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THE CHARACTER VALUE IN "SATUA BALI" AND ITS APPLICATION OF TEACHING IN ELEMENTARY SCHOOLS

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Abstract

"*Satua Bali*" or a short story in Bali is often used by parents decades ago. In fact, a lot of character values that can be taught to children through "*Satua Bali*". As an example: "*I Buta Teken I Lumpuh*" in Indonesian titled "Si Buta dan Si Lumpuh". In this story, even though they are both experiencing a shortage that is blind and paralyzed, but with cooperation, tolerance, and vigorously they always have a way to be able to eat for the day-to-day needs. "*Satua Bali*" not only contains the values of the character, but also contain material that is in accordance with the curriculum used in the elementary schools. In the story "*I Buta teken I Lumpuh*", the material that can be covered are sensory organs, skeletal system, and how to maintain the sensory organs and skeletal system. "*Satua Bali*" is very appropriate to be applied in teaching in primary schools, especially in the school curriculum of 2013. In the study, "*Satua Bali*" could be included in core activities at the exploration stage. At this stage, the students are given "*Satua Bali*", then students are asked to read at the same time to live them. In addition, teachers can also be read and students listening. At the stage of elaboration, students were asked to discuss in groups on the value of the existing character of each character in the story and discuss the existing subject matter. At the confirmation stage, teachers reinforce the values of characters in "*Satua Bali*", asking the students to tell the class, and confirm the subject matter "*Satua Bali*", and adding the material in accordance with the applicable curriculum.

Keywords: "*Satua Bali*", character value, teaching

INTRODUCTION

Planting the values of national character is currently a major issue of education. One of the foundation that supports the planting of the character value is 1945 opening statement at paragraph 4. Furthermore, confirmed also planting the value of the character in Law No 20 of 2003 on the national education system. In Chapter I verse 1 (1) of Law No. 20 of 2003 declared 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 him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and country.

Referring to the statement, education for Indonesian human form intelligent and noble. That is, education is not only focused on the cognitive activity alone, but also the formation of character values to the young generation. Education is one of the basic strategy of the development of national character in a coherent implementation should be done with some other strategies. The strategy includes: dissemination or awareness,

empowerment, acculturation, and the cooperation of all components of the nation. Character development is done with a systematic and integrative approach involving the family, the education unit, government, civil society, legislators, the media, the business world and the industrial world¹.

In order to further strengthen the implementation of character education in the educational unit has

identified 18 values derived from religion, Pancasila, culture, and national education goals, namely: (1) Religious, (2) Honestly, (3) tolerance, (4) Discipline, (5) Hard work, (6) Creative (7) Independent, (8) Democratic (9) Curiosity (10) The spirit of Nationality, (11) Love the country, (12) Rewarding Achievement, (13) friends / Communicative, (14) Love Peace, (15) Joy of Reading, (16) Environmental Care, (17) Social Care, (18) Responsibility².

The effective character development can be done in a school environment that allows all children show their potential to achieve a very important goal³. That is, activities in schools, in particular the learning process, is the most effective way to build character. One way of improvement in

the learning process to develop character values in children is the use of learning tools are rooted in local culture. Instruction is based on the opinion of the President of the Republic of Indonesia Number 1 Year 2010 on the Acceleration of the Implementation of National Development Priorities. Mandated curriculum instruction and active learning methods based on cultural values of the nation to establish a competitiveness and national character. As an example implementation,

“*Satua Bali*”, which is full of moral values and character values. “*Satua Bali*” use in the learning process very positive impact on the child's character. This is evidenced by the results of research, which shows that the use of media in learning “*Satua Bali*” affect the character values of the nation, especially the friendly aspect/communicative, tolerance, discipline, and responsibility⁴.

METHODS

Objects that are studied in this paper are the values of the characters in “*Satua Bali*” and the application of these characters in the value of learning in elementary schools. The writing is done by using the method of literature review which undertakes a review of the book, research, and articles that discuss the values of characters in

“*Satua Bali*”. Information obtained from these studies and studies theoretically and empirically about the value karakter in “*Satua Bali*”. To strengthen the description, in this paper has also presented research study on the value of the character in “*Satua Bali*” has been done by many researchers.

DISCUSSION

Satua character values in “*Satua Bali*”

Based on the results of the study, “*Satua Bali*” which allows it to be developed in learning to foster the values of characters as many as 20 titles

“*Satua Bali*”. Each “*Satua Bali*” contains the values of characters are diverse and different materials. “*Satua Bali*” analysis results shown in Table 1.

Table 1. The analysis result of “*Satua Bali*”

No	Title	Contain	
		Knowledge	Character values
1	<i>I Lutung Teken I Kekua</i>	<ul style="list-style-type: none"> The characteristics of living things Endangered animals 	<ul style="list-style-type: none"> Tolerance Honesty
2	<i>Kambing Takutin Macan</i>	<ul style="list-style-type: none"> The characteristics of living things Endangered animals 	<ul style="list-style-type: none"> Creative Carefully
3	<i>I Ketimun Mas</i>	<ul style="list-style-type: none"> The sense of hearing Sense of sight The interrelationship between humans and animals Animals and food 	<ul style="list-style-type: none"> Responsible Mutual help Thorough
4	<i>I Buta Teken I Rumpuh</i>	<ul style="list-style-type: none"> Sense of sight Skeletal System body Type of food 	<ul style="list-style-type: none"> Cooperation Sincere ikhlas Mutual help
5	<i>I Belog</i>	<ul style="list-style-type: none"> The characteristics of living things Special features creatures 	<ul style="list-style-type: none"> Responsible Carefully
6	<i>I Pengangon Bebek</i>	<ul style="list-style-type: none"> How to care for living things Natural resources 	<ul style="list-style-type: none"> Responsible Love Honesty
7	<i>I Siap selem</i>	<ul style="list-style-type: none"> The characteristics of living things The force of gravity 	<ul style="list-style-type: none"> Self-confident
8	<i>Men Sugih teken Men Tiwas</i>	<ul style="list-style-type: none"> Types of natural resources Simple and modern technology 	<ul style="list-style-type: none"> Honesty
9	<i>Nang Bangsing teken I Belog</i>	<ul style="list-style-type: none"> Simple technology The natural resources 	<ul style="list-style-type: none"> Honesty Carefully

No	Title	Contain	
		Knowledge	Character values
			<ul style="list-style-type: none"> • Environmental care
10	<i>Lutung teken Kekua memaling isen</i>	<ul style="list-style-type: none"> • The characteristics of plants • The benefits of herbs • The use of animals 	<ul style="list-style-type: none"> • Environmental care • Thorough • Responsible
11	<i>I Bawang teken i kesuna</i>	<ul style="list-style-type: none"> • Water and benefits • Different types of objects and nature 	<ul style="list-style-type: none"> • Patience • Responsible
12	<i>Anak ririh</i>	<ul style="list-style-type: none"> • The importance of the sun for life • Simple technology and its benefits 	<ul style="list-style-type: none"> • Creative • Honest • Responsible
13	<i>I Lutung dadi pecalang</i>	<ul style="list-style-type: none"> • Sources of sound • Light and nature • The characteristics of living beings-specific 	<ul style="list-style-type: none"> • Discipline • Responsible • Cooperation • Mutual help
14	<i>I Ubuh</i>	<ul style="list-style-type: none"> • Simple technology • Natural resources and benefits 	<ul style="list-style-type: none"> • Diligently • Mutual help
15	<i>I Lanjana</i>	<ul style="list-style-type: none"> • The natural resources and non-biological • The characteristics of animals and food 	<ul style="list-style-type: none"> • Concern • Creative • Self-confident
16	<i>I Tuung Kuning</i>	<ul style="list-style-type: none"> • The relationship of natural resources and jobs • The content of foodstuffs • Maintenance of animals 	<ul style="list-style-type: none"> • Responsible
17	<i>I Belibis Putih</i>	<ul style="list-style-type: none"> • The types of foods and its contents • The characteristics of the animals • The process of planting rice • Type of natural resources and animals that used to utilization 	<ul style="list-style-type: none"> • Affection • Mutual help • Cooperation
18	<i>Men Tingkes</i>	<ul style="list-style-type: none"> • Food and benefits • Natural resources 	<ul style="list-style-type: none"> • Mutual help • Affection • Environmental care
19	<i>I Pucung</i>	<ul style="list-style-type: none"> • The types of fruit • The benefits of water • Animals and food 	<ul style="list-style-type: none"> • Honesty • Thorough • Mutual help • Affection • Sincerity
20	<i>Ni Daa Tua</i>	<ul style="list-style-type: none"> • Utilization of plant • Forests and utilization • Trade in natural resources 	<ul style="list-style-type: none"> • Do not envy • Environmental care • Respect the property of others

APPLICATION OF CHARACTERS VALUE IN LEARNING

Application of character values in the curriculum can be done through the integration of subjects, integration of local content, and integration through self-development activities⁵. Therefore, the application of the values of

characters in "*Satua Bali*" can also be done through integration in the subjects. Integration of the values of characters in the subject can be done through the development of syllabus and lesson plans on existing competence in accordance with the value to be applied. So that the syllabus and lesson plans developed application contains character values in

"*Satua Bali*", then the steps in the development of the syllabus are: analyzing the value of the existing character in "*Satua Bali*" and adjust to the existing material. Then analyze indicators, both the verb and the material. Analyzing first determine whether the cognitive verb, affective, or psychomotor, and then see the degree of difficulty, then specify what character and values "*Satua Bali*" is used. The next steps include the value of the character "*Satua Bali*" elected into the syllabus. The character value elected that has been loaded before learning activities, one by one gradually incorporated into step-by-step process of learning activities, which certainly character values corresponding to the learning activities of students, thus reflected in every step of the learning activities, both on the activities exploration, elaboration, and activities confirmation.

In the lesson plan, "*Satua Bali*" could be included in core activities at the exploration stage. At this stage, the students are given "*Satua Bali*", then students are asked to read at the same time to live them. In addition, teachers can also be read and the students listening. At the stage of elaboration, students were asked to discuss in groups on the value of the character of each character in the story and discuss the existing subject matter. At the confirmation stage, teachers reinforce the values of characters in "*Satua Bali*", asking the students to tell the class, and confirm the subject matter of "*Satua Bali*", and adding the material in accordance with the applicable curriculum. Thus, the implementation of "*Satua Bali*" in learning can preserve local culture, foster the values of student character, and is associated with the material in the curriculum. In addition, the "*Satua Bali*", then can practice reading and listening skills of students.

There are several factors need of "*Satua Bali*" is used as a medium of learning. First, the existence of a learning medium, in this case of "*Satua Bali*" is very important for the success of the learning process. The learning media to make the subject matter becomes more contextual and encourage curiosity of students. The material in question is in terms of cognitive, affective, and psychomotor. If the child has things that are contextual and has a high curiosity about something, then the child will learn to actively and meaningfully. The implication is that knowledge can be stored in long term memory, can be cultivated attitudes, and skills can be honed indirectly. Thus, learning tools make children learn contextually and growing curiosity of students to produce something meaningful. Explanation of the above in accordance with the opinion which states that the benefits of a medium of which attract students to study, students gain a real picture of

something, encourage curiosity of students, and make merry student learning⁶.

Second, learning is an activity that involves physical and mental students. To create the learning that is so, then the student must learn actively. Active learning in question is the students think, say, and engage in activities that may make them acquire the knowledge, attitudes, and skills. To realize such learning, can not simply be done by listening to the teacher's explanation. Learning can be realized if the students involved in the learning activities, including learning to manipulate the media. If this can be done, then it can be obtained with the right knowledge, attitudes can be practiced, and skills can be developed. The exposure in accordance with the opinion which states that learning requires the involvement of mental and student action itself⁷. Be active way of learning that can realize the study, so that learning can be categorized learn the real and long-lasting.

Third, character education is not just a lesson in the school setting. Implementation of character education is leading to the transformation of the culture and life of the school, rather than adding material character values in the curriculum. One way to do is to tell as one of the effective ways to implement the values of character for children. Through these activities, students can distinguish between good and bad attitude and practice it in everyday life. Thus, the implementation of character education can take place with the aid of a story. The opinion is in line with the opinion which states that one of the ways in order to run an effective character education is the use of narrative in learning⁸.

CONCLUSION

"*Satua Bali*" not only contains the values of the character, but also contain material that is in accordance with the curriculum used in the elementary schools. "*Satua Bali*" is very appropriate to be applied in teaching in primary schools, especially in the school curriculum of 2013. In the study, "*Satua Bali*" could be included in core activities at the exploration stage. At this stage, the students are given "*Satua Bali*", then students are asked to read at the same time to live them. In addition, teachers can also be read and students listening. At the stage of elaboration, students were asked to discuss in groups on the value of the existing character of each character in the story and discuss the existing subject matter. At the confirmation stage, teachers reinforce the values of characters in "*Satua Bali*", asking the students to tell the class, and confirm the subject matter "*Satua Bali*", and adding the material in accordance with the applicable curriculum. Thus, the application "*Satua Bali*" in learning can preserve local culture,

foster the values of the student's character, and is associated with the material in the curriculum. In addition, the "*Satua Bali*", then can practice as reading and listening skills of students.

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ASSESSMENT OF AUTHENTIC LEARNING SOCIAL STUDIES THROUGH PROJECT BASED LEARNING STUDENTS ELEMENTARY SCHOOL TEACHER EDUCATION

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1. Abstract

This study aims to determine how to assess authentic learning social studies through project-based learning (PBL) approach students Elementary School Teacher Education (PGSD).

This research is descriptive research. The data collection technique was an observation and focus group discussion (FGD). Data are analyzed qualitative and quantitative. Subjects of this research were student PGSD in Salatiga year to 3 as many as 33 students.

The research result showed that: one of the most important thing for improving competency student, specially students of PGSD is innovation in teaching. PBL can improve the competency of PGSD, because for PBL steps include (1) Starts With the Essential Question; (2) Design a Plan for the Project; (3) Creates a schedule teachers and learners collaboratively; (4) Monitor the students and the progress of the project; (5) Assess the outcome and (6) Evaluate the Experiences. As for the competency owned by students is good.

Asses authentic learning using the balance assessment consisting of traditional assessment using tests (fokus kognitif), assessment using the portfolio teamwork and opinions (focus process) and reports (focus product), as well as performance appraisal using the assessment rubric skill to read, write, presentations, and literacy. The test results of social studies, the lowest score is 69.95 the highest score is 96.45, with an average of 83.04. While social studies assessment results with the assessment rubric with pretty good category is writing and literacy which has mean of 3,23 and 2,7, good categories are reading, report and presentation which has mean score of 3,83; 3,97 and 4,15; and teamwork and opinions which has mean score of 4,56 and 4,55 is included in the very good category. Mean score assessment which has a total average value of 3,85 is included in the good category, it means that students of PGSD have assess is good.

Keywords: assessment of authentic learning, social studies, project based learning.

Introduction

In the classroom, each student has a different learning character from one another, because of their prior knowledge, ability levels, interests, or learning modalities. Therefore, teacher who know how to identify these characteristics are better able to change their teaching and assessment practices by varying the content they teach, the process students use to learn the content, and the products the require students to produce to prove they have met the standards.

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.

Real problems in life are studied in social studies. Social studies 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. This learning experience provides an essential meaning. Therefore, the need to design appropriate learning using PBL approach.

PBL involves students to learn actively. The entire learning activity starts from the learning process and the learning outcomes required appropriate assessment, which can measure all good student activity which includes cognitive, affective and skills.

Assessments to become an integral part of the instructional process. Teachers need to change their approach in three important ways. They must (1) use assessments as sources of information for both students and teacher, (2) follow assessments with high-quality corrective instruction, and (3) give students second changes to demonstrate success. Teachers must think about and use assessments differently than their teachers did. (Guskey, 2007, pp. 16-17).

Traditional assessments do not measure the entire ability of learners. Traditional assessments do not test many skills and abilities students need to be successful. Students must be prepared to do more than memorize information and use algorithms to solve simple problems. In lessons, students are expected to be able to practice higher-order thinking skills, and and think critically

Early theories of learning indicated that educators needed to use a "building blocks of knowledge" approach whereby students acquired complex higher order skills by breaking learning down into a series of skills (Kay Burke, 2009, 5).

Results of the lessons, students who scored poorly on standardized tests usually be assigned to the remedial or basic skills classes to master those essential basic skills before being exposed to the more challenging and motivation complex thinking skills. In other words, learning approach used could not handle the rigor and they went to the "time out" programs, or grades until students showed they could "merge" back into the regular classes.

Popham (2001, 20) believes that incessant "skill and drill" often turns into "drill and kill". He believes that repetitious instructional activities tend to deaden students genuine interest in learning. Chen and Mc Namee (2007) say, "For

classroom teachers, assessment is the process of listening, observing, and gathering evidence to evaluate the learning and development of children in the classroom context". Archbald and Newmann (1988, 1) describe the term **authentic assessment** as follows, A valid assessment system (that) provides information about the particular tasks on which students succeed or fail, but more important, it also presents tasks that are worthwhile, significant, and meaningful in short authentic".

Social studies is the science that studies the relationship between human integrated approach. Thus, assessment authentic is done through a learning process that involves the student directly using PBL.

The problem is how to assess authentic learning social studies through PBL approach students PGSD.

2 References

2.1 Authentic assessment

A commonly advocated best practice for classroom assessment is to make the assessments authentic (Bruce B. Frey., Vicki L. Schmitt, and Justin P. Allen. 2012). Authentic is often used as meaning the mirroring of real-world tasks or expectations.

Many terms are used when discussing the alternatives assessment. Archbald and Newmann (1988, 1) describe about authentic assessment is a valid assessment system (that) provides information about the particular tasks on which students succeed or fail, but more important, it also presents tasks that are worthwhile, significant, and meaningful in short authentic".

Shulman (1988) said, teachers need to combine various methods of assessment so that the strengths of one offset the limitations of the other.

Each single measurement by itself is insufficient to provide a true portrait of the student or learner. If educators combine standardized and teacher made tests measuring knowledge and content with portfolios measuring process and growth, and performances measuring application, they will provide a more accurate portrait of the individual learner. Fogarty and Stoehr (2008) discuss the balanced assessments, and performance assessments and subsequently meet the needs of all students. See table 1.

Table 1 Balanced Assessment

Type of Assessment	Focus	Features
Traditional	<ul style="list-style-type: none"> • Knowledge • Curriculum • Skill 	Classroom assessments <ul style="list-style-type: none"> • Tests • Quizzes • Assignments Standardized tests

		<ul style="list-style-type: none"> • Norm referenced • Criterion Referenced
Portfolio	<ul style="list-style-type: none"> • Process • Product • Growth 	<ul style="list-style-type: none"> • Growth and development • Reflection • Goal setting • Self evaluation
Performance	<ul style="list-style-type: none"> • Standards • Application • Transfer 	<ul style="list-style-type: none"> • Collaboration • Tasks • Criteria • Rubric • Examination of student work

Source: Adapted from Fogarty & Stoehr. 2008.

Authentic assessment aims to evaluate students' abilities in 'real-world' contexts. In other words, students learn how to apply their skills to authentic tasks and projects. Authentic assessment does not encourage rote learning and passive test-taking. Instead, it focuses on students' analytical skills; ability to integrate what they learn; creativity; ability to work collaboratively; and written and oral expression skills. It values the learning process as much as the finished product.

Authentic assessment in the classroom

Authentic assessment utilizes performances samples-learning activities that encourage students to use higher-order thinking skills. There are five major types of performance samples:

a. Performance Assessment

Performance assessments test students' ability to use skills in a variety of authentic contexts. They frequently require students to work collaboratively and to apply skills and concepts to solve complex problems. Short- and long-term tasks include such activities as:

- writing, revising, and presenting a report to the class
- conducting a week-long science experiment and analyzing the results
- working with a team to prepare a position in a classroom debate.

b. Short Investigations

Many teachers use short investigations to assess how well students have mastered basic concepts and skills. Most short investigations begin with a stimulus, like a math problem, political cartoon, map, or excerpt from a primary source. The teacher may ask students to interpret, describe, calculate, explain, or predict. These investigations may use enhanced multiple-choice questions. Or they may use concept mapping, a technique that assesses how well students understand relationships among concepts.

c. Open-Response Questions

Open-response questions, like short investigations, present students with a stimulus and ask them to respond. Responses include:

- a brief written or oral answer
- a mathematical solution
- a drawing
- a diagram, chart or graph

d. Portfolios

A portfolio documents learning over time. This long-term perspective accounts for student improvement and teaches students the value of self-assessment, editing, and revision. A student portfolio can include:

- journal entries and reflective writing
- peer reviews
- artwork, diagrams, charts, and graphs
- group reports
- student notes and outlines
- rough drafts and polished writing

e. Self-Assessment

Self-assessment requires students to evaluate their own participation, process, and products. Evaluative questions are the basic tools of self-assessment. Students give written or oral responses to questions like:

- What was the most difficult part of this project for you?
- What do you think you should do next?
- If you could do this task again, what would you do differently?
- What did you learn from this project?

Many teachers find that authentic assessment is most successful when students know what teachers expect. For this reason, teachers should always clearly define standards and expectations. Educators often use rubrics, or established sets of criteria, to assess student work.

Because authentic assessment emphasizes process and performance, it encourages students to practice critical-thinking skills and to get excited about the things they are learning.

Types of Authentic Assessments

Authentic assessments include a variety of measures that can be adapted for different situations. These are some examples of authentic assessment. See table 2

Table 2 Type Authentic Assessment

Assessment	Description
Oral Interviews	Tequestion about personal background, activities, readings, and interest acher ask students
Story or Test Retelling	Students retail main ideas or selected details of text experienced

	through listening or reading
Writing Sampels	Students generate narrative, expository, persuasive, or reference paper
Project/Exhibitions	Students complete project in content area, working individually or in pairs
Experiments/Demonstrations	Students complete experiment or demonstrate use of materials
Constructed-Response Items	Students respond in writing to open-ended questions
Teacher Observations	Teacher observes student attention, response to instructional materials, or interactions with other students
Portfolio	Focused collection of student work to show progress over time.

Source Michael OM & Lorraine

2.2 Project-based learning (PBL) Approach

PBL refers to any programmatic or instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students. When engaged in project-based learning, students will typically be assigned a project or series of projects that require them to use diverse skills such as researching, writing, interviewing, collaborating, or public speaking to produce various work products, such as research papers, scientific studies, public-policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances, for example. The execution and completion of a project may take several weeks or months, or it may even unfold over the course of a semester or year.

Closely related to the concept of authentic learning, PBL experiences are often designed to address real-world problems and issues, which requires students to investigate and analyze their complexities, interconnections, and ambiguities. Students also typically learn about topics or produce work that integrates multiple academic subjects and skill areas.

In this case, even if the project is assigned in a science course, students may be required to read and write extensively (English); research local history using texts, news stories, archival photos, and public records (history and social studies); conduct and record first-hand scientific observations, including the analysis and tabulation of data (science and math); and develop a public-policy proposal for the conservation of the ecosystem (civics and government) that will be presented to the city council utilizing multimedia technologies and software applications (technology).

In PBL, students are usually given a general question to answer, a concrete problem to solve, or an in-depth issue to explore. Teachers may then

encourage students to choose specific topics that interest or inspire them, such as projects related to their personal interests or career aspirations.

PBL goes beyond generating student interest. Well-designed projects encourage active inquiry and higher-level thinking (Thomas, 1998). Brain research underscores the value of these learning activities. Students' abilities to acquire new understanding are enhanced when they are "connected to meaningful problem-solving activities, and when students are helped to understand why, when, and how those facts and skills are relevant" (Bransford, Brown, & Conking, 2000, p. 23).

PBL is an instructional model that involves students in investigations of compelling problems that culminate in authentic products. Projects that make for stronger classroom learning opportunities can vary widely in subject matter and scope, and can be delivered at a wide range of grade levels. Nonetheless, they tend to share defining features. Projects grow out of challenging questions that cannot be answered by rote learning. Projects put students in an active role such as: problem solver, decision maker, investigator, or documentarian. Projects serve specific, significant educational goals; they are not diversions or add-ons to the "real" curriculum.

Buck Institute for Education (BIE) said, PBL is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centred lessons. PBL activities are long-term, interdisciplinary, student-centred, and integrated with real-world issues and practices.

PBL is one approach of teaching that allows students to learn adult skills such collaboration, decision making and reflection, that organizes learning around projects. Collaboration is the core of the various activities and experiences that involve students in the classroom or out in the field (Ellysa Aryani, 2012). According to Thomas, et al (1999) in Wena (2010) that PBL is a learning model that enables the teacher to manage classroom learning with work involving the project. Project work based problems and requires students to design, solve problems, make decisions, conduct investigations, and to provide opportunities for students to work independently.

According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations

(Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

Other defining features found in the literature include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, (Moursund, 1999), cooperative learning, reflection, and incorporation of adult skills (Diehl, Grobe, Lopez, & Cabral, 1999). To these features, particular models of PBL add a number of unique features.

PBL is an instructional approach that involves students in investigations of compelling problems that culminate in authentic products (Wardani Naniek Sulistya, 2013).

Steps in PBL as developed by The George Lucas Educational Foundation (2005) consists of:

- a. Starts With the Essential Question
- b. Design a Plan for the Project
- c. Creates a Schedule
- d. Monitor the Students and the Progress of the Project.
- e. Assess the Outcome.
- f. Evaluate the Experiences.

Inside, conclusion Heide Spruck Wrigley (1998) in his research below:

In the meantime, we may have to take the project-based learning on faith and see it as a promising approach that are acts much of what we know about the way adults learn.

2.3 Social Studies

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.

Social studies seeks to examine and understand communities, from the local to the global, their various heritages, physical systems, and the nature of citizenship within them. Therefore, social studies discuss social and physical environment.

3. Research Methodology

Research is a descriptive research. The data used are primary data, where researchers must collect data through observation and focus group discussion (FGD). Data are analyzed qualitatively. Subjects of this research are student PGSD second semester student. Research variable was the PBL and assessment of authentic learning. The stages of PBL are (1) the essential question; (2) design a plan the project; (3) creates a schedule; (4) monitor the students and the progress of the project; (5) assess the outcome and (6) evaluate the experiences.

Authentic learning assessment consists of (1) reading authentic materials texbok; (2) writing for an audience (report); (3) communicating of the classroom (presentation); (4) teamwork; and (5) giving to one's opinions (opinions), and (6) literacy.

4. Results and Discussion

This study aims to determine how to assess authentic learning social studies through PBL approach students PGSD

Social studies learning with PBL approach using the following steps

- a. The Essential Question. Learning begins with the essential question about environment.
- b. Design a Plan for the Project. Learners are expected to made observation sheet and angket
- c. Creates a Schedule. Teachers and learners collaboratively construct a schedule activities in the form of a field study.
- d. Monitor the Students and the Progress of the Project. Students collect data in the field. Teacher is responsible for monitoring the conduct activities.
- e. Assess the Outcome. In the assessment, the lecturer make observations on the activity of the students in the data collection .
- f. Evaluate the Experiences. Teachers and learners to reflect on the activities and results of the project. The process of reflection is done either individually or in groups.

Design effectiveness of implementation of PBL is presented by Table 3 below.

Table 3
Designed Effectiveness of Implementation of PBL

CONTE XT	UNDERLYING DEFICIENCY	INTERVENTI ON
The Essential Question	Students can read more than make question of textbooks	Students observe a textbook on environmen tal material and found essential word
	Students can read more student competency in the content standards rather than selecting the right competencies to be assessed in the field	Students examine the content standards and choose the appropriate competence to be assessed in the field
Design A Plan For The Project	Students make question for field studies	Question based essential question from textbooks and

		competency
Creates A Schedule	Students creates activities schedule for field	Lecturer as facilitator
Monitor The Students And The Progress Of The Project	Students more actively carry out activities in the field rather than making progress report	Lecturers encouraged students to make a progress report
Assess The Outcome	Less skilled student conduct interviews with community	Lecturer gives insights on interviewing
Evaluate The Experiences.	Students to reflect on the activities and results of the project was run. The process of reflection is done either individually or in groups.	Teachers and learners to reflect on the activities and results of the project was run. The process of reflection is done either individually or in groups.

Authentic assessment is provides information about the particular tasks that are worthwhile, significant, and meaningful in short authentic, and related to real life provide the relevance students need to find meaning in what they are studying.

The task of social studies given in the form of a field study of the environment. The implementation of field studies using PBL, which involves students in learning. The tasks are assessed include (1) reading textbook; (2) writing report; (3) communicating of the classroom (presentation); (4) teamwork; and (5) giving to one's opinions and (6) literacy.

Implementation assess is combine various methods of assessment so that the strengths of one offset the limitations of the other, which are called balanced assessments. Balanced assessment in the research consists of assessment tradisional for focus test (knowledge) and rubric reading, writing, presentation and literacy (skill), assessment portfolio for focus teamwork and giving opinion (proses) dan report (product), and assessment performance focus standards (tasks, criteria, rubric). See table 1.

From the class interval, it is known that the thresholds of each class and then the value of each student will be included as in Table 3

The results PGSD student have score of the authentic assessment are presented in Table 4 below:

Table 4
Categories of the score rubric (Reading, Writing, Presentation, Literacy, Teamwork, Opinion and Report)

Interval	Category	Value
4,21<mean≤5,00	Very good	5
3,41<mean≤4,20	Good	4
2,61<mean≤3,40	Pretty good	3
1,81<mean≤2,60	Poorly	2
1,00<mean≤1,80	Not good	1

Result authentic assessment from assess rubric are presented in Table 45 below:

Table 5
Result Authentic Assessment from Assess Rubric

No	Indicator	Min	Max	Mean	Notes
1	Reading	2	5	3,83	Good
2	Writing	2	5	3,23	PrettyGood
3	Presentation	3	5	4,15	Good
4	Literacy	2	5	2,67	PrettyGood
5	Teamwork	4	5	4,56	Very good
6	Opinion	3	5	4,55	Very good
7	Report	3	5	3,97	Good
Total Average Value				3,85	Good

Based on table 5, student has score assessment which has a total average value of 3,85 is included in the good category, it means that students of PGSD have assess is good. Meanwhile, in detail, each of the indicators is as follows: Student has score for writing which has mean of 3,23 and mean score literacy 2,7 is included in the pretty good category, it means that students of Ele PGSD have assessment score is pretty good. In addition, for reading, report and presentation which has mean value of 3,83; 3,97 and 4,15 is included in the good category, it means that students have assessment score is good. And teamwork and opinions which has mean value of 4,56 and 4,55 is included in the very good category, it means that students have assessment score is very good.

The test results of social studies, the lowest score is 69.95 the highest score is 96.45, with an average of 83.04.

Implementing PBL in Elementary School Teacher Education

In PBL. teachers are facilitators who help students if they ask for it. A PBL teacher acts more as a resource, than a disseminator of information. PBL challenges students to solve problems, become decision makers and presenters rather than remaining passive listeners. Students learn teamwork, communication and collaboration as well as critical thinking and problem solving. Students will be able to present their ideas or results to their peers, parents and community.

PBL allows students to learn not only the concepts involved in a project, but also to learn

how to organize and present their thoughts, how to manage a complex project in a limited amount of time, and how to collaborate with members of a group.

(<http://darkwing.Uoregon.edu/moursund/PBL/>).

In the following I will introduce my concept of how to implement PBL in students of PGSD in the second semester.

First step, think about the goals, what you want your students to know, to learn, and to be able to do. The goals are based on the curriculum is examine the interaction between physical and social environment. In this step the students were asked to formulate the problem the interaction between physical and social environment. The problem in terms of the arts, culture, technology, economics and law. From this activity, it appears the entire group can formulate the problem correctly. This is the first step in the PBL, is starts with the essential question. Learning begins with the essential question, namely the question which can give students assignments in conducting a activity.

Step 2 is design a plan for the project. Students makes planning for the project. Student makes instrument observation sheet for observation natural phenomenon, and students make a questionnaire about local economic activity, students perform mapping of attractions in Pacitan, and student identification regulations around sights. Planning is done collaboratively between teachers and learners. Thus learners are expected to be felt "Have" for the project. Then,

Step 3, students creates a schedule for field study. Teachers and learners collaboratively construct a schedule activities to complete the project for one day. The next step, monitor the students and the progress of the project. Teacher is responsible for monitoring the conduct activities for learners completing the project, and student construct the progress of the project is field study. So all the activities done by the students, always monitored by the lecturer and were scored as assessment materials.

Step 5 is to assess the outcome

The authentic assessment was conducted to assist teachers in measuring achievement standards, a role in evaluating the progress of each student, provide feedback on the level of understanding that has been achieved learners, assist teachers in developing learning strategies next. In step 5, all groups can report progress in a timely and complete reports as a reference is given.

The final step is evaluate the experiences.

Teachers and learners to reflect on the activities and results of the project was run. The

process of reflection is done either individually or in groups. The results obtained from this final step is the student has gained a lot of experience, ranging from reading, to formulate the problem, make a plan of field studies, preparing instruments, collecting data, analyzing the data, create reports and make revisions. Although the results are not optimal in substance, but the spirit, motivation and curiosity of the students is very high. Basing on the above results, the PBL is implemented by the students well and smoothly.

The advantages gained from PBL are :

- PBL gives students a more "integrated" understanding of the concepts and knowledge they learn, while also equipping them with practical skills they can apply throughout their lives. The interdisciplinary nature of PBL helps students make connections across different subjects, rather than perceiving, for example, math and science as discrete subjects with little in common.
- Because PBL mirrors the real-world situations students will encounter after they leave school, it can provide stronger and more **relevant** preparation for college and work. Student not only acquire important knowledge and skills, they also learn how to research complex issues, solve problems, develop plans, manage time, organize their work, collaborate with others, and persevere and overcome challenges.
- PBL reflects the ways in which today's students learn. It can improve student engagement in school, increase their interest in what is being taught, strengthen their motivation to learn, and make learning experiences more relevant and meaningful.
- Since PBL represents a more flexible approach to instruction, it allows teachers to tailor assignments and projects for students with a diverse variety of interests, career aspirations, learning styles, abilities, and personal backgrounds.
- PBL allows teachers and students to address multiple learning standards simultaneously. Rather than only meeting math standards in math classes and science standards in science classes, students can work progressively toward demonstrating proficiency in a variety of standards while working on a single project or series of projects.

Disadvantages obtained from PBL are :

- PBL may not ensure that students learn all the required material and standards they are expected to learn in a course, subject area, or grade level. When a variety of subjects are

lumped together, it's more difficult for teachers to monitor and assess what students have learned in specific academic subjects.

- Many teachers will not have the time or specialized training required to use PBL effectively. The approach places greater demands on teachers—from course preparation to instructional methods to the assess authentic learning of learning progress and schools may not have the funding, resources, and **capacity** they need to adopt a PBL model.
- The projects that students select and design may vary widely in **academic rigor** and quality. PBL could open the door to watered-down learning expectations and low-quality coursework.
- PBL is not well suited to students who lack self-motivation or who struggle in less-structured **learning environments**.
- PBL raises a variety of logistical concerns, since students are more likely to learn outside of school or in unsupervised settings, or to work with adults who are not trained educators.

Learning social studies were designed using the PBL approach, consequence assessment to assess authentic learning. Outcome PBL authentic approach and the assessment can improve the effectiveness of learning and increase student competence.

5. Conclusion

It is argued that one of the most important thing for improving competency student, spesially students of PGSD is innovation in teaching. PBL can improve the competency of PGSD, because for PBL steps include (1) Starts With the Essential Question; (2) Design a Plan for the Project; (3) Creates a schedule teachers and learners collaboratively; (4) Monitor the students and the progress of the project; (5) Assess the outcome and (6) Evaluate the Experiences. As for the competency owned by students is good.

Asses authentic learning using the balance assessment consisting of traditional assessment using tests (fokus kognitif), assessment using the portfolio teamwork and opinions (focus process) and reports (focus product), as well as performance appraisal using the assessment rubric skill to read, write, presentations, and literacy.

The test results of social studies, the lowest score is 69.95 the highest score is 96.45, with an average of 83.04. While social studies assessment results with the assessment rubric with pretty good category is writing and literacy which has mean of 3,23 and 2,7, good categories are reading, report and presentation which has mean score of 3,83; 3,97 and 4,15; and teamwork and opinions which has mean score of 4,56 and 4,55 is included in the very good category. Mean score assessment which has a total average value of 3,85 is included in the good category, it means that students of PGSD have assess is good.

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THE DEVELOPMENT CREATIVITY DANCE IN ELEMENTARY SCHOOL

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Abstract

The research aims to develop creativity dance in elementary school. Art of dance is present in elementary school curriculum as subjects presents an opportunity for students to gain experiences of dance. Program curriculum dance the elementary school in Indonesia are given the opportunity to experience dance as art in an educational setting, performing, creating, responding and connecting their dance learning to their own experiences. The ability of elementary school teachers in the art of dance to describe the curriculum is essential to achieve the goal of learning the art of dance. Methodological aims to develop the ability of imagination, creativity, and appreciation also makes students value of life. The research aims to develop creativity dance student's in elementary school. Respondents in this study are limited to student's of grade VI in elementary school in Padang.

The method used is the research and development model Dick and Carey. Development of creativity in the dancing is done with real models in which students are directed to replicate, develop motion based on knowledge and experience. To see the feasibility of the model developed. The expert research conduct several tests one-one, small group, and field trials with indicators of creativity.

The result showed creativity dance with average value pre test 73 and post tes 89. It can be concluded that the model real effective for improving student's creativity. Students can develop their knowledge and capabilities in accordance with the movement. Students are more free to express movement, more cheerful and have a high confidence in dancing.

Keywords: *development creativity, dance, elementary school.*

1. Introduction

The quality of learning the art of dance not be separated from the learning model. Based on observations conducted dance learning model with the model of lectures, demonstrations and assignments are less influential on the development of creative abilities of students. Learning the art of dance is considered only as a supplementary lesson, memorize and accommodate motion without the need for students to be creative. In this connection the necessary innovation to change the usual learning model to develop students' creativity. The problem formulation in this study is to show the impact of creative models for the creativity of students in learning the art of dance in elementary schools in Padang. Reigeluth explains usually an integrated set of strategy components, such as: the particular way the content ideas are sequenced, the use of overview and summaries, the use of examples, the use of practice, and the use of different strategies for motivating the student. Kent L. Gutafson and Maribe explain models help us conceptualize representation of reality. A model is a simple representation of more complex forms,

processes and functions of physical phenomena or ideas. [1] Based on this it can be concluded that the models are steps that can be followed as a teacher's guide. Plomp explains design research to design and develop an intervention (such as programs, teaching-learning strategies and materials, products and systems) as a solution to a complex educational problem as well as to advance our knowledge about the characteristics of these interventions and the processes to design and develop them, or alternatively to design and develop educational interventions (about for example, learning processes, learning environments and the like) with the purpose to develop or validate theories. [2] Model Dick and Carey's model is a procedural system including ten major process components (nine basic steps in an iterative cycle and a culminating evaluation of the effectiveness of the instruction). [3] The nine components in an iterative cycle include: (1) assess needs to identify instructional goals: to identify what it is the learners are expected to be able to do at the end of the instruction, (2) conduct instructional analysis: to determine a step-by-step

of what learners are doing when they are performing the goal; to determine what skills and knowledge are required, (3) analyze learners and contexts, (4) write performance objectives: to specify what it is the learners will be able to do with the statements of the skills to be learned, the conditions, and the criteria, (5) develop Assessment Instruments: to develop a criteria-referenced assessment consistent with the performance objectives, (6) develop instructional strategy, (7) develop and select instruction: to use the instructional strategies to produce the instruction, (8) design and conduct formative evaluation: to collect data that are used to identify how to improve the instruction, (9) revise Instruction: to use the data from the formative evaluation to examine the validity of the instructional analysis, learner and context analysis, performance objectives, assessment instruments, instructional strategies, and instruction. Anna Craft, Bob Jefyer dan Mike Leibling creativity is a state of mind in wich all of our intelligences are working together. it involves seeing, thinking and innovating. Although it is often found in the creative arts, creativity can be demonstrated in any subject at school or in any aspect of life .[4] Jacqueline smith (2002:182) Student will learn to discern with increasing accuracy and sensitivity a range of qualities in choreography and performance from their own experiences in choreography and performance and through learning how to employ description, analysis.[5]development ofcreativedancelearning modelsneed to consideraspects of theindividuals, groups andsocio-cultural settingsandsocio-historical in exchangingthoughts,reflections, as the following picture.

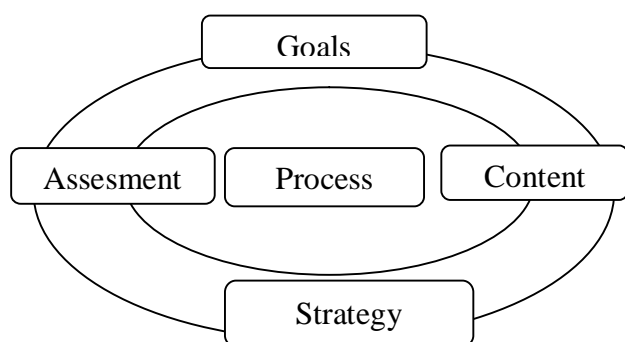


Figure.1. Development Model Dance Creative.

