachers could encourage them to ask questions. This understanding is crucial when concepts build on one another. However, as indicated previously, in Javanese culture, asking question is discouraged because it challenges the higher authority. In this way, Fleer (2007, p. 21) has strongly advocated that "‘asking question’ is not always appropriate across cultures".

In dealing with this condition, teachers must let go of the mindset that they control learning. In a heuristic approach, the lesson would be about constructing a concept rather than just transmitting knowledge/facts, which may be needed in Javanese classroom because students are not eager to express what they know or ask some questions. Teachers need to set up several areas where the students can free explore with some objects and prepare some possible questions to stimulate their thinking and dialogue while the students are exploring with objects. In order to provide students with opportunities to have meaningful learning experiences, the areas should focus on everyday contexts so that it builds understanding of a concept from their daily life basis.

This vignette about a Javanese classroom is the picture of teaching/learning primary science in Central Java, Indonesia and highlights three important issues in the life of the primary science teaching. These issues are: the importance of Javanese virtues to the teacher; the role of teacher in promoting students' understanding; and the importance of Javanese virtues to students.

Despite these profound changes in curricular scheme, the structure and operation of schools have changed very little. There is a serious mismatch between what the curriculum expects students to learn, and what teachers actually do. Primary teachers' less readiness to implement curriculum, teachers' perspective about their role in promoting students' understanding, the Javanese concepts which is a key aspect of students' identity, all contribute to the persistence of teacher-centred instruction with little consideration other approaches, including discovery and inquiry modes of practice.

6. Concluding Comments

The curriculum is directed at active learning, fostering students' abilities to develop deep understandings, to think independently and critically, and to solve problems. The vignette about a Javanese classroom highlights the importance of Javanese virtues to the teaching practices. Active learning is in accordance to children's nature. However, Javanese virtues emphasises obedience

and conformity which result in students' passiveness in terms of interaction. On the basis of the findings, we advanced a proposition based on key concepts of Javanese culture and the importance of virtues- and socio-cultural-based teaching approaches. Discovery and interactive approaches that are grounded in everyday experiences coincide with the Javanese culture and is a key determinant in promoting students' learning success in science. As a result, we advanced teachers' need to be guided by more effective teaching approaches which coincide with the Javanese culture that can contribute to the success of learning science for students.

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SCIENCE LEARNING PROFILE BASED ON PAKEM AT SD AKEMALAKO IN TERNATE ON CREATIVE LEARNING PROGRAM FOR CHILDREN COMMUNITY IN THE YEAR 2012

Abdu Mas'ud and Gunadi Adi Putra Yunus

Study programme PGSD-FKIP Khairun Ternate University
abdu_unk@yahoo.com

Abstract

PAKEM stands for active, creative, effective and fun learning. It is a contextual learning method which involves at least 4 main principal in the process. This research is to know the science learning profile based on PAKEM at SD Akemalako at Ternate and teachers' ability in applying PAKEM for learning process in the class.

This research is a descriptive with observational type and use observation, questioner and interview method. The research showed: 1) science teachers' knowledge at SD Akemalako in Ternate have well known PAKEM theoretically and practically in the class ; 2) science teachers' knowledge at SD Akemalako in Ternate with well known knowledge have been collaborate with PGSD lectures in Lectures' Assignment Programmers at school.

Keyword: Profile, PAKEM, science teacher at SD Akemalako

1. Introduction

These days, the effort to improve the education's quality through developing learning process is by applying innovative learning method. Teaching method and type is knowledge about how to teach which is used by teachers so their students can understand and apply it well. Teaching method should use a motivated method so the students can used that knowledge to solve a problem or to make them able to think and give their own opinion about that issue. Learning Type is a brainstorming for teachers to develop and implement the lesson in their class. Because of that every learning type should have a strong and syntax theoritically support or implement process which have class management for applying that learning type. (Mas'ud, 2009)

'PAKEM' who constitute contraction of active learning, creative, effective and agreeable, constitute one 'kontekstual's learning model that involve least four main principles in processes its learning. First, Interaction process (student gets active ala interaction by learn, student friend, 'multimedia', reference, environmentally etcetera. Both of, Communication process (student communicate their experience studies by learn and other student friend via story, dialogue or through simulation 'role play'). Third, Reflection process, (student thinks up is back about the purpose what does they have studied, and what does they have do). Fourth, process Explores (student experiences direct by involve all sensory perception those they pass through watch, attempt, enquiry and / or interview (Dryden & Voss, 2000). This research intent to know 'IPA'S learning profile gets 'PAKEM'S basis at 'SD Akemalako' at Ternate city in 2012.

'PAKEM'S implement at Elementary School constitutes thing that really urgent, particularly 'PAKEM' as approaching in learning. So far at Ternate city have 'disosialisasikan PAKEM' passes through to program SEQIP and also deep 'KTSP'S socialization divides to learn 'SD'. But such until current haven't available indicator and 'PAKEM'S implement evaluation at 'SD' at Ternate city. This research is executed at 'SD Akemalako' frame Ternate city performing programs 'pengarustamaan CLCC's donation at study Program of PGSD' 'Khairun's University.

2. Method

This research constitute model descriptive research 'observasional' by use of watch, questionnaire and interview. Observational descriptive one tries to figure order or interpreting is object corresponds to what mark sense ('Sukardi', 2009)

Tech that is utilized in this research is tech non essay by as, focus watch, and questionnaire. Questionnaire is utilized to get data about 'IPA'S teacher science at 'SD Akemalako' about 'PAKEM' and observation is utilized to know 'PAKEM'S Implication in learning at brazes. Questionnaire is arranged by use of scale comprise of 'likert' 20 'item' questions to learn by use of deviation default formulas.

To know 'PAKEM'S science and implication, utilized by 'analisis's tech descriptive with steps one for following ('Sudjono', 2004):

2.1 Determining deviation default by use of equation:

$$SD \sqrt{\frac{\sum (X_i - \bar{X})^2}{N - 1}}$$

Information:

M = `Mean`

N = Total samples

Xi = Total all scores

$\bar{X}$ = Average value

SD= deviation Default

To describe `PAKEM`'S science and implication utilize Lima scale as `table` 2.3 followings:

Table 1. Attitude Categories

No	Student score	Category About Attitude
1	$x > M + 1,5 \text{ SD}$	Very good
2	$M + 1,5 \text{ SD} > x > + 0,5 \text{ SD}$	good
3	$M + 0,5 \text{ SD} > x > M - 1,5 \text{ SD}$	good enough
4	$M - 0,5 \text{ SD} > x > M - 0,5 \text{ SD}$	adverse
5	$x < M - 1,5 \text{ SD}$	really adverse

3. Result and Study

On this part will at explains observational result data with title, `ipa`'s learning profile gets `pakem`'s basis at `sd akemalako` Ternate city on performing programs `creatif learning for children community` year 2012, one that consisting of: 1) data usufruct to analyse grasp questionnaire learns `IPA` about `pakem` and its implementation, 2)Study usufructs observation result data of IPA`'s PAKEM`'S basises at `SD Akemalako` year 2012.

`Analisis`'s result data about `IPA`'S teacher science at `SD Akemalako` about `PAKEM` points out that $X = S \text{ point } 138,25 \text{ by } m + 1,5 \text{ 'SD'} > x > + 0,5 \text{ 'SD'}$ that meaning included GOOD category.

`SD`'s teacher science at Ternate about approaching `PAKEM` average was good with answer average with score 4, Teachers also a large part have once followed `PAKEM`'S socializations. Implemented quality description `PAKEM` with score 3, `Mas`'s Observational result `ud` (2010) pointing out `PAKEM`'S Implement in learning on `SD`'s teachers at `relative`'s Ternate in enough category because besides have available a portion teacher has already perform `PAKEM`'S approachings at brazes and extant agglomerate teacher which haven't applied `PAKEM` in learning, Source media purpose studies by teacher was pretty good average teacher answer `item` number problem 10 by scores 5, management brazes Enough category, Modelling teaching was Good and teaching gets problem basis was good be applied by teacher at Ternate, Application services student help was good be applied deep `PAKEM`, communication and involvement with student parent in estimation and enough category learning reflection in `PAKEM`'S Approaching performing.

`IPA`'S concepts and environmentally surrounding student gets squashy henpecked student pass through watches on situated `konkret`'s one. Positive impact of be applied model `PAKEM` which is student that can be raced attitude of inquiring perceive about something that is at its environment.

Five `PAKEM`'S principle component (Experience, Renewal, Get interaction,

Communication, Get expression, and Does Reflection), component `Experiences`, `Renewal`, and `berkspresi` gets bearing with how does teacher manage material / study material. Its mean, how do teacher manage study material so student material experiences and express its idea. For interaction component, communication and reflection gets bearing with how learns to bring off class. Its mean, how shall student be brought off (working group, in pairs, or `individual`) that they get interaction each other to develop ability collaborate and at the moment same amends too personal competence (Purwanti, 2004)

For estimation bases `PAKEM`'S implement a considerable part teacher has involved student oldster, but in condition particular therefore student oldster comes on to get role in estimation and student developing. Student attitude to learning and task that is given learns a large part pleasing and get to gather task in due time. Seen from teacher watch up to teaches to base interview result, students learned result with implemented `PAKEM` increases in concept mastery.

Implementation Observation result `PAKEM` on learns `IPA` at `SD Akemalako` Ternate city (at document in `vidio`) point out that `PAKEM`'S principle and component have been implemented in `IPA`'S learning at brazes, so class atmosphere comes alive, active and gets center on student. This research show the gnostic `IPA SD`'S teacher at `SD Akemalakao` Ternate city about `PAKEM` and its ability in implement at brazes category WELL.

On performing programs `CLCC` at `prodi PGSD` `Khairun`'s University, known by `IPA`'S teacher at `SD Akemalako` have can get collaboration with `PGSD`'S lecturer, well in `PDS`'S activity and also activity at programs `studi PGSD`. `IPA`'S teacher at `SD Akemalako` have gotten contribution in `PDS`'S activity `PGSD`'S lecturer, via modelling teaches at school and learning reflection.

4. Conclusion

Base this observational result therefore gets to be concluded:

- a. `IPA`S teacher science at `SD Akemalako` Ternate city have understood `PAKEM` in theory and practice at brazes by good category;
- b. `IPA`S teacher at `SD Akemalako` Ternate city with level gnostic Good category one,

have gotten collaboration with `PGSD`S lecturer in programs Lecturer Assigation at Schooled

EVALUATION PROGRAMS 'PAKEM'S IMPLEMENTATION ON WINKS BASIC COLLEGE AT 'PGSD FKIP' 'KHAIRUN'S UNIVERSITY TERNATE ON PERFORMING PROGRAMS 'CREATIF LEARNING FOR CHILDREN COMMUNITY' YEAR 2012

Sundari, Darmawati

'studi PGSD's program 'Khairun's University Ternate

Enamel: sundari_sagi@yahoo. 'co'. 'id'

Abstract

'CLCC' who constitute contraction from 'Creatif Learning For Children Community', this program constitute 'pengarustamaan's donation and learning upgrade at 'SD' passes through 'PAKEM'S implementation in learning at 'PGSD'. This research intent to know the execution result 'PAKEM'S implementation in learning at brazes on 5 base college eyes at 'PGSD' 'Khairun's University year 2012.