Ernest T.Stringer, Lois Mc Fadyen Christensen dan Shelia C.Baldwin student learn more and better when they are actively engaged in

procees of inquiry that stimulate their imagination and their interest.[6]Another measure, developed provides information on the high-energy tendencies of creative performing artists.Teachers can use Torrance’s seven guides to creativity when devising creative experiences for dance classes, (1) do not leave creative development to chance, (2) encourage curiosity and other creative characteristics, (3) be respectful of questions and unusual ideas, (4) recognize original, creative behavior, (5) ask questions that require thinking, (6) build on the learning skills that pupils already have, and (7) give opportunities for learning in creative ways.Although creative activities are often left to the modern dance or creative dance teacher, teachers of other types of dance should also incorporate a creative component as part of the class . Creative dance and improvisation incorporate problem solving and movement explorations as integral aspects of training in modern and creative dance. Dancers explore the elements of movement in designing movement studies. Investigations of the behavior of dancers find that dancers are creative. Like other students in the performing arts, dancers may be characterized as self-confident, flexible, achieving, and dominant.Standardized tests of creativity have measured the creativity of dancers. Brennan developed a movement test based on the Torrance creativity measures (Torrance, 1965). Torrance developed a movement instrument consisting of tests of position, composition, and movement creativity. [7]Rachel Gibson dalam dance teaching essentials menjelaskan cara mendorong kreativitas sebagai berikut:

- a. A supportive and safe environment in which inventiveness and experimentation is encouraged and valued.
- b. Providing different kinds of tasks, starting points, problems, structures, contexts and objectives.
- c. Offering strategies for thinking about connections and differents ways of solving problems
- d. Encouraging imaginative responses, spontanely, reflection, risk-taking and different ways of doing things.
- e. Challenging assumptions and initial responses
- f. Giving value to creative process
- g. Recognising completed dance works and the validity of diverse solutions to creative problems
- h. Language that evokes images and elicits imaginative responses
- i. Refection, discussion, feedback, evaluation, validation.[8]

Methodology

This Method used in this research is the Research and Development model Dick and Carey. with qualitative Researchers used a qualitative approach in order to obtain information about the implementation of learning choreography. The instrument used in this study were questionnaires, interviews, and documentation. the qualitative data with narration or words through data reduction, data presentation, and conclusion. Samples were students in grade VI SD Purus in Padang

Research findings and discussion

One to one of the trials conducted in 5 students. The results of the students felt that the model was developed to motivate students to learn dance. Students are more focused in developing dance movement. Learning so much fun and can work equally well in a group.

Small group test conducted by forming a special class at 12 students were selected randomly at elementary school in Padang. Students' opinions about the learning model developed in the learning good, fun and the effectiveness of learning or an element of creativity. Overall the study materials or model developed well enough.

The result showed creativity dance with average value 73 pre-test and post-test 89. It can be concluded that the model of the real effective for improving student's creativity. with a real model of dance students can develop their knowledge and capabilities in accordance with the motion. Students are more free to express motion, more cheerful and have a high confidence in dancing.

The result shows models creative dance give learning experience, achievement, and holistic for learning dance in elementary school. Developing model creative dance in the elementary school curriculum included enhancing five areas: (1) body awareness and physical exploration; (2) learning motivation and achievement in other learning areas or subjects; (3) multiple intelligences, creativity, self-esteem, self-identity, and interpersonal skills; (4) understanding and appreciation of culture and community; and (5) basic skills for students with special needs. Movement elements and related themes that have been developed have been knowledge and further developed by dance educators for their function of providing concrete frameworks for guidance, while also leaving space for creativity. The basic curricular structure consists of blocks of movement elements or themes that are introduced one at a time through movement activities developed around the elements and/or themes (see Figure 2).

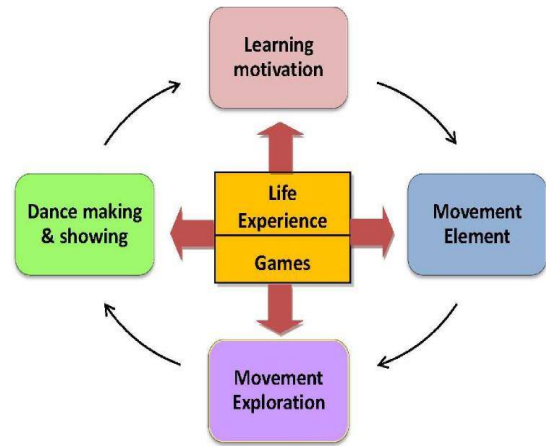


Figure 2. The Structure of the Imagery Model of Curriculum Design Drawn by Yi-jung Wu.

The first element is usually Body, as it is the most familiar to students. However, Ya-Yun Chen urged Space to be first for junior high school students who had little experience with creative dance; it would help them avoid self-consciousness of their own bodies. teachers who worked on the Movement Element Mode also connected movement elements strongly with students' life experience and games (see Figure 2).

The Movement model creative dance is an elementary school way for teachers to demonstrate the connection between dance and life. Most of the teachers found that their students became more motivated and engaged in dance activities when they realized that they were actually doing something familiar and fun. Sometimes the themes that were found in life experiences were emphasized so strongly that they turned into subjects of learning, while movement elements served as the teachers' lens of observation during guidance. While teaching this class, I found some problems that demanded my attention. For example, some students responded that they had been doing the same thing every week. In fact, each week, I had students explore different movement elements by working on the same movement combinations that were developed in the first week. The reason for students' misimpression might be due to their insufficient bodily experiences and movement sensitivity. While emphasizing students' interest in Street Dance, to pay less attention to students' bodily experiences and sensitivity. The consistent class procedure, which developed from warm-up, movement exploration, and discussion, to presentation, might be another reason for students to find the class the same every week. The class procedure may need to have some variations so that students will not feel the same every week. I

realized I need to do this in my next course design.

Teachers who use creative dance as a tool to facilitate learning in other school subjects promote learning and retention. Creative dance, which utilizes the body as a tool for exploration and expression, hones bodily kinesthetic intelligence. Creative dance can also be a device for learning through the bodily kinesthetic intelligence. Dance has assisted students to learn math, reading, science, and social studies. Teachers can create a learning environment that promotes inventive problem solving and reflective thinking.

Conclusions

In general, the model of creative dance should provide comfort, pleasure in doing movement activities based on the experience of students. Students should be directed to develop elements of design movement. In the aspect of "self-created movement," teachers should guide students to confirm their movement as been made in order to avoid too "relaxed" demonstration. Students learn more and better when they are actively engaged in processes of inquiry that stimulate their imagination and their interest. The stimulus situation seems to be having its effect directly, powerfully, immediately, and it has no specific psychological content or reference

Reflection

By the end of the process, I discovered that the level of difficulty of secondary school students in developing motion is when the student movement that is too long. It affects the level of creativity of students. Therefore, students should be directed to develop a motion based on motion design element that has been learned. It would be better for students to develop a motion design element that has been studied. Thus, students will become more creative in dancing. Creative dance is a process that requires practice as well as some knowledge of how the process functions. There are five steps, or stages in the creative process; (1) a period of preparation, (2) time for incubation, (3) occurrence of insight, (4) sessions in which evaluation occurs, and (5) a period of elaboration.

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IMPROVING STUDENTS' READING COMPREHENSION THROUGH MIND MAPPING TECHNIQUE

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The research was conducted to know the effectiveness of the use of mind mapping to improve students' reading comprehension. It covered students' literal, inferential, and critical comprehension. The method employed was quasi experimental method. It designed into two groups, namely experimental and control group. Each group consisted of 34 students of eleventh grade students of SMP Negeri 1 Kota Ternate, in 2014/2015 academic year. The sample was chosen by applying cluster sampling technique. The researcher used multiple choice of reading test both in experimental and control groups. The data obtained through the test were analyzed by using inferential statistic through SPSS 21.0 version.

The research findings showed that mind mapping technique gave higher contribution to the students' reading comprehension. The mean score of pretest of the experimental and control groups were not significantly different. The mean score of posttest of the experimental group was higher than the control group (24.17 > 21.82). Besides, all the three level of comprehension improve after the treatment, the critical level got the highest improvement with 2.82 point. It was followed by literal level which got 2.17 point, and inferential level which got 2.03 point improvement. This led to the conclusion that the application of mind mapping technique improved the students' reading comprehension. It means that the use of mind mapping technique in teaching reading is very effective to improve the students' reading comprehension.

Keywords: improving, reading, mind mapping

A. INTRODUCTION

Being an international language, English occupies the first position in the world for communication nowadays. This position makes it widely used for all over the world in all aspects of human life. English knowledge is desired by students in higher education and by workers in certain professions. This is true because more information and thoughts may be obtained from people around the world through English as a medium of communication, either spoken or written. Getting as well as giving information and ideas in English may be from English broadcast, movies, video, textbooks, and scientific articles in newspaper, magazine, and journal, leaflet and advertisement.

Reading is a necessary skill that any learner needs. Unfortunately, how to teach reading has not been given due care in our schools. In the past, according to the traditional view, reading begins with the child's mastering the names of the letters, then mastering the letter sound relationships, then learning some easy words in isolation, and finally reading simple stories with highly controlled vocabularies (Harp, and Brewer, 1996). Researchers and teachers as well complain that most learners are not able to understand what they read.

In addition, learner should probably develop reading comprehension skill much like learning to drive. Reading comprehension become so automatic that most skill readers forget that they had to develop their reading comprehension skill. Learning reading comprehension requires a

One of the easiest and the cheapest ways of getting information is by reading. It can help people to get information from the simple to the more complex one, therefore, reading is the fundamental and important skill among other skills, namely listening, speaking and writing.

Most students find it hard to connect their thought and ideas accurately in comprehending a text even though they have already studied and possessed adequate language form and vocabularies. This situation raises a problem statement as follows: "Is mind mapping effective in improving students' reading comprehension; specifically in level of literal, inferential, and critical comprehension?"

technique where lesson plans progressively develop and reinforced reading comprehension skill, but a student does not seem to really get it by reading; this means that the student is successfully decoding words, but decoding without reading comprehension will not get him far.

The step in the creation of mind mapping technique particularly the concept and word mapping technique are: analyze the concepts and vocabulary in the text. Arrange the words or concepts that are already understood by the students in order to depict the relationships between what they know and the information in the text (Chall, 1996).

The mind mapping or structured overview, as it is sometimes called a schematic diagram of the major concepts in a portion of text. The researcher of this study uses the mind mapping technique because

this technique can easily be taught and implemented by the students, in addition to its significant role in developing students' thinking skill and reading comprehension. The purpose of this study is to apply the mind mapping technique, particularly, the word mapping, the concept mapping and teaching students the map created by the researcher to measure the effect of using mind maps on the students' reading comprehension.

A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing.

Thinker and McCuillough (1975:9) state that reading is the identification or written symbol, which serves as stimulator for the recall of meaning built through past experience. "Reading comprehension understanding what has been read is an active thinking process that depends not only on comprehension skill but also the students' experiences and prior knowledge comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing, ideas, recognizing author's purpose, making judgment, and evaluating". (Kustaiyo: 1988:11-12). Wender and Rubbin (1982: 11-12) states that reading comprehension is a complex intellectual process involving a number of abilities. Pearson and Johnson in Bum (1989: 148) state that reading comprehension is at once unitary process and a set of discrete processes so, they explore comprehension from two angles. The written units that the reader must understand and the different levels of comprehension that he or she should achieve. While Smith and Robinson (1980:205) state that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through an interaction between the reader and the author. Reading comprehension is such a kind of dialogue between an author and a reader in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of printed papers. Moreover, many foreign language students often have reading as one of their most important goals in their language learning experience and various pedagogical purposes served by written text help reading receive this special focus (Richards and Renandya in Erten 2007:113). By looking over those definitions above, it can be concluded that reading comprehension is an active process where the readers try to gain the information given by author and understand the reading text well.

Mind mapping is a note way taking created by the memory expert of English, Tony Buzan. This is

constituted by result research into that way of brain process and information of keep information is not linearly, phase for the sake of phase, but pin of keep information and process information at random. From other side that, brain of keep information in the form of picture, and non in the form of article or letter.

According to Brown (2008), a mind map uses visual thinking to create an organized display of the plan, problem, or project—a diagram that mirrors the way our brains naturally processes information. Information and tasks radiate out from a central theme or goal, rather than falling below a header, as in a list. Related items link with connecting lines. New items can be captured randomly and then organized into the larger scheme, with new ideas flowing naturally as the map gains detail. Information can be illustrated with symbols, words, color, images, links, and attachments to add context, helping to reveal new directions, greater clarity, and big ideas. There are some parts of mind mapping (Windura, 2008:77-86) namely; central image, key word, basic ordering ideas, Branches, colour and picture.

Benefits of using mind mapping according to DePorter and Hernacki (2011:172) are as follows:

- a. Flexible. Explaining something can be easy without contusing in add the material based on the mind mapping. We can put the label and category of something based on our own opinion anywhere in the mind mapping.
- b. Concentrate on the Topic. Getting the subtopics what we talk about with focus on the main ideas easily. Keep focus on the keyword can help us to make it simple and it does not waste the time.
- c. Increasing Comprehension. Using mind mapping can make easy in understanding the material. Mind mapping is a simple think pattern so it is not make us confuse to understand what we have learned and easy to remember the material.
- d. Enjoyable. Imagination and creativity are unlimited in using mind mapping, so it can be funny to learn. By using pictures and colours, it makes the brain enjoy and excited in thinking something what we want about the material.

There are some steps to use Mind Mapping in teaching. Those are as follows:

1. Start the mind map on a blank sheet of paper or blank document in a word processing computer program. Select a book or article to focus on. Place the title of the book or article within the text box in the top center of the document.
2. Tell students you are going to flash the mind map in front of them for a second or two before

taking it away. They must read the entire title of the book or article within brief moment.

3. Ask the students to write down the titles they read. Review their responses for accuracy. Continue practicing with reading titles only on the mind maps until students' perception is correct each time.
4. Move on to using complete sentences on the mind maps. Select one or two sentences from the same book or article. Split the sentence into two or three text boxes on the mind map. Flash the mind map in front of the students, now instructing them to read the words within each text box as if they were just one word.
5. Test students' comprehension of the sentences by having them explain in writing what they read. Encourage them to anticipate, also in writing, what they believe the following text they read might say.
6. Advance to creating mind maps with text boxes that contain entire sentences. Have students practice reading the sentences all at once, trying to assimilate the separate words into one main idea.
7. Complete the speed reading lessons with the most advanced mind maps. These have text boxes holding several sentences, clustered around one main idea. Encourage students to quickly read the text within each box, looking for the one main idea the text contains.

To make clear, the researcher gave the operational definition of variables such as follows:

1. Mind mapping was a method of organizing information, which involved drawing diagrams to show how ideas in a text are related.
2. Reading comprehension was the clear grasp of what was read. Parts of comprehension to be investigated were:
 - a. Literal comprehension, that was to retrieve information stated in a passage.
 - b. Inferential comprehension, in order to find information which was not explicitly stated in the passage.
 - c. Critical comprehension, to compare information in a passage with the readers' own knowledge and values.

B. METHOD OF THE RESEARCH

In this research, the researcher applied quasi-experimental method, which involved two groups.

They were experimental and control group. The experimental group was given a treatment namely mind mapping technique, a treatment under investigation, while the control group was given a treatment without mind mapping technique. The researcher just provided the same material and was treated by the other English teacher. The control group was needed for comparison purpose to prove If the treatment by using mind mapping was more effective than other. (Gay, •2006:254). Both groups were given pre-test and posttest. Pretest was administered before treatment to assess the students' prior knowledge on reading comprehension and the post-test was administered to measure treatment effects. The aim of this test was to find out the effectiveness of mind mapping in teaching reading.

The population of the research was the eleventh grade students of SMP Negeri 1 Kota Ternate North Maluku Province. It had seven classes with the number of population was 223 students. Since the number of population was large, the writer used cluster random sampling. One class was chosen as the experimental group and one class for control group. The number for every group was 34 students. So, the total number of sample was 68 students.

The instruments were used to collect the data are pretest and posttest by using objective tests. It consisted of 30 items. The pretest was given to the students before the treatment and the posttest was given after treatment in order to check their reading achievement.

To analyze the test result, the researcher used percentage analysis to know the students' reading achievement through mind mapping. To find out the mean score, standard deviation and the t-test value between the pretest and the posttest the researcher uses *SPSS 2.0 version*.

C. FINDINGS

1. The effectiveness of Mind Mapping in improving students' reading comprehension before and after the treatment

The findings of the research deal with the effectiveness of mind mapping in improving students' reading comprehension which consist of the students' improvement of literal, inferential, and critical comprehension.

The findings of the research present the result description of the research trough the distribution score of pretest and posttest on literal level, inferential level, and critical level of reading comprehension. It also describes the students' reading comprehension achievement in general through the distribution score of pretest and posttest of both groups, the experimental and the control class.

a. The improvement of students' literal comprehension

The students' literal comprehension in reading can be seen in table 1 below:

Table 1. The mean score of students' literal comprehension

Groups	Mean Score		Standard Deviation	
	Pretest	Posttest	Pretest	Posttest
Experimental	5.94	8.11	1.18	1.50
Control	6.06	7.18	1.28	1.03

Table 1 indicates that there are differences in score and standard deviation of students literal' comprehension in reading. The data analysis shows the students' mean score for both group; experimental and control was low or it classified as poor. The students' mean score of pretest for experimental was 5.94 with standard deviation 1.18 and control was 6.06 with standard deviation 1.28. However, after applying treatment the students' literal comprehension improved. It is proved by students' mean score in posttest, for both group; experimental was 8.11 with standard deviation 1.50 and control 7.18 with standard deviation 1.03. Even though, students' mean score improved in posttest, but the students' score in experimental was greater than control group or $8.11 > 7.18$. It means that, using mind mapping is effective to improve students' literal comprehension in reading.

b. The improvement of students' inferential comprehension

The students' inferential comprehension in reading can be seen in table 2 below

Table 2. The mean score of students' inferential comprehension

Groups	Mean Score		Standard Deviation	
	Pretest	Posttest	Pretest	Posttest
Experimental	5.73	7.76	1.08	1.28
Control	5.97	7.14	1.14	1.10

Table 2 shows that there are differences in score and standard deviation of students inferential' comprehension in reading. The data analysis shows the students' mean score for both group; experimental and control was low or it classified as poor. The students' mean score of pretest for experimental was 5.73 with standard deviation 1.08 and control was 5.97 with standard deviation 1.14. However, after applying the treatment of the students' inferential comprehension improved. It is proved by students' mean score in posttest, for both group; experimental was 7.76 with standard deviation 1.28 and control 7.14 with standard deviation 1.10. Even though, students' mean score

improved in posttest, but the students' score in experimental was greater than control group or $7.76 > 7.14$. It means that, using mind mapping is effective to improve students' inferential comprehension in reading.

c. The improvement of students' critical comprehension

The students' literal comprehension in reading can be seen in table 3 below

Table 3: The mean score of students' critical comprehension

Groups	Mean Score		Standard Deviation	
	Pretest	Posttest	Pretest	Posttest
Experimental	5.47	8.29	1.16	1.24
Control	5.79	7.50	1.32	1.35

Table 3 describes that there are differences in score and standard deviation of students critical' comprehension in reading. The result of analysis shows the students' mean score for both group; experimental and control were low or it classified as poor. The students' mean score of pretest for experimental was 5.47 with standard deviation 1.16 and control was 5.79 with standard deviation 1.35. However, after applying treatment the students' critical comprehension improved. It is proved by students' mean score in posttest, for both group; experimental was 8.29 with standard deviation 1.24 and control 7.50 with standard deviation 1.35. Even though, students' mean score improved in posttest, but the students' score in experimental was greater than control group or $8.29 > 7.50$. It means that, using mind mapping is effective to improve students' critical comprehension in reading.

2. The mean score of the students' pretest and posttest

The students' mean score and standard deviation in reading comprehension can be seen in table 4 below

Table 4: The mean score and standard deviation of students' pretest and posttest.

Paired Samples Statistics		Mean	N	Standard Deviation
Pair 1	Pretest of Experimental Group	17.14	34	2.29
	Posttest of Experimental Group	24.17		1.73
Pair 2	Pretest of Control Group	17.82	34	2.54
	Posttest of Control Group	21.82		1.80

Table 4 shows that the total number for each group which the experimental group was 34 students and the control group was 34 students. The mean score and standard deviation were shown difference in pretest and posttest for both of the groups. The data was based on the computation using SPSS. 21.0. From the data Showed the mean score of experimental group and control group was mostly in the same score before giving treatment, where pair pretest experimental 17.14 and pretest control was 17.82. However, after giving treatment, the posttest score for both groups; experimental and control groups showed a difference score of mean score. In posttest of experimental was 24.17 and posttest was 21.82. This means that there is an improvement after giving the treatment. Yet, the use of mind mapping is more effective to improve students' reading comprehension than the use of conventional way.

3. Test of significance (t-test)

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that is, a test to know the significant difference between the result of students' mean scores in pretest and posttest in control and experimental group. Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = 68, where $N_1 + N_2 - 2 = 66$; then the result of t- test is presented in the following table.

Table 5: The P-value of t-test of the students achievement on control and experimental group.

Variables	P-value	(α)	Remarks
Pretest of Experimental and Control Group	0.254	0.05	Not significantly different
Posttest of Experimental and Control Group	0.00	0.05	Significantly different

Based on the result of the data analysis as summarized in table 5 above on pretest of control and experimental group, the researcher found that the p-value (0.254) is greater than the level of significance at t-table (0.05) and the degree of freedom 66. It means that H_0 was accepted. In other words, there was no significant difference between the students' reading comprehension of both group, experimental and control group, before the treatment.

While the data on posttest of control and experimental group shows the probability value was smaller than a ($0.00 < 0.05$). It indicates that the null hypothesis (H_0) was rejected. It means that mind mapping technique significantly improve the students' reading comprehension. It was concluded

that the use of mind mapping technique was able to give greater contribution in teaching and learning reading comprehension.

D. Discussion

The discussion deals with arguments and further interpretation of the research findings of test result both the pretest and posttest results. The description of the data collected through test as explained in the previous section shows that the students' reading comprehension improves considerably. It is supported by the mean score rate of the students' pretest and posttest of experimental group. The mean score of pretest and posttest of experimental group was 17.14 to 24.17 while the mean score of pretest and posttest of control group was 17.82 to 21.82. The data in the previous section showed that the use of mind mapping technique gives better effect in learning reading than conventional way. It also can be seen from the mean score in which the mean score of posttest of the experimental and control group is quite different.

Although both mind mapping technique and conventional way can be used in teaching reading and they can improve the students' achievement, however, the mind mapping technique develops the students' reading comprehension more meaningfully than the conventional one. Mind mapping technique was able to change the students' reading comprehension better than before. So it can be inferred statistically based on t-test value that mind mapping technique is more effective in developing students' comprehension of literal, inferential and critical in reading skill.

Based on the result of the students' answers either in control or experimental group before and after treatment, the researcher noticed that students often did not understand the questions of the text. They would copy something from the text, sometimes totally missing the point of the question. As the researcher analyzed students' difficulties in reading comprehension, the researcher surmised that they had an underlying lack of linguistic competence in English that affected their reading; namely their lack of vocabulary knowledge led to not recognizing the ideas of the reading, even when the question was literal and factual in the test. They also weak in interpreting the text given, and it also makes them difficult to read critically.

It proves that the problem on the background still occurs, however, the use of mind mapping technique was successfully maximized the students' reading comprehension. The students were encouraged with the use of mind mapping in their reading. As Buzan (2009) states that mind mapping is a note way taking. This is constituted by result research into that way of brain process and information of keep information is not linearly, phase for the shake of phase, but brain of keep information and process information at random.

From other side that, brain of keep information in the form of picture, and non in the form of article or letter.

In addition, using a Mind Map to present lesson, the teacher is able to explain the meaning of each story section in a way that was creative and easy for her/his students to conceptualize. Moreover, the students are able to have an interactive role in the lesson by providing story explanations that the teacher added to the map. The visuals and colors contained in the map continued to reinforce the story meanings by providing several points of mental associations for the students. Thus, the students were able to internalize the meaning of each story section.

The technique made the students was creative in doing their mind mapping of reading text.

Furthermore, experimental group students gained greater autonomy in the development of their reading than the control group students. Yet, during and after the treatment period, the experimental group students were more concerned with their own activities. Through systematic practice of mind mapping technique just like a brainstorming that can help students understand what they read. Instead, students search the text and combine information as they generate questions; then they comprehend what they have read. In fact, students had progressively acquired the ability to monitor and control their reading comprehension and progress.

On inferential level, the mean score of the experimental group in posttest is also increased from the pretest compared to the control group. The difference of the mean score was 2.03 with 5.73 for the pretest to 7.76 for the posttest. Similar to the control group, it also shows a little improvement with the difference of the mean score were 1.35. Unfortunately, the control group did not show a significant improvement, it can be seen from the mean score of the pretests' result was 5.97 to 7.14 for the posttest. On this inferential level, the students give better respond to the text given by using the instruction or guided questions of mind mapping technique. In this case, they are able to know the ideas that are not directly stated in the text. So, it will help the students in getting meanings from the text without hardly read the text repeatedly. As Smith (1980: 218) states that in interpretation the readers read between the lines, make connections among individuals stated ideas, make inferences, draw conclusions, read between the lines to get inferences, or implied meanings from the text.

On the critical level of comprehension through the application of mind mapping technique, students are guided to read critically, they were guided to compare ideas in the text, think about text's big idea and messages that are implied in the written text. By relating those ideas to their own experiences in

In applying mind mapping technique, the students are able improve the levels of reading comprehension. Those are literal, inferential, and critical. Richards (1995) states that different types of reading comprehension are distinguished according to the readers' purposes and the type of reading that they use. In this case, the students showed their interest to make mind mapping while and after reading. The students also could improve their understanding of the elements of text like orientation, resolution of the text, how does the character look like, and the moral value of the text. From the data showed in the pretest and posttest the achievement of the students on their literal level of comprehension is increased where the data of posttest significantly improved from the distribution frequency of the result and the mean score as well as the standard deviation. The mean score of experimental group on literal level was 5.94 in pretest to 8.11 in posttest with the differences of mean score was 2.17, while the control group on literal level was 6.06 to 7.18 with the differences of mean score was 2.49.

The result of the students' achievement on the literal level of comprehension above indicates that the students have improvement to recognize the literal statements in the text. The students can explicitly or directly state the information given in the text; for example, main ideas, details, cause and effect and sequences written in the text.

their real life, it will make them to find certain facts so they will be involved in logical thinking and reasoning as a part of reading critically. It can be seen from the improvement of the experimental group on critical level of comprehension where the mean score before the treatment given was 5.47 to 8.29 after the treatment, while the control group was 5.79 to 7.50.

In addition, the students' reading comprehension can be improved by reading comprehension questions. The taxonomies of the types of comprehension and the forms of questions may also be used as a checklist for language teachers as well as materials developers. In this case, to developed students' mind mapping, the teacher helped the students by asking comprehension questions to understand better what they read. These questions giuded the students to map the text not only literally, but also inferentially and critically. Considering the mind mapping technique, the questions that have been given to students were suitable with taxonomy levels. The forms of question in treatment were yes/no questions, alternative questions, and informative questions. Yes/no questions were simple questions that can be answered with either yes or no. These questions can be used to prompt the types of comprehension. When yes/no questions were used with personal response or evaluation, or other forms of questions

seem to follow readily. For example, *Did you like this story? Why?*. Similar to yes/no questions, alternative questions were subject to guessing and to explore students' comprehension deeply, the teacher continued to the informative-questions. The questions were beginning with *where, what, when, who, how, and why*. These kinds of questions have worked best and helped the students to improve their literal, inferential, and critical comprehension. Based on the research result, the students have already made significant progress in reading after they are given the treatment. Mind mapping was very useful to lead the students recognize how ideas are organized within a text or concept. Apart from this, students are able to build up their own ideas by using mind mapping. Thus, the students' achievement in reading comprehension is better by using mind mapping technique than using a conventional way.

E. Conclusion

Based on the research findings and discussion in the previous, the researcher draws conclusion in the following statement.

The application of mind mapping technique significantly improved the reading comprehension of the eleventh grade students of SMP Negeri 1 Kota Ternate than non-mind mapping technique. The mean score of pretest of the experimental and control group was not significantly different. The mean score of posttest of the experimental group was higher than the control group ($24.17 > 21.82$). Besides, all the three level of comprehension improve after the treatment, the critical level got the highest improvement with 2.82 point. There was a significant difference between the posttest of control and experimental class shows, where the value of α (0.05) is higher than probability value (0.00). The researcher concluded that the probability is smaller than .05 or $.00 < .05$. It indicated that H_0 was rejected. This led to the conclusion that the application of mind mapping technique improved the students' reading comprehension. It means that the use of mind mapping technique in teaching reading is very effective to improve the students' reading comprehension in terms of literal, inferential, and critical comprehensions.

UTILIZATION OF LOCAL WISDOM IN EDUCATION: A Solution of Character Education in Indonesia

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Abstract

Character is still becoming a major issue in Indonesia. This issue requires new ideas by empowering local wisdom related to the ethnic diversity in Indonesia. This study shows that children who are stimulated by local wisdom learning perform the same behaviour with the aims of character education in school. Local wisdom of the four ethnic groups (Muna, Bugis, Buton and Tolaki) in this study demonstrates the potency of local wisdom diversity but it can be integrated into a character education. These four ethnic groups have been growing in Kendari as one of multi-ethnic cities in Indonesia. Therefore: (a) local wisdom in Indonesian culture is urgently incorporated into the school curriculum, (b) the potency of local wisdom is required to meet zone of proximal development in developing students' characters in Indonesia, and (c) character values of local wisdom can perform students' cultures in their daily behaviour which indicating Indonesian character.

Keyword: local wisdom, Indonesian culture, character education, character value

1. Introduction

Character education aims to create cultural and civilized people. Character education is not only smart in cognitive terms, but also able to develop and instil the highest ability to actualize culture possessed by a nation in order not to lose its national identity due to the globalization change.

At all levels of education in Indonesia, including junior high school (*Sekolah Menengah Pertama – SMP*), character education is organised systematically so that learners are able to compete, be ethical, be moral, be good manner, and interact with the community. A research at Harvard University proved that the success of learners are not determined solely by the knowledge and technical ability (hard skills), but rather by the ability to manage themselves and others (soft skills) (Muslich, 2011: 30). The research shows that the successes of learners are determined 20% by hard skill and the rest of 80% by soft skills.

The implementation of character education in school should involve all stakeholders in education. This is highlighted by Ilahi (2014:25) that every stakeholder of education should able to embed character education especially to avoid immoral behave. Therefore, it required serious attention of all parties to ensure that character education running well.

The problem is character education in Indonesia is still touching on the introduction of norms and values which are still far from Indonesian culture. Moreover, it is not internalized and implemented in the daily life.

As an effort to increase the quality of character education, the minister of national education of Indonesia has developed a grand

design of character education in all levels and kinds of education. This grand design has become a conceptual reference in developing, implementing and evaluating character education at all levels of education. The configuration of character in the context of totality process of physiological and socio-cultural is grouped into: spiritual and emotional development, intellectual development, physical and kinaesthetic development, affective and creativity development. Issues related to the development and implementation of character education should always refer to the grand design document.

Character education can be integrated in learning experience of every subject. Learning material related to norms and character values of any subject should be developed, corporate and related with the context of students' daily lives. Thus, learning character values is not only on the cognitive level, but also internalized and practiced in students daily lives.

Character education at school is also related to school management. In this sense, how character education is well planned, implemented, and controlled at any school activities. This management includes integrating cultural values, content of curriculum, learning experiences, evaluation, teachers, and other related educational components. Thus, school management is becoming one effective media for character education.

The implementation of character education at every school should have met any problems and challenges and every school has its own way solution. Therefore, this paper examines deeply the

implementation of character education, its challenge and the use of local wisdom in character education in Indonesia.

2. Theoretical review

2.1. The nature of education character

Character education can be interpreted as the nature of human mind which affect all human thoughts, behavior, manner and character. In general, character education is related to the moral force of positive connotation. Therefore, education builds character implicitly implies building trait or behavior pattern that is based on the positive or good dimension, not negative or bad.

Daryanto and Suryatri (2013:45) reveal that character education aims to increase the quality of education in schools which may affect the achievement of students' character formation as a whole, integrated and balanced, in accordance with the standards of competence. Through character education, the learner is able to improve and use his knowledge, internalize and personalize the character and good values to be manifested in the daily behavior.

Character education should bring students to be aware of character value cognitively, appreciate the value and implement it in the real lives (Buchori,2007:24). Therefore, the application of character-based learning in school needs to be examined, sought alternative solutions, as well as be developed so that it easily implemented in schools.

There are 18 character educations which are necessary important for students in Indonesia, they are:

1. Religious; adherence to religious teachings espoused, tolerant, and live in harmony with other religions.
2. Honesty; behaviour based on the effort as a trustworthy person.
3. Tolerate; appreciate the difference in religion, race, ethnicity, opinion, attitudes and action of others who are different from themselves.
4. Discipline; orderly conduct and comply with any rules and regulations.
5. HardWork; behaviours that indicate an earnest effort to overcome various barriers to learning.
6. Creative, think and do something to generate new ways or result.
7. Independent; not depending to others.

8. Democratic; behave and act in accordance with rights and obligations of himself and others.
9. Curiosity; always be eager to know more about what is learned, seen, and listened.
10. Nationality Spirit; have an insight that puts the interests of the nation above self-interest and group.
11. Love homeland; demonstrate national loyalty, caring, and high appreciation of the language, environment, social, culture, economic and politic.
12. Respect;encourage himself to produce something useful for society, and acknowledge the success of others.
13. Friendly; demonstrate a sense of easily to talk, hang out, and cooperate with others.
14. Peaceful;make others feel happy and safe on the presence of him.
15. Love reading; spend time to read something that gives virtue for him and others.
16. Environmental concern; always seeks to prevent damage to the surrounding natural environment.
17. Social care; always want to help other people and communities in need.
18. Responsibility; always carry out the duties and obligations towards himself, society, the environment (natural, social and culture), country and God Almighty. (Daryanto and Suryatri Darmiatin, 2013:47)

Based on the above details, it can be concluded that character education is a psychological traits possessed by learners so that it can formed, discovered, and developed in order to be able to believe good values and inherent in every individual and useful in this life, reflected in religious, honest, tolerance, discipline, hard work, creative, independent, curiosity, the spirit of nationalism, patriotism, respective, communicative, love peace, love reading, care for the environment, social care, and responsibility.

2.2 Potency of local wisdom as character education

The diversity of cultures in Indonesia can be potential in education, but at the same time can be a potential conflict. Such diversity can enrich the culture and become valuable capital to develop Indonesia, especially in Southeast Sulawesi which is identified as multi-cultural and multi-ethnic

society. However, this cultural diversity are potentially and be fertile ground for conflict and jealousy. News in the local media over the last three years in Indonesia has indicated the seeds of inter-ethnic conflict (Badara, 2014).

This has been suggested by Huntington (2003: ix) *“that the source of conflict in future is no longer a question of ideology or economics, but the issues surrounding culture.”* One of the cities which has a diversity of ethnic is Kendari. Therefore, it is necessary to anticipate Huntington’s prediction. To anticipate this, it is expected that school can be an effective medium of transforming cultural values that are the pillars of national cultures as a means of national unity. This cultural transformation can be done through the infiltration of local wisdom values of each ethnic group in Indonesia.

Therefore, cultural diversity in Indonesia should be recognized and let to grow naturally. Furthermore, a conflict management is required so that potential conflict can be easily identified at an early stage, including to develop relevant models and teaching materials, and learning strategies which are collected from Indonesian local wisdom and culture.

3. Research methodology

3.1 Research design

This research employ research and development model (Borg & Gall, 1989:20) mix with action research of one circle. Research and development (R &D) was conducted on the assessment stage for teaching and learning purposes. A series of action research was applied to examine teaching and learning trial of local wisdom of the four ethnic groups. In addition, this research also applied a focus group discussion by visiting the areas where occupied by a majority of Buton, Muna, Bugis and Tolaki respectively.

3.2 Research subject

This research was conducted in Kendari city as one of multi-ethnic cities in Indonesia. The subject was junior high school (SMPN 1) Kendari. As an International standard, this school has been piloting the teaching of character education in Indonesia in accordance with National Education Law No. 20 of 2003 regarding National Education System article 50:3.

3.3 Data collection technique

The data were collected through in depth interview, documentation, and observation. The triangulation method was employed as the main method to ensure the validity of respondents.

3.4 Data Analysis

The data were analysed by using interactive analysis suggested by Miles and Huberman (1987) including data reduction, presentation and verification/conclusion.

4. Results and discussion

4.1 The nature of education character at school

The purpose of school rules is to integrate character education values in teaching and learning process. Therefore, the component of school rules covers student activities ranging from their presence in school until going home, in example, punctuality and conduct of communication in school. Some instances of school rules applied at junior high school are as follows:

Character education values in school rules of SMPN 1 Kendari

No	School rules	Expected character
1	Students should present before 06.50 am till the lesson is over.	Discipline
2	Students should attend the flag ceremony when it is hold.	Discipline
3	To those who come late, they should report to teacher guard.	Discipline
5	Students should remain seat in classroom when the learning is running and stay outside the classroom when the break time.	Discipline
6	Students should bring their learning materials on the related subject.	Discipline
7	Students who are not able to come to school should provide a notice of their absence acknowledged by their parents.	Discipline
8	Students who leave the classroom without any permission is regarded absence.	Discipline
9	When the lesson is over, students should go home to their respective homes.	Discipline
10	Students are not allowed to wear school uniform when going to public places, except they attend extracurricular activities or other school activities on the obtained places.	Discipline
11	Students are expected to involve on every extracurricular activity conducted by school.	Discipline
12	Students have to wear school uniform as obtained by school.	Discipline
13	Students have to wear sport T-shirt during sport activity and re-wear school uniform when the sport finish.	Discipline
14	Female students who wear hijab	Discipline

	(woman veil) should adjust the hijab colour with school uniform.			head master, and the guests should be met in the special guest room.	
15	Each student must keep the school clean and not to throw garbage or water on the wrong place as well as not to contaminate school facilities or other public facilities.	Social and environmental and discipline	and care	31 Students are banned to talk rubbish, gossip, insult and ridicule others. Students should respect others; including to show respect for other religion, ethnic group, social status, economic and gender.	Discipline and honest Tolerant and care to social and environment
16	Each student must maintain quietness in learning in the classroom, library, laboratory, and other places in school.	Social and environmental and discipline	and care	32 Students are banned to engage in immoral practices in school or outside school environment.	Honest and religious
17	Each student is prohibited from doing mischief, cheating, hitting and fighting in school or outside the school.	Social and environmental and discipline	and care		
18	Students are prohibited from damaging other student belonging or school facilities or public facilities.	Social and environmental and discipline	and care		
19	Each daily class on duties should clean up the classroom, tidying and preparing the completion of learning as well as filling the attendance list.	Social and environmental and discipline	and care		
20	Each class should organise flag ceremony and school safety patrol in accordance with the obtained schedule.	Social and environmental care and discipline	and		
21	Each class captain or to those whose duties related to cleaning, security and safety should warn students who breaks the school rules.	Social and environmental care and discipline	and		
22	Students are not allowed to bring, to read/watch, and circulate any kind of pornography materials.	Religious and discipline			
23	Students are not allowed to bring gambling tools or to play gambling.	Religious and discipline			
24	Students are banned to circulate or to consume drugs or and the like.	Religious and discipline			
25	Students are banned to drive/ride car/motorbike to school.	Discipline			
26	Students should maintain school reputation.	Social and environmental care and tolerance			
27	Students should always greet others when meeting.	Religious			
28	Students should express the greetings when begin and end the lesson and also should greet the teacher.	Religious			
29	Every first lesson should begin and end with praying.	Religious			
30	Students are banned to meet guests/parents without any prior notice to teacher on guard or	Discipline and honest			

The above details show that school rules are integrated with character education values which should be obeyed by all school communities. The character values appeared in the school rules are values of religion, honesty, tolerance, discipline, social and environmental caring. However, the implementations of these characters are not optimally implemented in school. In addition, there are still 13 character values which do not appear in the school rules. These 13 characters include: work hard, creativity, self-independent, democratic, curiosity, nationalism, loving the homeland, respect achievement, friendship, loving peaceful, and loving to read.

Furthermore, the guideline, the implementation and the media of teaching character education values are not running well. These are indicated by number of students who break the school rules. For example, there are some students who do not join the prayer, come late to school, and wear school uniform in the unexpected places, and some other small violations.