This research constitute 'action Research's research with model observing and result reflection. Data analysis utilizes data Triangulation.

This Observational result points out: 1) learning Performing gets 'PAKEM'S basises on 5 base college eyes at 'PGSD' stills was optimal (70,1%) enough category; 2). 'PAKEM'S implementation in lecturing by lecturer 'PGSD' can give model direct experience increasing learning quality gets 'PAKEM'S basis.

Keyword: Evaluation, 'PAKEM'S implementation, wink 'PGSD'S base college

1. Introduction

'PAKEM' who constitute contraction of active learning, creative, effective and agreeable, constitute one 'kontekstual's learning model that involve least four main principles in processes its learning. First, Interaction process (student gets active ala interaction by learn, student friend, 'multi' is media, reference, environmentally etcetera). Both of, Communication process ('students communicate experience studies they by learn and other student friend via story, dialogue or through simulation 'role play'). Third, Reflection process, (student thinks up is back about the purpose what does they have studied, and what does they have do). Fourth, process Explores (student experiences direct by involve all 'sense' they pass through watch, attempt, enquiry and / or interview). 'PAKEM' needs to be socialized and being implementation in learning at 'SD' as one of shaped model innovative learning. At 'PGSD'S promoter college 'PAKEM'S implementation in indispensable lecturing as shaped as prospective direct experience 'SD's teacher.

On year 2012 'FKIP Unkhair' has performed 'CLCC' at programs 'studi PGSD'. On this 2nd year 'FKIP' will perform 'CLCC' performing fringe consisting of main program which is: 1) Lecturers Understanding step-up 'PGSD' about 'Pakem'; 2) Lecturer Experience Step-ups about 'Pakem's Learning Performing at 'SD'; 3) lecturer Understanding Step-ups about 'Realita' 'Pakem's performings at 'SD'; 4) lecturing quality Step-ups via implemented 'Pakem' at 'Prodi PGSD' 'Khairun's University Ternate; 5) lecturer

understanding Step-ups hit lecturing that gets 'Pakem's nuance.

In common this program intent to fix, apply and increases learning quality base 'PAKEM'S concept and helping empower teacher in solve learning problem at schooled. There is Aim even special programs this is: 1) learning quality repairs for college student in Study Program of PGSD FKIP Unkhair; 2) 'pemanfatan's Step-ups learning media that gets 'PAKEM'S basis; 3) Upgrade service learnings for college student; 4) get up professional communities among lecturer, among lecturer and teacher, and teacher squire in order to developmental cultural learned that cuntinuation; 5) being formed of it network studies among 'LPTK' to develop the profesionalism in area goes to 'SD An'.

This therefore aims to explain 'CLCC'S program evaluation in particular 'PAKEM'S implementation performing in lecturing on 5 base college basics at Study Program of PGSD'.

2. Method

Executor programs 'Pengarustamaan MBS's Donation or 'CLCC' on phase 1 year 2012 at 'Khairun's University Ternate is a Study Program of PGSD FKIP 'Khairun's University and bulding partner school as much 3 core school which is: 'SDN Akemalako', 'SD Inpres' 2 'Jati' and 'SDN' 2 'gambesi'. The interesting 'Stakeholder' is on duty Education and 'UPTD'.

Method that is utilized in activity performing is 'MBS'S Implementation pass through learning process step-up gets 'PAKEM'S basis. Observation

performing design at schooled – reflection – lecturings deep implementation. Activity performing on 5 bases college `PGSD`'S basics which is: `PKn`, indonesian leanguage, `IPA`, `IPS` and Mathematics.

Tech and Data Collecting instrument that is utilized in performing programs `MBS` or `CLCC` it is Observation and `monev`'s questionnaire and performing internal. Data analysis utilizes Data

Triangulation that consisting of data reduction, data presentation and data senses.

3. Result AND Study

Performing presentation Programs `PAKEM`'S implementation in lecturing at `PGSD` on 5 bases college basics in order to `CLCC`'S performings on year 2012 gets to be presented on following histogram

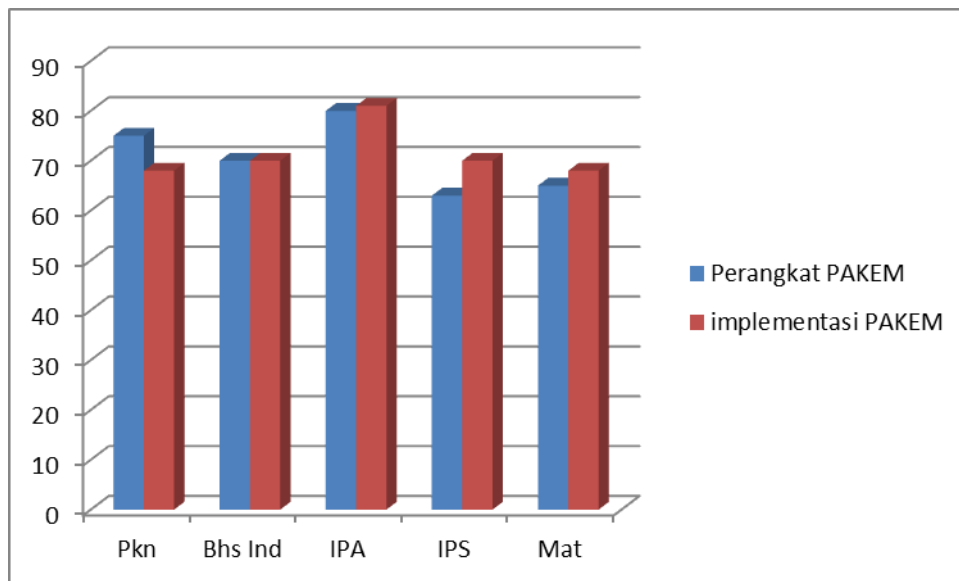


Figure 1. `PAKEM`'S performing analysis at `PGSD` `Khairun`'s University on 5 bases college Basics.

Base image upon can be known that `PAKEM`'S performing average in implementation at peripherals preparation lecturing learning as big as 70,6% enough categories and `PAKEM`'S implementations as big as 71,4% enough categories. base college already apply `PAKEM` well peripheral preparation and also PAKEM Implementation is a base college of IPA with average 80,3%, `PKn` 72%, indonesian leanguage 70%, `IPS` 68% and Mathematicses 67%.

In common `PGSD`'S lecturer interest in `PAKEM`'S implementation in lecturing is still enough category, it points out that `PGSD`'S lecturer grasp about `pakem` in theory and learning observation experience `PAKEM` at schooled on `PDS`'S program (assignation at schooled) optimal `belim`. `pengarustamaan`'s program and `PGSD`'S upgrade passes through `CLCC` at programs `studi PGSD` University `Khairun` can give science, experience and chance on executor lecturer team `PAKEM`'S implementation in lecturing as implementation of Lecturer Assignation at Schooled, in the effort increase learning quality at brazes.

`PAKEM` constitutes a learning model and absolute learning approaching is applied at

Elementary School. Lecturer `PGSD` shall that implementate PAKEM` can in lecturing to give stock and colleges student direct experience prospective `SD`'s teacher. Severally finding usufructs that gets on `PAKEM`'S implementation performing in lecturing on bases college basic: `PKn`, indonesian leanguage, `IPA`, `IPS` and Mathematics is: 1 ) through `CLCC` `PGSD`'S lecturers has experience to increase interest quality in make ready learning peripheral gets `PAKEM`'S basis; 2 ) Through `CLCC` `PGSD`'S lecturers have direct experiences in increase learning via `PAKEM` implementation at brazes; 3 ) Through `CLCC` Head of Study Program and `PGSD`'S lecturers has experience to arrange curriculum gets `PAKEM`'S basises; 4 ) Through `CLCC` `PGSD`'S lecturers experienced deep interlace partnerships with around schooled campus.

On `PAKEM`'S Implementation performing at 5 bases college basics of PGSD in first year is still was optimal (enough category) it because of umpteen obstacle who becomes problem in `CLCC`'S implementation on first year which is: 1) reducing the socialization time allocations about `CLCC` on whole `civitas` academic person at `LPTK` so `CLCC` constitutes new thing and

heavy at performs; 2) reducing the schooled schedule regularities partners and campus; 3) `monevin` was maximal (no explicit sanction). Plan for the continuation to program is:

- a. Socialization amount step-up programs `CLCC` to lecturer and partner school
- b. Task letter publication / `SK` of `FKIP`'S Dean divides `CLCC`'S executor
- c. Role and `PGSD`'S lecturer contribution needs to be increased
- d. bases college that at `CLCC` cannikin at focuses on 5 bases college per semester.

4. Conclusion

Base `CLCC`'S performing at the study program of PGSD` `Khairun`'s University therefore gets to be concluded by a few things as follows:

- a. Learning performing gets `PAKEM`'S basis on 5 bases college basics at `PGSD` stills was optimal (70,1%) enough category.
- b. `PAKEM`'S implementation in lecturing by lecturer `PGSD` can give model direct experience increasing learning quality gets `PAKEM`'S basis

DEVELOPING THE LEARNING MODELS FOR THE PARENTS OF THE ELEMENTARY SCHOOL STUDENTS

Unik Ambarwati, Deni Hardianto

A Lecturer at PGSD FIP UNY, A Lecturer at KTP FIP UNY
unikpgsd@gmail.com

Abstract

This article, entitled the development of learning models for parents of elementary school students, has some backgrounds. Those backgrounds are (1) the parents do not take enough responsibility in their children's educational processes. Many parents leave their children's educational processes to the school wholeheartedly. (2) Sometimes, what the children learn at schools is not in line with what is at home. This condition causes confusion to students in elementary school's age. (3) The effort to develop parents' knowledge in educating their children is still at a low level. (4) There is no particular learning model for parents which is systematic, structured, and evaluated.

This article aims at giving the ideas of the development of learning models for parents of elementary school students. The steps are begun with needs analyzing, formulating the objectives, selecting and organizing the learning materials, and evaluating.

1. Introduction

The learning for elementary school students is ideally implemented continuously, organized, and sustainably by every member from the family, the school, and the social-community. There is an impression exists, that education for children is the institution's responsibility only as the which is the school. Hence, most parents hand the teaching and learning process responsibly to the school. Whereas, the primary education comes from family. The first contact was occurred with the family, likewise the teaching and the implantation of good values or characteristics are easier to comprehend and memorized. Ormrod (2008:35) explains that the system of nurture implemented by parents is the first layer which is affecting the children development. Therefore, parents play an important role in educating and teaching to their children, especially for pre-school and elementary school age children.