The results of questionnaires, deeply interview, or participation observation indicate that teachers do not optimally play their roles toward the objective of teaching character education values in school. The following discusses some teachers' roles in teaching character education values at school.

a. Religious values

Generally, teachers acknowledge that the values of religious character are only concerned with human's relationship with God. Therefore, it appears that teachers do not intense to educate students with character education. However, teachers still guide students to pray before and after the learning process in the classroom. The field observation indicates that no other activities undertaken to inculcate religious values. In fact, many things can be done. For example, expressing greetings, answering greetings with a sincere and earnest, and asking students'

condition. Teachers can encourage students to pray for ill students to recover from illness. Such activities can be done before the learning process begins.

b. Honesty values

In general, teachers assume that honesty is only performed in the form of conducting worship. Honest is expressed in performing their duties and obligations. Teachers also assume that honest character is not belong to them, but it is required in students attitudes and any students activities in the classroom should reflect honesty values. Though honest character is also required by teachers in performing their duties and obligations.

The situation described above is contrary to the purpose of the implementation of honesty character values which should be instilled to students. In fact, many things can be done to instill honesty character values to students. For example, students are taught to be consistent in their speech and action, building trust in others, teaching responsible for any action taken, telling the truth in all things, being fair to both friend and teacher, and appreciating the differences of opinions.

c. Tolerance values

Teachers generally assume that tolerance values is only developed in mutual respect among students who are in different religion. This indicates that the tolerance values meant by teachers is that the students should appreciate and respect different religion among students. This view restricts the implementation of tolerance character values. In fact, tolerance values can be implemented through activities that can appreciate opinion of others, respect to friends and teachers, as well as how students care to others.

d. Discipline values

Generally, teachers assume that discipline values can be implemented through servitude to God and carrying out a good job as a teacher. This indicates that teachers still consider that discipline is tasks associated with servitude to God.

The teachers' perception are contrary to the discipline character values that should be implemented in school. Supposedly the discipline

values should be associated with students' responsibility to himself. For example, students are accustomed to attend the classroom and to complete school assignments on time, students avoid deviant behaviours, annoying friends or not attending the lessons seriously.

e. Social and environmental care values

Generally, teachers perceive that social and environmental care values are implemented through creating a healthy and clean environment is confined in the classroom. In fact, conceptually, social and environmental care values can be implemented through activities such as maintaining the school and classroom environment clean and not littering. The expected of character values of social and environmental care not only on the natural environment around the students, but more broadly can be developed on the social concern in the wider social environment.

The following session will discuss some challenges on the implementation of character education.

4. 2 The challenges of education character

This research shows some challenges of character education encountered in the field side as indicated in the following discussion.

a. Teacher factor

Character education is not only students' problem, but also problem to all school communities, especially teachers. Some problems related to teachers are as follows:

- a) Some teachers are not good on the punctuality. Some of them do not come on time.
- b) Some teachers do not well understand character education.
- c) Some teachers perform inconsistency on their learning material and the lesson plan.
- d) Some teachers are too focused on the use of information technology so the teaching materials do not meet with the lesson plan.
- e) Time allocation of the lesson is too short, so the delivery of teaching material is incomplete. Moreover, the demand of integrating character education is not achieved

- f) The number of students in classroom is too large.
- g) The teachers' teaching methods are not interesting, so the implementation of character education do not run properly.

b. Student factor

- a) Students have lack of awareness to obey the school rules.
- b) The subject matters are more to assess students' cognitive ability.

c. Family factor

Generally, parents are very busy with their works, so they do not know much about the development of their children's mental and academic progress. In other words, parent have less attention to their children. This can be seen when the school held a meeting involving parents, they were absent. There are many decisions made by the school are not understood by some parents.

This paper proposes some solutions to potimize the implementation of character education in Indonesia as discussed in the following session.

4.3. The utilization of local wisdom as medium of character education

There are some teaching solutions regarding the implementation and the challenges as well as the Indonesian local wisdom are presented in this session.

The issue of character is also a hot issue in Indonesia which needs to look for alternatives solution because there is an indication that students experienced a loss character as stated by Lickona (1992:12-22). This research proposes the application local wisdom in education which needs to be manifested in the teaching learning process. The implementations of character on cultural bases are based on the confession that culture is as fundamental part in education in Indonesia.

The local wisdom meant in this paper is a wisdom or noble values contained in the richness of Indonesian local culture in the form of traditions, proverbs and motto of life own by certain ethnic group. When all these are achieved, the goal of Indonesian education will be gained. This what Francis Fukuyama, Lawrence Harrison, Robert Kaplan, Seymor Martin Lipest, Robert Putnam, Thomas Sowell, Samuel P. Huntington suggest that "the success of a country is determined by the extent to which a country has a culture that is conducive to progress" (Lawrence, 2000).

The action research conducted in this study shows that children who simulated with cultural based learning demonstrate how good

communication between them, as well as the teachers perform highly enthusiasm in their teaching. The students can communicate in a polite manner, a friendly face expression and good body language. In addition, students' attitude performed with love to God and all God's creations, caring, respect, tolerance, self confidence, and discipline. Such behaviour would be similar to what is aspired by the goal of character education is religious, honest, tolerance, discipline, work hard, creative, independent, democratic, national spirit, loving homeland, appreciating achievements, friendship, loving peace, joy of reading, caring environmental, social care, and responsibility.

The field observation shows that the teaching and learning take place in a conducive learning atmosphere. The students' portfolio also indicates consistency on their learning performance. Another prominent behaviour with multicultural based learning is the great curiosity of children by showing the uniqueness of each child.

Given that this research conducted in a junior high school in Kendari city in which the student ethnic background is from Muna, Bugis, Buton and Tolaki, so local wisdom of each culture as a result of focus group discussion is presented in the following.

The Bugis culture is considered as one of the relatively oldest culture in Indonesia. This is indicated by oral tradition which is generally mentioned that their historical evidence is from Bugis ethnic. That is why the Bugis still tend firmly rooted and still holding strong on the life values espoused as a way of life for generations, even though they are far from their ancestral lands. The Bugis ancestral has determined the philosophy of *siri' na pacce*. This philosophy has been cemented and become a way of life of the Bugis where ever they live. Every Bugis generations must have the courage, unyielding face the challenge of life. That is why every person who claims to be the Bugis has an orientation that is able to face any kind of challenge (Moein, 1990: 12).

Siri' is a concept and philosophy of legal awareness in Bugis society which is considered sacred. So sacred word, so that if someone loses his *siri'* or, it no longer means s/he lives as a human being. For the Bugis people, there is no purpose or reason for living higher than keeping *Siri'*, and if they are offended or embarrassed (*Nipakasiri'*) they prefer to die with fights to recover their *Siri'* than live without *Siri'*.

While *pacce* is a philosophy value that can be viewed as a sense of solidarity (collectivity), sympathy and empathy that underlies the collective life of the Bugis. This can be seen when there is a relative or a neighbor or a lady in Bugis community members who receive a disaster, then necessarily

the other relatives or neighbors who happily helped to alleviate the burden, as for the whole community, they are actually affected collectively. According to Pelras (2006:32), philosophy of *siri' na pace* is an attitude that becomes a buffer for the sustainability of the Bugis lives (Pelras, 2006:32).

The Muna society has similar philosophy of *hansu-hansuru wuto sumano kono hansuru liwu; hansu-hansuru liwu sumano kono hansuru adhati; hansu-hansuru adhati sumano kono hansuru agama*. This means that: let the bodies rot away as long as the country remained; let the devastated country, but customs should remain upright and the body may be crushed, the country may oscillate, but religion still be enforced.

The philosophy of Buton society has four elements namely soil, fire, water, and air. According to La Niampe (2007), this philosophy means that if the soil, water, fire and air are polluted – meaning it pollutes or hurts the feelings of the hearts of others. As human being, the Buton people should be able to maintain the sanctity in their interactions in a community or national lives. Sanctity in this context relates to the philosophy of the five sanctities and characters. In practice the philosophy known as: *Pobinci-binciki kuli* (mutual pinch the skin), *Poangka-angkataka* (mutual understanding), *Pomaamaasiaka* (mutual loving), *Popia-piara* (mutual serving), and *Pomae-maeka* (mutual fear of scaring).

Local wisdom is also shown by the philosophy embraced by Tolaki community in their social interaction. The philosophy of Tolaki culture poured in a term or a parable, among others: *O'sara* (a culture obedient and faithful to the decision of traditional institutions), (b) *Kohanu* culture (the culture of shame), a shame culture, (c) *Merou* culture (understanding manners and social order), (d) "*samaturu " " medulu rongga mepokoo'aso*" culture (a unified culture, a mutual helping), (e) "*taa ehe tinua-tuay*" culture (a proud culture of the dignity and identity as Tolaki people). However, in its development, Tolaki culture is interfered by other ethnic culture existing in Kendari.

The discussion above shows the wealth of local wisdom in Indonesia. Therefore, the local wisdom needs to be implemented in the teaching and learning in order to create students' character in Indonesia. The local wisdom meant here is: everything that is own by the local community and uniqueness of the area without any influence or mixture elements from other areas. (<http://rumahpenasihabulfathon.blogspot.com>).

The existence of local wisdom in the four ethnic group examined in this research suggests the potential of wealth and power of differences. It also shows the prevalence behaves in the daily lives of

the communities. However, the Bugis ethnic group is considered superior, more powerful and cemented as indicated in the Bugis philosophy *siri'mi na rituo* (because shame we live). The strength of the Bugis philosophy has led the Bugis people spawned many national leaders in various fields.

Similarly, Muna ethnic group has strong philosophy such as: let the bodies rot away as long as the country remained; let the devastated country, but customs should remain upright and the body may be crushed, the country may oscillate, but religion still be enforced.

While Buton ethnic group is known as the intrepid community who are religious fanatics. This has generated the philosophy known as: *Pobinci-binciki kuli* (mutual pinch the skin), *Poangka-angkataka* (mutual understanding), *Pomaamaasiaka* (mutual loving), *Popia-piara* (mutual serving), and *Pomae-maeka* (mutual fear of scaring).

The Tolaki ethnic group is well known as the community who like to work together, helpful, and the Tolaki also known as egalitarian society. This group has generated the the philosophy of *O'sara* (a culture obedient and faithful to the decision of traditional institutions), (b) *Kohanu* culture (the culture of shame), a shame culture, (c) *Merou* culture (understanding manners and social order), (d) "*samaturu " " medulu rongga mepokoo'aso*" culture (a unified culture, a mutual helping), (e) "*taa ehe tinua-tuay*" culture (a proud culture of the dignity and identity as Tolaki people).

The local wisdom existing in each ethnic group has great potential for shaping the character of children. The acculturation of the four cultures (Muna, Bugis, Buton, and Tolaki) analysed in this study is as in Badara et.al (2015) reveals that: (a) by incorporating cultural values in the school curriculum can minimize the seeds of conflict and jealousy as ever happened in some other cities in Indonesia that have a multi-ethnic society, (b) the potency of local wisdom in Bugis, MUna, Buton and Tolaki cultures is very necessary to find zone of proximal development to build Indonesian learners, (c) learning on the basis of learning about culture, learning with the culture, learning through culture, and learning culture must be carried out so that learners can embody culture in their daily behaviours.

5. Conclusion

As for the conclusion is as follows:

1. Today, character education in Indonesia has been administrally run as indicated in the school's vision and mission, school rules and teachers lesson plan. However,

- in the implementation, it has not run optimally.
2. Indonesia is potentially to integrate character education based on the cultural local wisdom because it is supported by both internal and external factors. The internal factors contain the intelligence, motivation and talent of the learners. The external factors cover social and non-social environment of the learners
 3. The challenges of implementing character education on the basis of local wisdom due to some factors, they are: (a) teacher's discipline; (b) teacher's perception to the education character values; (c) teacher has not been consistent with what is taught; (d) time allocation does not meet the learning objectives; (e) ratio of teacher and student is not proportional. (g) material, method and learning strategy applied are still monotonous.
 4. Until now the question of character education is still a problematic issue in Indonesia. However, it requires new ideas to exploit the wealth of local wisdom possessed by ethnics in Indonesia

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Improving Learning Performance of Social Science through Application of Socio-Drama Method for Students Grade V at Jayasakti 05 State Elementary School in Bekasi.

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ABSTRACT

The goal of this research is to know how implementation of socio-drama method can improve learning performance of social science for students Grade V at Jayasakti 05 state elementary school in Bekasi. This research is backgrounded by symptoms found in learning process that learning effectiveness was not achieved so that the learning process was not meaningful. The teachers were demanded to develop learning activities by choosing learning approach being able to develop students' thinking competencies. This research was done for students Grade V at Jayasakti 05 state elementary school in Bekasi. The method of this research used classroom action research with 2 cycles. The research findings show that learning performance in cycle 1 got 60 % and in cycle 2 got 85 %. Observation shows that in cycle 1 got 60 % and in cycle 2 got 85 %. The conclusion of this research is that implementation of socio-drama method can improve learning performance of social science for students Grade V at Jayasakti 05 state elementary school in Bekasi.

Keywords: learning performance, socio-drama method, classroom action research

I. INTRDUCTION

Education is a human endeavor consciously aimed at developing the personality, abilities, and human knowledge in facing the challenges of the times. The times should be offset by providing students with all the skills and knowledge in various fields of life. Therefore, the school as an educational institution is obliged to provide the knowledge, skills and attitudes through the subjects.

In the learning process at school the teacher must always appreciate the efforts of students and provide stimulus to encourage students to act and think while producing work and creative thinking. By way inidiharapkan students become lifelong learners. To create more meaningful learning for student teachers need to use a variety of methods and media that provide a variety of learning experiences through the interaction of a comprehensive built in the learning process.

As part of the learning resources, methods must be utilized to the fullest to help students achieve learning goals. What a lack of

students' learning experience if they only get information from the teacher, but to achieve optimal learning primary role of teachers must strive for students to interact with other learning resources and actively involved as a subject in the learning process. Popular phrase stating that "I hear I forget, I see I remember, I do I can".

Social Sciences learning process means the process membelajarkan all aspects of the phenomena, developments and issues of human social life in the community. In the implementation of learning in the classroom teacher must create conditions of active learning, creative, and fun so that students can develop patterns of thought.

Learning IPS actually been well studied in elementary school by studying the theories and practice it, but it was not enough to improve student learning outcomes. Learning is monotonous, so it's not fun for the students. Therefore, learning social studies should be presented as attractive as possible so as to raise the motivation to learn.

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Reality on the ground particularly in the SDN Jayasakti 05 Bekasi district, the results of social studies students of class V are still low, seen from the average test results of students who are not more than 60, while KKM determined by the school 70. This situation is due to the learning IPS still conventional, teachers do not use methods that varied in the present difficult learning so that students understand a concept being taught.

Various methods of learning social studies teacher needs to be understood in order to implement effective learning in improving learning outcomes and implementation. The learning method must be done in accordance with the needs of students for each of these approaches have the different objectives and principles.

In this study used methods sociodrama, sociodramas derived from the Socio and Drama. Socio Social mean that society, and drama means demonstrates, show or exhibit. Social or community consisting of one other human relationship can be said to be a social relationship.

Drama in the broad sense is or exhibit demonstrates circumstances or events that experienced by people, nature and behavior of people. Sociodramas method means a way of presenting the lesson material demonstrates, displaying or demonstrating how behavior in social relations.

Sociodramas method is a form of teaching methods to dramatize behavior in social relationships in order to provide an understanding and appreciation as well as developing the students' ability to solve them. Sociodramas method is often used when we want to give a deeper understanding of the various situations involving social issues. methods Sociodramas have the advantages such as, (1) Students are trained to create on and take the initiative, (2) Students are trained to understand something and try to do it, (3) If students have the seeds of art, the talent will be nurtured properly, through frequent Sociodramas, (4) Cooperation between friends so nurtured by better anyway, and (5) Students are happy, because the fragments can be comforted by his friends.

Based on the description of the above problems, the authors tried to overcome these problems in a scientific paper entitled "Improving Learning Outcomes Prepare IPS on Indonesian Independence Through Sociodramas Methods In Grade Students of SDN Jayasakti 05 Bekasi District".

Theoretical studies

The learning result is the ability gained from the process or learning activities that can be either knowledge, attitudes, skills and creativity. The knowledge in question is in the form of facts, terms and principles, the attitude in question is of concern, respect, values, feelings, and emotions, while the skill and creativity in question is in the form of skills and creativity in solving problems. The same thing was said by Abdurrahman in Jihad who argued about the meaning of learning outcomes as the ability acquired after the child through learning activities. Therefore, to obtain the results of an evaluation study or how to measure the level of student mastery. After going through the learning process, the students are expected to achieve the goal of learning is the ability of the students after undergoing a learning process.

According to Benjamin S. Bloom in Sudjana three domains of learning outcomes, namely: (1) cognitive, (2) affective and (3) psychomotor. Cognitive domain with respect to the results of intellectual learning that consists of six aspects, namely memory, comprehension, application, analysis, synthesis, and evaluation. Affective regard to the attitude that consists of five aspects, namely acceptance, response or reaction, assessment, organization, and internalization. Psychomotor domains with respect to the results of learning skills and ability to act which consists of six aspects, namely reflexes, basic movement skills, perceptual abilities, harmony or precision, complex movement skills and expressive and interpretive movement.

Based on the above it can be said that the achievement of learning outcomes can be seen from the achievement of shape changes in behavior that tends to settle on the cognitive, affective and psychomotor aspects of learning

process is done in a certain time, but of the three domains which became the object of assessment for learning outcomes, the realm *kognitif* is the most widely assessed as the main purpose of assessment is to measure the ability of the students in charge of teaching materials.

There is a very well-known law of Gestalt theory in the law *Pragnanz* Abraham, which means "a regular, balanced or harmonious". Learning to obtain the results need to make efforts to seek and find *Pragnanz*, order, harmony of something that is learned. The implementation of this Gestalt theory in the learning, the teacher gives a lesson as a whole or a single entity, not separated.

From a variety of expert opinions on the results of the above study it can be concluded that the results of learning is student behavior changes significantly after the learning process is the cognitive aspects.

II. METHODS

Subjects in this study were students of class V SDN Jayasakti 05 Muaragembong Bekasi totaling 20 students. Observer of the study was peer who is a Class V and teachers will collaboratively conduct research and observation. This research method using a Class Action Research (PTK). According Ebbutt in Wiraatmadja penelitain class action is a systematic review of the implementation of the improvement of education by a group of teachers to perform actions in learning, based on their reflections about the results of such measures (rochiati Wiraatmadja, 2008)

The action plan, covering the implementation of learning plan with learning objectives in accordance with the material to be studied, determining the competencies associated with the material to be learned, develop learning scenarios, compiled format teacher and student activity observation, determine the media and learning tools. Observations were made during the learning process takes

place from open lesson with a prayer, build understanding, core activities, reflection, and evaluation and closed with prayer. The process of learning activities conducted 2 meetings for each cycle. Each meeting is conducted over 2 sessions (1 hour lesson = 35 minutes), adjusted to the time that has been scheduled for school learning. Observation of activities carried out by the observer or observers held in conjunction with the implementation of the action. Observations assisted by friends *sejauh* as an observer or observers at the time of learning activities undertaken by researchers to view and record all the actions that have been planned, ongoing learning activities, actions and reactions of both attitudes and responses of students during the learning process takes place.

III. RESULTS AND DISCUSSION DISCUSSION

Based on the results of intervention actions and the record field in the first cycle time of observation dilakukan, it is known that the method of learning through *sociodrama*, visible learning process has not gone well, the teacher is still less than the maximum in learning so that the targets set in this study can not be reached in the cycle

I.
At the core stage students are asked to assemble the basic movements to rhythmic gymnastics, but students do not understand what is instructed by the teacher. In this case the teacher has not yet implemented the ability of teachers to manage classes and not applying the learning process to the fullest. Besides seeing the results of observations of the action on the first cycle, the first cycle of teachers still looks stiff in the notice the material, there are still many students were silent, and the number of statements that emerged from the observation sheet in the first cycle 20-point declaration, the amount of which does not appear 8 with

Percentage 73.33%.

Based on the results of intervention actions and the record field in the first cycle time of observation dilakukan, it is known that the method of learning through sociodrama, visible learning process has not gone well, the teacher is still less than the maximum in learning so that the targets set in this study can not be reached in the cycle I.

At the core stage students are required to read and play the drama, but the students do not understand what is instructed by the teacher.

In this case the teacher has not yet implemented the ability of teachers to manage classes and not applying the learning process to the fullest. Besides seeing the results of observations of the action on the first cycle, the first cycle of teachers still looks stiff in the notice the material, there are still many students were silent, and the number of statements that emerged from the observation sheet in cycle to the second 20-point declaration, the amount of which does not appear 4 to percentage of 86.6%.

In the second cycle of this research has been done properly, the implementation of the research looks better prepared to carry out research so that activities in learning can be implemented properly, it is the result of improvement measures in the previous cycle has not done well, which is then discussed and evaluated by observers and researchers to make the next event better. It also affects the readiness of students to carry out any activity in learning. Students as a whole has to be actively involved so that the potential of the students to develop optimally.

CONCLUSIONS AND RECOMMENDATIONS

The success of a learning best be achieved if teachers can pick and mementukan learning tailored to the needs, the

characteristics of the intellectual and social development of students and subjects. Sociodramas method in teaching social studies in class V was appropriate from the aspect of intellectual development of students as well as the background and purpose of social studies subjects listed in the curriculum.

Another aspect that can be seen is in terms of intellectual development of students sitting in a high class located in the operational phase concrete, where they've been able to develop logical thinking and it can solve the problem, while in terms of subjects, the curriculum IPS SD explained that the purpose of education IPS SD organized so that learners have the ability to develop skills to investigate their surroundings, solve problems and make decisions.

Sociodramas method in teaching social studies equip students with sufficient knowledge so that he can take action in connection with its decision. The objectives were developed as follows: (1) students can connect social reality with the topic of classroom learning, (2) students can use various avenues to mensikapi various issues or situations that develop in a society based on scientific view, and (3) the students can make themselves as citizens who have a social responsibility. Based on the above, then presumably teachers in implementing the learning process is required to be able to use the method chosen Sociodramas as learning to improve learning outcomes IPS.

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TEACHING TECHNIQUES IN ENGLISH FOR THE ELEMENTARY SCHOOL

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Abstract

Teaching technique is any of wide variety of exercises, activities, or devices used by the teacher in the language classroom for realizing lesson objectives. English teaching technique is the way of implementation by English teacher in teaching English. The background is the English teacher need appropriate technique or method in order to students can comprehend each material the teacher given. It is aim students can learn English language well. The purposes of this research are to help and motivate English teachers in whole schools to search effective technique in teaching English. In this research, the researcher tries to see and analyze the technique are used by the English teachers in teaching English at the elementary school. The design of this research is descriptive qualitative. The subjects of this research are the English teachers at the elementary school. The data is collected by using observation and interview. From the observation and interview result the researcher got the data related to the teacher techniques in teaching English, the result describes that the English teacher used many techniques in teaching English. The result of data analysis shows that English teachers usually use collective speaking technique, practice in pairs technique, class discussion technique, and group work technique in teaching English. Almost of the students enjoy the techniques that are used by the teachers in the classroom. Especially when teachers use the collective speaking technique, enthusiastic students are very high in response to questions the teacher. Teacher techniques can influence students' interest in learning English.

Key Words: Teaching Technique in English, Elementary School.

1. INTRODUCTION

Primary education consists of the first 5–7 years of formal, structured education. In general, primary education consists of six or eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 89% of primary-age children are enrolled in primary education, and this proportion is rising. Under the education for all programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory for children to receive primary education. The division between primary and Secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education are mostly referred to as *primary schools*. Primary schools in these countries are often subdivided into infant school and junior school.

Teaching English as a foreign language is a challenging, yet rewarding career choice. As an English as a second language teacher, we must learn to constantly adapt to the students needs. Many times, this means dealing with a variety of problems in the classroom, many of which are all too common occurrences. A good English teacher must be able to recognize these common problems, and work to find solutions. Even a small tweak in your teaching methods can help to create a more productive and casual environment for both us and the students.

However, it is not easy to involve student in teaching and learning process for teacher. It also happens in SD Attaufiq Jambi. Based on researcher's observation there, most of students do not want to involve themselves in teaching learning process in English subject. They often make noise, talk to each other, not pay attention to the teacher. There students who are day dream too. It sometimes happens because they think that English is different from their language so it makes them scared to study English. English is difficult, confusing, uninterested thing and borings subject for them. Here the teaching techniques are necessary for a teacher to solve these problems.

Based on the experiences above, the researcher is interested to conduct a research in SD Attaufiq Jambi. In this case, the researcher want to find out the techniques that English teacher use in teaching English because techniques that are used by teachers can effect to students' interesting and finally student want to involve themselves in learning English.

2. DISCUSSION

Based on the observation found that school started at 08:00 AM in the morning and finished at 14:00 PM. The students starting the day in the school with pray together in the classroom, any different thing in this school such as all of students that in the classroom be quite although the teacher didn't come in to class yet, this school has high discipline and clean, we can see from the yard and environment around the school. In every classroom we'll found air conditioner so the students are not feeling hot or bore because the classes look so beautiful and interesting with the color and unique designs that support the students to study well and enjoy. Before the students register in this school they have to follow some

tests like reading picture, words, and filled the simple question from school with the aim students can be classify in to the class where they can come

This school have 15 classes for elementary, where every class has name taken from education name like smart, clever class and so on. The good facilitations showing from this school such as computer room, multimedia room content by media that used by teachers like books story, flashcards, and each class has one laptop, flat screen, and speakers, others room such as library, clean toilets, big canteen, nice playground and interesting classes. When the teacher come to class and started with the lessons, the students have good attention, it's not about transfer the education but it's also about learning be fun for students, how the teacher technique in the classroom not about transfer knowledge but sometimes teachers gives the games, songs, activities in the group like English practice, education movie, pictures, flash cards, and story books for students in every material that they did, by the aim the students can improve their vocabulary in speaking. In this case the teachers have to active in the classroom. Not as facilitator but the teachers should be friend, mother, and someone that closed with their students' also patient to face the heterogeneous students that came from different family and different talents.

In this school the English teachers have team work and every month on last Saturday after finished school the team works have meeting, to talk about new activities that they will do for students during next month coming. By the aim the teachers have to give and show something new for students in teaching learning and all are that organized nicely. They always give support each others to make this school be the best although new in Jambi, but this school can give positive think and

to make parents believe to register their children to study in this school.

The interest thing from this school are another teachers that teach not English subject has to be able to speak English and know English because before someone wants to be posting in this school they have to follow some tests in English. The director of this school hopes all of her teachers can speak English to help the students when teaching learning in the classroom.

From the observation in the class while teaching learning process was happening, the researcher found some learning techniques that used by the teacher in teaching English. The result can be described as follow:

- a. Collective speaking
Collective speaking is a technique where students have many opportunities to speak. At this meeting, not all students are required to speak, but each group must send one of them for the next class presentation, and there is also in charge of recording questions or input from other groups. On this occasion the students of other groups were also given the opportunity to speak and the group's presentation to answer questions from other groups. At this meeting also technical work group has been formed prior to the student presentation to the class. Each group was given the opportunity presentations of each eight minutes. And all groups must be able to utilize as much time as possible.
Student expressions: Expression of students when teachers use this technique, students are very interested in answering questions posed by the teacher. Those who were not appointed before they help answer the question given by the teacher.
- b. Explaining the lesson
As usual before the lesson begin the teacher roll one by one student. In this meeting are found there were two students who did not attend due to illness and without

explanation. Condition classes are still in a state of noisy due to the condition of the turn-hour lesson, and teachers instruct students to keep the peace in the classroom. After all the students who called in his hand, the teacher started the lesson and go directly to the whiteboard. Teachers use the time to explain the 25-minute lessons wrote on the board. Before explaining the teacher asked the students if anyone had ever heard of hortatory exposition. After the teacher explains in more detail, the teacher gives an example of a text is a form of discourse to the students and explains again based on the examples they had seen.

Student expressions: From the observation can be viewed full attention to the student teachers' notes, and one of the students responding to the question the teacher.

c. Group work

After the teacher explains and gives example to the students, the teacher asks students to form groups, each group consisted of six students. They are divided into seven groups. Teachers give students five minutes to form into some groups but not in a state of fuss.

Students Expression: Students begin to take the initiative to form their own groups.

d. Discussion

This technique is used after the students form groups and all groups were given a text in which each group should explain the text by way of discussing with each other in their respective groups.

The teacher explains that each group should give an opinion or argument from the text that has been given. In this technique, the teacher gives students time to discussion of just 15 minutes. After 15 minutes of one student from each group must submit the results of their discussions with the teacher to collect.

Students Expressions: Students begin working and discussing with each other

in their group, but remained in a state of quiet and supervised teachers.

e. Doing exercise

After all groups presented, the result of their discussion is completed, they returned to positions of each seat and the teachers remain in the discussion of all groups. The teacher then provides training through the LK Sessay section.

Students are given 20 minutes to complete their task, and it will be collected before the lesson is completed. Teachers also guide students when they encounter some difficulties. Students work on their own tasks without cooperation or talking with other students.

Students Expressions: Students are very active and keep the peace in both classroom presentations and in the next class the teacher doing the exercises.

Based on observation and interview the researcher found that in teaching English teacher not only use one technique but more than one technique. Because when teacher use group work technique, indirectly speaking collective technique is also used during the student presentation. Based on the observation sheet, explanation, discussion and doing exercise techniques rather spend time than any other teaching technique. The teachers are very helpful in conveying the subject matter, and also makes the students do not get bored because there are some more techniques that involve students in talking. In the explaining the lesson, the teacher looking for to know how far students have never heard of the subject matter and gives examples relevant to the subject matter. Teaching in the class who has a different potential teachers using the same techniques and only the addition of extra guidance and direction that led the students in the classroom.

In teaching English, the teacher used more than one technique in one meeting. Teacher makes the variety in order to make-technique students enjoy the class, not boring with only one technique. The techniques are explaining the lesson, discussion, group work, collective speaking, and doing exercises. In the form of students into several groups, teachers take their own initiatives to form a group of students. In collective speaking especially when the percentage of students have difficulties in speaking English. At the teacher's role is seen as the teacher guides students here in speaking correct English. This enables students to be fun, because they can speak English well. The most favorite techniques are explaining the lesson, technique discussion, and doing the exercise. Almost of the students can enjoy the teacher that all techniques used. Especially when teachers use the collective speaking technique, enthusiastic students are very high in response to questions the teacher. Teachers are also not too much difficulty in guiding students.

3. CONCLUSION AND SUGESTION

Conclusion

After the discussion, we can conclude that:

- a. The data indicates there are some techniques used by the teacher in each English class. They are discussion technique, collective speaking technique, group work technique, Explaining the lesson and doing exercise.
- b. The technique frequently used by the teacher and spent much time are explaining the lesson, technique discussion, group work and doing the exercise. Teacher collective use starts speaking before the class. In the presentation, all of students doing this technique to speak in front of class.

Suggestion

To be more effective in their teaching, it is suggested that a teacher should:

- a. English teacher may use more than one technique in English class, uses the variety of technique, so the English class will not be bored for the students. Student will enjoy the English class and the purpose of the teaching learning will be achieved.
- b. The English teachers were suggested to explore the suitable strategy and techniques when they teach students in the classroom.
- c. The English teacher should provide more chance for students used their English vocabulary in the real life.

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CULTURE-BASED PRIMARY MATHEMATICS LEARNING

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Abstract

Indonesian children face cultural crises nowadays. Learning primary mathematics is hoped to remedy, and even find a way out of that crisis. Constructivist theory, based on Vygotsky views, provide a framework to empower cultural elements and values in order to enhance kids' capabilities of mathematics and social interaction too. This article aims at introducing Vygotsky ideas on learning and culture, applying them briefly in primary mathematics learning, and propose some examples of learning primary mathematics based on Indonesian cultural elements like banana leaves and temples' complexes.

Keywords: Indonesian primary mathematics, culture-based learning

1. Introduction

Indonesian children nowadays are surrounding with multi-facet cultural crisis, as globalization unfold its negative consequences and impacts, especially in information and lifestyle assimilation. Indonesian children today prefer to play different types of virtual realities through their Play-stations and tablets, rather than get involved into real games that involve real social contexts. Such trend is not only attributed to our kids in Indonesia, but also extends itself to kids all over the globe. Games in monitors appear more attractive as if have a magical power! That magical power deprived our kids from knowing and practicing their cultural heritage in shape of traditional games like *dakon*, *gobaksodor*, which start to die out! Traditional games nowadays are isolated in marginal areas like far-reach villages. Moreover, internet, far-distance communication over it and weak awareness among kids, resulted in negative impacts such as fraud, sexual abuse, and an overall decline in moral standards and practice among kids. Kids' education trends usually find their roots in the structural changes in the social-economic and social-political environment. Technological breakthroughs, that occur in context of moving from agriculture-based to industrial and services-based economy and the accelerated ill-controlled democracy, resulted in that big picture of kids' weak cultural connections.

From another hand, TIMSS (Trends in International Mathematics and Science Study) and PISA (Program for International Student Assessment) trends show weak performance of Indonesian kids in mathematics. TIMSS 2012 indicates the weak cleverness capabilities of Indonesian kids. One of that 'weak capabilities' is

shown through ill-application of mathematics' lessons in real life contexts such as story-based problem solving. Primary mathematics, in context of sustainable development, aim to support connecting education and real life contexts. Mathematics, within such frame, should be described clearly, articulated systematically and logically. If not, primary mathematics will appear as a heavy burden that disconnecting kids from their reality, and pushing them, more and more, into virtual realities in their monitors! If not, primary mathematics will lose its high potential role, although mathematics is surrounding us all the day through different kinds of modeling, measuring, calculations and transactions in different fields of real life.

Be aware of such trends and their roots, primary education demands, more than any time before, creative teachers with wide cultural awareness and integrated capabilities. One basic duty of creative teachers is to rebuild kids' capabilities in connecting mathematics to real life contexts through story-based problems. Rebuilding those capabilities in kids, who are in concrete operational phase of mental development, should be oriented into articulating new concepts meaningfully. Meaningfulness, in such regard, means reconnecting kids with their selves, with their social and cultural environments. Primary mathematics, then, will not only mean 'learn to calculate', but also mean 'learn to be one's self', 'learn to work', and 'learn to live together'.

2. Primary Mathematics Education

2.1. Philosophies of Mathematics Education

Hans Freudenthal [3] proposes that there are four types related to philosophies of mathematics education, which are mechanistic, structuralist, empiristic, and Realistic. From a mechanistic point

of view, man is a computer-like instrument, that can be programmed by drill to perform, on the lowest level, arithmetic and algebraic, even geometric operations, and to solve applied problem. From a structuralist perspective, well-structured system of mathematics shall be taught. Whereas empirist shows the world as a reality, where man can acquire useful experiences, which are broad-mindedly interpreted. In Realistic instruction the learner is given tasks that proceed directly from reality.

Cultural-based primary mathematics education has similar foundation with the realistic point of view, where it always tries to connect mathematics with reality. Freudenthal [3] suggests that realistic primary mathematics education has two main bases: (1) mathematics must be connected to reality, (2) mathematics should be seen as human activity. Be aware of those principles, learning mathematics in Indonesian primary schools should be in service of the Indonesian kids, connecting them to the real contexts of Indonesian life, and helping them solving problems related to those contexts, primary education should not far from Indonesian kids' daily activities and lives.

2. Learning Mathematics in Primary School

Learning development usually classified into 4 phases. According to Piaget, in Muijs [4], learning occur through 4 stages: (1) sensorimotor that occur from age 0-2 years, (2) pre-operational that occur from age 2-7, (3) concrete operational that occur from age 7-12, and (4) formal operational that occur from 12 and above. Pupils in primary school, based on Piaget conception, are in the 'concrete operational' phase, where student can understand a concept through material application or real settings. Learning mathematics in primary school, based on Piaget's, should not be of complex abstract nature, but of simple, yet systematic, and concrete nature.

Learning mathematics is a process of interaction among students and teacher, which make use of its all aspects of learning environment, in order to achieve curriculum objectives, including the improvement of learning process in an optimal way. To a learning process, in order to be improved, students should be taught in a way that always connect mathematics new concepts with previous ones, especially when we understand mathematics as a process of continuous building of pattern and relationships. In this regard, Deboys [1] proposes that one of mathematics priorities is to 'equip children to thing for themselves'. Deboys words may be find their application in a curriculum practice that helping students to build their own

knowledge independently, in corporation with teacher and/or his/her friends, making use of concrete media and real contexts, which result in high motivation and consistent behavior of valuing mathematics lessons due to their positive role in daily life around the kids.

3. Culture in Primary Mathematics Learning

Saifer [6] defines 'culture' as a 'way of life', which can be connected to 'socially transmitted habits, customs, traditions, and beliefs that characterize a particular group of people at a particular time'. According to Saifer also, the way we do learning, solving problems and teaching others are affected deeply by culture. Primary mathematics, building on Sifer views, cannot be separated from culture spheres around pupils, and primary mathematics' aim could be stated as helping pupils in dealing effectively with daily life problems they face. Following are reviews of main views on culture-based learning of primary mathematics.

3.1. Vygotsky Theory of Culture & Learning

Guided with his psychology background, Vygotsky developed constructivist social learning. According to Vygotsky, cognitive capabilities are built through constructive process that is articulated independently by learners. Lev Vygotsky could develop his constructivist views building on Piaget ideas on knowledge internalization of learners. Vygotsky widened Piaget ideas by including factors of social interaction and collaboration that occur during learning process. Whereas Piaget believes that mental development process includes 4 main phases (sensorimotor, pre-operational, concrete operational and formal operational), Vygotsky realizes that process as a complex and continuous one that occur along the life line and that is difficult to defined in shape of particular stages []. In this regard, Vygotsky criticized Piaget's views on the relationship between learner's motivation and cognitive development. Piaget suggested that motivation comes from within the learner and pushes her to learn and interact with her environment, then develop her cognitive capabilities. In the other hand, Vygotsky believed that social interaction is the most defining factor in the process of cognitive development in context of learning. According to Vygotsky, learning process runs efficiently and effectively if learners learn cooperatively with their peers, in supportive environment, and guided by more capable person, like teacher. Following are the central concepts within Vygotsky framework of relationship between culture and learning.

3.1.1. Culture

According to Vygotsky, social environment has an important role in articulating children knowledge. Children usually learn through language, songs, arts and games. To analyze one's cognitive structure, culture and history must be taken into consideration. Vygotsky stressed, also, the defining role individual plays in constructing, actively, his own knowledge.

3.1.2. Language

Language plays fundamental role in the development of cognitive capabilities of human being. In this regard, Vygotsky stresses the importance of the psychological mechanism of knowledge internalization through language. Students construct knowledge, i.e. ways of understands and solving problems, in social environments through language. Through language, learners, including kids in primary school, negotiate the meaning of different experiences they go through.

3.1.3. Proximal Development Zone

Vygotsky [7] suggests that things kids do today with guidance of others, will be done by their selves tomorrow. According to Vygotsky, the development of learner kids could be classified into two levels: (1) actual development level, and (2) potential development level. Actual development level, what Vygotsky calls also as 'intra-mental capability', is the capability of a kid to carry out different tasks independently. Potential development level, what Vygotsky calls also as 'inter-mental' capability, is the capability of a kid to carry out different tasks with guidance of adult people or in collaboration with his more capable peers. The distance between inter-mental capability and intra-mental capability is called, according to Vygotsky, 'proximal development zone', which could be defined as a set of functions and capabilities that did not develop completely and still developing.

Vygotsky explains that learning process occurs where kids carry out tasks that they have not done before but still could be reached. Zone of 'not done yet' and 'could be done' is what Vygotsky calls 'proximal development zone'; a zone that is above the recent zone of development. According to Vygotsky, higher mental functions, in general, appear within discussions and cooperation among individuals before that functions be absorbed into cognition of these individuals.

3.2. Some Examples of Primary Mathematics Culture-based Learning

Honigmann in Koentjaraningrat[] realizes that there are 3 main cultural elements: (1) ideas, (2) activities, and (3) artifacts. Ideas covers concepts,

wishes, values, and norms. Activities mainly indicates models of behaviors that dominate in one society. Artifact indicates man-made product. In addition, one cannot deny the deep effect nature has on man life, and consequently, his culture. Following are some experiences of the writer in applying cultural elements to primary mathematics learning.

3.2.1. Fractions Culture-based Learning

Culture and social environment are the most fundamental factors that affect the articulation of learner's knowledge, including primary school students. Cultural components that are most appropriate for children learning are songs, language, arts, local games and local objects. Banana leaves could be used as learning media in explaining to kids how to add two fraction numbers, either pure fractions or mixed fractions. Besides making primary mathematics learning clearer and more concrete, using banana leaves



Fig. 1, Banana leaf mat shape in learning adding fractions

making mathematics closer to kids' daily lives. It is better to start with explaining adding pure fractions, where the numbers' values are less than 1. Below are steps followed to add two pure fraction numbers, for example $\frac{1}{3} + \frac{1}{4}$.