For children, parents are their guide, example, teacher, and place to express the affection, heart, feeling and take cover. Based on the reasons above, parents have to be the ideal figures desired by their child. Parents have also to be responsible in teaching their child. Imam Al-Ghazali in Nur Abdul Hafizh (2010:46) states that a child is a mandate given to the parents. A child was born in a holy condition, raw without any effects from anything. Parents gave the first pattern, shape and color to the children development.

Nowadays, parents play a little role as the centre in educating and teaching their children. In contrary, many cases of parents ignored the education of their children, many parents have a low understanding of the development of their children. Even, there is a case of children and

parents who are hostile each other. Parents have less time than teacher at the school, friends, and TV at home have. Those problems are also followed by the lack of basic knowledge had by parents in order to teach their children, this is what makes the writer believes that sometimes it makes the process of education at school be less effective. For example, at school, children were taught to wash their hands before eating. On the contrary, at home, parents did nothing when they saw their children eat without washing their hands. Another example from school is when teacher gave instruction to the children to study a lot and not to watch TV for a long time, but parents let their children to watch TV for a long time at home. Many programs and teaching not in tune with the system of nurturing implemented by parents showed that parents are still lack of knowledge and understanding in teaching their children.

Basic knowledge of how to teach children had by parents is the main problem that makes children do not get an optimal education. The existence of some parents' assumptions that school takes a full responsibility of education is a form of parents' incomprehension about their role and responsibility in teaching their children. Meanwhile, learning model for parents about the importance of the system of nurturing and teaching is still limited. The school program that is engaging and involving parents in implementing a sustainable education for children is also limited.

Therefore, a program of improving parents' basic knowledge in teaching children has to be kept on developing. School and family should be worked harmonically in teaching and learning process for children. Even, school can play a more important role such as, developing a learning model for parents. There is no particular learning model for

parents of the students developed by both of the government and the private. Whereas, parents need to get some insight and knowledge related to their children development.

The learning model for parents can be realized including the school program. School can initiate the development of learning model for students' parents into the school program. The school program can be a synergistic communication between parents and school in order to control their children development. Besides, this program can be filled with various materials which can give some insight to the parents about children education.

Coming from issue and problem related to the learning model for parents, and also an effort to improve the quality of education and the parents' involvement prevalently, it needs some ideas to develop the education for the parents of elementary school students. The question is on how to produce the learning model for students' parents which is suitable with their needs and easy to be implemented? What steps is needed to do in order to construct and develop a unique learning model for the parents' of elementary school students? The questions above is what the writer wants to analyze in this writing which can give some discourse on developing the learning model for the parents of elementary school students.

2. The Review of the Responsibility of Children Education for Parents.

Parents are the first and primary teachers for their children because children start to get early education from their parents. Generally, education in family is not coming from the awareness and understanding of teaching knowledge but natural environment and structure give any natural possibilities to build an educating environment. Naturally, parents do an educating process using their own style and system. Imam Al-Ghazali in Nur Abdul Hafizh (2010:46) states that a child is a mandate given to the parents.

The appearance of educating climate and environment is caused by any interaction or relation of affection between parents and their children. As the first teacher on education process, parents play an important role in building children characteristic and personality. It means that the characteristic and personality depends on the early education coming from the parents to their children. Ratnawati (2001: 41) explains that the primary education comes from the family, the environment of the family has an important role to the children development.

Parents' role as the teachers in family is a basic of the peacefulness of life. Even, based on Islam perspective, family is not only taking part as the smallest environment but also taking part into the bigger environment or community in wide meaning. Children are valuable assets as generation successors. In the hands of these children the

existence or extinction of a nation in 30 – 50 years will be decided. Adhim (2008) draws his dream in the phrase "50 tahun yang akan datang anak-anak kita...(next 50 years our children...)" It is clear that educating our children is important to prepare the next generations.

The responsibilities needed to be resuscitated and developed by parents to their children *are*:

- a. Taking care of and bringing up children.
- b. Covering and insuring their health physically and spiritually from any interferences, illnesses, or hazardous environment.
- c. Educating them about any useful knowledge and skills for their life
- d. Giving them much happiness in their life and afterlife time by teaching them religious knowledge

Thus, parents as the main educators firstly and lastly have complex comprehensive responsibilities related to the all aspects of life in term of physical or spiritual education. Those responsibilities are manifested by giving the knowledge of aqeedah, worship, intellectual, and psychological maturity.

When a child gets ready to come to the school, parents have a responsibility to put her to school. Another aspect of parents' responsibility is to providing children learning equipments at home, watching their converse, giving them a chance to share their problems.

In this case, M. NgalmPurwanto expresses that the success of school education depends on the basic education given by the family. Education given by the family is a fundament for the next education received by the children. The result of education received by the children from their family determines the next level of education that will be received by the children in their schools or communities.

That perception shows the importance of taking care of children education development. It is because an enough caring and guiding given by parents would support the success of children's education. Unfortunately, many parents do not know their own child's development, as what IrwanPrayitno (2003: 3) says that many parents assess their children development by seeing the development of their motoric skills and their speaking ability, whilst there are many other skills should be developed in children.

Parents' responsibilities in their children's education have strong reasons. One form of those responsibilities is taking care of what children need in for their education such as providing learning tools and facilities for their children. All the things should be done by both parents cooperatively.

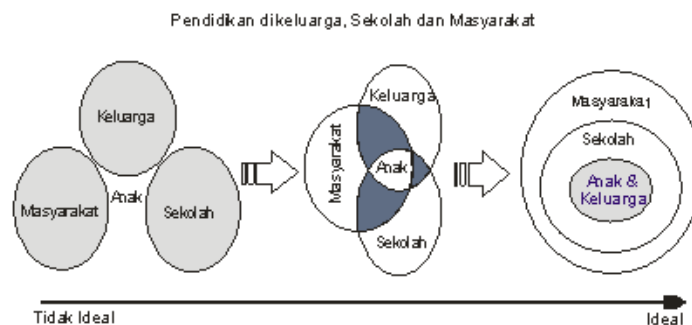
2.1 The Role of Parents in Educating Children in a Family

In a family, parents have a big role in educating their children. The things parents should

do as an ideal family in educating and exploring their children are; (a) understanding the significance of educating children, (b) avoiding any threats, persuading, promising any prizes to children, (c) avoiding become authoritarian, apathetic, spoiling the child, and worrying about children excessively, (d) understanding non verbally sign given by the children, (e) helping children to solve their problem together, (f) keeping the family harmony.

2.2 The Cooperation between Parents and Schools

Education provides treatment and it needs much cost and takes a long time. Education is a holistic, synergic, and sustainable process. This process is implemented by schools, families, and societies. These three components need to walk together to get a good result. It is need an evaluating of educational processes given to the children by schools, parents, and societies in order to find a clear job for each. It is because in this case, the three components cannot be separated.



Ideally, families, schools, and societies should support each other in order to reach the goal of education for children. However, in some cases, there are some who escape their responsibility. It makes the result is still below the expectation. As an educational institution, schools have a role to help the educational processes due to the limitation of time and power. Therefore, the cooperation from all parts is also needed in order to keep and develop the education for children. Based on the experiences, there some types of parents in responding their children's education. *First*: parents who do not care of and being passive. Being a parent is not only about providing the learning equipment for children then being do not care of their development in school. All things happened in the educational process is not only job and responsibility of schools. *Second*: parents who watch and being responsive to their children's education. Parents in this type stabilize and continue the lessons given by the teachers in the school at home. They also give samples to the children in applying the lesson gotten from school in their daily life.

Some parents have been realized of their role so that they do not straightly blame the schools for the lack of educational processes. Parents in this type argue that the lack of education is also caused by them who have not run their role maximally. So, how about the parents who have not been aware with their role? There are many parents who assume that school as same as a restaurant. All things they ordered are all things they would get

without doing any efforts. For this reason, schools have a job to make the parents aware of their roles. The schools can do that by holding a dialogue with parents, explaining the goal of children's education expected by parents, and periodically, schools with parents and others communities such as government evaluate the development of students and find out the solution.

Building up a good relationship among all parts to success the children's education is not easy to do. It needs the maturity from all parts. Parents need to be more proactive in watching their children development. Schools need to be more elate to receive any complaints and suggestions from parents and do the follow up soon in order to get the expecting changes. It needs to maximize the cooperation among parents, schools, and societies in order to create the smart generations intellectually, spiritually, and emotionally. Furthermore, schools need to facilitate parents to develop the curriculum to improve parents' knowledge in educating their children.

3. The Developing of Learning Models for Parents of Elementary School Students

Learning models for parents of elementary school students can be developed and initiated by the schools or parents. Schools may invite the parents then coordinating them to formulate the learning models for parents. It not difficult as long as schools establish a good communication and explain that children's education is parents' and schools' responsibilities. School need to make

parents sure that the success of children's education depends on the cooperation between parents and schools. Parents and schools have roles which are balance, so that those roles should be shared by schools and parents. As the first step, schools can start it by involving parents to the schools' programs.

In the next step, schools, start to turn to develop learning models for parents by having the coordination with schools' committee. Further, schools can start it by explaining the basic of the importance of education that are programmed systematically and continually. When the

communication between parents and school has built up, schools can give the steps which are more systematic to develop the learning models for parents.

The steps which can be implemented by the schools and parents in developing the learning models can be started from; need analyzing, formulating the objectives, selecting and organizing learning materials, selecting and organizing learning experiences, developing evaluation sets. The steps of learning models used in this article are the modification of any models, as explained in this following picture:

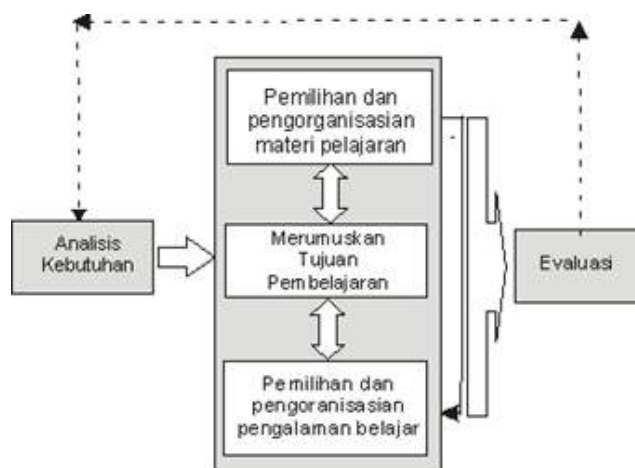


Figure 1. Models of learning development for parents of elementary school students

First step in developing this model is analyzing the needs. The things done in analyzing the need are analyzing the parents' competency and knowledge in educating their children, parents psychology, parents' learning style and strategy, elementary school students' needs, children's future chances and challenges, etc. The result of the analysis of needs is set as a basic to formulate the learning objective. The second step is formulating the objective. Formulating the objective is a set of need analysis which is based on parents' agreement. This objective is a formulation of educational need for parents. Third; selecting and organizing learning materials. Learning materials are selected and arranged based on learning needs and objectives. Some examples of materials such as children's education responsibility, a family is a key of success of children's education till material about the error in educating children are needed to be known and understood by parents. Learning materials should be selected according to the parents' need. Learning material can be designed and developed in the form of presentations, books, modules or other teaching materials. Fourth; selecting and organizing learning experiences. Learning experiences can be arranged based on parents' situation and condition. Learning experiences can be implemented by presenting the

sources or by learning independently helped by teaching materials provided. Fifth; developing evolution set. Evaluation in learning models for parents; of elementary school students need to be developed as simple as possible. It is no need to held a test but parents need no ask to each others about the material they have learnt. This model of evaluation is believed can improve parents' knowledge.