(Rahayu, 2013)

- (1) Take two square banana leaves, sized 20 x 20 cm (size may be adapted to class considerations).
- (2) Divide one of the leave into 3 equal parts, then draw multiple lines on of its parts, in the surface of the leaf, by a marker, in order to show $\frac{1}{3}$ part that we have.
- (3) Take the other leave, divide it into 4 equal parts, then draw multiple lines on one of its parts, in the surface of the leaf, with a marker, to indicate $\frac{1}{4}$ of the part that is to be added. Do not forget to draw in different color from color used in the first leaf.
- (4) Weave the first leaf with the second one, till shape a woven mat as explained in figure below.

(5) The previous process will result in 12 small squares, which constitute a mat. Look carefully at lines at the leaves, based on the type of lines, which are now constitute connected boxes, count how many parts that have drawn lines. Yes! There are 7 boxes.

(6) Parts with drawn lines are 7 out of total 12 boxes.

(7) That means the result of adding fractions:

$$\frac{1}{3} + \frac{1}{4} = \frac{7}{12}$$

Adding two fraction numbers using banana leaves could explain the concept behind ‘adding’, which is to unifying two things. Banana leaves, as a learning media, could be substitute of ‘cake’ in the classic story based problem where ‘Dewi has $\frac{1}{3}$ of a round cake, then her mother gave her $\frac{1}{4}$ of the same cake, so, how many parts Dewi has in total?’. Seeing directly banana leaves’ parts being divided then added, students become aware why $\frac{1}{3} + \frac{1}{4} = \frac{7}{12}$. Students are not only asked to unifying the denominators, but also to compare the result they found out to the real movements outside there. From a realistic point of view: mathematics notate real world.

3.2.2. Culture-based Integers Learning

To a primary school student, exploring integers (whole numbers) with negative values is a new abstract conceptual experience, so, it is better to a teacher to use a concrete media to make his students understand properly that concept. Media that is available easily are white and black buttons. White buttons stand for positive whole numbers, whereas black ones stand for negative whole numbers. Teacher may attribute cultural concepts to each color; for example, white is attributed as ‘good’ and black is attributed as ‘bad’, where such attribution is a cultural symbol that still alive in Indonesian society, even in early aged children.

Example:

For $-7+5$ could be solved by aligning black and white buttons as follows,

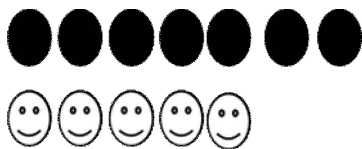


Fig. 2, black and white buttons aligning as a learning media to discover the concept of negative numbers

To carry out adding task above, teacher shows to pupils how many white buttons that do not have couples, i.e. (-2).

In carrying out adding, subtracting, multiplying, and dividing, teacher could use also the traditional ‘dakon’ game, where using it as a learning media, rather than explaining the concept, it has a cultural added value, which is sustaining traditional team games.

3.2.3. Learning Mathematics in Monumental Settings (Temples)

Temples spread all over the Indonesian archipelago, and could be a rich learning source in primary mathematics. For example, Prambanan temple is one of very famous Indonesian temples’ complexes located in Yogyakarta (Middle Java). Prambanan was established by kings of Sanjaya’s kingdom in the 9th century. Prambanan is labeled as the most beautiful temple in the world and located about 17 km to the east of the city of Yogyakarta.



Fig. 3, Prambanan temple

Many mathematics concepts and lessons could be learnt from Prambanan as a ‘cultural media’. Following a table that explain some of those concepts and lessons.

Table 1
Learning Mathematics in Prambanan Temple

No.	Artifacts of Prambanan Temple	Related Mathematics Lessons
1	Counting	8 hands of LoroJonggrang, 4 heads of Brahma
2	Identifying shapes	Stoned beams, rectangle floor tiles, ...etc
3	Adding	There are 240 units of the Temple (big 16 & small 224)
4	Subtracting	Almost all units

		have heavy, moderate or small damage.
5	Tessellation/Installing floor tiles	Installing floor tiles alongside the garden or in the temple's halls.
6	Map	The map of the Temple's complex
7	Distance	17 km to the east from Yogyakarta and 53 km to the west from Solo
8	Time	The restoration of the Temple started on the 20 th of December 1953, stopped in 1977, started again in 1982, and continued till 1991.
9	Directions	There are 4 doors of the Complex, matching the principle 4 directions.
10	Symmetry and equal structures	There are 224 units of the Temple that have the same size and structure.
11	Angles	Almost all types of angles are spread all over the temple
12	Area	Total area of the Complex, area of each unit, ... etc.

Table above just represents a sample of lessons that could be connected to Temples as a cultural media of learning mathematics in primary school. Moreover, those lessons, and may be others, could be more developed by teachers as they invite their students to visit temples and get involved directly in observation, measurement, comparing and other study activities, besides get familiar with traditional culture, its values and achievements.

4. Conclusions

Learning primary mathematics based on culture has an important role to play in remedying different symptoms of cultural crisis surrounding Indonesian kids nowadays. Cultural-based mathematics learning should relate mathematics to Indonesian culture richness, and could be done in many context and towards many objects. Learning primary mathematics using local objects (like banana leaves) and traditional monuments (like temples) has a potential role to enhance students' mathematical capabilities and awareness of their original culture; its values and its achievements.

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A Difference Effectiveness in Learning Using Macromedia Flash and Visual Media Based Toward Student Achievement and Motivation of Elementary School in Kasihan, Bantul

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Abstract

A difference effectiveness in learning using macromedia flash and visual media based toward student achievement and motivation of elementary school in Kasihan, Bantul. The aim of this study is to determine a difference in achievement and student motivation by using macromedia flash and visual media learning based. The method used in this research is a quantitative method of quasi-experimental. Data collection techniques used are, tests and questionnaires. Data analysis technique used is the Mann-Whitney U-Test. The results show that (1) there is no significant difference on student achievement fifth grade elementary school in school year 2014/2015 Kasihan, Bantul, using Macromedia flash and visual media, (2) there is a significant difference toward the motivation of students of fifth grade elementary school in school year 2014/2015 Kasihan, using Macromedia flash and visual media. When viewed from the mean motivation using visual media and macromedia flash it can be concluded that the macromedia flash is more effective in increasing the motivation in learning.

Keywords: Macromedia flash, achievement and motivation

1. Introduction

In this globalization era, people's lives all over the country converge without knowing the boundaries of the physical, geographical and social. Information and Communication Technology (ICT) in the future will be very important. That is why the knowledge of information and communication technologies as early as possible in primary school students is an important thing to do to face the challenges of the future.

Unfortunately the concept of thematic learning at the elementary school curriculum of 2013 are still not utilizing information and communication technology. Based on observations in several public and private elementary schools in the city of Yogyakarta, almost all teachers to implement the curriculum in 2013 refer to the book in 2013 where the thematic

curriculum in the book there is no implementation of learning using ICT.

The application of curriculum 2013 in primary school, teachers as facilitators can create thematic learning in ICT-based primary schools in order to learn the theme becomes more fun, easy and not boring so as to increase the interest and motivation of students in studying the theme. The ICT-based learning application could be used as alternative media.

Macromedia Flash is a software program that works to create a two-dimensional animation that is very reliable compared to other programs. Macromedia flash is not only used to create animation, but also used to make interactive menus, and make presentation software. Macromedia Flash makes it easy to create movements that resemble objects that can be assembled video clips with sound. Meanwhile, when using Microsoft power point, it unable to

perform the addition of animation and navigate more complex arrangement. Macromedia is also one of the alternative programs in making animation moves. Macromedia flash program can be used to suit the tastes and creative imagination. One thing that becomes the reliability of this program is to allow the addition of a program database in making the presentation.

Utilization of Macromedia flash as a learning medium to facilitate teachers in presenting the material. Learning Media is a tool used to demonstrate the facts, concepts, principles or specific procedures in order to seem more real/concrete. Macromedia flash use as a learning medium providing the student's concrete experiences, motivate and enhance absorption also memory in study. If only by listening to verbal information from any teacher, students may not understand the lesson well. While utilizing flash macromedia flash learning, teachers can display information through sound, image, movement and color, both natural and manipulation.

The subject matter is packed through macromedia flash program will be more clear, complete, and attracting students. Material which presented with Macromedia flash can arouse the curiosity of students, stimulate students react both physically and emotionally. Utilization of Macromedia flash can help teachers to make learning come alive, not monotonous and boring.

In addition the utilization of Macromedia flash can facilitate the interaction between teachers and students so that the learning will be more effective and efficient. Utilization of macromedia flash can help teachers and students perform two-way communication active during the learning process. Utilization of macromedia flash not only makes the learning process

more efficient, but also help students learn more deeply absorbing material and intact.

However not many teachers who use macromedia flash for thematic learning based. Implementation of thematic learning by utilizing macromedia flash has not been done by elementary school teachers in Yogyakarta because teachers are still adapting to implement appropriate learning curriculum of 2013. The teachers assume that the primary thematic book is the only reference to carry out the study. Instructional media used by teachers is also just a visual medium that is contained in books thematic curriculum of 2013. Even though in 2013 curriculum, implementation of creative learning style and media is highly recommended to increase students' motivation.

Based on the discussion above, the researchers want to examine the difference in the effectiveness of learning by using macromedia flash and visual media based toward achievement and motivation of elementary school students. Problem formulations in this research are as follows.

- a. Is there any difference in student achievement by using macromedia flash and visual media based learning?
- b. Is there any difference in students' motivation by using Macromedia flash and visual media based learning?

2. Method

The method used is quantitative research methods quasi type. Experimental research design used is the posttest-only control design. Class experiment in this research is class which use macromedia flash as a learning based. While the control group in this study is a class that uses visual learning media.

The research was conducted from February to May 2015. The place of implementing this research is in elementary

schools, Kasihan district, Bantul, which use the curriculum 2013 and have computer labs. The samples collection technique in this study using purposive sampling technique. Samples were selected based on the goal of primary school curriculum in 2013 and has a computer lab. This is the reason for the selection of samples in this study using thematic material curriculum in 2013 and using the media with applications that require a computer. Based on the above population above, primary school those use curriculums 2013 are SD N 2 Padokan and SD Muhammadiyah Ambarbinangun.

The instruments used in this study are: a questionnaire and tests. Motivation questionnaire is to compare the level of motivation of students using visual media and the level of motivation by using Macromedia flash-based media. The test is used to determine the completeness of the thematic study using visual media and using Macromedia flash-based media.

The data analysis technique used in this study is the hypothesis test by using quantitative analysis techniques inferential statistics. Before the hypothesis test, the first prerequisite test is done to determine whether the data results of the study tested by statistics parametric or non-parametric. Prerequisite test used is normality test homogeneity test.

After prerequisite testing, it can be determined the type of statistical test to be used to know the difference. If the data has a normal distribution and homogeneous variance, it can be done parametric statistical test to test independent sample t-test. Meanwhile, if the data does not comply with one or both, then the tested is non-parametric statistical test Mann-Whitney U-test.

3. The Research Result

a. Description of Student Achievement

Data from student achievement to the visual media has a mean 17.28 and a standard deviation 2,039. The maximum score of learning with visual media is 20 and the minimum score is 12. While learning with Macromedia flash has a mean 17 and a standard deviation 2,046. The maximum score of learning with Macromedia flash is 20 and the minimum score is 12.

Data description of achievement results of learning with media visual and Macromedia flash are as follows.

Table 1. Percentage of achievement based media

Media	Interpretation	Frequency	Prosentage
Visual Media	Very High	28	65%
	High	14	32,5%
	Enough	1	2,32%
	Low	0	0%
	VeryLow	0	0%
Macro media Flash	Very High	26	59%
	High	16	46%
	Enough	2	4,5%
	Low	0	0%
	VeryLow	0	0%

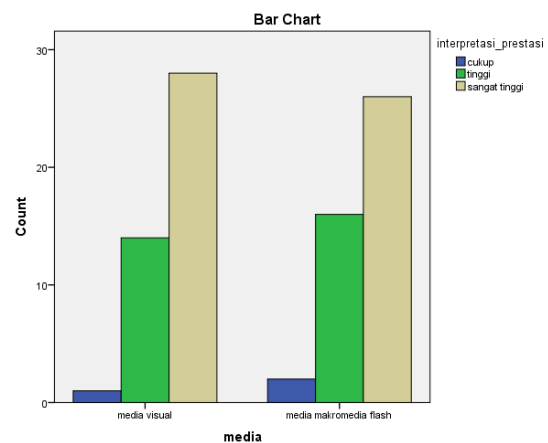


Figure 1. Interpretation of achievement based on the media used

Based on the data above it is known that student achievement using flash media

Macromedia flash 4.5% of students in the experimental class or 2 students included in sufficient criteria, 36% of students in the experimental class, or 16 students included in the high criteria, 59% of students in the experimental class or 26 students are included in the very high criteria. While student achievement using visual media, which is 2.32% of students in the control class or first students included in sufficient criteria, 32.5% of students in the control class, or 14 students included in the high criteria, 65% of students in the control class, or 28 students including the very high criteria.

b. Description Motivation Students

Description of student motivation by using visual media has a mean 24.6, standard deviation of 4.4, the maximum score is 33 and a minimum score is 14, which can see as follows.

Table2. Percentage of student motivation by clicking visual media

Interval Formula	Interval	Interpretation	Frequency	Prosentage
$x \geq \bar{x} + SD$	$x \geq 29$	Very High	8	18,6%
$\bar{x} + SD > x \geq \bar{x}$	$29 > x \geq 24,6$	High	13	30,2%
$\bar{x} > x \geq \bar{x} - SD$	$24,6 > x \geq 22,2$	Enough	13	30,2%
$x < \bar{x} - SD$	$x < 22,2$	Low	9	20,9%

Description of student motivation by using Macromedia flash media with mean 33.3, standard deviation is 2.5, the maximum score is 37 and a minimum value is 30 which can show as follows.

Table3. Percentage of student motivation by clicking Macromedia flash

Rumus interval	interval	Interpretasi	Frekuensi	Presentase
$x \geq \bar{x} + SD$	$x \geq 35,8$	sangat tinggi	11	25%
$\bar{x} + SD > x \geq \bar{x}$	$35,8 > x \geq 33,3$	tinggi	13	29,54%
$\bar{x} > x \geq \bar{x} - SD$	$33,3 > x \geq 30,8$	rendah	9	20,45%
$x < \bar{x} - SD$	$x < 30,8$	sangat rendah	11	25%

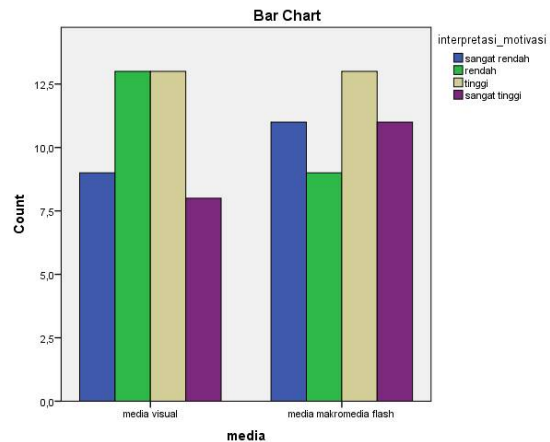


Figure2. Interpretation of motivation based on media used

From these data it is known that by using visual media 8 students have a very high motivation, 13 students have high motivation, 13 students have low motivation and 9 students have very low motivation. While learning by using Macromedia flash media 11 students have a very high motivation, 13 students have high motivation, 9 students have low motivation and 11 students have very low motivation.

c. Hypothesis test results

To see the difference in the effectiveness of learning by using macromedia flash with visual media, the following hypothesis are made.

a. The effect of macromedia flash and visual media in learning achievement

H0: there is no significant difference in learning achievement between classes taught

by visual media and media-based Macromedia flash in the fifth grade elementary school students in Kasihan academic year 2014/2015.

Ha: There significant difference in learning achievement between classes taught by visual media and media-based Macromedia flash in the fifth grade elementary school students in Kasihan academic year 2014/2015.

b. The Effect of macromedia flash and visual media on motivation to learn

Ha: There is significant difference in learning motivation between classes taught by visual media and media-based Macromedia flash in the fifth grade elementary school students in Kasihan academic year 2014/2015.

Before testing the hypothesis, it is necessary to do the prerequisite test. Prerequisite test in this study are a test for normality and homogeneity test.

1. Normality test

Normality test is done to test the assumption, if the data distribution of the experimental group and the control group to form a normal distribution or not. Normality test calculations in the study conducted by the Kolmogorov-Smirnov normality test with SPSS 16.00 facility.

The following table presents a summary of the results of tests of normality in group control class and experimental class with methods of the Kolmogorov-Smirnov with facilities of SPSS 16.00 for windows.

Table 4. Results of normality test

Aspect	Media	Significance Score	Specification
Motivation	Visual Media	0,010	Not Normal
	Macromedia flash	0,006	Not

	ia flash		Normal
Achievement	Visual Media visual	0,018	Not Normal
	Macromedia flash	0,011	Not Normal

Based on the table above, it appears that the score of Sig. (2-tailed) Data motivation using visual media and macromedia flash media-based have significance value <0.05 then Ho is accepted means of data distribution is not normal. As for the achievement data using visual media and macromedia flash media-based <0, 05 so Ho accepted means data is not normally distributed.

2) Test Homogeneity

Homogeneity test is used to determine whether some of the variants have same data or not. Homogeneity test calculations performed using Levene's homogeneity with SPSS 16.00 for windows.

The following table presents a summary of output Test of homogeneity of variance in the experimental group and the control group.

Table 5. Test Homogeneity Levene Statistic Sig DF1 DF2.

	Levene Statistic	df1	df2	Sig.
Achievement	.002	1	85	.962
motivation	.009	1	85	.073

Based on Table 5 above shows a significance level of motivation is above 0.05 on level 0.73, while the significance value was 0.962. It can be said H0 is rejected and Ha accepted. So, it can be concluded that the significance level of 5% of all groups used in this study has a variance homogenous group.

3) Hypothesis Test

In this study, there are two hypotheses are used,

1. The effects of macromedia flash-based media and visual media in improving learning achievement in elementary school fifth grade students in Kasihan academic year 2014/2015.

2. The Effects of macromedia flash-based media and visual media in increasing the motivation of the students of class V SD in Kasihan the academic year 2014/2015.

Under the prerequisite test, both the data homogeneous but not normal so that the analytical techniques used are non-parametric. Type of hypothesis test is a statistical test used non-parametric Mann-Whitney U-test.

The following table presents a summary of output Mann-Whitney Test achievement and motivation to learn in a class taught by macromedia flash-based media and visual media.

Table 6. Mann-Whitney Test

	prestasi	motivasi
Mann-Whitney U	816.000	80.000
Wilcoxon W	1806.000	1026.000
Z	-1.118	-7.378
Asymp. Sig. (2-tailed)	.263	.000

Based on the test results of the Mann-Whitney U-Test above known that the significance of achievement is 0.263. Value significance of this achievement > 0.05 so that H_0 is accepted, which means there is no difference in learning achievement between students who are taught by visual media and students taught by Macromedia flash-based media. While the significance of motivation value is 0,000. The value < 0, 05 so that H_0 is rejected, it means that there are differences in learning motivation among students who are taught by visual media and students taught by macromedia flash-based media. Furthermore, based on descriptive

analysis, it can be seen that the mean motivation using visual media is 24.67. While the motivation mean using flash-based media Macromedia flash is 33.32. So, the difference can be concluded that the macromedia flash-based media more effectively increase motivation compared to visual media. This is because Macromedia flash-based media has audio-visual concept with a design that appeals to elementary students. In addition the concept of learning by computer media is a new thing for students, so that students become highly motivated to participate in learning.

4. DISCUSSION

Based on the results above, it is known that learning based macromedia flash has an effect on students' motivation. According Oemar Hamalik (2001: 50) motivation is the impetus that led to the case of an act or a particular action. According Sardiman (2007: 73-75), the motive power is defined as an effort to encourage someone to do something. Motifs can be regarded as the driving force of the subject to perform certain activities to achieve the goal. Starting from the word "motive" was, then the motivation can be defined as the driving force that has become active. Motivation will cause a change in the energy present in humans, so it will cling to the issue of psychiatric symptoms, feelings and emotions, to pursue the purpose, need or desire. So the motivation could be stimulated by external factors, but the motivation it is growing in a person.

According Slameto (2010: 54-71), the factors that affect learning are as follows.

- 1) Intrinsic factors
 - a) Health

Health is a state or a healthy thing. A person's health. So that one can learn well, he must be looking forward to his health

b) Attention

Attention is heightened activity of the soul, the soul that was solely focused on an object or set of objects. In order to ensure a good result, then the student should have the attention of the material learned.

c) Interest

Interest is the tendency remains to observe the memory of some events. Activities of someone interest, which attention is constantly accompanied by pleasure.

d) Talent

Talent is the ability to learn. All the newly realized ability into tangible skills after learning or practicing. Talent is affect learning, if the lessons learned material in accordance with his talent, then students will be motivated to learn.

2) Extrinsic Factors

a) Methods of teaching

The method of teaching is a method or way to go in teaching. Teacher which has less teaching methods will affect the learning of students who are not good anyway. As a result, students become lazy to learn. Progressive teachers dare to try new methods, which can help improve the teaching and learning activities, and increase student motivation to learn.

b) Equipment lesson

Learning tool closely related to student learning, because learning tool used by teachers in teaching time is also used by students to receive the material taught. Complete learning tool will facilitate the receipt and proper teaching materials provided to students.

c) Environmental conditions

Environmental conditions are elements that come from outside the student. Student environment, as well as the individual

environment in general, there are three, family, school and community. Teachers should strive to manage the class, creating a fun learning environment, present themselves as attractive, in order to help students motivated. School physical environment, facilities and infrastructure, needs to be organized and managed, in order to make students feel at home fun and learning. Unless the needs of students to infrastructure, psychological emotional needs also require attention. Security needs, for example, greatly affect student learning. Need for achievement, appreciated, recognized, are examples of psychological needs that must be met, so the motivation to learn arise.

The results showed that there is adifference of motivation to learn by using macromedia flash use flash and visual media based. It means learning to use instructional macromedia flash impetus for students to learn more than the visual media. Interesting learning media affects students' intrinsic factor which are the attention and interest of the students.

Attention is heightened activity of the soul, the soul that was solely focused on an object or set of objects. Students must have studied attention to the materials that do not arise bored in learning. While the interest is fixed tendency to pay attention to the memory of some events. Activities of someone interest, attention is constantly accompanied by pleasure.

Utilizationof macromedia flash media-based as a learning media, can generate attention and interest more than the visual media. This is because macromedia flash can display two-dimensional animation and interactive menus. Media with Macromedia Flash can resemble video clips that can be strung together with sound. So that it would generate more attention and

interest in students compared to visual media.

In order to learning media is one extrinsic factor in increasing motivation to learn which includes learning tool. Complete learning tool will facilitate the receipt and proper teaching materials provided to students. So, macromedia flash is a learning tool that is more complete and precise than the visual media as macromedia flash media-based learning can be used to demonstrate the facts, concepts, principles or specific procedures in order to seem more real / concrete. Macromedia flash as a learning medium providing concrete experience. Utilization of macro-media flash media, teachers can display information through sound, image, movement and color, both natural and manipulation. All in all, macromedia flash media-based learning is a learning tool more clear, complete and precise than the visual media.

Either intrinsic or extrinsic, macromedia flash media-based learning is more motivating students to learn compared to visual media.

However, based on the results above, the macromedia flash has no effect in improving learning achievement. Learning achievement according to Big Indonesian Dictionary (2005) are

- a. The mastery of knowledge or skills developed by the subjects, usually indicated by test scores or numerical value of a given teacher,
- b. Ability truly exists or can be observed (actual ability) and which can be measured directly with certain tests.

While Muhibin shah (2011) states that the achievement of a real person's capabilities as a result of performing certain activities or businesses can be measured and the results or the success rate of students achieving the goals set in a program.

According Slameto (2010) and Suryabrata (2006) in outline factors that can affect learning achievement can be grouped into:

a. Internal factors

Factors involving the whole person, including physical or mental condition or psychological. Internal factors are often called intrinsic factor which include physiological conditions and psychological conditions that include interest, intelligence, aptitude, motivation, and others.

1) Physiological Conditions in General

Physiological conditions in general greatly affect one's learning success. The person in the fresh condition will be different temporal learning from people who are tired. Children who are malnourished turns its ability under the children were not malnourished.

2) Psychological Conditions

Learning is essentially a psychological process. Therefore all the circumstances and psychological functioning certainly affects one's learning. That means learning is not a stand-alone, regardless of other factors such as external factors and factors from within. Therefore, interest, intelligence, aptitude, motivation, and cognitive abilities are the main psychological factors that affect the process and student learning outcomes.

3) The condition of Five Senses

Besides the general physiological conditions, it is no less important is the condition of the senses, especially sight and hearing. Man most learned using sight and hearing.

4) Intelligence / Intelligence

Intelligence is a general ability of a person to learn and solve problems. If someone has a low intelligence, however efforts in learning activities, if no help from parents or educator's undoubtedly learning effort will not succeed.

5) Talent

Talent is the ability of a prominent sector in a particular field. Talent is established in period, a number of land and is a blend of intelligence level. In general, certain intelligence component is influenced by education in the classroom, school, and interest in the subject itself.

6) Motivation

Motivation plays an important role in delivering the passion, excitement, and joy in learning that are highly motivated to have a lot of energy to carry out learning activities. Hence the motivation to learn should be endeavored especially coming from inside (intrinsic motivation) by constantly thinking about a future full of challenges and need to achieve their goals. Always put embroidery round and always optimistic that the goals can be achieved by learning.

b. External Factors

Factors that comes from outside the individual concerned includes everything that comes from outside the individual that can affect learning achievement both in the social environment and other environments.

1) Environmental Factors

Environmental factors can be grouped into two groups, they are:

a) Natural Environment

Natural environment such as the ambient temperature, air humidity affect the process and learning outcomes.

b) Social Environment

Social environment, both human form and its representation (deputy), although other tangible things that directly affect the learning process and results. Someone who is learning to solve the problem would be disturbed if someone else is pacing nearby or out of the room.

2) Instrumental Factor

Factors that use instrumental is designed in accordance with the expected learning outcomes. These factors can serve as a means to achieve the objectives that have been designed. These factors are:

a) Hardware / hard ware such as buildings, school supplies, lab equipment, and so on.

b) The software such as curriculum, programs, and other learning guidelines.

The results showed that,Macromedia flash-based learning has no effect in increasing a person's ability to learn. This is because the learning achievement can be affected by many factors. Instructional media really is one of the factors that influence achievement learn which factors are instrumental learning tools. However, macromedia flash-based learning showed no difference in visual media in the aspect of performance improvement. That is because the characteristics of macromedia flash media-based learning that has great visual proportions.Macromedia flash-based learning with visual media, has similar characteristics which displays an image. So there is no differencesperformance when using visual media and media-based learningMacromedia flash.

5. Conclusion

Based on the resultsabove it can be conclude that:

a. Based on data analysis with Mann-Whitney U Test, is known to have sig 0.263. This score is higher than 0.05 so that Ho is accepted, it can be concluded that there was no significant difference on student achievement fifth grade elementary school in academic year 2014/2015 Kasihan, Bantul, that using macromedia flash-based media and visual media.

b. Based on data analysis with Mann-Whitney U Test, it is known that it have a

sig value 0,000. This score is smaller than 0.05 so that H_0 is rejected, it can be concluded that there is a significant difference to the students' motivation of fifth grade elementary school in academic year 2014/2015 KasihanBantul, using macromedia flash-based media and visual media. When viewed from the mean motivation using visual media, which was 24.6, while the mean motivation using a macromedia flash is 33.3, it can be concluded that the macromedia flash media-based learning is more effective in increasing the motivation to learn.

6. Future Works

Media learning by using macromedia flash show differences motivation when compared with pictures media. It shows that macromedia flash is interesting for students. On the contrary, learning by using macromedia flash is still less effective for improving learning achievement. Macromedia flash and media pictures showed no difference in the aspect of achievement improvement. That is because the characteristics of macromedia flash has a larger visual proportion. Macromedia flash media and pictures media, has the same characteristics which is visual media. So there is no difference achievement when using media images and macromedia flash. In addition, at classroom experiment a test directly do at the computer so there are many students who rush to answer without notice the question carefully. In further research, achievement evaluation tests were not included in the program but can be tested in writing.

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Suitability Curriculum 2013 with Itself IPA

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Abstract

Curriculum 2013 is a simplified curriculum, in the form of thematic-integrative, adding hours of lessons to encourage students to be better at making observations, asking, reason, and communicate (presenting), what they learn after receiving learning materials and expected our students have the competence attitudes, skills, and knowledge is much better. Science is the study of the universe and its contents and events that can be acquired and developed either inductive or deductive. There are two issues related to IPA as a product and a process. IPA as a product that science knowledge in the form of factual knowledge, conceptual, procedural, and metacognitive. IPA as a process that scientific work. Either product or process IPA is the subject of study. By learning science, learning the product and how the process of science can be obtained. Thus, it can be concluded that the curriculum of 2013 was in accordance with the nature of science that science as a product, process and IPA as a gesture there.

Keywords: Curriculum 2013, the essence of Science

Introduction

The need to change the curriculum is because the middle of the changing times, the education system in Indonesia must always follow suit. Curriculum development in 2013 is expected to be the answer to improving human resource capacity. Curriculum 2013, which applied to start the school year 2013/2014, still raises Pros And Cons among educational practitioners. Those who support the new curriculum states, Curriculum 2013 condense lessons so as not to burden the students, more focus on the future challenges of the nation, and not to burden the teachers in the educational unit level curriculum.

Counter-party states, Curriculum 2013 are less focused because it combines science subjects with Indonesian elementary school. This is less than ideal because it does not consider the ability of teachers and not be tested first in a number of schools before they are implemented. The orientation of curriculum development in 2013 was the achievement of impartial competence between attitudes, skills and knowledge, in addition to a holistic way of learning and fun. Most changes are based on

education will be based on science and not based on rote again.

For elementary school, a change of 10 subjects to just six. The sixth subject was Mathematics, Indonesian, Religion, Physical Education, Pancasila and Citizenship Education, and Art. While the IPA and IPS into thematic in other lessons. Curriculum development in 2013 is a further step development of competency-based curriculum that has been initiated in 2004 and 2006, which include competence SBC attitudes, knowledge, and skills in an integrated manner. Based on the above problems can be formulated question as follows; 1) What is the meaning or definition of the curriculum in 2013? 2) What is the nature of science? 3) What are the advantages and disadvantages of the curriculum in 2013? 4) Does the curriculum in 2013 is appropriate or not by the nature of science ?.

Discussion

Definition of Curriculum 2013

Etymologically, the curriculum is derived from the Latin word *curer* namely runners, and *curere* which means the place running. At first the curriculum is a gap that must be taken by runners from the starting line to the

finish. Then understanding the curriculum used in education, with the understanding as plans and arrangements on a number of subjects to be studied students in studying in educational institutions. Curriculum 2013 is a curriculum designed to prepare learners for the challenges of their future. The Government through the minister of education and culture feels the need to prepare a curriculum that is more qualified than the previous curriculum. Some of the reasons raised by the government in this case the Minister of Education why the curriculum in 2013 needs to be, one of them is the demographic bonus. Demographic bonus is a benefit that will be owned by Indonesia in the future, it is estimated the range of 2010 - 2035, where the human population Indonesia has a high number of productive age, while the number of non-productive age reaches low. It is conceivable, if at this time the amount of productive unproductive.

What distinguishes the curriculum in 2013 with the previous curriculum design curriculum in 2013 is primarily align graduation standards as to what is desired. From there a new standard specified contents, different from the previous curriculum that first determines its content standards. Here is some understanding of the curriculum proposed by the experts: 1). Definition of Curriculum According Inlow (1966): The curriculum is a comprehensive effort designed by the school to guide students acquire the learning outcomes that have been determined; 2). Definition of Curriculum According to Beauchamp (1968): The curriculum is a written document that contains the contents of the subjects taught to students through a variety of subjects, choice of disciplines, the problem in everyday life.

3). Definition of Curriculum According Good V. Carter (1973): The curriculum is a collection of courses or subjects that systematic order. 4). Definition of Curriculum According to Law No. 20, 2003: The curriculum is a set of plans and arrangements regarding the purpose,

content, and teaching materials and methods used as guidelines for the organization of learning activities to achieve national education goals.

Curriculum 2013 is a curriculum that simplify, and thematic-integrative, adding school hours and aim to encourage learners or students, capable of better observation, questioning, reasoning, and communication (present), what they earn or they know after receive learning materials and competencies expected of our students have the attitude, skills, and knowledge is much better. They will be more creative, innovative, and more productive, so that later they can be successful in dealing with various problems and challenges in his day, entering a better future.

Curriculum 2013 focuses on four subjects, namely maths, Indonesian, Islamic religious education and civic education. The preparation and development of curriculum in 2013 aimed to provide a reference to the principal, teachers and other education personnel in schools in developing programs that will be implemented. In addition, the 2013 curriculum drawn up among others in order to allow learners to:

- a) learn to faith and fear of God Almighty,
- b) learning to understand and appreciate,
- c) learn to be able to implement and act effectively,
- d) learn to live together and be useful to others, and
- e) learning to build and self-discovery through active learning, creative, effective and fun.

Curriculum 2013 is designed with the following characteristics:

1. Develop a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
2. Schools are part of the community that provide a planned learning experience where learners apply what is learned in school into the community and take

advantage of the community as a learning resource;

3. To develop the attitudes, knowledge, and skills and apply them in various situations in schools and communities;
4. Provide sufficient time freely to develop the attitudes, knowledge, and skills;
5. Competence expressed in terms of core competencies further specified classes in basic competency lesson;
6. The core competence of organizing the class into elements (organizing elements) basic competence, where all basic competencies and learning processes developed to achieve competence stated in core competencies;
7. Basic competence is developed based on the principle of cumulative, mutually reinforcing (reinforced) and enriched (enriched) antarmatapelajaran and education level (horizontal and vertical organizations).

Itself Natural Sciences (IPA)

An essence is a unity that can not be divided into existence. All of the major factors that essence is integrated or fused in a single system. In other words, the essence of referring to things that are more permanent that is not affected by the circumstances. Also not affected by space and time. A more steady and stable nature and not bring a change of nature, not partial or who are phenomenal. Hence the name of man (an-nas) are creatures of God who have the "body and soul". Harmony bond (integrity), it makes the body and mind of man can exist (no air). Itself can perform the functions of humanity in various forms of activities. In the "essence" that is (are) other things being human attributes.

Itself Natural Sciences (IPA) is the study of natural phenomena and everything that exists in nature. IPA has some sense of understanding of science itself, IPA way of thinking, way of investigation until the object of study IPA IPA. From some of these we will discuss about the understanding of science. As

for some understanding of science according to the experts as follows:

1. The IPA is a science that was originally acquired and developed based experiment (inductive) but in the subsequent development of IPA also acquired and developed based on the theory (deductive). (Soekardjo, 1973; 1).
2. IPA according to his meaning by the science, knowledge and nature. Science is scientific knowledge. Knowledge is everything known to man. The notion of the two can be combined, namely science as the study of the causes and consequences of events in nature.
3. Another definition of a complete IPA given by Colette (1994: 30), science should be Viewed as a way of thinking in the pursuit of understanding nature, asa way of Investigating claims about a phenomenon and as a body of knowledge that has resulted from inquiry , (Natural Sciences must be viewed in thinking in the quest of understanding the secrets of nature and as a body of knowledge generated from the inquiry)
4. The term IPA is a translation of the English "Natural Science" or so-called science. Written in the Indonesian Science "science" or IPA. According to Trowbridge and Byde (1990) science or IPA is a representation of a dynamic relationship that covers three main factors, namely the extant body of scientific knowledge, the values of science and the methods and processes of science "which means that science is a product (body of scientific knowledge) and processes (methods and processes), and contain values (values). According to the oxford dictionary of Natural Sciences (IPA) is a branch of science that involves attention and experiments to make the formulation of ideas, information and understanding of

the phenomena or symptoms that occur in nature.

5. Natural Sciences is a scientific knowledge, that knowledge which has undergone the test of truth through scientific methods, with characteristic: objective, methodical, systematic, universal, and tentative. Natural Science is a science that is the subject of nature and everything in it. Carin and Sund (1993) in the Ministry of National Education defines science as "a systematic knowledge and are arranged on a regular basis, generally accepted (universal), and a collection of data from observation and experimentation".
6. The IPA is an educational science field of study, in this field of science studies (nature and symptoms). Science education is a combination of theoretical science with the theory of science education. Science education is the science that examines phenomena education in a wider perspective and integrative. The phenomenon of education is not just the symptoms inherent in humans (symptoms universal) in a broad perspective, but also at the same time an attempt to form a human personality (man) designed consciously and systematically in the process of interaction between educators with learners both inside and outside of school.

Some understanding of the above we can know that science is the study of the universe and its contents and events that can be acquired and developed either inductive or deductive. There are two issues related to IPA as a product and as a process. IPA as a product that is knowledge in the form of factual knowledge, conceptual, procedural, and metacognitive. IPA as a process that is scientific work. Either the product or process is the subject of study IPA. By learning science, learning science products and how the process can be obtained. In our daily lives

much knowledge as we can. Knowledge of religion, education, health, economic, political, social, and natural surroundings are an example of the knowledge possessed by every human being. On the understanding that the second IPA can we know that science is scientific knowledge, the knowledge acquired by science. This indicates that the science has two main properties. The main properties include the rational and objective. Rational means sensible, logical, common sense or received while objectively have the meanings according to its object, fact or observation. Natural science is seen as the way of thinking in search of the secrets of nature as a way of investigation of natural phenomena and as a body of knowledge generated from the inquiry. Besides being able to learn about the processes and products IPA, the IPA learning we can also know about the way of thinking that good. The way of thinking IPA includes:

- a. Believe (beliefs), We can do research on the problem of natural phenomena is motivated by the belief that the laws of nature can be constructed from observation and explained by thinking and reasoning.
- b. Curiosity (curiosity), curiosity is what drives the belief that nature can be understood and discovered.
- c. Imagination (imagination), we can rely on the imagination in solving the problem of natural phenomena.
- d. Reasoning (reasoning), Besides the imagination to solve the problem of natural phenomena are also required to use reasoning.
- e. Correction of self (self-examination) Scientific thinking is something higher than just an attempt to understand the universe.

Science learning process emphasizes providing direct experiences to develop competency in order to explore and understand the universe around scientifically. Science education and inquiry directed to do so can help learners to gain a deeper

understanding of the nature around. Yager, stated that science education is the study of the relationship between science and society. Thus IPA has strategiskarena civilizing role of science among young people so that they feel attracted to science.

Advantages and disadvantages of the curriculum in 2013

Excess Curriculum 2013 as follows;

1. More emphasis on character education. In addition to creative and innovative, character education is also important that will be integrated into one. For example, the education of noble mind and character should be integrated all of the study program.
2. Assumption of the curriculum in 2013 is no difference between the children's village or town. Often children in the village tend not given the opportunity to maximize their potential.
3. Stimulate the education of students from the beginning, for example through early childhood education.
4. Readiness lies in teachers. Teachers also have to continue to be driven capabilities through training and education of prospective teachers to improve professionalism skills continuously.
5. Students must actively and creatively unlike the previous curriculum material in this new curriculum is more to solving the problem. So the students to actively search for information in order not to miss learning materials.
6. The assessment can be from all aspects. Capturing the value of the student not only be of value ujanya but also obtained from the value of modesty, religion, practices, attitudes and others.

Weakness Curriculum 2013, as follows;

1. The Government as seeing all the teachers and students have the same capacity in 2013. Master's curriculum also

not been involved directly in the process of curriculum development in 2013.

2. There is no balance between the orientation of the learning process and outcomes in the curriculum of 2013. The balance is difficult to achieve because of the policy of national examinations (UN) is still enforced.
3. Integration of subjects in science and social studies subjects Indonesian for basic education is not appropriate, because the science lessons clumps differ.
4. Teachers are rarely explained. many teachers who think that with this new curriculum, he does not need to explain the material. Yet we know that the study of mathematics, physics, etc. is not enough just to read it.

The suitability of the curriculum in 2013 with the nature of IPA

Judging from the curriculum in 2013 globally, this new curriculum is good because more emphasis pembelajaran effective, students should be looking for themselves or build their own knowledge, with so many students are more critical and active and they will better understand their own because they were looking for. But as with the one-satukannya subjects make students become confused because students can not classify subjects. With the 2013 curriculum education system we would have been better with the help of the teacher's role, but the problem was lack of understanding teacher kurikulum 2013 due to a lack of coordination between the government and educational institutions. We can see the SBC is not yet completely understood by teachers but there have been more new curriculum. it can be concluded that the curriculum in 2013 are in accordance with the essence of science that science as a product, as a process and IPA IPA as an existing attitude.

Conclusion

Based on the above, it can be concluded that the nature of IPA with Curriculum 2013 there were suitability, we stayed as a teacher candidates to run, it would be nice if a teacher really understand the new curriculum is so not a lot of irregularities or non-compliance with the nature of each subject. The advice can be given, among others;

1. For the teachers and educators in order to implement curriculum 2013 with good order curriculum goals can be achieved.
2. So far the standard textbooks has not been widely circulated in 2013 so that it would be better if the book - a book in 2013 curriculum standards more quickly distributed to school - school for the learning process is not disturbed.
3. Curriculum 2013 stressed the independence of the learners so that learners are expected to own a lot of practice and creativity not only at school but also outside school bias.