4. Finale

The children's education in elementary school ages is the first foundation to create a better generation. However, that foundation may not be strong if there is no optimal support from their schools and families. School is a place to forge any aspects on children, but parents also have a big role in creating and maintaining those aspects. Therefore, schools and families need to create a good cooperation in educating their children. Furthermore, the parents need to have enough knowledge on how to educate their children better.

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OPTIMIZING CURRICULUM IMPLEMENTATION IN ELEMENTARY EDUCATION

Anik Ghufon
Yogyakarta State University

Abstract

Theoretically, the curriculum in elementary education is good. It is legalized by the Minister of Nasional Education. But in reality, there are some curriculum aspects that cannot be implemented yet, especially that related to teacher's performance in curriculum implementation at school. For example, formulation of competency standard is still difficult to understand by the teacher, the learning content has not represented domains of competency yet, learning activity ignores level of psychological student's development, and the assessment system focuses more on cognitive aspect.

To solve those problems, the way that can be done is optimizing teacher's role in curriculum implementation. Types of those activities improve teacher's performance in curriculum implementation, designing curriculum that facilitate teacher in implementation, and updating essential aspect of curriculum based on social need.

Kata kunci; optimizing, curriculum implementation, elementary education

1. Introduction

Theoretically, elementary school's curriculum is good enough. It is based on two reasons. First, it has been studied by using the theories by the practitioners in curriculum before it is applied. Second, it has been legitimated by Ministerial Regulation.

However, the curriculum has not guaranteed that the implementation will run as well as the plan. We often get some complaints from the teachers about the problems of developing standard competency, developing instructional content, and conducting evaluation to know the student's performance.

Why this phenomena happen? One of the causes is that teacher's knowledge and performance in curriculum implementation is low. The teachers do not understand deeply and comprehensively about the school curriculum yet, but they must do it at the time planned. The teachers have to integrate the character values in the instruction, but the way to integrate and to evaluate the character performance is not attached.

How to optimize the teachers in implementing the school curriculum, especially in primary education? To answer that question, there are three points that must be identified. First, the meaning of curriculum implementation. Second, the teacher's role in the curriculum implementation. Third, optimizing the teacher's role in curriculum implementation, especially in primary education.

2. The Meaning of Curriculum Implementation

What is meant by curriculum implementation? Beauchamp (1975: 164) states that curriculum implementation is a process of putting the curriculum to work. Leithwood (Miller dan Seller,

1985: 246) staated that implementation is a process of behavioral change, in directions suggested by the innovation, occurring in stages, over time, if obstacles to such growth are overcome. Saylor, et.all (1981: 256) stated that instruction is thus the implementation of the curriculum plan, usually, but not necessarily, involving teaching in the sense of student-teacher interaction in an educational setting. Based on three definitions above, we can say that curriculum implementation is a process of putting the curriculum document to instructional activities.

Miller and Seller (1985: 246) state that there were three approaches to understand the word of implementation as "an event", the process of interaction between the curriculum developers and teachers", and "a separate component in the curriculum cycle". Miller and Seller (1985: 247) stated also that "...we define implementation as a process that leads to the shared ownership of innovation. During this process, change will likely occur in an interactive way both in the teacher and in the innovation". Curriculum implementation is known as a part of the innovative and changed activities, and transformation of leaner's experiences.

Curriculum implementation has an important role in determining the success of the curriculum as in the written plan. Hasan (2000: 1) stated that "... if the written curriculum is implemented, it will be implemented as the written one." Two teachers that implementing the same curriculum will implement it differently. It is caused by the difference of opinion of curriculum implementation.

The successfull of the curriculum (for example KTSP) is not only measured by the completion of sillabus, but also it is based on the instructional activities that facilitate students to achieve the competency that is written in sillabus. In the curriculum implementation, there is a process of

transformation of learning experience to students. Ornstein and Hunkins (2004: 298) stated that "successful implementation is a process that should have some novelty". There is a relation between curriculum and instruction.

We know that curriculum implementation has an important role for the success of the school curriculum. Ornstein dan Hunkins (2004: 304 - 305) stated that "... for curriculum change to be successfully implemented, either slowly or rapidly, five guidelines should be followed to help avoid mistakes of the past. ... (1) innovations designed to improve student achievement must be technically sound, (2) successful innovation requires change in the structure of traditional school, (3) innovation must be manageable and feasible for the average teacher, (4) implementation of successful change efforts must be organic rather than bureaucratic, (5) avoid the 'do something, do anything' syndrome". Hasan (2000: 1) suggested that before implementing the school curriculum, teacher must understand accurately about the philosophy of curriculum.

Based on some opinions above, curriculum implementation is an activity that aims to implement of curriculum as a written document into a real activities in class as a process of transmission and transformation of learning experience to the students. Transmission and transformation process is the instructional activity.