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Development of Indonesian Language Text Book for Autism in Specially Primary School

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Abstract

This research aims to develop textbooks for children with special needs especially Autism. Each child is unique. They have a different character. This also applies for Autism. Textbooks used as a source of learning in primary schools, both inclusive and special schools. To that end, it should be examined textbooks in accordance with Autism character. The method used in this research is quantitative research methods. Researcher prepare textbooks in accordance with Autism character. First, the researcher developed the framework for teaching material according to curriculum used. Furthermore, in the second stage researcher collecting, sorting, and selecting materials material. Researcher also conducted a preliminary study to gather information about fonts, images, and colors are preferred by Autistim. The third phase, the researchers developed the framework for teaching materials into a draft textbook in accordance with the four elements of quality textbooks. These are material elements, linguistic elements, presentation elements, and elements graphics. That draft was validated by experts in the field, among other psychologists, Indonesian linguist, experts in the field of basic education curriculum, and expert graphics. Results of the study of this book is the accuracy of the content / materials by 94%; the accuracy of the presentation by 98%; linguistic accuracy of 97%; and kegrafikaan accuracy of 93%.

Keywords: Development of textbook, Autism.

Introduction

Textbook is a textbook contains material descriptions of certain subjects to help students achieve competencies, basic competencies and learning objectives; systematically arranged and has been selected based on learning objectives, learning orientation, and development of learners as a means to train skills, particularly life skills. According to one of the moderate views of the textbook (Romero in Muslich, 2010: 33-34), "No one textbook is the best for all situation", whose meaning is no single textbook suitable for all conditions. The condition in question is the needs of learners. Opinions

hinted, textbook written and composed should consider the program and level of education, culture and the characteristics and needs of learners. What textbooks for Special Needs, especially Autistic? This study developed a textbook appropriate for Autistic in the fourth grade primary school, especially Indonesian subjects. Autism characteristics in this study is the crew that is ready to be trained and educated so that will be able to follow the teaching in inclusive schools. At the time this study was conducted, the Autism study in special education services (special school). So the book is a book that will be developed for the service crew at a special school.

Development of Textbook

Right textbook is a book that can optimize the ability of learners and increase skills in berkehidupan (life skills). Preparation of textbooks according BSNP (2007), consists of four components of the feasibility of: content, presentation, linguistic, and design.

Feasibility Component Content

Components of the feasibility of the content consists of three subcomponents, namely (a) the suitability of the material description (Competence Standard and Basic Competence); (b) the accuracy of the material; and (c) support materials, comprising (1) conformity with the development of science; (2) The currency of features, examples, and references; (3) contextual; and (4) salingtemas (science, environment, technology and society):

Component Feasibility Presentation

Components of the feasibility of the presentation consists of three subcomponents, namely (a) presentation technique (1) keruntutan concept, (2) consistency systematics, and (3) the balance between chapters; (b) the presentation of learning (1) centered on the learner, (2) develop process skills, (3) the aspect of safety, and (4) variations in the presentation; and (c) the completeness of the presentation include (1) the introductory, (2) a table of contents, (3) a glossary, (4) references, (5) the summary and the concept map, (6) evaluation, (7) the proportion of drawings and text right, and (8) illustrations that support the message.

Component Feasibility Language

Components of the feasibility of a language consists of three subcomponents, namely (a) compliance with the developmental level of students among other participants (1) conformity with the level of development thinking and (2) compliance with the level of social emotional development; (b) communicative (1) understanding of message, (2) the accuracy of grammar and spelling, and (3) keabjauan terms and symbols; and (c) keruntutan and unity of the idea include (1) keruntutan meaning in chapters, sub-sub, and paragraphs; and (2) ketertaatan between chapters, sub-chapters, paragraphs, and sentences.

Component Kegrafikaan

Design's component consists of three subcomponents, namely (a) the size of the book cover (1) conformance with the ISO standard book size and (2) the suitability of the size of the material contents of the book; (b) leather design includes (1) the layout, (2) typography book covers, and (3) the use of the letter; and (c) the design of the contents of the book include (1) a reflection of the contents of the book, (2) the harmony of the layout, (3) the completeness of the layout, (4) the power of understanding the layout, (5) typographic contents of the

Autism

The word autism was first formally popularized by Leo Kanner in the 1940s. According to Gillberg (in McCandless, 2003), autism is a developmental disorder of children in terms of reciprocal social relations; in the development of communication (including language); limited behavior and repeated (repetitive), limited joy, activity, and imagination.

According to the National Information Center for Children and Youth with Disabilities (in Smith, 2006: 150), autism is a neurological disorder that often results in the inability of communication and social interaction.

According to Smith (2006: 150), the general characteristics of the autistic child is having behavioral aberrations. Among others: a) not responsive to other people; b) motion is repeated (repetitive) such as rocking, spinning, and wring their hands; c) to avoid eye contact with other people; d) remained in the habit / activity (absorbed in his world); and e) a strange and attitudes spirituality.

Deviations character go hand in hand with the development of children with autism. According Delphie (2009 : 31) , the extreme deviations in autistic children consists of nine development process with the following details.

- a. Developments related to affection (attachment) , which is an inability in establishing affection . Related behaviors affection is not followed with the same shape between the emotional pleasure and reciprocally . Movement is always repeated is a manifestation of the characteristics of autism , such as clapping , swaying , and habits memelintirkan body with many variations exceed normal children .
- b. Emotional development (emotional development). Children with autism have kesullitan in outlining the basic emotions , especially in differentiating negative
- c. Emotional expression (emotional expression), that children with autism do not recognize the face of the perception of other people to talk to. When face to face with the speaker, autistic children tend to stare at his opponent's chin instead of eyes. This condition causes an autistic child can not capture meaningful information from his interlocutor. It has been proved by Sipek, et al 1993 in Wenar and Kerig(Smith, 2006) which states that many autistic children show negative emotions and rarely showed a sense of fun are directly against his direct influence, such as smiling when a friend called. This condition can become hyperactive and autistic children or hypoactive. Thus, the missing child is autistic emotions in reciprocal interaction. Although children with autism rarely show the response, but the attitude of the stereotypes they are also not being flat, stiff and expressionless face. They stereotype attitudes

- can be shaped chortle when excited, or when he gets a tingling, or when
- d. Attention cooperation (joint attention) , meaning incapacity autistic child in sharing cooperation . They are difficult gesture to express the desire move itself as the embodiment of feelings toward others , for example hug to express love to meet or embrace to entertain friends . Express feelings to others plays an important role when socializing .
 - e. The development of language (language development) of autistic children experience the difference with the development of normative language . For example , talks of autistic children tend towards echolalia (accidentally repeating the word or phrase that he had heard when he was talking to someone else) , literal (whatever they are) , and the lack of rhythm.
 - f. Making perspective (perspective taking) , for example, autistic children feel confused on the pronoun you and me . Autistic children use the third person pronoun for himself . Another example echolalia , which behave like everyone else and say the words that he had heard from others with the same context although the situation is different . This condition will be confusing for the other person autistic child , so that the conversation.
 - g. Cognitive development (cognitive development) , for each syndrome of autism spectrum vary. In general, autistic children have the same average weight of children with intellectual challenges . In the autistic child with the syndrome Asprenger that have superior cognitive abilities . They were able to remember the name of the department and the complete bus schedule. However , the confusion when asked if lost wallet at the terminal .
 - h. The functions of the executive (executive function) in autistic children show deficiencies in the implementation of tasks for assessment , changes , and planning. They make more perseverative errors , namely the use of spontaneous thoughts, fantasies , clause, and the time in his mind .
 - i. Theory of thinking (theory of mind) at the point inability of autistic children to understand the psychological state of self or others .

It was in accordance with the advice Mintowati (2009) in his research , that the selection of teaching materials based on a real context . According to the Depdiknas (2004b) , the learning needs of autistic child : 1) the establishment of compliance ; 2) the establishment of eye contact ; 3) teamwork between Master Companion Class

with classroom teachers , and families ; 4) Individual Education Program Plan (Individual Education Plan) and evaluation ; 5) teaches the child's independence ; and 6) teaches receptive language , expressive , cognitive , and motoric.

Methods

This research is the development of research to textbooks for Autism in 4th Primary School on Indonesian subjects semester. This research is quantitative.

Identification dan Definition

- a. curriculum studied and analyzed ;
- b. mapping the needs of learners for Autism 4th Primary School according to their characteristics ;

Design

- a. specify the title of the book / theme per unit in accordance with Computation Standart and Basic Computation is based on experiential learning and crew environment ;
- b. collects writing materials , among others, the current reference of the source of accurate and textbook used by learners regular fourth grade ;
- c. adopt and adapt the materials according to the character and needs of learners;
- d. map the teaching materials that have been adopted and adapted into a framework of a complete textbook material and covers all aspects needed to achieve competence ;

Preparation and Writing

- a. write instructional materials with attention to word choice and sentence presentation includes the use of spelling guided by EYD , according to the reading experience and the needs of the crew ;
- b. preparing teaching materials with regard systematic writing sequence and obedient ;
- c. graphic design and illustration with the criteria mentioned in the components of the feasibility of textbooks ;
- d. evaluate / edit / edit the writings by way of re-reading ;
- e. improve writing if there are additions and subtractions

Validation

- a. leave it to the validator to be validated content, presentation , grammatical , and kegrafikaan ;

- b. revise the results of the validation of the validator ;
- c. Resume value given validator of revised textbooks.

RESULTS

Results of this study are prepared starting from the significance of the definition , design , preparation and writing , as well as the validation phase .

stage Pendefinsian

The mapping of the following character four grade Autistic crew needs at the level of elementary school education unit is as follows

Fig.1. Example of Identification and Definition Autism

No	Nama	Identifikasi	Karakteristik/ Ciri-ciri	Kebutuhan Keterampilan Berbahasa			
				Menyimak	Berbicara	Membaca	Menulis
1.	Alkoxx	autis ringan	hiperaktif; gangguan konsentrasi; gangguan emosi	pertanyaan kadang tidak mendapat tanggapan	kurang mampu menyam-paikan ide/ gagasan	menambah satu atau dua suku kata dari kalimat yang dibaca	mampu, tulisan terkadang tidak terbaca

Design

At this stage of teaching materials that have been mapped according to the selected theme, the

standard of competence , basic competence and indicator. At this stage the indicators modified according to

Fig. 2 Example of Curricula Mapping

Unit	Tema	Materi	Standar Kompetensi	Kompetensi Dasar	Indikator (termodifikasi)
1	Peristiwa di Sekitarku	Bacaan sederhana sebanyak satu paragraf	Menulis Mengungkapkan pikiran, perasaan, dan informasi secara tertulis dalam bentuk karangan, pengumuman, dan pantun anak	Menyusun karangan tentang berbagai topik sederhana dengan memperhatikan penggunaan ejaan (huruf besar, tanda titik, tanda koma, dll).	<i>memilih</i> topik sederhana sebuah karangan secara tertulis <i>dari rangkaian gambar-gambardengan bantuan kata kunci</i>

Preparation and Writing

Preparation and writing of teaching materials is based on mapping of Characteristics and Needs of

Autistic at 4th Primary School and mapping of teaching materials .

Validation

Fig. 3 Final Validation Againsts Textbook

No	Feseability		Σa (each Unit)					Σa	Σa	Xn
	Component	n	1	2	3	4	5	1 s.d 5	rata2	(%)
1.	Content	9	33	34	34	33	35	169	33.8	94%
2.	Presentation	10	40	39	39	39	38	195	39	98%
3.	Language	7	26	28	27	27	28	136	27.2	97%
4.	Design	11	38	42	41	42	42	205	41	93%

n = numbers of component

DISCUSSION

Discussion of the Definition Phase Results

Results from the classification of the character and needs of Autistic 4th Primary School gained from learners in special schools. The ability to think that they have on average learners regular classes, but has a behavioral disorder. Their language skills are not developed in accordance with age, for example autistic, when talking with other people have difficulty using the third person. This condition is slightly different from the autism with slow learner, not the development of language skills as a result of ignorance of how to convey the language properly. At autism tend to be hyperactive (behave too active), have difficulty controlling themselves when in a state of confused and did not know what to do, for example, lose money when going to pay the cake who purchased but did not have trouble when instructed to draw up a complex picture.

Discussion of the results of Stage Design

This activity begins by identifying the curriculum used in the regular classroom . The result is a mapping Computation Standart, Basic Computation, and the indicators used regular classroom learners .

The next activity is a record of teaching materials (textbooks) used learners regular classes that have been adapted to mapping Computation Standart, Basic Computation, and indicators .

Indicators are further modification activity after Computation Standart, Basic Computation, and an indicator of regular classes mapped. Indicators of regular class is modified according to the needs and characteristics of the crew by means of adaptation, adoption, or omission. Examples of modifications adaptation: the indicators used in regular classes is to write a simple essay, later modified to choose simple topics an essay written from a series of images with the help of key words. Said write less precise for ABK, because crews are less able to devise a simple essay that begins with selecting a

simple topic with the help of a series of successive images. In addition to the above mentioned modifications, there are other modifications. Adoption modification is used when the indicators used regular classroom also used to crew, but keep watching delivery of content, language used, and exercises that signaled the indicator.

Omission modifications will be made if the indicator can not be achieved and implemented by the crew, so it needs to be replaced in its entirety indicators but does not change the scope Computation Standart and Basic Computation.

Collection and selection of teaching materials is the next step. Materials that pass the selection is a material that contains elements of behavior change crew, according to the learning environment special needs, easily digestible and understandable, meaningful, and load life skill.

Having selected materials, structured framework of teaching materials that include Computation Standart, Basic Computation, indicators are modified, and teaching materials are selected. Unitary framework of teaching materials have been prepared from the materials and skills are simple to the more complex.

Discussion of Results of Phase Preparation and Writing

Textbook compiled and written at this stage in accordance with the framework of teaching materials for Autism. The book is loaded with material presented with material that is easy to digest, presentation in accordance with special needs thinking skills, communicative language and illustrations that draw interest in reading or using the book. The book was subsequently validated by a validator to determine the accuracy competent.

Discussion of Results Valdasi Textbook

Textbooks final results of this validation has a precision fit the needs of Autism, with the average value of the percentage of 95%.

Suggestions for other researchers to continue research on a broader level and develop textbooks for other subjects. Things that need to be observed in this study is the need for validation of indicators of the curriculum; every validation performed more than one team to avoid subjective and more.

CONCLUSION

Textbooks for Autism can be developed through the stages of defining (adapted to the character and needs of Special Needs), stage design, drafting and writing phases, and validation. Things to consider in the development of this textbook is a modification of an indicator. Such modifications should be adapted to the character and needs of Autism.

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Role of Cultural Arts and Crafts for Develop Higher-Order Thinking Skills at Elementary School

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Abstract

Cultural arts subject has yet to be implemented optimally in elementary school, because the school is still putting art lessons as a material that is not given to students as a compulsory subject matter. Therefore, the art is put on as an extra-curricular activities or on local content subject.

This paper attempts to explain and describe how the implementation of the appreciation on the subjects of Cultural Arts and Crafts in primary school to develop students' thinking potential. This article discusses: (1) Definition of Cultural Arts and Crafts (SBdP), (2) Definition of Higher Order Thinking Skills (HOTS), (3) Art as a Tool of Education, (4) Role SBdP to develop higher-level thinking skills (higher order thinking skills) elementary School.

On the Art of Learning, in particular, requires creativity of teachers in teaching art. Art appreciation learning materials are materials that provide supplies to students how to appreciate a work of art. With the hope to encourage and inspire students to think critically, analytical, and precise in identifying, understanding, solve problems, and apply the art learning materials.

Keywords: *Higher-Order Thinking Skills, Learning Arts and Crafts, elementary school.*

Introduction

Increased high-level thinking skills have become one of the priorities in the school math learning. Candy 22 of 2006 (contents) stated in Mathematics is given to all students to equip them with the ability to think logically, analytical, systematic, critical, and creative, as well as the ability to cooperate. In this document also affirmed that mathematics learning school aims to make the students have the ability to solve problems that include the ability to understand a problem, design a mathematical model, solve the model and interpret the obtained solution. The question is: How do we as teachers facilitate students to be thinkers (thinker) and fixers (problem solver) is better? The answer is simple: Make math class as a place for students to develop their thinking skills. Teaching thinking skills based on two philosophies. First there must be material or special lesson about thinking. Secondly, integrating the activities of thinking into every learning mathematics. Thus, thinking skills, especially high-level thinking must be developed and become a part of everyday math. With this approach, thinking skills can

be developed in a way to help students become better problem solver. Therefore, teachers should provide problems (problem) that allow students to use higher level thinking skills.

This article will discuss how the role SBdP to develop higher-level thinking skills (higher order thinking skills) Primary School based on the study of literature by authors. Thus an understanding of how the role SBdP to develop higher-level thinking skills (higher order thinking skills) Elementary School is expected to facilitate educators in optimizing themselves to optimize the learning process in primary school. Formulation of the problem Based on the above background, the formulation of the problem is structured as follows: 1). What is the definition of Cultural Arts and crafts (SBdP)? 2). What is the sense of Higher Order Thinking Skills (HOTS)? 3). How do the arts as an educational tool? and 4). What is the role SBdP to develop higher order thinking skills (higher order thinking skills) Elementary School?

Discussion

Understanding Cultural Arts and crafts (SBdP)

Arts and Culture Learning and Skills. Charge of cultural arts and skills as mandated by the Indonesian Government Regulation No. 19 of 2005 on National Education Standards are not only present in one subject because the culture itself covers all aspects of life. Arts and Culture in subjects and skills, the cultural aspect is not addressed in isolation but integrated with art. Therefore, subjects Cultural Arts and Skills basically an art-based education culture.

Arts subjects are learning activities that showcase the work of art aesthetic, artistic, and creative rooted in the norms, values, behaviors, and national culture art products. This course aims to develop the ability of students to understand the art in the context of science, technology and art as well as play a role in the development of the history of civilization and culture, whether in the local, national, regional, and global. Learning the art at the level of primary and secondary education aims to develop awareness of art and beauty in a general sense, both in the domain of conception, appreciation, creation, presentation, and objectives of psychological-educational for the personality development of students in a positive way. Arts education in schools is not solely intended to establish learners become performers or artists, but focuses on the attitudes and behavior of creative, ethical and aesthetic.

Arts subjects at the primary level is very contextual and taught in a concrete, complete, and comprehensive covering all aspects (visual art, music, dance and crafts), through a thematic approach. To that art educators should have a good insight about the existence of art and culture who live in the context of the everyday environment in which he lives, as well as the introduction of the local culture, so that learners know, please, and finally learn. Thus, learning the art and craft culture in SD should be; "Utilizing the environment as activities appreciation and creation of art". The scope of materials for arts and culture and carft in SD / MI include: expressive

images, mosaics, works of relief, songs and elements of music, rhythmic music, movement of limbs, mimicking the motion, crafts from natural materials, engineering products, food processing, stories heritage culture, decorative picture, montage, collage, three-dimensional works, anthem, song games, folk songs, musical instruments rhythmic and melodic, dance-themed, presentation of local dance, handicraft made from natural and artificial (woven, engineering meronce, function wear , technical tie-dye, and accessories), vegetable plants, engineering works simple move with the wind and string, folklore, the local language, illustrations, masks, sculpture, children's songs, folk songs, anthem, music ensembles, dance themed, Presentation of dance themed, handicraft made from ropes, hard materials, batik and sewing techniques, medicinal and caring for pets, food processed food ingredients tubers and processed non-food organic waste or inorganic, the story is written and spoken elements -unsur local culture, the local language, fairs and shows works of art.

Higher Order Thinking Skills (HOTS)

Thinking is the activity of the intellect to devote particular purpose. Thinking is the identity that separates humans with other humanitarian status. Hence the extent of human deserves to be called a human can be distinguished by the extent to which he also uses his mind. The characteristics of HOTS:

1. Evaluation criteria
2. Shows skepticism
3. Decisions hanging
4. Using logical analysis
5. Systematic

Higher-level thinking skills or known as the Higher Order Thinking Skills (HOTS) on Bloom's Taxonomy, is a sequence of levels of thinking (cognitive) from low level to high. In the cognitive realm, HOTS at the level of analysis, synthesis and evaluation. HOTS first raised in 1990 and revised in 1990 to make it more relevant to the world of education used by the 21st century. HOTS old version in the

form of a noun that is: Knowledge, Understanding, Applied Analysis, Synthesis, Evaluation. While HOTS after revised into a verb: Remembering, Understanding, Applying, Analysing, Evaluating and Creating.

According Mustaji (2012), the definition of thinking is still debated among education experts. Among them there are different views. Although the interpretation is different, but generally the thinkers agree that the idea can be associated with a process for making decisions and solving problems. Thinking is the process of using the mind to find meaning and understanding of things. According to Krulik and Rudnick (1999) in an article Idris treasure, thinking skills consists of four levels, namely memorizing (recall thinking), basic (basic thinking), critical (critical thinking) and creative (creative thinking).

Memorization skills are almost automatic or reflexive. Examples of these skills are memorizing multiplication ($9 \times 8 = 72$) and the sum of ($7 + 3 = 10$). Memorizing the way to somewhere, to memorize the Indonesian national history, is also included in these skills. Students, especially in the early grades, often forced to memorize facts. The next skill is a basic skill. These skills include concepts such as addition, subtraction, division and multiplication, including the application in question. Examples of the concept of division is if known the price of 1 pack DVD containing 100 pieces was 90,000, the students were told to look for a unit price of each DVD.

Critical thinking according Schafersman, S.D. (1991) in Mustaji, is thought right in order to be relevant and reliable to know about the world. Critical thinking, it is reasonable to think, reflect, responsibility, ability to think, which is focused on making the decision on what is believed to be or should be done. Critical thinking is thinking ask the right questions, collect relevant information, sort information efficiently and creatively, reason logically, to got to the conclusion that a reliable and trustworthy. Creative thinking is thinking according Mustaji (2012) consistently

and continuously produce something and creative / original as appropriate. According to Krulik and Rudnick (1999), in the article Idris Treasure (2010), to develop critical and creative thinking, needed other activities that can develop critical thinking skills and creative students in the form of answering questions innovative, namely: Is there any way Other? (What's another way?) What if? (What if?), Which is wrong? (What's wrong?), And was to be performed (What would you do?).

Arts Education as a Tool

Art education serves as an educational tool, which is able to develop learner's personality as a whole include the potential physical, mental, personal, social and students in general as well as on other subjects through art teaching programs. The development potential is obtained as a result of learners trained in activities reveal inner experience (aesthetic) honestly (private), a unique, new, and introduction experience, perceive, analyze, interpret, evaluate and appreciate the aesthetic object or work of art.

Acquisition of sensitizing activity results in the form of coordinated motor movement (skill) with an overall sense, the attitude of boldness of expression, the ability to think integrally, collaboration, loyal social, tolerance, respect, democratic, civilized, capable of living in harmony in a pluralistic society and culture as well and the impact Other impacts beyond the art itself.

Art education is a means for the development of children's creativity. Implementation of arts education can be done through the game. The purpose of arts education is not to nurture children to become artists, but rather to educate children to become creative. Art is a play activity. Through the game, we can educate children and foster creativity as early as possible. The world is the world of children's play. One of the functions of art is as a media play. Therefore, the activity of the art exercise can be developed through play. Through play ability to create or work, aesthetic taste and

appreciate art acquired enjoyable. Through pleasant conditions like this, the child will repeat each learning activity on their own and will become a habit and desire for art.

Role SBdP to develop higher-level thinking skills (higher order thinking skills) elementary School

Learning the art in SD can develop thinking skills of students by way of the establishment of creative attitude, sensitive and appreciative attitude foster children through the experience of expression and communicating the elements of movement, space of time and effort by observing and working directly corresponds to the level of development of the mind and the taste of children. Learning can be done in three ways, namely:

1. Giving the child the freedom to be able and dare to devote expression, analyze and compare the works of art. This activity children need to be given the experience in observing, appreciate, analyze, compare an art form.
2. Provide opportunities for children are widely observed and appreciation of the environment there is a touch of art, social and cultural. Furthermore held exercises that provides opportunities for children to have a touch of the artwork.
3. To train, educate the creative power of a person to be disclosed in motion. The main target of providing opportunities for children to be able to perform activities that are to train children to experiment to try to create, organize and change. For this activity children need to be given the experience of putting together a dance.

Learning to develop the potential of students think can be done through the implementation of appreciation on the subjects of Cultural Arts and crafts in elementary school. Appreciation we often hear and use in everyday life, especially in discussing art. The term refers to a sense of appreciation, understanding and a proper introduction, consideration, assessments and statements that provide an assessment.

Appreciation means recognition, appreciation, understanding and appreciation of works of art.

According to the Dictionary of terms of literary appreciation is appreciation for the work as the result of recognition, understanding, interpretation, appreciation and enjoyment of which is supported by the inner sensitivity of the values contained in the works of (Abdul Rozak Zaidin, 2007: 35). Related to the appreciation of art Aristotle states that the enjoyment of the most sublime is the enjoyment of the intellectual, the contents of which implies that the enjoyment of the artwork that is not enough to just through his art solely, but to invite also the wider review again, through a review of background as well as a review of various aspects of the artwork (Ernst Cassirer, 1987: 224).

Appreciation reflect what he saw to describe, analyze, interpret and assess the works of art of dance by watching dance art work critically and understand the expression of motion, so that the observer is able to appreciate the works of art of dance from an aesthetic angle (MONE, 2006: 16) From the opinions of the appreciation it can be concluded that the appreciation include:

1. Analyze: Students can analyze based dance works observed.
2. Identify: Students can identify from a dance piece observed
3. Interpret: Students can Interpret of observations dance works observed.
4. criticize: students can express criticism of the dance karaya observed.
5. Assess: students can assess the results of observations of the dance work.

Conclusion

Arts subjects are learning activities that showcase the work of art aesthetic, artistic, and creative rooted in the norms, values, behaviors, and national culture art products. This course aims to develop the ability of students to understand the art in the context of science, technology and art as well as play a

role in the development of the history of civilization and culture, whether in the local, national, regional, and global.

Higher-level thinking skills or known as the Higher Order Thinking Skills (HOTS) on Bloom's Taxonomy, is a sequence of levels of thinking (cognitive) from low level to high. In the cognitive realm, HOTS at the level of analysis, synthesis and evaluation.

Art education serves as an educational tool, which is able to develop learner's personality as a whole include the potential physical, mental, personal, social and students in general as well as on other subjects through art teaching programs. Learning the art in SD can memngembangkan thinking skills of students by way of the establishment of creative attitude, sensitive and appreciative attitude foster children through the experience of expression and communicating the elements of movement, space of time and effort by observing and working directly corresponds to the level of development of the mind and the taste of children.

Through education-based creations such as art, it is expected that students can bring out the creativity in accordance with interests and talents. The lesson of art and skills in elementary school is one of the principal subjects and important, because it can bring and foster creativity. That is why educators should not ignore these subjects, because all subjects have goals and results will be achieved. In general lesson Cultural Arts and crafts (SBdP), compulsory and should still exist in the education curriculum in Indonesia.

Because in art it contained the value of creativity and art is the result of human culture that has become part of a human

civilization

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THE USE OF SURROUNDING ENVIRONMENT AS LEARNING SOURCES IN NATURAL SCIENCE FOR STUDENTS AT ELEMENTARY SCHOOL

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Abstract

The background of this study is awareness of importance of using surrounding environment well. The purpose of this study that the students can understand thoroughly about the use of surrounding environment in natural science at elementary school. The contents of this study will discuss about surrounding environment as learning sources, as learning media, and the steps of learning process using surrounding environment as learning sources. Surrounding environment can be used as learning sources such as school yard, library, School Health Unit, school cooperation, canteen, etc. The benefit of using surrounding environment as learning sources can make the learning contextual, real, and close to the daily lives of the students. Surrounding environment as learning sources is significant element in improvement the quality of natural science learning optimization.

Keywords: surrounding environment, learning sources

2. Introduction

Humans and the environment are the two elements that are interlinked and inseparable, human existence is always in touch with its surroundings, whether social or physical environment environment to sustain his life. Thus education aims so that students are able to solve or resolve problems faced with life in a better way. Learning the IPA will be better when the teacher can create a reciprocal interaction between teaching and learning activities, teacher, materials, methods, approaches and means of learning resources.

Review of aspects of Psychology student at primary school age have the curiosity is very high, the needs of the student would be

keingintahuannya this will be fulfilled or tersalurkan if they are given the opportunity to be able to do in accordance with the wishes of those who guided and directed by the teacher. Give the real things to children is a very valuable learning experience.

The purpose of the use of the environment in the process of learning is more familiarizing students with the surrounding environment so that the child has direct experience in observing what is observed. It is expected that direct role students play an important role as the catalyst of cognitive development of the child. Having regard to the aforementioned background problem, so this paper will take the title "Environment as a source of Learning and SCIENCE in the elementary school"

Learning activities with the natural environment surrounding the approach is an effective learning. Therefore, For the efficiency and effectiveness of the natural environment around it's best done in a not too far away from the school environment.

The use of media in learning will reproduce the learning experience of students, making students do not get tired, and provide an exciting learning experience to students. Thus the use of the environment as a medium of learning much benefit in learning activities and student interaction with the environment, so that students can see and feel the real atmosphere of learning.

Students are directed to mengesplorasi objects and processes in the natural environment around which they had never know before, through the skills asked. In the activity ask, children are led to see and observe yourself. Next they spurred to think nothing about what they observe, and integrates and synthesizes the parts that correspond to the observations, until they can formulate conclusions from the statement.

Therefore, more knowledge is obtained through the use of sources and the material which is real, rather than through verbal deseminasi

2. Steps of learning with the utilization of the environment

Teaching approach to the natural environment around the implied with activities outside of the classroom in order to involve the learners to find their learning experience. In this way the students dimotivasi to pesetrta are either all sensory

(learning with multi sensories) in seeking answers to the mystery of all that they find. All the experience, knowledge and understanding gained is the strength of the argument to rearrange, add, menyempunakan or replace the first experience gained from sesuatu they see in the surroundings of activity around.

3. The scope of the Study Materials for the SDMI IPA

IPA learning in elementary school should be tailored to the stage of development of the learners so that the subjects of NATURAL SCIENCE in elementary school was given in particular since third grade, while grade one and grade two given are integrated with other subjects. As for the scope of the material base of School in IPA KTSP 2006 include: a) living beings and the process of life, namely, humans, animals, plants, and their interaction with the environment and health; b) Bendamateri, properties and their uses include: solid, liquid, and gas; c) energy and changes include: the style, sound, magnetism, electricity, heat, light, and sedrhana; d) Earth and universe include:soil, Earth, solar system, and other heavenly bodies.

Based on the scope of the study of SCIENCE at primary schools above, should have been a teacher in the implementation of learning must be put forward on the experience of students as a whole in order to make the learning process more meaningful.

4. The functions of the IPA's SDMI Subjects

the function of SCIENCE subjects in primary school is to:

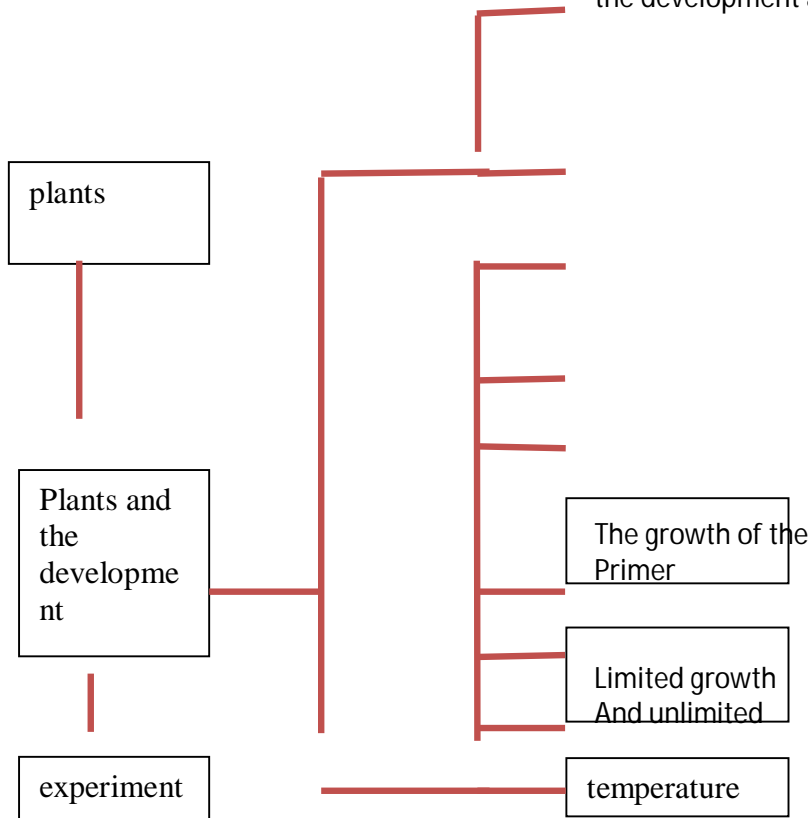
- a) Raise curiosity and awareness about different types of natural environment and artificial environment in relation to the utilization in daily life;
- b) process in order to develop the skills the ability to solve problems is increased through "doing science";
- c) Develop the ability to apply science and technology, as well as skills that are useful in everyday life as well as for continuing education to a higher level;
- d) Develop insights, attitudes and values that are useful for everyday life as well as linkages with scientific and technological progress as well as it is used in everyday life.

These functions can be defined that the IPA Learning in elementary school is the basis for the learners to better get to know the natural surroundings as well as provide for dealing with the advancement of technology. Curriculum development IPA responds proactively various developmental information, science and technology. Competency standard IPA subjects ensures mastery of life skills, mastery of the principles of nature, ability to work and be scientific at the same time the development of the personality of a powerful nation and the noble berahlak and growth of faith and devotion to God Almighty.

5. Figures and Tables

Curriculum unit level education (KTSP) for subjects the IPA SDMI class VI contains seven competency standards, and one of the basic competencies that must be mastered learners class VI semester one is describing the relationship between living beings, the development and reproduction of living beings (animals and plants), the balance of the ecosystem, a conductor and an insulator, changes to objects, properties of objects, and the style and movement. So the authors take one subject that is about the growth and development of plants.

CONCEPT MAP
THE GROWTH AND DEVELOPMENT OF
PLANTS



environment. By utilizing Seed soybeans, this former glass of mineral water, Air, soil, Cardboard covered, and take advantage of the Sun's light as one of the factors that influence the development and growth of plants.

The occurrence of growth and development in plants is affected by several factors, namely external factors which include water, light, temperature, and humidity. as well as nutrition and factors in which include genetic and hormonal. Then the author specifies the subject matter into an experiment to look at the external factors affecting growth and development in plants with experiment "effect of light Against the growth of Soybean Seeds" that aims so that Students can find out how the effect of light against the growth of soy beans from the experiment the author using tools and materials that are in the

light

water

humidity

nutrien

genetik

hormones

6. Research results

The first activities carried out on this cycle, namely preetes, to find out the capabilities of the students.

Pretest was conducted the day before learning activities implemented. The results of a pretest cycle I showed the value of average grade of 43,81. The results of ppreetest tests and post cycle I by the amount of 21 students with a range of 0-100. The lowest value on the pretest i.e. 20 while on the postes i.e. increase to 30. The highest value in the preetes i.e. 70 while in the postes i.e. 90. The average rating on preetes rising from 43,81 became 56,19. Activity cycle II is no longer doing the preetes ability of students. Preetes conducted in cycle I automatically be preetes conducted in cycle II, the mean value of the average of the class is 56,19. Preetes results and cycle II in the amount of postes 21 students with a range of 0-100. The lowest value on preetes i.e. 30 while on the postes i.e. 50. The highest value in the preetes i.e. 90 while in the postes i.e. 100. The average value of the class on the preetes cycle II has increased from 56,19 become 70,95 on the postes cycle II.

7. DISCUSSION OF RESEARCH RESULTS

IMPROVED LEARNING RESULTS INDICATED WITH AN AVERAGE RATING OF CLASS ON EVERY CYCLE. AS FOR THE IMPROVEMENT OF THE LEARNING OUTCOMES I. E. ON PREETES CYCLE I AVERAGE CLASS 43,81 EXPERIENCED AN INCREASE OF 70,95 ON THE POSTES CYCLE II. IN CYCLE I, THE AVERAGE VALUE OF 43,81 PRETES, ON THIS 56,19 OF POSTES, MEANS EXPERIENCING AN INCREASE OF 12.38. IN CYCLE II, THE AVERAGE VALUE OF PRETES 56,19, ON 70,95, THIS MEANS THE POSTES EXPERIENCED AN INCREASE OF 14,76. IF SEEN FROM THE AVERAGE RATING ON PRETES CYCLE I OF 43,81 AND AVERAGE VALUE OF 70,95 POSTES CYCLE II, THEN AN INCREASE IN CYCLE I, UNTIL THE CYCLE II IS 27,14. OBSERVATIONS ABOUT THE LEARNING ACTIVITIES OF STUDENTS OF EACH CYCLE OF EVER EXPERIENCING GOOD PROGRESS. ON CYCLE I STILL MUCH INFLUENCE IN LEARNING ACTIVITIES THAT STUDENTS SHOULD BE DOING BUT

STILL DOMINATED BY TEACHERS. CYCLE II LEARNING ALREADY CENTERED ON STUDENTS BUT JUST LACK OF PEER TUTORS HAMYA IN EACH GROUP IN THESE DISCUSSIONS. OBSERVATION RESULTS AGAINST ANY TEACHER EXPERIENCE INCREASED ACTIVITY FROM EACH CYCLE. ON CYCLE I STILL DOMINATE MANY TEACHERS IN LEARNING. CYCLE II TEACHER HAS NOT DOMINATED THE ACTIVITIES OF STUDENTS. DISCUSSION OF EVERY ASPECT OF THE ANALYZED EXPERIENCE INCREASED. THIS INDICATES THAT THE HYPOTHESIS IN THIS STUDY PROVED, THAT THE KONTRUKTIVISME APPROACH WITH THE ENVIRONMENTAL APPROACH CAN IMPROVE LEARNING OUTCOMES AND STUDENT ACTIVITIES ON LEARNING THE IPA.

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EVALUATION OF PROCESS SKILLS IN INDONESIAN LANGUAGE CLASS IN ELEMENTARY SCHOOL

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Abstract

In the learning process of the existence of evaluation in particularly communicative language learning emphasizing communication skills mastered by the students who are able to understand and use language as a communication tool. This paper aims to understand and use assessment in learning Indonesian language focusing on Skill Assessment Process in an elementary school. The basic competence is to be achieved in order to understand the assessment process and the learning results of Indonesian students in elementary school

To help achieve these results, the material in this paper is divided into some discussion, as follows: (1) How does the process of assessment and assessment of learning results of Indonesian students in elementary school? (2) What is the definition of process skills? (3) How rational process skills in elementary school? (4) What are the basic skills in process skills? (5) What skills assessment process in elementary school?

With this paper is expected to be utilized in order to further enrich the knowledge and understanding of the topic. As teachers do not necessarily feel familiar with this material, so prospective teachers can learn, study, practice this matter to the fullest with a wide range of existing facilities. Then later as student teachers and teachers can become designers, implementers, and professional Indonesian learning assessors in elementary school.

Keywords: *process skills, skill assessment process, communication skills.*

Introduction

In essence Indonesian learning directed to improve communication skills verbal and written Indonesian learners, as well as foster an appreciation of Indonesian literature and intellectual work of the nation itself. Indonesian elementary learning has an important value, because education is the first time the teaching of Indonesian implemented in a planned and purposeful.

Standards of competence to be achieved through learning Indonesian is to improve the ability of learners to communicate in Indonesian, both orally and in writing as well as lead to an appreciation of the results of human creativity Indonesia. The competency standards are intended to make the students ready access global multisituation locally oriented openness and to the future. To that end, the teacher must be able to help them build a variety of communication strategies that enable them to face a critical situation they will face.

In the process of learning of the existence of a valuation. In particular communicative language learning emphasis on communication skills mastered by the students, which is able to understand and use language as a communication tool. On this matter, you will be helped to understand and use assessment in learning Indonesian elementary school focused on students' ability to understand and use language as a communication tool in everyday life.

The purpose and function of learning Indonesian is one important tool to achieve the goals of Education, among others: (1) instill, foster, and develop a sense of one country, one nation and one language, (2) to foster and develop proficiency Indonesia oral and written, (3) to foster and develop thinking skills dynamic, rational, and practical, (4) to foster and develop the skills to understand, express and enjoy the beauty of Indonesian orally and in writing. Based on the description above can be submitted several questions as the following formula; 1) How the assessment

process and assessment of learning results Indonesian in elementary school? 2) What is the sense of process skills? 3) How rational process skills in elementary school? 4) What are basic skills in process skills? and 5) What skills assessment process in elementary school?

Discussion

Assessment Process and Learning Results

Assessment Indonesian elementary school Assessment of learning Indonesian in common with the assessment of other subjects, including 3 scope, namely:

1. Assessment of teaching programs (assessment of the objectives, program content and teaching strategies).
2. Assessment of the teaching process (correspondence between plan and learning); the readiness of teachers in implementing learning; readiness of students follow learning; interests and concerns of students; activeness and participation of students; conselors role for students who need; interactions communication that occur in class; reinforcement; giving the task).
3. Assessment of students' learning results mastery planned destination.

Through reading, study individually or in groups (by using CAI and or VCD and understanding of the material of this subunit, are expected to have knowledge and understanding of the assessment process and assessment of learning results Indonesian elementary school and can apply. it in carrying out duties as a teacher. In applying the standard of competence teachers should develop sustainable authentic assessment which ensures the achievement and mastery of competencies embodied in classroom-based assessment. Classroom-based assessment is a process of collection and use of information about student learning results to identify the achievement of competencies and learning results are clear standards and accompanied by a map of the ability to learn in an integrated manner with learning. Assessment done through portfolio, product, project, performance, or tests. In the Ministry of Education (2005) that authentic assessment has several requirements, namely:

1. The assessment process should be an integral part of the learning process.
2. Assessment should reflect real-world problems.

3. The assessment must use a variety of sizes, methods, and criteria in accordance with the characteristics and essence of the learning experience.
4. Penilaian must be holistic, covering all aspects of learning objectives.

According Suparman (2001), classroom assessments are arranged in a planned and systematic teacher has several functions, namely motivation, complete learning function, the function effectiveness, and feedback functions. According Sudjiono assessment purposes (2005), are:

1. To provide information on the progress of individual student learning results in achieving its objectives in accordance with the learning activities undertaken.
2. The information can be used to develop further teaching and learning activities; information that can be used by teachers to determine the level of student ability.
3. Provide students' motivation, motivation inform volition in order to perform repair business.
4. Provide information on all aspects of student progress.
5. Member proper guidance to choose schools or positions in accordance with the skills, interests, and abilities.

To be able to carry out the assessment of learning Indonesian well, it should also be known principle. In general, the assessment should:

1. Comprehensive, meaning that all aspects concerning the assessment of the students, the knowledge, attitudes, and skills of Indonesian language in accordance with the purpose of learning Indonesian.
2. Continuous, meaning that the assessment planned, gradual and continuous, planned means since the plan has been well thought out presentation and kinds way. Staged means assessment carried out in accordance with the stages of learning material presentation, as structured in program units. Constantly means assessment conducted each presentation unit of study (at the beginning, in the process, and at the end) formative test / block, summative tests / half, until the end of education.
3. Meaningful, meaning that the results of the assessment should be meaningful, both in terms of teachers, students and teaching programs.
4. Goal-oriented, meaning that evaluation is prepared and adapted to the purpose of

teaching Indonesian standards of competence, basic competence and indicator, as well as the content, scope and material given in learning activities.

5. Objectively, it means assessment should avoid elements which are subjective so that the evaluation results can describe aspects that actually measured.
6. Open, meaning that the assessment results can be known by all parties, students, parents, and the public should know the results of the evaluation.
7. Conformity, meaning the evaluation shall be in accordance with the Indonesian approach to learning activities, namely the communicative approach, integrated, thematic, CBSA, and process skills approach.
8. Characteristically educate, meaning that the assessment results can be used to guide and encourage students to improve learning achievement.

In the assessment of learning Indonesian, the assessment should include assessment of learning results and assessment Indonesian Indonesian learning process. Indonesian assessment of learning results can be obtained by using an evaluation form and nontes test. Test kits in the form of questions and tools nontes form of the tasks given. Indonesian evaluation of the learning process can be done by observation, questionnaires, and so on. Indicated by Munandir (1997) to determine whether the purpose or desired competencies already controlled by students or not, and how much the level of mastery of the necessary measurement and assessment. In practice there are several terms that are used for the measurement and assessment, namely: measurement, testing, assessment / evaluation, and decision-making. Measurement is an activity to obtain quantitative information, one of the measuring instrument in the form of test results of the measurement is called a score. Assessment / evaluation is an activity to determine whether a program has been successful or not, mean scores obtained through measurement by comparing the scores obtained by the students, reviewing the results of the comparison, then concluded: satisfactory or not, whether or not graduated or not, and onwards.

Definition and Process Skills Objectives

Skills are the skills gained from the training mental abilities, physical, and social fundamental as the driving abilities higher. Fundamental capabilities that have been developed and have been trained in time they will become a skill, while

the approach is a way of looking at the skills of the students as a whole person. This way of looking at teaching and learning activities described in attention to the development of knowledge, attitudes, values, and skills. These three elements were fused into one and skilled individuals in the form of creativity.

The learning approach is a process of learning approach that emphasizes the skills activity processes used to uncover and discover facts and concepts and foster attitudes and values carried by students.

The learning process approach this begins of real objects or real objects using direct experience, so that students are expected to engage in learning activities that are more realistic, and children are also invited, trained and familiarized direct observation and make their own conclusions. Thus, the approach emphasizes process skills on how students learn, how to manage the acquisition, so it is understood and can be used as a preparation to meet the needs in life in society. The goal is to improve the skills of the students' thinking skills, so students not only capable and skilled in the field of psychomotor, but not just memorize expert. Based on the above, the process skills, the teacher does not expect every student will be scientists, but can put forward the idea that understanding the science is in part dependent on the ability to look and to get along with nature in ways such as that done by scientists.

In addition, through the learning process with process skills approach is done in the belief that science is a potential tool to help develop the personality of students, where the students are developing personality is a prerequisite to continue to track any profession of interest.

Rational Process Skills in Elementary School

Learning approach the learning process because the process is expected to approach students can experience for themselves about the material submitted by interacting directly with real or actual objects so that students can make their own conclusions.

In applying basic science process skills in teaching and learning activities, there are two underlying reasons are:

1. That the development of science and technology, the rate of growth of the products of science and technology into a fast rate, so it is no longer possible teacher teaches all the concepts and facts to students. If the teacher still teaches all the facts and concepts of the various branches of science, it is clear that the target could not possibly be achieved.

Therefore, students need to be equipped with the skills to seek and process information from various sources, and not solely from the teacher.

2. That science is viewed from two dimensions, ie the dimensions of the product and process dimensions. By viewing this reason, the importance of process skills for students to gain knowledge that will be useful for students in the future, so that our nation will be able to align with other developed nations. Conny Setiawan forward four reasons why the approach process skills to be realized in the process of teaching and learning, namely:
 - a. With the rapid advances in science and technology, teachers no longer possible to teach facts and concepts of the subject, because the time will not be enough.
 - b. Students, especially in the age of the child's development, psychologically easier to understand the concept, let alone difficult, if accompanied by concrete examples, vicariously, in accordance with the environment encountered. J. Piaget says that the essence of knowledge is an activity or activity, both physically and mentally.
 - c. Science may be said to be relative, that is, a theory of truth at a next time is not truth anymore, no longer suitable to the situation. A bias theory fall if found theories newer and more accurate. Thus, a theory still be questioned and corrected. Therefore, it needs people who are critical, have a scientific attitude. It seems reasonable that children or students from an early age has been instilled in him a scientific attitude and attitude is critical. Using the skills of the process, the intention for the moment deserved.
 - d. Teaching and learning process aimed at forming a whole human being means intelligent, skilled and have the attitude and the expected value. Thus, the development of knowledge and attitudes to be fused. With the science process skills, is expected to continue ownership and mental attitude.

Basic Capability in Process Skills

Scientists who discovered a new one, according to the observations, not mastered all the concepts and facts in a field of science, but they have the basic ability to develop the concept and the fact that it is limited, so they are able to create and discover something new.

Basic skills is among others to observe, count, measure, classify, find the relationship space of time, make a hypothesis, planning research or experimentation, controlling verbal, interpret data, make inferences while, predict, implement, communicate (Conny Setiawan, 1987: 17-18). In line with the basic ability of the foregoing, Supriyono make a list of skills that the process followed by the indicators. The following will be described on the notion of any ability or skill as well as the operational verb of each ability or skill.

- a. Observe
Namely the skills to collect data or information through the application of the senses. Said operational work: see, hear, feel, smell, taste, tasting, listening, measuring, reading.
- b. Classifying (classify)
Namely skills classify objects, reality, concepts, values, or specific interests. To make the classification, need to be reviewed the similarities and differences between objects, facts, or concepts as a basis for classification. Said operational work: seeking equality, equalize, differentiating, comparing, contrasting, finding the basic classification.
- c. Interpreting (interpret)
Ie process skills interpreting something in the form of objects, reality, events, concepts, or information gathered through observations, calculations, research, or experimental. Said operational work: assessing, giving a sense, interpret, position, looking for a relationship space of time, determine the pattern, draw conclusions, generalize.
- d. Predicting the (predicted)
Ie anticipate or infer something that will happen in the future based on an estimate of trends or patterns or relationships among data or information. Said operational work: to anticipate based on trends, patterns or relationships among data or information.
- e. Applying
Namely the use of learning results in the form of information, conclusions, concepts, law, theory, skills. Through the application, study results can be used, reinforced, developed, or internalized. Said operational work: using (information, conclusions, concepts, laws, theories, attitudes, values, or skill under the circumstances), compute, determine variables, control variables, linking concepts, formulate concepts,

research questions, draw up hypotheses, making the module.

f. Plan study

That is a skill that is essential for the success or failure of determine research. These skills need to be trained, as long as it is generally less attention and less nurtured. At this stage it is determined the problem or object to be examined, the purpose and scope of the study, data sources or information, the way of analysis, tools and materials or literature source is required. The number of people involved, the steps of collecting and processing of data or information, as well as the procedures for doing research. Said operational work: problem determining or object to be examined, determining research objectives, define the scope of the study, determine the source of the data, determines the tools, materials and literature sources, determine how the study.

g. Communicating

It convey acquisition or learning results to others in the form of text, image, motion, action, or appearance. Operational verb: discussion, declaim, staging, inquire, reflect, meragakan, revealed, reported (in the form of oral, written, or the appearance of motion).

Skills training or the use of the process requires a continuous basis in order to be owned by the students. Development occurs gradually and takes a long time. By paddock, research capability is not necessary process skills in each lesson, but the bias once or twice a semester to see how this develops.

Assessment Process Skills in Elementary School

Assessment is an attempt to obtain information about the acquisition of student learning as a whole, good knowledge, concepts, attitudes, values and skills of the process. It can be used by teachers as well as decision feedback very need in determining the teaching and learning strategies. To this end, teachers need to conduct assessments, both the process and the results of student learning. Assessment process can be defined assessment of the ongoing learning process, which is done by the teacher to provide feedback directly to a student or group of students. In practice the skills developed process once the desired attitudes as a creative, cooperative, responsible, and disciplined in accordance with the emphasis on the field of study concerned.

To assess the skills of the process can be used by nontes using observation sheet. In order not to

burden the teachers, the implementation can be done in stages five students, and so on until all students have a turn. This is done by teacher on time students are learning. In determining or making the observation sheet, needs to pay attention to the following points; 1) Determine the skills that will be observed and 2) Create assessment criteria for each skill.

Assessment of the skills of the process can also be done with a written test, but did not reach all abilities, because it uses auditory and tactile impossible diliai with a written test. In addition, the skills assessment process can be carried out with the test works, but in this case required a more detailed observation sheet to assess the expected behavior.

Conclusion

based on the description of the above discussion can be summarized as follows;

1. In the assessment of learning Indonesian, the assessment should include assessment of learning results and assessment Indonesian Indonesian learning process. Indonesian assessment of learning results can be obtained by using an evaluation form and nontes test. Test kits in the form of questions and tools nontes, Form of the tasks given. Indonesian evaluation of the learning process can be done by observation, questionnaires, and so on.
2. Skills are the skills gained from the training mental abilities, physical, and social fundamental as the driving abilities higher. Fundamental capabilities that have been developed and have been trained in time they will become a skill, while the approach is a way of looking at the skills of the students as a whole person.
3. Approach the process of learning because the learning process is expected to approach students can experience for themselves about the material submitted by interacting directly with real or actual objects so that students can make their own conclusions.
4. Skills training or processes require continuous use to be owned by the students. Development occurs gradually and takes a long time.
5. Teachers need to conduct assessments, both the process and the results of student learning. Assessment process can be defined assessment of the ongoing learning process, which is done by the teacher to provide feedback directly to a student or group of students. In practice the skills developed process once the desired attitudes as a creative, cooperative, responsible, and

disciplined in accordance with the emphasis on the field of study concerned.

There are some suggestions that can be expressed as follows:

1. should in assessing learning the Indonesian language, teachers and prospective teachers must use assessment process and assessment of learning results.
2. In assessing learning the Indonesian language, teachers must actually based result there (in the absence of like and dislike).
3. We recommend that in assessing learning the Indonesian language, teachers must actually based Indonesian valuation techniques either test or nontes.
4. As teachers and prospective teachers should not have to know the techniques of assessment, in the assessment of learning Indonesian.

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The Reading Ability of Song Notation
**(Correlations Study between Skills Music and Dance of Kindergarten Teacher
with Reading Ability of Notation Song in Open University)**

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Track Three : Improving Teachers' Abilities To Facilitate Student Achievement

ABSTRACT

The aim of this study is to determine the subjects of music and dance skills with the ability to read song's notation in Open University, Jakarta Regional Office. This study is based on the fact that student can implement tutorial courses of music and dance skills required of reading notation track. This study is quantitative (survey) with the correlation approach. The study showed that the ability to read notation song of Kindergarten in Bachelor students at Open University, Jakarta Regional Office can be improved through subjects of Music and Dance Skills code subject: PAUD 4402. The implications of this study based on students of Open University, Jakarta Regional Office who have to read the notation of songs in the music and dance skills, and this is necessary and positive impact toward the subject of music and dance skills. The students perform will determine the level of literacy notation track. In other words, the perceptive and interpretation is not sufficient to show directly the achievement, but based on the observation that could be associated with the ability to read notation track. Students have positive impact against the subjects of music and dance skills, he or she must feel that the course is beneficial to their academic career and in implementation of the class. The findings recommended for students and tutors of the course to implement music and dance skills in bachelor of kindergarten degree at Universitas Terbuka, Jakarta Regional Office.

Key Words: Song, Notation, Music and Dance, Skills

Introduction

As the procedure, the implementation of monitoring tutorial in year of 2014 for several subjects such as music and dance skills in students of Universitas Terbuka, Jakarta Regional Office should be done randomly. It is really rely on student self-development rate. Music and dance skills are still lack of implementation in tutorials, which conducted for eight meetings face –to-face tutorial. At the second meeting, academic staff in Jakarta Regional Office held monitoring and evaluation to sample several subjects. After observing some students who was asked to sing a new song by a tutor, there are only 4 students from 38 students who can read the notation of songs and can sing the lyric's song. The monitoring activities of the Bachelor of Kindergarten Program have several purposes in understanding of music and dance skills for study, the results more significant for students to see their abilities in certain subject. There are some of findings in the field of music and dance skills tutorials. First there were 60% of the students have not read books, both are students who do not bring the books and the last are the students who have the task last week assigned by the tutor. This

construct lessen to the old pattern tutor teaching. That is what is found in the program activity monitoring tutorial.

In tutorial courses of music and dance skills in Bachelor of Kindergarten Program or S1 PGPAUD program, there are three characteristics of the group of students who came to the tutorials, among others, Group 1 there are two students who had prepared themselves with music and dance skills in accordance with a module that will be discussed and bring a small note that would be asked to tutor. Group 2, there are 18 students who carry the module, the module states already read but do not have a little note, and last Group 3, there is a student who brings a module but not read yet.

Music and dance skills module is a subject studied by all students of S1 PGPAUD in Universitas Terbuka and students are required to follow the tutorial as much as eight times the meeting. Mastery of songs that really fit with the music and dance skills is the key to a qualified early childhood teachers and professionals.

This phenomenon according to the author is really give some awareness to find for study, the expectation that there will be any positive impact for students in

increasing their knowledge, and tutors themselves, and it is also beneficial for Universitas Terbuka in the distance learning program of Jakarta Regional Office. This study will involve multiple parties who are students first, second tutor who gives a tutorial on the subject of music and dance skills, and third who facilitates a group study of tutorials. Based on these conditions and the preliminary findings, it can be assessed that the author in this case is compelled to examine more deeply and focus on the ability Music and Dance (Code Subject : PAUD 4402) with Reading Ability Notation Songs.

Art Education for Students

Activities of art in life are throughout the days actually always experienced by human. It is just that sometimes we do not realize or feel that the activity is part of the artistic expression in nature. Some patterns such as when we were about to go out of the house, we always think about wearing suits, in choosing clothes we might simply combine fashion colors with a bag or by selecting an event, life, social status and associated with aesthetic taste or beauty.

The introduction of notation as a sign or symbol of writing music for students /

student is the foundation that must be implemented in learning the art of music. Reading notation song is the whole relationship in listening, remembering, feeling and detecting beats in a song by ear sensitivity, thought through memory and imagination emotional sensitivity through further disclosed in beats. Reading notation as a sign or symbol of writing music is the foundation that must be implemented in learning the art of music. Reading notation has a positive effect on the everyday behavior of students / student, among others:

a. Concentration

Students are required to concentrate on reading the various forms of notation so that it will form a musical expectation.

b. Exercising Discipline

Students are required to read or play a notation in accordance with the value of the tone and the tone of the existing name.

c. Accuracy

Students are required to meticulously read notation to match the name and value of the desired tone.

d. Coordination

Students are required to be able to play along with others. In this

case the need for coordination so that music can be heard properly.

e. Tolerance

In playing music, each individual player is required to tolerate other players so that the balance can be created with the proper sound.

One method is quite effective introduction of notation is to utilize the experience of music daily, through songs or musical works that have been heard or known, either directly through a particular media (television, tape recorder, radio, VCD, etc.). Sound and begins writing voice media translation towards media posts media then writing into sound media, specifically by reading notation.

In this way a student will be more real and easier to interpret the sounds with a rhythm or tone of writing notations representative. It is therefore indispensable teacher's creativity in using the method, choose the material, as well as see or measure the situation and conditions of the various aspects related also affect the optimal learning process.

Research Methods

The aim of study is to describe the relationship between subjects of music and dance skills with the ability to read

notation song on Universitas Terbuka, Jakarta Regional Office. This study was conducted in Pokjar (group learning) in several places such as Bekasi, Kalideres in area of West Jakarta and Central Jakarta, whereas the study period lasted for nine months (April to December 2014). The method used is a survey method. Research survey is information-gathering techniques were done by compiling a list of questions to the respondents. In a survey study, researchers examined the characteristics or causal relationship (whether there is a correlation) between one variable (dependent variable / response) with other variables (variables / predictor) without the intervention of researchers.

The variables in this study consisted of independent variables and the dependent variable. The independent variable is the attitude toward the subject of music and dance skills (X), while the dependent variable is the ability to read notation track (Y).

In measuring the research variables, there are several definition which defined as follows:

1) Conceptual Definition

Conceptual definition of the attitude towards the course of music and dance skills is the

tendency of readiness to respond to act on an object that is based on knowledge, opinions, beliefs and ideas of the object.

2) Operational Definition

Attitudes toward subjects of music and dance skills are scores obtained by students of course music and dance skills PGPAUD UPBJJ S1-UT based on Likert scale questionnaire with ranges of up to four.

In measure attitudes toward subjects of music and dance skills, there are several ways such as Likert scale questionnaire. Each answer choice is weighted scores as follows: For the positive statements, each of the questions that are answered strongly agree (SS) 4, answered agree (S) 3, answered disagree (TS) 2, and answered strongly disagree (STS) 1, whereas the opposite is true for a negative declaration that is to answer strongly agree (SS) rated with 1, agree (S) rated with 2, do not agree (TS) rated 3, strongly disagree (STS) rated 4. The positive statement in support of the idea, while the negative statement is that does not support the idea.

The population in this study is the implementation of music and dance skills

tutorial UT Jakarta students, by taking 3 Pokjar (group learning) and divide into several groups. The samples were taken as many as 38 people from 3 Pokjar. The reason is because the research group in S1 PGPAUD conducting student art and is considered to represent, among others. In order to determine whether the instrument is made sufficiently valid and reliable, the researcher conducted trials to the respondent. The trial was conducted in May 2014 in Jakarta by involving 38 students S1 PGPAUD from UT Jakarta members of the population (in addition to the sample).

The instrument is an instrument tested to student asked about skills music and dance. Data subjects attitudes in the direction of the Music and Dance Skills obtained from the student questionnaire. Instrument validity of Music and Dance Skills has been compiled and developed based on criteria of the various theories that fit the variable in question. The use of these criteria is to determine the validity of the content of the measurement. Several item questionnaire validity toward Skills courses Music and Dance based on the formula correlation.

The trial results showed that the instrument of thirty-point statement on the

attitude instrument Skills courses Music and Dance, it meets the requirements. Consequently all point statement can be used for questionnaires attitudes toward Skills courses Music and Dance. The reliability of the questionnaire attitude toward Skills courses Music and Dance is determined by using the formula Alpha Chronbach. Out of 30 items that have a valid instrument retested its validity, and then tested reliability, the results obtained from the calculation results of 0.92. It shows that the coefficient of reliability point statement attitudes toward Skills courses Music and Dance is very high.

The Ability to Read Songs Notation

The notation reading ability in song is one of the ability which covering the whole linkages in hearing, remembering, sensing to detect beats in a song by ear sensitivity through memory and emotional sensitivity from imagination expressed in beats. The ability to read notation track includes at least two reading skills of reading rhythm and melody reading.

Test instruments are the ability to read notation track multiple choices. Students were asked to answer by choosing one of four options considered correct answers to 40 multiple choice items that have been prepared investigators. Before

the instrument used to collect real data, the instrument is given in 10 respondents (students) outside the sample. Students were asked to answer by choosing one of four options answer, 40 of the questions that have been provided. The level of student mastery gained from the acquisition of correct answers divided multiplied by 100%. It is necessary to determine the level of student abilities (mastery level) in reading skills notation songs in the instrument.

The validity of research instrument has the ability to read notation song conceived and developed based on the criteria of the various theories that are modified to the variable in question. Data on Literacy Notation Songs acquired through a written multiple choice test with four options. Notation Reading Ability test instruments song is structured to meet the type of construct validity emphasis on compatibility between grains of instrument with the theoretical concepts of the variables and the validity of the content that emphasizes the harmony between the grains of instrument with the material being studied. Technical analysis item for the instrument test the ability to read notation used point biserial song. The results of the correlation calculations point

biserial r with tables that have advance is equal to 0.361.

Results of the validity of the instrument's ability to read notation track of as many as 70 items, each item is analyzed as many as 42 items were received (valid) and the rest, as many as twenty-eight questions rejected (drop) is invalid. To determine each item was accepted or rejected, each item sought point biserial correlation coefficient (r_{pbis}) then the r_{count} consulted with r_{table} at $N = 30$ and $\alpha = 0.05$ level of significance. If the ratio is greater than r_{count} found r_{table} means acceptable, and if it happens otherwise is rejected, or declared invalid.

The reliability of the test instrument's ability to read notation song is determined by using the formula of Kuder Richardson (KR 20). This formula is used when the item in a score with a score of dichotomy. From 40 rounds res valid to be used to retrieve data in the field retested its validity, then tested reliability, the obtained results of these calculations 0.93. It shows that the ability to read notation song is very high.

Results and Discussion

Description of research data is intended to provide a general overview of

the spread or distribution data. Data presented after processing of raw data by clicking using descriptive statistical techniques, the average price, standard deviation, variance, range of scores, and frequency distribution accompanied by a histogram.

Based on the variables under study and formulation of research problems, then the description of the data can be grouped into data: 1) attitudes toward Skills courses Music and Dance, and 2) The ability to read notation song.

Furthermore, a summary of data from the average score of all three attitudes toward Skills courses Music and Dance (X) and Song Writing Ability Notation (Y) can be seen in Table 4. It is about results average, standard deviation, and variant variable X, and Y. Summary results of the statistical calculations descriptive expressed as follows:

	Variable Y (Story Skills)	Variable X ₁ (Culture Value)	Variable X ₂ (Understanding story)
Mean	37.39474	33.86842	31.47368
Standard Error	1.895769	1.431793	1.580346
Median	40.5	35.5	32
Mode	42	38	42
Standard Deviation	11.6863	8.826162	9.741904
Sample Variance	136.5697	77.90114	94.90469
Kurtosis	-0.94503	0.711877	0.275765
Skewness	-0.37765	-0.85246	-0.78839
Range	39	37	36
Minimum	14	9	9
Maximum	53	46	45
Sum	1421	1287	1196
Count	38	38	38
Largest(1)	53	46	45
Smallest(1)	14	9	9
Confidence Level (95.0%)	3.841193	2.901087	3.202084

Furthermore, data collected, analysis, and discussion will be presented in four sections, namely: a description of the research data, the testing requirements analysis, hypothesis testing and discussion, and the limitations of the study.

No.	Interval	Limit	Median	Frequency
1	9 – 14	8,5 - 14,5	11,5	2
2	15 – 20	14,5 - 20,5	17,5	1
3	21 - 26	20,5 - 26,5	23,5	5
4	27 - 32	26,5 - 32,5	29,5	8
5	33 - 38	32,5 - 38,5	35,5	11
6	39 - 44	38,5 - 44,5	41,5	7
7	45 – 50	44,5 – 50,5	47,5	4
Total				38

Scores Attitudes towards Subjects Skills Music and Dance

Results of research on attitudes toward courses Music and Dance Skills obtained the lowest score (minimum) 9, the highest score (maximum) is 46, so that the range (range) is 37. The average value (Mean) 33.87, standard deviation 8, 83 and the variance is 77.90. Based on the table 4.2 with 38 people sample, if the results of each of the respondents compared to the average value, it turns out that scores the knowledge of cultural values (Y) above the group average of 21 people (46.97%), are in under the group average of 13 people (19.70%), and 22 (33.33%) people were in the group average.

Tests conducted on samples of data normality of each variable by using test Lilliefors. If the result of the price Lcount (Lo), the highest of the group studied variables smaller than the Ltable (Lt) in the list, then the data is said to be normally distributed or variable. Lcount is the biggest difference between the absolute prices of raw scores between opportunities with the proportion of the raw scores or $(|F(Z_i) - S(Z_i)|)$. For more details, presented the results of the calculation of the normality of the variables studied using Lilliefors test at significance level = 0.

Group	Variabel	L ₀ Value	L _t Value	Conclusion
1	Y	0,097	0,161	Normal
2	X	0.1491	0,161	Normal

Summary of Test Results normalcy Distribution of Population Research Data

Based on the table above there are six groups of test data normality test is to compare Liliefors between L₀ values obtained value Liliefors and L_t observation results obtained from the critical value of L in the table to test Liliefors the real level = 0.05. Results from L₀ and L_t are compared turns from all groups of data values L₀ < L_t which means H₀ hypothesis is accepted with = 0.05 means that the data is normally distributed groups

Population variance homogeneity testing is done on the variable Knowledge of cultural values (X1) and reading comprehension skills variable (X2) using Bartlett test. If the results of the variables studied of the group is smaller than the real level = 0.05, then the data is said to be homogeneous variance. Homogeneity of variance test Y over X Results of homogeneity testing by Test-Bartlett on a

real level = 0.05 to variable knowledge of cultural values obtained value = 11.58 with degrees of freedom (df) = 38 and value = 43.77. Retrieved = 11.58 <= 43.77, so it can be concluded that the variance of Y over X group is homogeneous.

This study formulates only one hypothesis being tested empirically, one hypothesis in this study expressed suspicion about the relationship between attitudes toward Skills courses Music and Dance with the ability to read notation songs using inferential statistical analysis. There is a positive relationship between subject's skills with music and dance with reading ability notation song. In statistical hypothesis is formulated:

$$H_0 : \rho_{y_1} \leq 0$$

$$H_i : \rho_{y_1} > 0$$

Steps taken before performing a hypothesis test is a simple regression equation calculating the variable attitude toward Skills Training Courses Music and

Dance (X) against Reading Ability Notation song. From the calculation of the regression equation, in this case the regression equation has a coefficient of regression equation $b = 0.29$ and 47.73 regression constants. Significant assess results and linearity regression equation of Y on X is shown in the following table.

The first hypothesis testing is done by using the Pearson product moment correlation formula. Based on calculations, the correlation coefficient between the attitude of the Skills Training Courses Music and Dance (X) with the ability to read notation track (Y), $r_{y1} = 0.56$ which indicates that the attitude towards the subjects of music and dance skills by reading notation song is positive. Based on these test, it can concluded that the correlation coefficient is very significant because $t_{hit.} = 5.83 > t_{tab.} = 1.67$ at $\alpha = 0.01$. of the regression coefficients can also be calculated coefficient of determination $(r_{y1})^2 = 0.314$. This gives it meaning that there are 31.4% of the change in the ability to read notation track (Y) can be explained by the attitude towards skills Skills courses Music and Dance (X)

Conclusion

Based on the analysis of data, the conclusion of research explains the relationship between independent variables and the dependent variable, such as "There is a positive relationship between the subjects Music and dance skills with the ability to read notation song". Based on the assessment, it showed that the correlation coefficient attitudes toward Skills courses Music and Dance with the ability to read notation song very significant".

It can be made that the ability to read notation song S1 PGPAUD student at UT-Jakarta UPBJJ can be improved through the attitude of students towards subjects of Music and Dance Skills. The following proposed some suggestions for the various parties as follows:

1. The attitude of the students towards subjects of music and dance skills still need to be considered, to give understanding, direction, stimulation or motivation able to provide routine tasks and exercises to develop the ability to read notation song by paying attention to the aspects of reading notation track.
2. Tutor course music and dance skills should routinely provide a demanding task students are able to master the material to read notation track. Thus,

students are expected to have a habit of reading good song notation reading skills and reading skills melodic rhythm;

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DEVELOPMENT MODEL MULTILATERAL IN PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL

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ABSTRACT

The research aims to development multilateral in physical education for student's elementary school in Ambon city. The important of multilateral development has been admitted by physical education and it has been included into the development system pyramid. This research was intended to develop teaching method for physical education based on multilateral development and to find out its effects on physical education.

The method used is the research and development model Dick and Carey This research and development was conducted from Januari to Juni 2012 in Ambon City. 2 elementary schools were chosen to be samples by using purposive sampling technique. The data were collected through observation, interview, and tes result physical education. This study managed to produce multilateral teaching method consisting of two teaching units applicable for elementary school students of grade VIII. In addition, it was found that the multilateral teaching method was also applicable for education physical education.

The result showed the multilateral can results physical education teachers of elementary schools for elementary school students with average 90 for student's X1 and 89 for student X2. It can be concluded in implementing curriculum in teaching and learning process based on multilateral development for it is relevant for physical education in elementary school for student's in Ambon city.

Key Word: Multilateral development, physical education, elementary school.

1. Introduction

Physical Education is a process of learning through physical activity designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active life, sportsmanship, and emotional intelligence. Subject matter of Physical Education elementary school include: experience of practicing the basic skills of the game and sport; development activities; self test/exercise; rhythmic activity; aquatic (water activity); and special education classroom is presented to help students to understand why humans move and how to perform the movements safely, efficiently, and effectively. This research was intended to develop teaching method for physical education based on multilateral development and to find out its effects on physical education.

The teacher have a function, role and strategic position in the teaching of Physical Education. Teachers need to use varied learning models to achieve the goal of learning one of them is the manipulative models. Models of teaching is a description of a learning environment, including our behavior as a teachers when that model is used. These model have many uses ranging from planning lesson and curriculum to designing instructional materials, including multimedia programs. [1] Richard Riding and Stephen explain "learning strategies are performed as part of a response within the individual to meet the demands of the environment. [2] Tudor Bompa and G. Gregory Haff explain concept multilateral development is found in most areas of education and human endeavors.

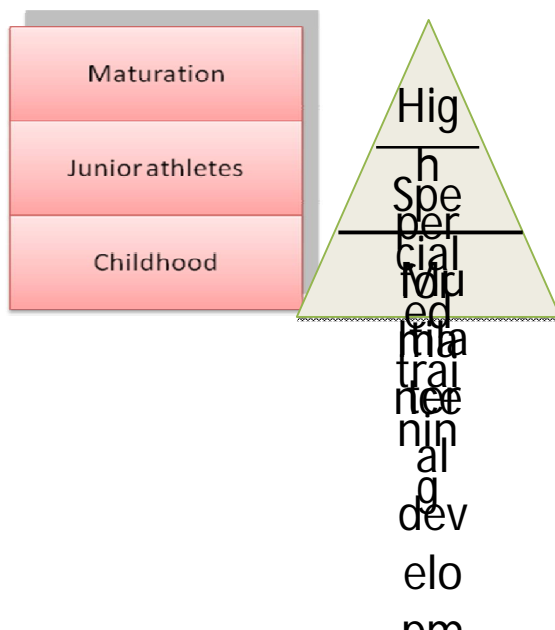


Figure 1.1 Period.Pyramidmultilateraldevelopment

The base of the pyramid in figure 1.1 represents a period of multilateral development, which is the foundation of the training program. This part of the training program includes multifaceted motor development, multisport skills, and some sport-specific skills. The variety of exercise that the athlete undertakes during this time allows for full development of the junior physiological systems, in this phase of training the neuromuscular, cardiovascular, and energy systems are activated in various ways to allow for balanced development. When the athlete's development reaches an acceptable level, especially her physical development, she will progress to the second phase of development, which is marked by a greater degree of specialization. As for the level of development to be achieved by students at the age of childhood middle of this is as follows:

1. learning physical skills necessary for ordinary games
2. building a wholesome attitude toward oneself
3. learning to get along with age-mates
4. learning an appropriate sex role
5. developing fundamental skills in reading, writing, and calculating
6. developing concepts necessary for everyday living
7. developing a conscience, morality, and a scale of values
8. achieving personal independence
9. developing acceptable attitude toward society

Annarino, Cowell, Hazelton clarify aspects of physical education developed as part of the educational process:

1. physical domain (organic development): proper functioning of the body system so that the individual may adequately meet the demands placed on him/her by the environment,
2. psychomotor domain (neuromuscular development): harmonious integration of the nervous and muscular system to produce desired movement,
3. cognitive domain (intellectual development): knowledge and intellectual skills and abilities,
4. affective domain (social-personal-emotional development): healthy response to physical activity, self-actualization, and self-esteem. [3]

Manipulative models are motor skills that involve the mastery of objects outside the body by the

body or body part. Judging from the type, manipulative skills divided into three parts, namely: Distanced object: throwing, hitting, kicking. Adding mastery: capture, collect, take. Moving along: carrying, and (dribbling).

a. Roll the object. Roll the object could be a round object like a ball, or a ring-shaped objects, such as discs, bicycle tire and so on. Teachers have to choose the objects that weight and size in accordance with the rate of growth and motor development.

b. Throw. Throw a manipulative motion to keep objects from the body by using one or two hands.

c. Capture. Motion capture is a basic manipulative skills to stop the momentum of an object by hand. Capturing usually influenced by the visual ability to follow the movement of the object.

d. Kick. Kicking is a manipulative movement skills in which the foot is used to strike an object. Kicking exercise can be done in two forms, namely kicking objects that exist on the ground, and kicked the object by means of volleyball (object still in the air).

e. Herd. Dribbling is a skill that uses manipulative movement between eye-foot coordination and eye-hand to carry the ball from one place to another. In the game of soccer dribbling is done by using the feet, while in the game of basketball dribbling is done by hand with the ball bounced-the reflected onto the floor.

f. Hit. Hitting is an action using one or two hands or a tool to encourage (give power to) an object. Children's class one and two are still difficult to hit a moving object, and using a stick to hit the round, because the visual awareness is still low. To practice the skills you should use a bat to hit a flat surface to hit wide, while the ball is the ball which should be used lightly.

Multilateral models can be developed well in learning physical education for students elementary school.

Kent L. Gutafson and Maribe explain models help us conceptualize representation of reality. A model is a simple representation of more complex forms, processes and functions of physical phenomena or ideas. [4] Based on this it can be concluded that the models are steps that can be followed as a teacher as a guide. Plomp explain design research to design develop an intervention (such as programs, teaching-learning strategies and

materials, products and systems) as a solution to a complex educational problem as well as to advance our knowledge about the characteristics of these interventions and the processes to design and develop them, or alternatively to design and develop educational interventions (about for example, learning processes, learning environments and the like) with the purpose to develop or validate theories.[5] Model Dick and Carey's model is a procedural system including ten major process components (nine basic steps in an iterative cycle and a culminating evaluation of the effectiveness of the instruction). [6]the nine components in an iterative cycle include: (a) assess needs to identify instructional goals: to identify what it is the learners are expected to be able to do at the end of the instruction, (b) conduct instructional analysis: to determine a step-by-step of what learners are doing when they are performing the goal; to determine what skills and knowledge are required, (c) analyze learners and contexts, (d) write performance objectives: to specify what it is the learners will be able to do with the statements of the skills to be learned, the conditions, and the criteria, (e) develop Assessment Instruments: to develop a criteria-referenced assessment consistent with the performance objectives, (f) develop instructional strategy, (g) develop and select instruction: to use

the instructional strategies to produce the instruction, (h) design and conduct formative evaluation: to collect data that are used to identify how to improve the instruction, (i) revise Instruction: to use the data from the formative evaluation to examine the validity of the instructional analysis, learner and context analysis, performance objectives, assessment instruments, instructional strategies, and instruction.

1. the design concept of learning to develop skills in teaching physical education multilateral exercise and develop various motor skills of student. The development of motor skills can not be separated from the development boundary movement to the student. Various range of movement can be identified in the following forms.
2. movement can be made with more efficient skill in education an physical
3. movement can be carried out more smoothly and controlled
4. pattern or movement increasingly varied forms
5. the increasingly powerful movement Development of model multilateral to consider aspects of the individuals, groups and socio-cultural settings and socio-historical in exchanging thoughts, reflections, as the following picture.

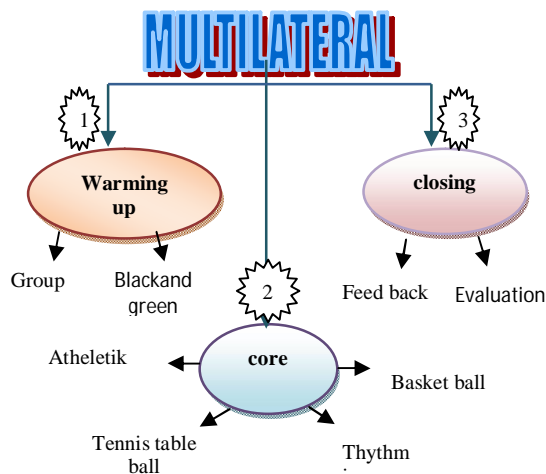


Figure. 2. Development Model Multilateral.

The concept of multilateral development is found in most areas of education. In education, multilateral development, or overall learning development, is a necessity. The use of a multilateral development plan is extremely important during the early stages of an students skill development. Multilateral

development during the student's formative years lays the groundwork for later periods of learning . If properly implemented, the model multilateral will allow the student's to develop the skill basis needed to maximize performance in education physical. The temptation to deviate from a multilateral

development too students can be very great, especially when a demonstrates physical education activity. In such cases, it is paramount that the teacher resist this temptation, because it has been well documented that a broad multilateral base of physical development is necessary to prepare the student's for more skill in educational physical. If learning is sequenced appropriately and begins with a strong foundation of multilateral learning early in the student's development, the students will be able to achieve much higher levels of physical education of performance in elementary school.

Methodology

The method used is the research and development model Dick and Carey This research and development was conducted from Januari to Juni 2012 in Ambon City. 2 elementary schools were chosen to be samples by using purposive sampling technique. The population in this study were studentssittinginclassVIIIelementary schools, which has atrack recordballchampionshipsare often heldamongjunior high schoolin the city ofAmbon, withthe age of14-15 years. These schoolsareSMPN5 citiesAmbonand with a total of37 students. Data were collected through observation, interview, and tes result physical education. In addition, it was found that the multilateral teaching method was also applicable for education physical education.

Research findings and discussion

Development Model Multilateral

Modelmultilateralexercisesis a modelof physicalexercisesaimed at developingcapabilitiesin an integratedand comprehensivebiomotorik. types of exercisesare includedin the model ofmultilateralexercisesareexercises thatinvolveallcomponents ofthe motion, have thedirect interactionbetween individualactorsexercise, as well asbe realizedwith

Table.1. Result Class X1 Model Multilateral

No	Class Interval	Frekuensi	Percentase
1	93-99	2	5,41
2	85-92	8	21,62
3	77-84	13	35,13
4	69-76	5	13,51
5	61-68	6	16,22
6	55-60	1	2,70

deligh.

The result development model Multilateral in Standard Physical Education Class Programme Standard Physical Education Class Programme sessions were planned as follows:

1. Introductory part (10 minutes) warming up
2. Main part of the physical education class (30 minutes).
Group games or small games
Example of sports included: atletik, ball, big ball, basketball and badminton
Most of the activities are rhythmic type exercises.Basic technique and rules of the sport or games were taught.
3. Conclusive part (10 minutes) cooling down .

multilateralmodel studyusingthe same structure asthe others, namely the preliminarystudy(heating), core subjects, andappeasement.