3. Curriculum Implementation Problems

How is the reality in school? Curriculum implementation at school does not represent the instructional guidance. Mukhadis (2004) stated that the instruction (learning process) in Indonesia currently does not facilitate the human resource optimally yet, especially in developing some aspects; creativity – productive thinking, decision making, problem solving, learning how to learn, collaboration, and self management.

Why teachers do not implement school curriculum optimal yet? In my opinion, there are three factors that affect the problem. First, curriculum design has not been appropriate yet. Second, the teacher competency is low. Third, Government policy is not integral yet.

First, curriculum design is not appropriate yet. Curriculum implementation depends on the quality of the curriculum design. If the curriculum design is not appropriate yet, in substance and methodology will affect the quality of curriculum implementation. The policy of curriculum implementation will not be significant, if the curriculum design is bad (poor quality).

Second, the teacher competency is low. Teacher's competency has affected quality of curriculum implementation. Sukmadinata (1988) stated that curriculum implementation is determined by teacher's creativity, competency,

and commitment. The same curriculum will be accepted by the students differently because the differences of teacher competency in teaching.

In this context, we know the concept of teacher curriculum and official curriculum. Teacher curriculum is a curriculum that is applied in the classroom. Official curriculum is curriculum that is the same as a written document or guidance of instruction.

Both of that evidences, which one is more dominant? Teacher curriculum is better than official curriculum. This condition easily we find in the classroom and in the school. For example, teacher does not use syllabus when they are teaching in classroom. They are teaching something based on their experience in the past. Teachers never do something novelty in curriculum implementation.

In Seventh E-9 Ministerial Review Meeting on Education for All has held in Nusa Dua Bali, March 10 – 12, 2008 (Kompas, March 10, 2008) was understood that the problem of teacher quality is still low related to background of teacher's educational level. We know that curriculum implementation is not only as a transfer of knowledge, but also needs the variation of instructional strategy, emotional quotation, and self confidence.

Third, government policy is not integral yet. Government has formulated some policies to improve the quality of education. Through BSNP, some policies was formulated. However, in fact all of the policies could not be applied optimally.

Why the government policies, especially policy in primary education could not be implemented optimally? There are two causal factors, that are;

First, educational policy that has just formulated must be applied by teacher as soon as possible. Rogers (1995) stated that "... common problem of many individuals and organizations is how to speed up the rate of diffusion of an innovation". We know that the new policy of education will be faced teacher's dispute and conflict in school and classroom.

Second, the policy is not followed by standard operational procedure completely. It can cause the loss of relation of policy concept and operation. For example, decentralization policy that is applied in education management has an implication toward the teacher position as curriculum developer. In general, teacher's role is as an implementator of the school curriculum than as a developer of school curriculum.

In this condition, teachers wait and look for the product of syllabus from their friends. To find a good curriculum implementation model, teacher must know the concept of curriculum. Rogers (1995: 165) said that "the individual wishes to understanding the innovation, and to give meaning to it".

4. Teacher Role in Curriculum Implementation

Teacher has a central position in curriculum implementation activity. That position can be shown in each activities of curriculum implementation. Moreover, before the curriculum is implemented in classroom, the existence of teacher is so important.

Why teacher has a strategic role in curriculum implementation? The reason is that there is transmission and transformation process of learning experience to students in the curriculum implementation. Here, central role of teacher cannot be substituted by an electronic device. Teacher and student are involved directly in educative interaction during transmission and transformation process.

The same curriculum design, will be implemented differently by the teacher that can affect the difference type of curriculum implementation. It is a natural order. It is impossible that we found the same type of curriculum implementation is done by different teacher.

In the context of teacher role as learning agent (see *Undang-undang nomer 14 tahun 2005 tentang guru dan dosen*), teachers have central role in implementing school curriculum. They are as facilitator, innovator, inspirator, motivator for their students in learning.

5. Optimizing Teacher in Curriculum Implementation

Optimizing teacher's role in curriculum implementation can be done in various ways. Some relevant type of activities are improving teacher performance in curriculum implementation, designing curriculum that facilitates teacher in implementing curriculum, and updating some essential aspects of curriculum based on society needs.

5.1 Improving the quality of teacher's performance in curriculum implementation

The key of the success of curriculum implementation is a teacher. Teachers must improve their performance based on curriculum target. The improvement of teacher's performance must be done continuously.

The types of activities in improving the teacher performance are training, benchmarking, and discussion. These activities must be designed systematically and integral.

5.2 Designing an appropriate curriculum

Curriculum design is an important guidance of learning. The quality of curriculum design affects the learning quality in classroom. On the other hand, if the quality of curriculum design is low, it

will cause some problems of curriculum implementation.

A good curriculum design is a curriculum design that can facilitate teacher to realize all of aspects in curriculum design become the activities in learning. It is important to make the curriculum design understood easily and implemented by teacher.

5.3 Updating the aspects of curriculum based on society need

An essential aspects of curriculum must be updated continuously to adjust the society and student's needs. The essential aspects of curriculum are competency, content, learning, and evaluation.

If all of essential aspects are updated, it is assured that curriculum can answer some challenges and needs of society. Moreover, if curriculum always updates continuously then curriculum can be implemented successfully.

6. Conclusion

In the last presentation, we want to state again that optimizing curriculum implementation must be done in improving the quality of school curriculum. It must be done because curriculum implementation is the factor which determine the success of school curriculum. There are three efforts that can be done to improve the implementation of curriculum, such as designing the curriculum well, updating the essential aspects of curriculum according to the development of technology and society and student's needs.

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