Mdoelcore subjectsinthismultilateraeralcontainsvarious basicmovementsdeveloped; atletik, tennis table, rithmick, and basket ball. forimplementingmultilateralmodel oflearningin teachingphysical educationresearchersprovidea set ofequipmentsuch asballs, sticks, music etc.

1. The resultof the class multilateral

a. Class X.1 Model Multilateral

Data fromthe testexperimental students' class X.1. finalabilityisas follows: the average value of90,2,the highestvalue97,28, Lowest 74,3, standard deviation of 7.89 , and thevariance62,31. Frequencydistributioncan beseen in the tablebelowandhiostogram.

7	50-54	2	5,41
	Total	37	100%

Class Model Multilateral X1

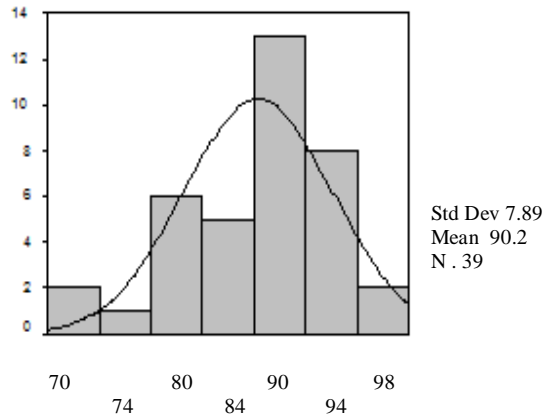


Figure 3. Curve Normal and Histogram Model Multilateral X.1

b. Class X.2. Model Multilateral

The result data from the experimental students' class X.1. final ability is as follows: the average value of 90,2, the highest value 97,28, Lowest 74,3, Table.2. Result Class X2 Model Multilateral

standard deviation of 7.89 , and the variance 62,31. Frequency distribution can be seen in the table below and histogram.

No	Class Interval	Frekuensi	Percentase
1	90 - 94	2	5,41
2	85 - 89	8	21,62
3	80 - 84	13	35,13
4	75 - 79	5	13,51
5	70 - 74	6	16,22
6	65 - 69	1	2,70
7	60 - 64	2	5,41
	Total	37	100%

Class Model Multilateral X2

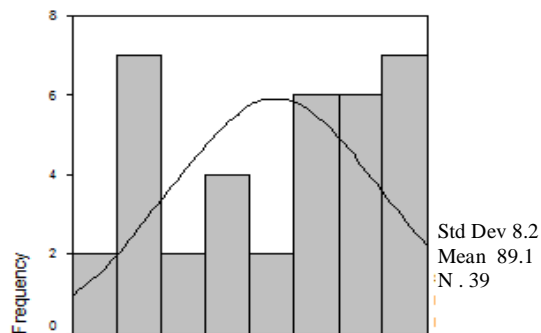


Figure 4. Curve Normal and Histogram
Model Multilateral X.2

Discussion

Based of experiments in class XI and XI it can average value of 90 and 89. The results showed that the manipulative models can improve learning outcomes of physical education for students elementary school in Ambon City. Multilateral learning model generated in research in the development of learning strategies that can be applied in class elementary school. Multilateral learning model is a physical education learning model that provides an overview and basic elements of motion and motion as integral technical sports in one learning session.

Learning model to follow the normal learning path that is opening, the core and the cover. Opening or heating is given to attract students' interest in implementing the learning. Core lesson that the game contains four units. Model multilateral in Physical Education elementary school include: experience of practicing the basic skills of the game and sport; development activities; self test/exercise; rhythmic activity; aquatic (water activity); and special education classroom is presented to help students to understand why humans move and how to perform the movements safely, efficiently, and effectively.

Conclusions

In general, development model multilateral effective for improve student learning outcome in physical education in mean 90. Model multilateral It was suggested that student's can be improved during participated in an introductory strength training program, for the every segment of each session lasted approximately 30-40 minutes, and the session ended with 10 minutes of game, stretches and cool down activities (Faigenbaum et al., 2002).

Physical education sits in a prime position to offer services related to student's elementary school. It can provide time for physical activity in school, instruction on how to safely and effectively be active, and can provide a foundation for sport specific movement patterns for those individuals that are interested in physical education. As a required subject area, physical education can offer student's a very great opportunity to become more familiar with how their body moves during activity and thus potentially creating student's that will

value and enjoy such movement in physical education.

Reflection

By the end of the process development model multilateral in physical education for elementary school in Ambon. Model multilateral effective for learning Physical education can include activities learning (athletik, ball, badminton, big ball, and rithmik) low level balance and functional type movements to allow the body to develop an awareness of where it is in three dimensional space (kinesthetic awareness), and basic motor patterns that are common of many sports and activities that student's may participate in later in life (throwing, catching, avoiding, chasing). Something model giving impact for teacher in learning physical education.

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Cooperative Learning Type Group Investigation with Scientific Approach to Improve Independent and Problem Solving Ability in Elementary School

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ABSTRACT

This study aims to: (1) determine the characteristics of mathematics learning Group Investigation model with scientific approach in Circle subject, (2) develop a valid learning tool, (3) test the practicality, and (4) test the effectiveness. The study refers to the model development Plomp: (1) Preliminary Investigation, (2) design, (3) realization, (4) testing, evaluation, and revision. First draft device validated and revised according to input into second draft validated and then tested in a trial class. Device trials conducted in elementary school in V grade. The data is taken from sheet validation, observations, questionnaires, tests, and processed with the thoroughness of testing, test regression effect, comparisons, test KPM improvement. The results showed: (1) syllabus score of 4,28; lesson plan 4,41; student worksheet 4,09; student book 4,52; PSAT 4,16 in the range of 1–5 showed that it was already categorized valid, (2) the effectiveness of the implementation of learning characterized by: (a) learners who value the problem solving more than 75 (KKM) reached 95.8%, (b) self-reliance and activity of 89.6% effect on the ability of solving problem (c) the average problem solving ability of Group Investigation Saintifik Approach class was 85,70 greater than the control class was 63,11, and (d) problem solving ability of students in Group Investigation Saintifik Approach class increased 61,8%

PRELIMINARY

Math is important both as a tool, as a science (for scientists), as a mentor mindset as well as forming attitudes (Rusefendi, 2006). Once the importance of mathematics, it is of course a challenge for teachers to teach mathematics in the classroom. Based on the report *The Trends*

in International Mathematics and Science Study (TIMSS) 2007 stated that the mathematics achievement Indonesia ranks 36th out of 49 countries with an average score of 405 and is far below the international average score of 500 (Tjalla, 2010), while of the report note that the TIMSS 2011 mathematics achievement of

learners Indonesia was ranked 38th out of 42 countries with an average score dropped to 386 (Mullis *et al.*, 2012). The Study results of *The Programme for International Student Assessment (PISA) 2012* stated that the mathematical abilities of learners Indonesia was ranked 64th out of 65 countries with an average score of 375 (OECD, 2013). The study results of the TIMSS and PISA suggests that learners Indonesia has a low ability to answer the questions of international standards, especially in mathematical problem solving ability. These weaknesses arise due to the learning of mathematics learners are unfamiliar resolve non-routine problems that challenge so that learners think.

In general, in secondary schools shows that the learning of mathematics given classically through lectures without looking at the possibility of applying other models in accordance with the material that will be taught to lead learners are less active to follow the lessons delivered teachers, learners are not interested in taking lessons, and in the absence awareness of the importance of math (Ardiawan, 2013: 2). Resulting in learners do not understand the lessons and ultimately rely on teachers and their friends. It is one of the low independence

of learners and will result in lower math skills learners. As research conducted by Feza (2012: 62) conclude that there are two factors that hampered the learning of mathematics, namely the knowledge of teachers and teaching strategies that are not relevant.

In the course of learning, independence is crucial because independence is the personal attitude that is required by every individual. According Sumarmo (2006: 5) with independence, learners tend to learn better, be able to monitor, evaluate, and adjust the learning effectively, saving time efficiently, will be able to steer and control yourself in thinking and acting, and does not feel dependent on others emotionally.

Research conducted by Stillman and Galbraith (Rochmad, 2004: 8) concludes that the learning model is required procedures to facilitate the performance of learners in solving problems. Therefore, in achieving the goal of developing problem solving skills, the teacher of mathematics also need to select the model or approach appropriate learning. The use of the model or the lack of proper learning approaches can lead to boredom, lack of understanding which

ultimately decrease the activity and independence of students in learning.

Scientific approach or scientific approach is now beginning to be applied to the new curriculum. This approach leads to 5M is watching, ask, Trying, Rework / Processing, Presenting / Publish (Kemendikbud, 2013). 5M into use in curriculum in 2013 because the students considered not sufficiently active in the teaching-learning process.

Model Investigation Cooperative Group Type is one type of cooperative learning model that combines small groups with a number of 4-6 people. Each member of heterogeneous groups according to the level of achievement, gender and ethnicity. In the learning of students will follow several stages, Grouping, planning, investigation, organizing, presenting and evaluating (Sharan & Sharan, 1990). In the learning model of Group Investigation teacher can increase the activity of the students so as to encourage students to express their ideas and Jugan can increase the independence of learners.

Talmagae and Hart (1977) suggested that the class atmosphere investigations encourage students to want to explore and deepen their way of thinking to find a variety of alternative

thinking, analyzed the data, and learn to accept the input of others or the environment so that teachers feel that the class is familiar, both among learners and between teachers and learners. Based on these studies it can be concluded on learning investigations are phases that will explore the activity of learners and encourage independence of students in learning while Fraiser, et al (1989) noted that many educators agree that changes in the learning environment in line with expectations of learners will affect the increase learning outcomes of students. Thus with the learning environment that stimulate the activity and independence of learners will be able to influence the improvement of student learning outcomes.

Development of the learning device is expected to deliver learners to achieve minimum value stipulated mastery learning, improving learning outcomes of students in this case problem solving skills, foster activity and increase the independence of learners during the learning of mathematics in particular on the materials loop.

The purpose of this study was to (1) determine the characteristics of mathematics learning Group Investigation

model approach to scientific to the material loop, (2) developing the teaching of mathematical model of Group Investigation approach is scientifically valid, (3) test the practicality of the mathematics model of Group Investigation approach to scientific loop material, and (4) to test the effectiveness of mathematics teaching model of Group Investigation material scientific approach circle.

RESEARCH METHODS

This study included in this type of research development, namely the development of the research study of mathematics. Learning tools developed include syllabi, lesson plans, worksheet, teaching materials, and test problem-solving abilities. This study uses a model of software development learning desian Plomp with four stages, namely: 1) the preliminary investigation stage, 2) stage of planning (design), 3) the realization phase (construction), and 4) the stage of testing, evaluation, and revision. This research trial conducted on students in V grade elementary school even semester academic year 2013/2014. The experimental class students will be asked to provide a response to the learning tools that have been tested.

Validation data analysis experts and practitioners using the average to obtain the validity of the study before it is implemented. Effectiveness analysis using the average of completeness of test, test of proportions, comparisons, regression, and testing the normalized gain. Average of completeness of test to determine the achievement of minimum completeness criteria (KKM) that has been determined is equal to 75. The achievement test to determine the proportion of at least 75% of students scored minimal problem-solving ability test 75. The average difference for comparing the problem-solving abilities of participants students taught by cooperative model type Group Investigation Scientific approach with learners who are taught expository models. Normality and homogeneity test conducted as a prerequisite test. Regression test to determine the effect of independence and activities of learners towards problem solving abilities. To determine the increase problem solving skills and increase independence of the experimental class and the control based on the value calculated using the normalized gain (g) (Hake, 1998).

RESULTS AND DISCUSSION

Results of the validation of learning tools developed by the cooperative model of type Group Investigation Scientific approach as follows:

No	Instrumen	V1	V2	V3	V4	V5	Rerata	Kriteria
1	Syllabus	4.08	4.62	3.77	4.15	4.77	4.28	Very good
2	Lesson Plan	4.00	4.71	3.79	4.88	4.67	4.41	Very good
3	Student Book	4.05	4.85	4.00	4.80	4.90	4.52	Very good
4	Student Worksheet	4.00	4.20	3.87	4.07	4.33	4.09	Good
5	PSAT	4.00	4.45	3.55	4.45	4.36	4.16	Good
Average							4,29	Very good

Test the validity of test items were problem-solving ability that consists of 10 questions about the essay with 8 valid, a high level of reliability that is the level of difficulty 2 about the difficulty level of easy, 3 problems with the category of difficulty, and 3 problems with a moderate level of difficulty. The ability of teachers to manage learning observed by two observers, the overall value of the average teacher's ability to manage learning is 4.04 including both categories. The average response of the students to the learning tools developed and the learning model used is 4.51 and included in either category, meaning it can be said the response was positive learners.

Results normality test classes taught by cooperative model type Group Investigation Scientific approach and classes taught by the normal distribution model of expository dalah with sig = 0.200. Based on the homogeneity test both classes derived from a homogeneous class with sig = 0.617.

Based on experiment can be concluded, 1) the average results of TKPM learners experimental class on the material circle has exceeded KKM, 2) more than 75% of learners experimental class scored troubleshooting capabilities material circle at least 75 and 3) problem-solving ability of students taught by cooperative model type Group Investigation Scientific approach better than students taught by expository models.

Based on the results of test calculations influence of independent variables on the dependent variable was obtained $R^2 = 0.896 = 89.6\%$ while the regression equation obtained was $Y = -22.250 + 0.666x_1 + 0.634x_2$. X_1 variable states of activity, X_2 declared independence, and the variable Y represents problem-solving abilities. Meaning of the regression equation is that each additional variable X_1 for one unit, it will add to the value of 0.666 TKPM and any additions X_2 for one unit, there will be additional TKPM value of 0.634.

Results of analysis of test material increase in the experimental class Circle obtained average value is 0.618, which means an increase in problem solving experimental class students are in the category of medium and test analysis results obtained control class increase the average value is 0.25, meaning that an increase in the ability of solving problem learners control class is at a low category. Gain enhancement based criteria, test the problem solving ability of students is said to increase, if the criterion is the value of Gain on minimal medium category. quality improvement of the independence of learners class Scientific Group Investigation approach amounted to 58.8%

and 16.5% expository classes. And if the index is based on the interpretation criteria proposed by Hake gain, the index gain independence learners Scientific Investigation Group classes medium and low Expository classes.

Calculation of comparative test results obtained value increase = 14.188. Value when compared with = 2.00, obtained>. Based on the criteria for acceptance and rejection of the hypothesis that>, reject H_0 and accept H_1 , which means an average increase problem-solving ability of students taught by cooperative model type Group Investigation Scientific approach better than students taught by expository models.

Achievement of learners problem solving ability is not independent of the developed learning tools and learning model used. The average achievement of value-class problem-solving capabilities experiments on the material that is equal to 85.70 Circle statistically it can be said that the experimental class problem-solving ability is better than the control class that is empirically gained an average of 63.11. The average difference problem-solving abilities of learners experimental class and control class occurs because of the different treatment in the learning process.

Learning in the classroom learning using the experimental model of cooperative GI, where this model emphasizes active learners in the learning process, to train students to be more independent and can boost problem-solving abilities.

This finding is not surprising, when one considers that GI cooperative learning model is a model of group learning, with students in the group are encouraged to interact and learn together to improve the understanding of each. The tools used to encourage such interaction is material or a challenging problem, and forms of interaction in question is a discussion, ask each other questions and express opinions, it is sufficient reasoned if the cooperative model is able to develop problem-solving abilities of learners, is superior to conventional models. The use of this learning model illustrates the difference between the problem solving ability of the experimental class and the control class Circle materials. These results concur with those of Zacharias, et al (2013) showed that cooperative learning produces higher mathematics achievement than traditional teaching methods.

Linearity regression showed no significant effect on the independence and activity of learners towards problem

solving abilities. If the activity is high then the learning achievement will also be high. This is in line with research from Nataria (2010) which states that the positive influence the activity of learners with their learning achievement. As well as students who have a high learning independence tend to have a high learning results as well. This is in line with the results of research Hapsari and Main (2013: 162-163) showed that independence contributed to mathematics learning outcomes. Independent learning is one of the factors that comes from learners that affect mathematics learning outcomes. Learners who have high motivation to learn to be more confident in achieving learning outcomes in mathematics. This is confirmed by research Gyasi (2013), the study found that many students believe in their own abilities, they are working hard to learn at home so that they understand the math very well.

Gain calculation results of the test showed that both classes increased, improved problem-solving abilities experimental class with an average of 0.618 and a control class with an average increase of 0.25. This increase occurred due to differences in the experimental class are treated using cooperative learning

model type Group Investigation with Scientific approach. This is in accordance with the opinion of Munandar (2004: 12) that the optimal development of problem solving skills are closely related to teaching.

Improved problem solving ability of students to the role of learning tools are developed and applied learning models in the learning process. Teaching materials and other learning tools designed to enhance the problem solving ability of students, especially in the matter Circle. Results of this increase is in line with research conducted by Musriandi (2013) which concluded that the ability of solving mathematical learners acquire learning model mathematics type of group investigation better than learners who obtain conventional learning and there is also an increase in the ability of solving mathematical problems, especially on the matter circle.

CONCLUSION

Learning tools developed by the cooperative model of type Group Investigation Scientific approach is valid. Valid learning tools that have been developed are supported by research data validator validation of experts and practitioners. Learning tools developed is

practical, it is seen in the positive response of the students and the teacher's ability to manage the type of cooperative learning model approach Scientific Investigation Group. Learning mathematics by implementing cooperative model of type Group Investigation approach Scientific is effective, because it meets the following criteria: (1) obtaining an average score of problem-solving ability of students who exceed the KKM 75 and more than 75% of all students in the experimental class reaches a value KKM, (2) there are significant differences between the classes taught by the cooperative model of type Group Investigation approach Scientific and classes taught by models expository, meaning that the results TKPM learners in materials Circle, (3) there is influence between independence and activity learners together on problem-solving ability, and (4) an increase in the problem solving ability of students in the experimental class with the criteria modest increase and improvement of problem solving ability of students in the control class kriteria low increase.

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**STUDY CORRELATION BETWEEN THE EVALUATION OF KNOWLEDGE, ATTITUDES
TOWARD SOCIAL SCIENCE WITH ARTIFICIAL IPS TEST THE QUALITY
OF ELEMENTARY SCHOOL TEACHERS IN AMBON**

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ABSTRACT

The objective of this research was to study the correlation between evaluation knowledge, attitude on social studies and teachers made test quality. The population of this research was the junior high schools students in Ambon City. The size of samples was 60 teacher, selected by multi stage random simple technique.

The data were collected through questionnaires instrument to attitudes toward the ips and evaluation knowledge test while the quality of teacher-made tests are judged by five assessors for the validity of the content and results of the students' answer to subsequent empirical validity converted through the scores.

The result concluded that there was a positive correlation between (1) evaluation knowledge (X1) and teacher made test quality (Y) with $r_{y1} = 0,79$ and $\hat{Y} = 4,85 + 0,57X1$. (2) there was positive correlation between attitude on social study (X2) and teacher made test quality (Y) with $r_{y2} = 0,79$ and $\hat{Y} = 2,71 + 0,45X2$. (3) there was positive correlation of evaluation knowledge (X1), attitude social study (X2) and teacher made test quality (Y) with was shown by correlation coefficient $R_{y12} = 0,81$, and the equation of multiple linear regression $\hat{Y} = 1,28 + 0,27X1 + 1,26X2$. All the testing done at $\alpha = 0,05$. Based on the results of this study, it was concluded that the evaluation of knowledge and attitudes towards ilmu pengetahuan sosial either separately or jointly positive effect on the quality of teacher-made tests. This means that the higher knowledge and more positive evaluation of the ilmu pengetahuan sosial, the quality test.

Key word : correlation evaluation of knowledge, attitudes, and artificial test ips..

1. Introduction

The institution in carrying out its functions always have expectations about the shape of the graduates produced at least have the knowledge, skills, and attitudes as a form of behavior change learning outcomes. Therefore, teachers as education are required to have a broad knowledge of evaluation and have mastered the subjects taught. Social science is one of the subjects taught at the Junior High School and became an important part in growing thoughts and change sisiwa about living in the same environment with life forms diversified, understand the interrelationship between one concept with another concept,

between fakatu one with the other facts, between one principle with the other principles.

A teacher demanded professional, dynamic and creative, so that they can develop their potential and are able to develop and transform their students than not knowing to knowing. Am, a student is required awareness, readiness and willingness to accept and carry out the task well intrakurikuler, curricular and extracurricular. By carrying out this task, it will be reflected in ourselves teachers and students the optimal effort in order to achieve the expected learning outcomes. The extent of teacher and student learning outcomes to social science materials can be seen through the evaluation.

Information obtained through these evaluations are turning unpan as well as a reference in improving and enhancing the learning process, so as to obtain maximum results. The evaluation is usually done through the provision of testing. The role of the test is quite influential in improving the quality of student learning, it occurred partly because the test provides information about the effectiveness of learning activities and will be used to improve the learning process. Given the evaluation is very important in decision-making, then the teachers as evaluators are required to have the ability and skill in choosing and designing an evaluation tool used. One of the evaluation tools are common and frequently used tests. Tests artificial social science teachers is a valid data source for assessing students' mastery of learning objectives, especially social science learning. Teacher-made test is one tool to get information about what we want to know. Thus the teachers are required to devise a test with good quality. A test if the quality is said to have a degree of validity and reliability is high. Teacher-made tests is meant a set of questions / grains of matter prepared by teachers. In general, teacher-made tests are not analyzed the level of validity and reliability, so that the possibility of errors in decision-making because the tests do not have the value of consistency and accuracy. in addition to the factor of teacher attitudes towards the subject matter also affects peroses and student learning outcomes. Thus, in this study the authors wanted to see the quality of teacher-made tests the validity and reliabilitanya associated with the evaluation of teachers' knowledge about and attitudes toward social science subjects. The problem research there is a relationship between teachers' knowledge about evaluation and attitude social science teachers to the quality of teacher-made tests?. The research objective was to determine the relationship between teachers' knowledge about evaluation and attitude towards the social sciences with the quality of teacher-made tests. In particular, this study aims to obtain information about (1) the relationship anathar teacher's knowledge of the evaluation of the quality of teacher-made tests, (2) the relationship anatar teacher attitudes toward the social sciences with the quality of teacher-made tests and (3) the relationship anatar teacher's knowledge of evaluation and attitudes toward social science teacher with the quality of teacher-made tests. Develop educational interventions (about for example, learning

processes, learning environments and the like) with the purpose to develop or validate theories.

Ivor K. Davies explain knowledge is fundamental to skill and attitudes are firmly based on knowledge are strong and long-lasting. In the past, most people camed their livelihood as a result of the skills they possessed. Today, because of rapidly changing technologies, the knowledge workes is preeminent. The day of the manual worker has largely passed.

[1]. Roderick M. Chisholm explain knowledge is *justified* true belief. The relevant sense of "justified" is the one we have expressed by means of the term "evident"; knowledge is *evident* true.[2].Krikendal explane Evaluation is the process of determining the value or worth of collected data.[3] . Blaine R. Worthen explane Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth a program, product, procedure, or objective, or the potential utility of alternative approaches designed to attain specified objectives. [4].

Lewis R. Aiken explain More specifically, tests are used for the following purposes: (1)To screen applicants for jobs and sssseducational and training programs, (2)To classify and place people in educational and employment contexts, (3) To counsel and guide individuals for educational, vocational, and personal counseling purposes, (4) To retain or dismiss, promote, and rotate students or employees in educational and training programs and in on-the-job situations, (5) To diagnose and prescribe psychological and physical treatments in clinies and hospitals, (6) To evaluate cognitive, intrapersonal, and interpersonal changes due to educational. Psychotherapeutic, and other behavior intervention programs, (7) To conduct research on changes in behavior over time and evaluate the effectiveness of new programs or techniques. [5].

Jack R Franklin & Norman E Wallen explain clarify vadidity is the most important idea to consider when preparing or selecting an instrument for use.[6]Fred N Kerlinger explain clarify reliability is the accuracy or precision of a measuring instrument.[7]Based ontheoriesand argumentsraised byexperts in the aboveit can be concluded. Crombach expane, A test is a systematic procedure for observing behavior and describing it with the aid of numerical scales or fixed categorie.[8].

The testis aset of toolsorinstrumentsarecollatedandusedtoevaluatea gainstan object. The instrumentis expected tohave astructuredquality criteria. Quality isvalidandrelialbel becauseethe instrumentshavea

high validity and reliability will be able to measure that is to be measured accurately and reliably.

Richard Cross clarify attitudes are 'predispositions to respond to some class of stimuli with certain classes of response'. These classes of response are:

1. Affective: what a person feels about the attitude object, how favourably or unfavourably it is evaluated;

2. Cognitive: what a person believes the attitude object is like, objectively;
 3. Behavioural: (sometimes called the 'conative'): how a person actually responds, or intends to respond, to the attitude object based. [9].

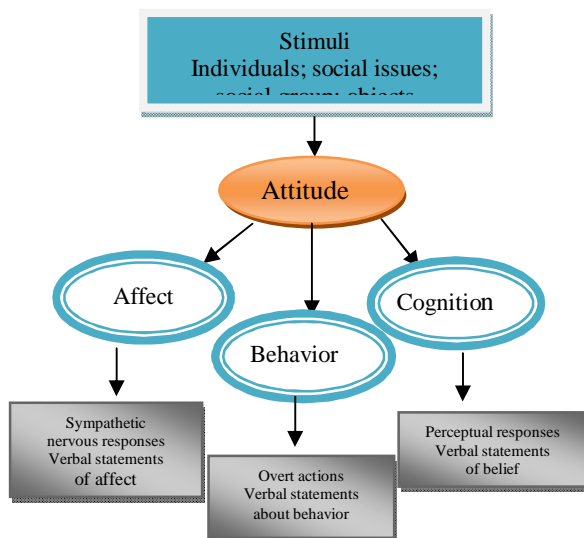


Figure 1. 1 : The tripartite model of attitude structure (after Rosenberg and Hovland, 1960). [10]

Sparrow dan Knight explain: an attitude is an evaluative position that we hold about a thing, a person, an idea or perhaps an organization. It is evaluative in that it is feelings-based and feelings tend to be evaluative – positive or negative rather than neutral, i.e. we see something or someone as good or bad, or in a positive or negative light, and will want to move towards or away from that object/person. Attitudes tend to be associated with relevant beliefs and the association of attitudes and beliefs is two-way. On the one hand, we hold our attitudes not towards what is really “out there” but towards how we perceive it, which may not be the same thing. [11]

Based on theories and opinions expressed by the experts and important thing that a person has to determine the assessment of an object and view of a person against an object, because the attitude is also a key and internal someone who is affected by the

experience in families, communities, and the result of teacher interaction with students in the learning process.

Methodology

The objective of this research was to study the correlation between evaluation knowledge, attitude on social studies and teachers made test quality. The population of this research was the elementary schools students in Ambon City. The size of samples was 60 teacher from elementary school number 1, 2 soya, 5, 38, 27, Mediatix, Rehoboth, and Xaverius. Sample selected is random sampling. The data were collected through questionnaires instrument to attitudes toward the ips and evaluation knowledge test while the quality of teacher-made tests are judged by five assessors for the validity of the content and results of the students' answer to subsequent empirical validity converted thro

ugh thet-scores, analysis regresi and correlation multiple.

Research findings and discussion

Based on the research results can be described as follows: (1) the quality of the test of social science teachers in komamadya Ambon artificial categorized high enough. This suggests to us that the quality of teacher-made tests in the municipality of Ambon meet quality standards Good test the high validity and reliability. It is characterized by the calculation of empirical validity and reliability with an average score of 50.10, and a standard deviation of 7.45. Variations of these data showed that 17 (28.33%) obtained a score below the average, 13 people (21.67%) are on the average and 30 (50.33%) above the average. (2) the teacher's knowledge of the evaluation can be considered quite high. This is evident from the results of research that shows the average score of 79.38 and a standard deviation of 10.34. Variation of the data showed that 18 people or 30% of respondents have knowledge evaluation score below the average score; 8 or 13:33% of respondents in the group mean score and 34 people or 56.77% of respondents above the average score. Thus it can be said that the teacher's knowledge of evaluation that is owned by secondary school teachers in the Municipality of Ambon categorized high enough. This also gives an answer to us that most of the teachers' level of knowledge about the evaluation is quite high. (3) attitudes of teachers of the subject matter of social science shows the average score of 105.33, and a standard deviation of 11.74. Such data provide a picture for us that the attitude of teachers towards the Social Sciences is quite high. 24 or 40% had an average score, 15 or 25% in the group average score, below the average score there are 21 people or 35%. This suggests to us that the attitude of the teachers of the subject matter of social science being.

Testing hypotheses using regression analysis and the simple correlation is seen that;

1). The first hypothesis in this study is that there is a positive correlation between teachers' knowledge about the evaluation of the quality of the tests made in social science teacher. From the calculation results obtained by $a = 4.85$ and $b = 0.57$. thus the price of a da b entering into the regression equation regression equation of Y on X_1 is $Y = 4.85 + 0.57X_1$. Based on test results obtained Fcount linearity regression equation of 0.85. While the distribution list F with significance level $\alpha = 0.05$ and degrees obtained F table at 2.03. If we compare the two, it turns out $F_{count} < F_{table}$ or $1.49 < 2.03$. It

can be concluded that the regression equation $Y = 4.85 + 0.57X_1$ is Linear. After the linearity test, followed by a test of significance. Retrieved $F_{count} = 96.12$. While the distribution list F table at 4:01. When compared both turns $F_{count} > F_{table}$ or $96.12 > 4.01$. If it is associated with the testing criteria, then H_0 is rejected and H_1 accepted. It can be concluded that the regression coefficient β is very significant. The next significant test of the correlation coefficient between pengentahuan evaluation (X_1) with the quality of teacher-made tests (Y) using the t test. From the analysis of simple correlation coefficient $r_{y1} = 0.79,8$ and the coefficient of determination $r^2_{y1} = 0.62$. This simple correlation coefficient is significant after diujib with t test. This is evidenced by $t_{count} > t_{table}$ or $9.71 > 1.67$ at the level of $\alpha = 0.05$ and degrees of freedom 58. The relationship between the teacher's knowledge about the evaluation of the quality tests partially tested by controlling attitude towards the social sciences from the calculation coefficient obtained $r_{y1.2} = 0:33$. and the coefficient of determination $r^2_{y1.2} = 0:11$.

2) The second hypothesis in this study is that there is a positive correlation between attitudes towards social science teacher quality test. From the calculation obtained $a = 2.71$ and $b = 0:45$. thus the price of a da b entering into the regression equation regression equation of Y on X_2 is $Y = 2.71 + 0.45X_2$. Based on test results obtained linearity regression equation Fcount 1.25. While the distribution list F with significance level $\alpha = 0.05$ and by 1.87 degrees obtained F table. If we compare the two, it turns out $F_{count} < F_{table}$ or $1:25 < 1.87$. It can be concluded that the regression equation $Y = 2.71 + 0.45X_2$ is Linear. After the linearity test, followed by a test of significance. Retrieved $F_{count} = 96.42$. While the distribution list F table at 4:01. When compared both turns $F_{count} > F_{table}$ or $96.42 > 4:01$. If it is associated with the testing criteria, then H_0 is rejected and H_1 accepted. It can be concluded that the regression coefficient β is very significant. The next significant test correlation coefficients between teacher attitudes terhadap social sciences (X_2) with the quality of teacher-made tests (Y) using the t test. From the analysis of simple correlation coefficient $r_{y1} = 0.79$ and the coefficient of determination $r^2_{y1} = 0.62$. This simple correlation coefficient is significantly tested by t test. This is evidenced by $t_{count} > t_{table}$ or $9.71 > 1.67$ at the level of $\alpha = 0.05$ and degrees of freedom 58. The relationship between attitudes toward social science teacher quality tests partially tested by controlling the teacher's knowledge of the evaluation, the calculation

coefficient obtained $r_{y1.2} = 0.33$. and the coefficient of determination $r^2_{y1.2} = 0.11$.

(3) The third hypothesis in this study is that there is a positive correlation between teachers' knowledge about evaluation and teacher attitudes towards the social sciences with the quality of the test. By using multiple regression and correlation analysis through $Y = a_0 + a_1x_1 + a_2x_2$. From the calculation results obtained $a_0 = 1.28$ and $a_1 = a_2 = 0.27$ and 0.26 . by entering a price of a_0 , a_1 and b_2 into the regression equation, the regression equation Y or X_1 and X_2 is $Y = 1.28 + 0.26X_2$. To test the strength of the relationship X_1 and X_2 to Y , linearity and significant test Multiple regression coefficient β_1 and β_2 by using the test statistic F . Based on the calculations, $F_{count} = 57.10$. While the distribution list obtained significant F with $\alpha = 0.05$ F_{table} at $2:53$. If we compare the two, it turns out $F_{hitung} > F_{table}$ or $57.10 > 2:53$. Thus, according to the test criteria, H_0 and H_1 means accept. This means, towards regression coefficients β_1 and β_2 is significant.

After multiple regression coefficient significance test, followed by testing the multiple correlation between the variables knowledge of evaluation (X_1) and attitude towards IPS (X_2) with the quality of teacher-made tests (Y), using multiple correlation analysis. From the calculation of multiple correlation of 0.81 and $R^2_{y.12}$ determination coefficient of 0.66 . The next test multiple significance of the correlation coefficient using F test From the calculation of $F = 57.10$ and $F_{table} = 2.53$ at $\alpha = 0:05$ F_{table} obtained at $2:53$. When compared both turns $F_{count} > F_{table}$ can thus be concluded that the correlation coefficient n is significant.

From the calculation obtained $a = 2.71$ and $b = 0:45$. thus the price of a da b entering into the regression equation regression equation of Y on X_2 is $Y = 2.71 + 0.45X_2$. Based on test results obtained linearity regression equation F count 1.25 . While the distribution list F with significance level $\alpha = 0.05$ and by 1.87 degrees obtained F_{table} . If we compare the two, it turns out $F_{count} < F_{table}$ or $1:25 < 1.87$. It can be concluded that the regression equation $Y = 2.71 + 0.45X_2$ is Linear. After the linearity test, followed by a test of significance. Retrieved $F_{count} = 96.42$. While the distribution list F_{table} at $4:01$. When compared both turns $F_{count} > F_{table}$ or $96.42 > 4:01$. If it is associated with the testing criteria, then H_0 is rejected and H_1 accepted. It can be concluded that the regression coefficient β is very significant.

After multiple regression coefficients significance test, followed by testing the multiple correlation between

the variables knowledge of evaluation (X_1) and attitude towards IPS (X_2) with the quality of teacher-made tests (Y), using multiple correlation analysis. From the calculation of multiple correlation $R_{y.12}$ of 0.81 and $R^2_{y.12}$ determination coefficient of 0.66 . The next test multiple significance of the correlation coefficient using F test From the calculation of $F = 57.10$ and $F_{table} = 2.53$ at $\alpha = 0:05$ F_{table} obtained at $2:53$. When compared both turns $F_{count} > F_{table}$ can thus be concluded that the correlation coefficient n is significant.

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The next significant test correlation coefficients between teacher attitude towards social sciences (X_2) with the quality of teacher-made tests (Y) with using at test. From the analysis of simple correlation coefficient $r_{y1} = 0.79$, and the coefficient of determination $r^2_{y1} = 0.62$. This simple correlation coefficient is significantly tested by test. This is evidenced by $t_{count} > t_{table}$ or $9.71 > 1.67$ at the level of $\alpha = 0.05$ and a degree of freedom 58 . The relationship between attitude towards social science teacher quality tests partially tested by controlling the teacher's knowledge of the evaluation, the calculation coefficient obtained $r_{y1.2} = 0.33$. and the coefficient of determination $r^2_{y1.2} = 0.11$

Discussion

The outcome score calculation validity and reliability scores were converted through T-Score and associated with the appropriate level of validity and reliability study of theory, then in general it can

be said that the quality of teacher-made tests IPS Sekotamadya Ambon high quality. The information above illustrate, that the quality of the tests relating to quality of test items. While the quality of the items related to the teacher's knowledge of evaluation and teacher attitudes towards Social Sciences. The relationship is supported by the results of research which states that there is a positive relationship between the teacher's knowledge about the evaluation of the quality of teacher-made tests that have been tested or significance at $\alpha = 0:05$. This is indicated by a correlation coefficient of 0.79 and $r_{count} r_{y1} = 0.71 > r_{table} = 1.67$. In addition, the results indicated partial correlation coefficients $r_{y,12}$ at 0.33 and $r_{count} = 2.65 > r_{table} = 1.67$. Determination coefficient $R^2_{y,1}$ of 0.62 and $r^2_{y,12}$ at 0.11. This provides information, that simply 62% variation occurs in the quality of teacher-made tests are determined by the teacher's knowledge of evaluation and partial information, that 11% variation occurs in the quality of teacher-made tests are determined by the teacher's knowledge of the evaluation of the condition variable attitudes toward social science controlled. The pattern of the relationship between these variables, expressed by linear regression equation $y = 4.85 + 0:57 X_1$. Thus concluded that the better the teacher's knowledge of the evaluation, the quality tests were made. Conversely, the less well the teacher's knowledge of the evaluation, the less quality tests were made, and will ultimately have an impact on student learning outcomes. By having a good knowledge and korehensip, and has extensive knowledge of evaluation, it is assumed that the preparation of test items actually represent the range of material taught and cognitive aspects sesuaidengan measured. Likewise, the information or data captured through these tests give accurate learning outcomes in accordance with the purpose of teaching is expected.

Patterns of relationship attitudes toward social science teacher with a homemade quality tests have proven significantly in $\alpha: 0:05$. This is indicated by a correlation coefficient of 0.79 r_{y2} ; and $r_{count} = 2.65 > r_{table} = 1.67$. In addition, the results indicated partial correlation coefficients $r_{y2,1}$ at 0:33 and $r_{count} = 2.65 > r_{table} = 1.67$. The coefficient of determination of $r^2_{y2} = 0.62$ and $r^2_{y2,1}$ at 0:11 to provide information, that simply 62% variation occurs in the quality of the test is determined by the attitude of teachers towards the social sciences. Partially provide information, that 11% variation occurs in the quality of the test is determined by the attitude of teachers towards the Social Sciences with kondiasi teacher's knowledge of the evaluation variables are controlled. The pattern of relationship

between two variables, expressed by linear regression equation $\hat{y} = 2.71 + 0.45x_2$. Thus concluded that the more positive teacher attitudes toward social science, the tests were made also quality; or otherwise increasingly negative attitudes toward social science teacher, the less quality as well test made, which will ultimately have an impact on student learning outcomes. This is in line with Gagne said that attitude as a system on how a person evaluates something around it.

Knowledge and attitudes of teachers about the evaluation of teachers on social sciences together with links to the quality of teacher-made tests. This is evidenced by $F_{count} > F_{table}$ or $57.10 > 2:53$, and $R_{y,12}$ at 0.81 and $R^2_{y,12}$ at 0.67. The third relationship pattern shown by the variable multiple linear regression equation $\hat{y} = 1.28 + 0.27 + 0.26x_2$. This means that the better and comprehensive knowledge about evaluating teachers and more positive attitudes towards social science teacher, then the tests were made also quality; vice versa, the less comprehensively teacher's knowledge of evaluation and increasingly negative attitudes toward social science teacher, then the less quality tests made. Determination coefficient $R^2_{y,12}$ of 0.67, providing information that 67% variation occurs in the quality score IPS tests determined jointly by the evaluation of knowledge and attitudes to IPS through a functional relationship $\hat{Y} = 1.28 + 0.27.X_1 + 0.26X_2$ that have been tested or significance.

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Conclusion

1. Descriptive Analysis

The first of the results of descriptive analysis, the quality level of junior high school teacher-made tests throughout the Municipality of Ambon at the high category. This is shown by the average scores for the quality of teacher-made tests 10.10.berdasarkan average scores, it is known that 21.67% teacher-made test scores are on average, 28.33% are in the score below average and 50.33% in the scores above average. Second, the descriptive analysis of the origin, the level of teacher knowledge about the evaluation of 79.33. Based on average scores, it is known that the 13:33% teacher's knowledge of evaluation tests, are on average scores, 30% are in the score below average and 56.77% are at above-average scores. Third, the results of descriptive analysis, the attitude of teachers towards the social sciences in the municipality of Ambon at the high category. This is evidenced by an average score of 105.33 teacher statement. Based on average scores, it is known that 35% of teachers attitudes toward social science scores are on average, 25% are in the score below the average and 40% are at above-average SCORES.

2. Analysis Inferential

First, there is a positive relationship between the teacher's knowledge about the evaluation of the quality of teacher-made tests. This conclusion gives the sense that the better a comprehensive knowledge of the teacher evaluation, the more quality tests were made. And vice versa, the less well the teacher's knowledge about the less quality evaluation test product.

Secondly, there is a positive relationship between the attitudes of teachers towards Advancement of social knowledge with the quality of teacher-made tests. This conclusion gives the sense that the more positive attitudes about social science teacher, the more quality tests were made. And vice versa, the negative attitudes of teachers of social sciences the less quality tests makes.

Third, there is a positive correlation between the quality of teacher-made tests to evaluate teachers' knowledge about and attitudes toward the social sciences. This conclusion gives the sense that the better and positive teacher's knowledge of the evaluation, the more quality tests were made. And vice versa, the less good and the negative attitudes of teachers towards the social sciences, the more less qualified test product.

From some of the above conclusion it can be said unequivocally that the teacher's knowledge of evaluation and teacher attitudes towards the social

sciences is closely related to the quality of teacher-made tests.

Implications

In general, this research has concluded that there is a positive relationship between teachers' knowledge about evaluation and teacher attitudes towards the social sciences with the quality of teacher-made tests. From the conclusions of this study can be put forward several research implications both theoretically and practically.

1. The results of this study suggests there is a positive relationship between teachers' knowledge about evaluation and teacher-made tests.

The results also provide information that the teacher's knowledge of the evaluation arriving at a high level, so it has a very significant influence on the quality of teacher-made tests. From this fact can be interpreted that the absence of a qualified teacher-made tests is strongly influenced by the teacher's knowledge of the evaluation, which in turn have an impact on student learning outcomes scores.

2. The results of this study suggests there isa positive relationship between attitudes toward social science teacher quality tests buiatanteacher. This means teachers' attitudes towards science soial can improve the quality of teacher-made tests. Thus to improve the quality of teacher-made tests in order to be qualified again then there needs to be a change of attitude of teachers towards the social sciences field. Besides, this issue should be a concern for every teacher maker of test not only for teachers who teach social science fields of study that the research samples to better address the subject areas they teach.The results also provide information nahwa teacher attitudes toward the social sciences are at a high level, so it has a very significant influence on the quality of teacher-made tests. From this fact can be interpreted that the absence of a qualified teacher-made tests is strongly influenced by the attitude of teachers towards the social sciences, which in turn have an impact on student learning outcomes scores.

3. The results of this study suggests there is a positive relationship between teachers' knowledge about evaluation and teacher attitudes towards the social sciences with the quality of teacher-made tests. This means poengetahuan teachers on teacher evaluation and attitude towards the social sciences can improve the quality of teacher-made tests. Thus to improve the quality of teacher-made tests in

order to be qualified again it is necessary to increase teachers' knowledge about evaluation and increase positive attitudes towards social sciences.

These findings are expected to be a reference and motivation to re-examine and improve the weaknesses in determining the suitability of items with the material being taught, the instructional goals, as well as the language and construction. And to make it happen, need to increase teacher knowledge of evaluation such as: the concept of evaluation, the principles of evaluation, the types of evaluation, engineering or evaluation procedures, processing and interpretation of the results of the evaluation. Such improvements can dilakukann through upgrading-upgrading courses, workshops or training relating to the evaluation. The attitude can be done through the teacher's presence at meetings of teachers (MGMP), discussing with peers and seek information through reading books or internet support and others. Kolerasional relationship between the studied variables showed that the quality of teacher-made tests can be determined on the evaluation of teachers' knowledge and attitudes toward social science teacher. This is evidenced by mengujian done either separately or jointly. These findings provide the theoretical implications for teachers and instasi monev that the quality of teacher-made tests will rise better when teachers try to improve knowledge about evaluation and increase positive attitudes towards social sciences or disciplines.

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ACTIVE- THEMATIC LEARNING IN DEVELOPMENT OF STUDENTS' RESPONSIBILITY AT ELEMENTARY SCHOOL

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Abstract

This article discusses the research finding result of active- thematic learning in development of students' responsibility at Elementary School. The present research purposes to prescribe about the procedure, process, evaluation and students' learning attitude of active- thematic learning in development of responsibility value that the current trend. The research findings are: 1) the active- thematic learning at the classroom was done simultaneous and applied varied learning method and strategy impacted the positively in the development of students' responsibility value (2))The implementation of active- thematic learning is able to affect students' responsibility value covered the discipline, diligent, trusteeship and enthusiastic during the learning process.

Keywords: Active- thematic learning, the responsibility value

1. Introduction

Law Number 20 Year 2003 on National Education System in chapter 3 formulated that: "National Education aims at developing students' potentials in order to become a human being faithful and devoted to God Almighty, berakhlak noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible ". Based on this commitment in mind that the responsibility is one of the values that should be instilled and developed by teachers to students in primary schools. The responsibility must exist within learners so that learners have an attitude of responsibility not only in the family but also within the school and community environment. The responsibility is defined as the courage to define a deed in accordance with the demands of human nature, and that only because it was committed so any sanction that are enforceable (by conscience, by society, by the norms of religion), was received with full awareness and willingness , Marzuki (2015: 20) explains that the responsibility is an integral part of the education that contains values

such as integrity, empathy, peace, democracy, honest, sincere, trustworthy, communicative, equality in the community and can provide motivation to learners. Other opinions as expressed by Jamal Ma'mur (2009: 118), the responsibility is an inner phenomenon, it is seen from the attitude lahirnyaBerdasarkan behavior that opinion, it is known that the responsibility is an attitude in which that person has the willingness to bear any consequences or sanctions already are enforceable by conscience, by society and by religious norms through habitual exercise routine and received with full awareness, willingness, and commitment. All the attitudes and behavior should be accountable to yourself, society, environment, state, and to God the Almighty. The focus of this research is "Off-thematic learning in planting the value of responsibility learners". In the view of constructivism, active learning is a model of teaching and learning activities that focus on the learner to explore, discover, process information, collected and shared his data. Thus, constructivist learning to build knowledge through experience,

social interaction, and the real world (Martinis Yamin, 2012: 10). View of the modern psychology of learning is not just memorize some facts or information, but mental events to process information and experience. Therefore, every event of learning requires the involvement of the intellectual-emotional learners through assimilation and accommodation cognitively to develop knowledge, action as well as direct experience in order to establish the skills (motor, cognitive and social), appreciation and internalization of values in shaping attitudes (Raka Joni in Wina Sanjaya, 2013: 136). There are several strategies that can be used. Rowntree in Wina Sanjaya (2013: 128) grouped into delivery strategy or exposition discovery - discovery learning, and learning strategy group and individual learning strategies or groups-individual learning. In expository strategy, teaching materials are presented to learners in the form of finished and students are required to master the material. Roy Killen in Wina Sanjaya, (2013: 128) call with the direct learning strategy, because this strategy the subject matter presented granted to students; learners are not required to process them. Obligations learners are fully mastered. Thus, in the expository strategy, the teacher serves as a transmitter of information. Unlike the discovery strategy, in this strategy teaching materials sought and found himself by learners through a variety of activities, so that the teacher's job more as a facilitator and mentor for students. Because of its very nature, this strategy is often also called indirect learning strategies. Individual learning strategies carried out by students independently. Speed, slowness and learning success of students is largely determined by the ability of individual learners themselves. Teaching materials as well as how to learn is designed for self-study. Functional role of teachers in active learning is the main facilitator (Warsono, 2013: 20). Facilitator is someone who helps learners to learn and have the skills necessary to achieve the learning objectives. As a facilitator, the teacher provides the facility of pedagogical, psychological, and academic for the development and construction of the cognitive structure of learners. In other words, the teacher must master the theory of education and teaching methods as well as qualified in the control strategies and instructional materials that active learning rolling smoothly. Active learning of information, skills and attitudes take place through a process of investigation or the ask (Melvin L. Silberman, 2013: 116). Learners conditioned in looking attitude (active) not just accept (reactive). Learners in thematic learning should also be prepared in the following learning activities are

varied and demanding extra performance. The activity was carried out with a serious and active, so it can be said to be a little more tiring for students. Thematic learning also have consequences on the facilities, infrastructure, learning resources and instructional media. This is because the learning activities which refers to the thematic approach should use a variety of learning resources, both designed specifically for the purposes of teaching and learning resources are available in the neighborhood. The use of learning resources and media in thematic learning should also be supported by facilities and infrastructure support. Integrated thematic learning is learning that uses a theme to link several subjects so as to provide a meaningful experience to the students (Abdul Majid, 2014: 80). Thematic learning is one of the integrated learning model (integrated instruction) which is a system that allows learners *membelajaran*, either individually or in groups actively explore and discover concepts and principles of science in a holistic, meaningful and authentic. Meaningful means that the thematic learning learners will be able to understand the concepts - concepts that they learn through direct experience and real *menghubungkan* antar-concepts in intra and inter-subjects. When compared with conventional approaches, thematic learning seemed to place more emphasis on the involvement of learners in the learning process so that learners actively involved in the learning process for decision-making. Thematic learning departed on three (3) foundation that is the cornerstone philosophical, psychological and juridical foundation. Philosophically that students have the ability to make significant changes in his life although evolutionist, because the environment is a world students who are evolutionists continue to proceed anyway (Trianto, 2013: 102). Philosophically, the emergence of thematic learning is strongly influenced by three streams, namely modern philosophy of progressivism, constructivism, and humanism. Some methods that can be used to implement learning strategies according to the *mone-PMPTK* (2008) *sebagaimana* quoted in Abdul Majid (2014: 178) is as follows: (1) Method of lectures, (2) method of demonstration, (3) Method of discussion, (4) simulation methods, (5) Method of duty and recitation, (6) Method of frequently asked questions, (7) The working methods of the group, (8) method of problem solving, (9) Method of exercise (drill), (10) Method field (field-trip), (11) Inquiry. Some studies relevant to this study is among the research that has been presented by Aunurrahman (2010). In-depth studies and empirical facts indicate that family factors and

school are two fundamental things that a very large influence on the formation of the identity of the child (Aunurrahman, 2010: 18). Other researchers Tahmid Sabri (2013: 226) in a report expressing his dissertation on the values of self-reliance of children such as coloring behavior can discipline students if the learning process according to RPP through internalization according to the pattern of the teachers themselves. On the other hand Tahmid Sabri (2000: 66) also stated in the report of his thesis that the application of integrated learning in primary school can actually make a positive contribution to the improvement of the learning process of learners. Implementation of integrated learning in primary school is exciting for students in both the activity, creativity and in terms of learning perceived enthusiasm of learners themselves during the study. Sri Utami (2012: 187) in a final conclusion dissertation reveals that learning civics with a thematic approach in an effort fostering patriotism for learners can be designed and implemented independently by each elementary school teachers, by developing their creativity in selecting and determining methods, strategies, materials, a variety of learning media and integrated evaluation. According to Jamal Ma'mur (2009: 118), the responsibility is an inner phenomenon, it is seen from the birth of behavioral attitudes. If in any case he had to prioritize their duties earnestly, selflessly, then embedded in his soul great responsibility in performing tasks. In this case, researchers will develop the planting of responsibility learners value are translated through several indicators, including: disciplined, brave, tenacious, confident, trustworthy and eager. These indicators can be clarified include: (1) Discipline; Learners who have a sense of responsibility in private, he will not be considered trivial tasks and duties entrusted to him. He will appreciate the time given that will maximize its performance, adherence to rules, laws or orders. (2) Daring; Responsibility is embedded in the learner takes effect courage. In this case, the students remain steadfast in the truth, no matter the negative pressure, not afraid to fail, and dare to do because it believes that what he did was right. (3) Resilient; Learners who remain resistant resilient in the act, in defending the goal, or a state, especially in the case of many obstacles, obstacles, challenges or things that are disappointing. Learners tenacious is not easy to feel hopeless against failure or to a desired state. (4) Confidence, Responsibility learners also may establish confidence. In this case the learners believe in yourself, the abilities and skills of self, a mental attitude and responsibility fully believe in yourself or a group but still does not look down

upon others. The confidence that are embedded in the learner an impact on other abilities of learners. (5) Amanah; Attitude of trust can be seen from the behavior of learners who do not limp from the provisions that have been given to him. Beside that learners have a high commitment to execute the truth. (6) Eager; When people love a good thing, they are happy to do a good thing (Thomas Lickona, 2013: 96). They have a desire morality, not just a moral duty. They work with full enthusiasm in carrying out the duties and obligations of the responsibility. This study aimed to describe the design, process, evaluation and study the behavior of active learning thematically in planting the value of responsibility learners in Primary Schools.

2. RESULTS AND DISCUSSION

2.1 Findings And Discussion Learning Plan of Active- Thematic Learning In Development Of Students' Responsibility

Lesson Plan (RPP) thematic made by the teacher based on the syllabus of learning and Semester Program that was created earlier. Competency Standards (SK) and Competence become a reference teacher in formulating the indicators, objectives, materials, activities and evaluation of the RPP. Indicators developed in accordance with the characteristics of learners, subjects, educational unit, the potential of the region and formulated the operational verb measurable and / or observable. Teachers use the indicator as a guide in developing learning materials, designing learning activities, development of teaching materials as well as in designing the evaluation and assessment of learning outcomes. In the formulation of thematic learning objectives, as well as the RPP document analysis researcher, found that teachers with consideration of the criteria to formulate the ideal of a learning objective, namely the Audience, Behavior, Condition and Degree or more commonly known as the ABCD formula. The purpose of learning is made to accommodate the abilities of learners, using operational verbs like: to mention, explain, demonstrate and so forth so that it can be measured, considering the circumstances that support and give effect to the success of students in achieving the ultimate goal of learning is done properly and appropriately. , Early learning activities planned by the teacher in the form of greeting, attendance attendance of learners, delivery apersepsi be questions related to the theme of the day learning, learning objectives and activities to be undertaken during the learning process. After designing the initial activity, the teacher continued with the plan draft RPP core activities of learning. The core

activities such as learning scenarios and stages of the learning process that will be carried out during the learning process takes place. Learning scenarios in the core activities created by teachers using a phrase that is easy to implement and regularly, and prioritizing active learners rather than teachers. After the teacher compile core activities, the teacher continued the preparation of scenarios final activity of learning that includes providing opportunities for learners to ask questions or express opinions about thematic learning undertaken, together with the students to make conclusions from the study that has been done, ask the learners to make a summary, as well as provide evaluation results and feedback from things already understood or not understood by learners as well as closing the learning activities. RPP thematic evaluations that have been made by primary school teachers can be grouped into the evaluation process and evaluation of results. Evaluation process is more likely in affective and psychomotor aspects of learners. Affective aspects made by teachers include discipline of students since the beginning of learning until the end of learning, independence of learners either individually or in groups, seriousness in learning, enthusiasm in learning, the mandate of the task that falls and confident. Affective evaluation of learners is done by making a check list of behaviors of learners. Evaluation process designed by teachers using assessment rubrics attitude scale include: Not Visible (BT) with a score of 1, Starting Visible (MT) with a score of 2, Start Developing (MB) with a score of 3 and have been entrenched (SM) with a score of 4. Determination the final score is done by statistical calculation that the total score divided by the number of indicators that appear and then multiplied by 100. Based on research findings regarding the RPP made by teachers, the general contents of the RPP has illustrated clearly the sequences and efforts in achieving predetermined SK. This is in line with the Decree No. 41 of 2007 that the RPP has been made by the teacher should clearly describe the learning process, so that the learning activities depicted the process of exploration, elaboration and confirmation even though it explicitly. Exploration is an activity designed by the teacher in order to realize a conducive learning atmosphere which allows learners can optimize the physical, mental and emotional that is obtained through the process of writing, listening, to the fore the classroom and in providing answers to questions or problems given to them. Elaboration is the development of exploration. Development was a concept and the learning activities that provide greater opportunities

to the learners so that learners can develop ideas, ideas and creativity in expressing the concept of cognitive through various means either orally or in writing or deed, which raised the confidence and courage and tenacity on learners. Confirmation is necessary for learning activities that form the cognitive conception of exploration and elaboration can be pursued and embedded into thinking learners causing high motivation for learners. Thus, exploration, elaboration and confirmation of the details contained in the impact of learning activities on a "hand-on, mind-on, emotional on" learners (Marzuki, 2015: 24). The above is in line with the results of research conducted Tahmid Sabri (2013: 192) on RPP that the core activities must describe the design process standards activities include exploration, elaboration and confirmation. Teachers have made RPP as mandated in the no.41 Permendiknas. It was proved by decompose The obvious activities that reflect the exploration, elaboration and confirmation in the RPP made by the teacher.

2.2 Findings And Discussion Learning Process of Active- Thematic Learning In Development Of Students' Responsibility

The learning process in elementary schools conducted by the thematic approach as mandated by the curriculum SBC. In general, the learning is done in accordance with lesson plans that were designed before, although there are some activities that spontaneously carried out by teachers caused by circumstances beyond the teacher estimates. Implementation of core activities as a teacher found in research conducted in accordance with the objectives expected to be achieved. Teachers perform a variety of learning activities with a variety of methods and strategies in the form of demonstrations, group work, assignments, questions and answers, even playing. The approach used too many different forms such as cooperative learning and contextual approach. Core activities undertaken by teachers are not always relied on the sequences of activities as listed in the lesson plan is created. Teachers sometimes out of order because the core learning activities must adapt to the condition of the child while the learning process. Observations conducted by researchers during the teaching and learning activities found some interesting things including learners look more enthusiastic when trying to study media wall clocks that show the teacher even though the media is not the main media used by teachers as specified in the lesson plan. They do not hesitate to try the media although it sometimes looks as if each bone of contention for a try. Currently less than ideal start learning activities, teacher in a swift provide

guidance regarding the procedures for the use of a medium of learning for all learners have equal opportunities to try the learning media. Actions taken by the teacher looks effective to create conditions return to normal classes, learners more orderly and organized in trying the learning media. The spirit to try new things is evident in the learning. Learners do not hesitate to ask about the media, despite the fact that they are familiar with a wall clock. Learners ask questions of the teacher is not the time indicated by the clock, but ask about the fragments that can be formed using a needle that hour. Learners also did not hesitate to provide input or the correct answer to the right answer yet regarding the fractions mentioned by other learners. Researchers clarify the learning activities of the teacher conducted the class in question. According to the results of interviews that researchers do to the class teacher on March 24, 2014, it is known that learning is done not exactly match the steps written in the lesson plan is due to adjust to the circumstances at the time. Nevertheless, these activities are still based on the RPP made so that the desired objectives can be achieved properly. Thus, teachers assume that there be a significant problem if it should add to activity in the core activities. Development value the responsibility of students in the learning process is evident in the core activity of learning. Discipline learners look of attitude does not underestimate the time given to do the simulation. Learners look to focus on the completion of that task because the teacher gives a time limit in doing the simulation activities. Learners also with enthusiasm and confidence to perform in front of the class in performing the role assigned to them. They did not hesitate to act as farmers who sell their crops to middlemen, sellers who offer merchandise as well as the buyer who is looking for his daily needs. Implementation of learning activities that teachers do in the classroom has mirrored exploration activities, elaboration and confirmation (EEK). In exploration activities, the teacher has to include learners to find information about the topics that will be addressed through a variety of ways even though they are still visible not optimize the ability of learners as a whole. In exploration activities, the teacher in addition to involve learners in finding the theme of learning, teachers should use a variety of strategies, media and other learning resources. In the course of exploring the ability of learners, teachers should actively engage learners so that learners can interact optimally both to his friend and to his teacher. In order for the implementation of learning more optimal, in the elaboration of activities teachers should: 1) familiarize the students to read, write

through activities that are not monotonous; 2). Provides the opportunity for students to ask questions or express ideas; 3). Facilitate learners in activities either cooperatively or individually based active learning, innovative, creative, effective and fun; 4) facilitating learners in improving learning achievement; presents the works of students and other activities that can cultivate self-confidence and pride of the students to their potential. Learning activities undertaken will taste bland if the teacher does not conduct confirmation, in this case the task to be performed teachers in the confirmation activities are as follows: 1). Provide positive feedback in the form of reinforcement-reinforcement in the form of oral, written, gesture and reward the success of learners; 2). Confirming the results of exploration activities and elaboration has been done learners through a variety of sources; 3). Facilitate learners to reflect on their learning experiences gained; and 4). Facilitate learners to gain significant experience in achieving the standards and basic competencies. Learners are people who have latent abilities, which is in the ability of their nature. Therefore, the ability of this nature need to be explored and explored to the outside. They need guidance, direction, example and science that aims to improve their processes in fostering her into someone who has a distinctive figure in his life or become whole human beings obtained from the learning process.

2.3 Findings And Discussion The Evaluation of Active- Thematic Learning In Development of Students' Responsibility

Active-thematic learning evaluation as was observed in primary school researchers can be divided into the assessment process and the assessment of learning outcomes. Assessment process carried out by using an assessment rubric on specific skills that are expected to appear on the learner. Assessment is through written and oral tests conducted at the end of the lesson the teacher. During the learning takes place, in giving a description of the learning materials as well as for the learning activities of students, both activities in groups or as individuals, teachers constantly observe the activity of learners. Results of the written observations of teachers through assessment rubric character development of students. Rubric assessment of learners character was created in the form of tables, with each character consists of three parts, a change in behavior. Each has a behavior change level the score as BT or not visible, MT or starting to look, MB or start entrenched and SM or already entrenched. As with the results of observations conducted by researchers, in assessing teachers do not always use an assessment rubric.

Teacher several times to assess the form of test results through the questions done learners. As with the findings obtained by researchers for observation and analyzing documents related to active-thematic learning done in class, it is known that teachers in the assessment is not monotonous. Assessment is done by using several assessment instruments make teachers better understand the characteristics and abilities of learners. This is in accordance with the valuation principles as expressed by Abdul Majid (2014: 116) includes: 1). the selection of the type of assessment should be complemented by the aspects to be assessed so as to facilitate the preparation of a matter; 2). directed assessment indicators to measure achievement; 3). assessment using the criteria benchmark, which is based on what can be done by learners and not to determine the position of the group of learners; 4). The planned system is a system of continuous assessment; 5). assessment results were analyzed to determine the follow-up; 6). appraisal is done to balance the various aspects of learning includes cognitive, affective and psychomotor using a variety of valuation models; 7). assessment is a process of collection and use of information about learning outcomes; 8). assessment is a process of identifying the achievement of competencies and learning outcomes are expressed through a clear statement about the standard that should be and has been achieved along with a map of the progress of student learning outcomes; 9). SK-oriented assessment, KD and indicators; 10). assessment carried out in a sustainable manner; and 11). assessment system must be adapted to the learning activities pursued in the learning process.

2.4 Behavior Learning of Students in Active Learning-Thematic

The behavior of learners, as observed by researchers enthusiastically both in the learning process and outside the learning process. Enthusiastic learners seen from the number of learners who dared to express his ideas during the learning process. According to the researchers interview with classroom teachers, it is known that the learners are accustomed revealed good idea to use a standard language and a coherent and use their language and sometimes still terselit words in their native language. Courage learners can also be seen from the attitude of learners who dared to give reasons for the answers they give and the actions they did. Behavior bold in trying also begun entrenched in learners although there are still some students who still do not dare to either come forward with a class of its own initiative or ask questions when learning takes place. According to the class teacher, students who still do not dare to

express ideas and perform in front of the class on their own initiative because of such learners embarrassment or fear of ridicule if one of his friends if what he did wrong. Tenacity learners as a whole began to be entrenched, it is seen from the spirit and seriousness of learners in completing the tasks given or seriousness of learners in making observations. Learners also awkward to ask questions to both the teachers and friends if in doing the job is still not optimal, they can receive input from friends who have completed a given task well. This can be seen when each teacher invited students to make the windmills of paper. Not all students can do well, there are still some students who fail in paper cutting and failed to finish the job. They are happy to receive feedback from their peers who have successfully made the windmill. Discipline learners very evident during the researchers conducted observations. Discipline is evident from the presence of students in the school are perfect when researchers observed, learners are never late to school and always complete the task given to him on time. In developing the values of discipline, the teacher always reminded the learners will be a grace period of completion of a given task and time learners must collect homework given. This is done so that learners are accustomed to appreciate the time available so as not to waste the time for things that are less useful. Development value the responsibility of learners in elementary school may not work well if it is not supported by all parties, ranging from school principals, teachers, administrative employees, parents of students to the school environment and the learners themselves. The school principal as an umbrella that was in school. The school principal has a central role in determining the direction of the policies carried out in schools, supervision policies to evaluate the policies implemented. Teachers as the spearhead in the development of character values of learners to provide services, and habituation exemplary character value development through learning activities that are not only limited to one subject only, but through all subjects performed simultaneously. Clerical employee has a role in making the atmosphere even more attractive in terms of structuring the writings, himbawan, as well as the rules of writing as well as other supporting things that become the basic tasks and functions of an administrative employee. A similar trend is also expected to both parents of learners due to the portion of the learners more time spent outside of school, in this case at home, so we need good cooperation from the parents of students in the development of character values learners at home. It is therefore necessary to have a grip or specific

guidelines that apply to the entire school community that can be used by principals, all teachers, administrative employees and parents of students making an effort to develop the character of learners can be done maximally.

3. Conclusions

1) the active- thematic learning at the classroom was done simultaneous and applied varied learning method and strategy impacted the positively in the development of students' responsibility value (2))The implementation of active-thematic learning is able to affect students' responsibility value covered the discipline, diligent, trusteeship and enthusiastic during the learning process.

4. Suggestion

Based on the results, discussion and conclusions described in this study, the researchers gave recommendations to several parties, including: Principals should be constantly monitoring and coaching to teachers associated with the development of the value of responsibility learners through various means such as reinforcement-strengthening through regular meetings. Such development is not only meant to organize the mindset of teachers in order to carry out the duties to the fullest, but also as a step to strengthen something that has been implemented in order to more closely into learning activities undertaken by teachers. Furthermore, for teachers, active learning-thematic as efforts in developing the value of responsibility learners are expected to be implemented optimally both in determining a theme that is close to learners, the network theme, develop learning objectives in accordance with the formula ABCD, outlining learning activities in detail and making an evaluation of learning according to the learning objectives have been determined.

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RESEARCH AND DEVELOPMENT IN THE ELEMENTARY SCHOOL ON MAKASSARESE LANGUAGE LEARNING MATERIALS BASED ON CHARACTER BUILDING CONCEPT

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Abstract

Elementary school students are an asset of the Indonesian nation that very valuable to be maintained and developed with a positive character values that come from the family, school, society and nation. Character building for the youth generation is now a matter of urgency and decisive for the future of the nation toward Golden Generation in 2045. In this period, the generation who are now on early childhood education, primary education, secondary education, and higher education will enter productive age that determines the strategic role of this nation. Especially for elementary school age, they were aged 6-14 years old now, will be aged 39-47 years old in the year of 2045 and this means that they will enter the glorious period of their development. In order to develop this golden generation, it is necessary to reform the education sector which plays an important role to set up and direct the superior human resources and productive then mastery and develop science, technology and art are needed in this globalization era. One of the way to do that the integration of the characters values into Makassarese language learning materials. This learning materials is expected to provide supplies to students in Makassarese language skills on the one side and the character building on the other side. Furthermore, this study aimed to develop Makassarese language learning materials in elementary school that integrates the characters values. This research was conducted in Makassar city with 14 sub-district as the population and 4 sub-district as the sample. Then the researchers determined 4 school from 4 districts from urban and sub-urban area as research location. The steps of research and development by Borg and Gall and collaborated with the research phase by Brown were refers to produce Makassarese language textbooks based on character building concept. Result of this research produce 8 themes that extracted from 18 character values (character building concept) by Ministry of Education and Culture as follows: Heroism, Historical Place, Citizenship, Family, Motivation, Fine Arts, Religious and Public Place.

Keywords: Research and Development, Elementary School, Learning Material, Character Building Concept

1. Introduction

Elementary school students is an asset of Indonesia which is valuable and will determine the fate of the nation in the future. In 2045, Indonesia will enter a period of 100 years of independence and the student is expected to have a superior ability and good character. In the same year, Indonesia will experience a demographic bonus periodicity, i.e. children aged 3-5 years (early children education program age) will be aged 36-38 years, those aged 6-14 years (elementary school age) turns 39-47 years, those aged 15-17 years (junior high school age) will be 48-50 years old, while those aged 18-21 years (high school age) will be aged 51-54

years old. Minister of Education and Culture (MEC) asses in their ages now, tomorrow they will hold a strategic role in the country because they are in the productive ages. (<http://www.pikiran-rakyat.com/node/186763>).

Efforts to form a golden generation can be done one of them through the education sector. This sector plays an important role in setting up and directing the superior and productive human resources, beside that they should mastery and develop science, technology, and art is needed in this global competition era. According to Sri Edi Swasono (2012: 5-6), the basic task of education should be "educate the nation". In this conception of

educate the nation is not the only means to educate the people intellectual.

In this context, education is not only aimed to fight the social ignorance, but also the social backwardness. By educating the nation means, we seek to improve the quality: piety to God, science literacy, social, art and culture literacy, civilization, awareness of history, geography and spatial, ideology, unity, togetherness, and mutual cooperation (populist), solidarity, the mastery of science and technology, sovereignty, independence, dignity, equality, modernization, courage and honesty, and humanism. From this conception, it is clear that the educating the nation actually cannot be separated from the concept of nation and character building, which builds character and civilization of national life.

Seeing the urgency of the character building through education, as well as the potential of periodization of elementary school age who will hold a strategic role for the nation. There should be an truly effort to do development at the elementary school level. One of them through research and development in elementary schools. Subjects to be studied further in this paper is Makassarese language which have positions as local content in Makassar city.

Moreover, education is also not forgotten the formation of character building concept needs should be integrated with school subjects with a variety of interesting ways that systematically and in accordance with the characteristics of child development, in this case the elementary school age. One way to do that is to integrate character values into the learning process. In this paper, the author will integrate the values of characters into language learning materials of Makassarese language.

Makassarese language is one of the local languages in South Sulawesi. The learning process of Makassarese language

was prepared with the objective that the students have: (1) Makassarese language skills both oral and written, (2) a good knowledge of the Makassarese language and literature, (3) a positive attitude towards the Makassarese language, literature, script, and the culture.

The learning process is expected to provide supplies to students both Makassarese language skills on the one hand, and the character building on the other. So that the values of these characters will undergo internalization into the Makassarese language learning process in elementary school students.

Furthermore, the urgency of this study refers to the efforts to realize golden generation in 2045 by optimizing the character building values to elementary school students through Makassarese language learning, so that they can be the generation that can be relied upon in the future as a guard forefront of the development of Indonesia. The innovation of this study is Makassarese language learning materials that integrate the values of characters are expected to support student learning in school, as an embodiment of the role of education in producing a golden generation of intelligent and competitive.

2. The Model of Research and Development in Elementary School

The model is a conceptual framework that describes systematic procedures to organize learning experiences to achieve specific learning objectives in the form of series of learning approaches, strategies, methods and techniques. In other words, the learning model is a wrap or frame from the application of learning approach, methods, and techniques. If the learning approaches, strategies, methods, techniques and already elaborate as one comprehensive thing, then

this elaboration what we call it learning model.

If it is associated with the development model of Makassarese language learning material as the concept that being developed to produce learning material based on the needs analysis towards elementary school students as the production target. In the learning development model model by Borg and Gall serve as a guide or reference to develop the concept/basic framework of a systematic learning model. In addition, the authors also adopted a model by Brown related to the development phase model of learning materials that are classified into three main phases namely: development, implementation, and evaluation.

2.1. Model of Research and Development by Borg and Gall

Research and Development (R&D) can be simply defined as the research methods used to produce a particular product and effectiveness test of the product. From this definition, research and development has implications on two main points, namely: product and effectiveness. Research and development is defined as a process or steps to develop a new product or improve existing products, that can be accounted. Besides that R&D can also be defined as a process to produce 100% new and modification event innovative products that exist but have the authenticity, validity and reliability through the process with criteria and scientific standards with repeatedly.

Related to the complexity of the mechanisms and measures of research and development in the field of education Borg and Gall (2003: 542-543) states there are ten steps in an implementation of research and development in the field of education, among others: (1) need analysis, (2) planning, (3) developing a preliminary form of the product, (4) preliminary field testing, (5) revising the main product, (6)

playing field testing, (7) operational product revision, (8) operational field testing (9) the final product revision and (10) dissemination and implementation. Ten step is a step that serves as a systematic guidance for researchers to produce a model of the development of learning materials. Such steps need to be carried out in stages in order to obtain maximum results and quality.

Related to the complexity of the research and development mechanisms and measures in the field of education by Borg and Gall (2003: 542-543) states there are ten steps in an implementation of research and development in the field of education, there are: (1) need analysis, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, (5) revising main product, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision dan (10) dissemination and implementation. The step mentioned above is a step that serves as a systematic guidance for researchers to produce learning materials from the development model. These steps need to be carried out step by step in order to obtain maximum and best quality in results.

2.2. Model by Brown

Brown (1995: 139-140) suggests the development model of learning materials is a process that involves three main phases, namely: (a) develop instructional materials, (b) learning in the classroom (field testing), and (c) evaluation of instructional materials. The first phase of the development phase consists of activities (a) needs analysis, (b) defining goals and objectives, (c) test the ability of beginning and student characteristics, and (d) preparing instructional materials as a product. Furthermore, the second phase is the implementation phase of learning include (a) teaching and learning in the classroom,

(b) a discussion between teacher and author of learning materials, and (c) revision for final repairs, and then the third phase of the evaluation, in this phase includes five case namely: (a) evaluating learning materials, (b) revision of learning materials, (c) generating and designing the learning materials, (d) distribution and publication (internally or externally on a small scale or large), and (e) it should be noted materials teaching never ends at a certain point he is always evolving according to the needs of trends that are highly dependent on the needs of learners at a particular time.

3. Development of Makassarese Language Learning Materials Based on Character Building Concept in Elementary School

3.1 Position of Makassarese Language

Before explaining further about the Makassarese language learning materials, first let me explain the position of Makassarese language. This language serves as regional language. The position is based on the fact that the local language into the language of instruction and the connections between speakers of the regional language and culture as well as supporting the community and society generally in South Sulawesi province, specifically in Makassar city. This can be seen in the depiction of the Makassar people, which is in the tradition of attitudes, and language is what distinguishes it from other public entity. Although in many writings, community groups called Makassar tribes. Nonetheless, broadly in society, both major tribes living in South Sulawesi, the Bugis and Makassar tribes, more commonly incorporated into the Bugis-Makassar. In fact, it is not much of a difference, which is prominent only in the language it uses. Therefore, the

designation of Makassar society is more often associated with the speakers of the regional language. (Wahid, 2007: 27-28)

According to Alwi and Sugono (2003: 40), the position of the regional language should be viewed from two perspectives: (1) the regional language as communication tool for the speakers who come from the same ethnic group, and (2) the regional language related to Indonesian language. If viewed from the position that mentioned in the first, regional language serves as: (1) the symbol of the pride of the region, (2) the interface in the family and local communities, (3) a means of supporting regional and Indonesian cultures and (4) supporting regional and Indonesian literature. However from the four from five functions mentioned above has not gone as expected.

3.2 The Concept of Character Building

Referring to the Rule of Character Education Development by the Ministry of Education and Culture (MEC), basically teaching character education in the principles covered as follows: (1) promote the basic ethical values as the basis of character, (2) identifying characters in a comprehensive manner that includes thoughts, feelings, and behaviors, (3) using a sharp approach, proactive, and effective way to build character, (4) provide opportunities for learners to demonstrate good behavior, (5) the scope meaningful and challenging curriculum that respects all learners, build their character, and helps them to succeed, and (6) promoting the growth of self-motivated learners. (Asmani 2011: 56-60)

Learning system design consists of four components that have a functional relationship and intertwined with each other between the learning materials, learning competencies, learning strategies, and evaluating learning. Learning strategy

which is the third link that connects between the subject matter and the competence of a material. So the things that should be taken into consideration in the development of teaching materials.

Based on the statement from Barnawi and M. Arifin (2012: 66-68) and input from MEC (2011:13). The authors in the development of Makassar language learning material implement integration strategies by integrating the values and characters into part of the learning material. From the explanation above, it can be concluded that the integrated character education is the introduction of values, gained awareness of the importance of values and the internalization of values into the behavior of everyday learners through the learning process, both inside and outside the classroom on all subjects, including Makassar languages. Integration of character education on subjects leads to the internalization of values in everyday behavior through the learning process of the stages of planning, implementation, and assessment. This is consistent with the pattern of development by MEC learning model, known by the acronym ICARE (Introduction, Connection, Application, Reflection, and Extension).

3.3 The Values of Character

As has been noted previously that basically character education can be developed through the learning process in an integrated manner. Following further exposure related to the values of character can be developed in learning process.

Fathul Muin (in Barnawi and M. Arifin, 2012: 27) states that it is essentially important pillar of the human character consists of six terms of which is as follows: (1) respect; (2) responsibility; (3) citizenship-civic duty; (4) justice and

fairness; (5) concern and willingness to share (caring); (6) trustworthiness.

Furthermore, the MEC identified 18 values derived from religion, Pancasila, culture and national education goals, namely: (1) Religious, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Work hard, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) The spirit of Nationality, (11) Patriotism, (12) Rewarding Achievement, (13) Friendly/Communicative, (14) Love Peace, (15) Joy of Reading, (16) Environmental Care, (17) Social Care, and (18) Responsibility (Curriculum Center, 2009: 9-10 in Kemdikbud Director General of Basic Education, 2011: 26-27).

Based on the above guidelines, then it should be the development of learning materials based on character values can refer to aspects of these objectives, so that the result of learning materials can achieve the expected goals lead generation and character.

3.4 Philosophy of Elementary School Students

The philosophy of elementary school of fifth grade students from this research based on the consideration that their ages ranged between 11-12 years. With a target implementation, learning materials produced will be used by students at this age category. The reason for choosing this category being targeted, if considered age, learning the language at this age are included in the operating of concrete operational period (Singer and Revenson, 1996: 22-25). The introduction of the characteristics of elementary school students is very important because it affects the components is done in the framework of the research, as well as the development of learning materials, such as needs analysis, the type of test is given, as well as the selection of the content and topic learning materials developed.

3.5 Steps of Learning Material Development

After pass the series of stages of learning model development is done with careful measures referring to the concept model was developed along with references about character values. Then drafted learning materials that have been developed based on research results. As the concept of the research and development (R&D) model, the learning materials development should be based on research process and then do development process.

Research on the learning materials developed are briefly started with targeting and then next in the school target, researcher conducted a needs analysis which consists of filling out the questionnaire related to some aspects to be studied and related to the development process and the implementation of a preliminary test (pre-test). In addition, researcher are also analyze the teaching method from the school teachers and expectations from school principal. Furthermore, researcher formulate data collected from students, teachers, and principals then shaped data tabulation and analyzed.

The questionnaire of need analysis for students include places when Makassar language use to measure students' understanding of character values that have been developed in the community. Then a questionnaire for teachers and principals focused on the expected outcomes of learning the language, as well as the efforts made by teachers to character values in students.

Following exposure to the needs analysis related to character values. Questionnaire of students found a misperception of the term that is often heard in the community such as, *Ewako!* which means spirit, it is defined negatively

by the students in the questionnaire so that the results of 45% (58 of 129 respondents) disagreed with the statement. Though the word is part of the character values . Furthermore, the questionnaire of teachers stated that the indirect method to enter character values into teaching materials integrated into option 3 of the 4 teachers. It shows that this study is a solution for teachers to develop the character of students. Then the principal's questionnaire found that two schools is still limited to using attributes to instill character values, while 2 other schools already had a meeting with the teachers to equate the views associated means instill character values (Questionnaire and Interview Results, May 2014).

Then from the results of the analysis of the needs of students, teachers and principals defined common goal of learning as follows: (1) reading skills: able to understand the information through reading in the local language, (2) speaking skills: able to give information about something, such as conversing in community, and express ideas in the local language, (3) listening skills: able to listen to the information verbally over the day-to-heart conversations and electronic media, (4) writing skills: able to express ideas in the local language, and can translate a Lontarak script into Makassar and Indonesia languages, (5) vocabulary: can understand and use the vocabulary of the local language in daily activities, (6) the structure of language: Makassar language structure can use in oral and written.

After do the steps above, then the researcher have been able to design a model of learning materials were developed. Researcher can start with a simple structure that led to the final draft. In the initial development process is structured such things as the syllabus and learning materials prototype that cover the

main parts, and determine the theme of each part in learning materials.

After completing the preliminary design process of learning materials developed, then proceed with testing of instructional design expert and Makassarese language content expert. After that, the input from the experts can be used as a reference for designing the final model of learning materials developed. Once the model is considered final, then tested the feasibility and readability on learning materials are carried out on an experimental class students were determined. The structure of learning models developed can be seen in Figure 1.

(1) *Competence*

This section consists of standards competence and basic competence are abbreviated with SC/SK and BC/KD. SK contains general objectives to be achieved by the students of the learning process that took place in each section called 'Lesson'. Furthermore KD contains the specific purpose of learning that associated with indicators of student achievement towards learning process.

(2) *Content Orientation*

This section consists of a learning component that will involve students and teachers. Learning materials are used only as a guideline and direction in determining the discussion at each meeting. However, the learning process will largely depend on the activity and the ability of students and teachers to explore further this learning material used.

(a) *Ammaca* (reading), this activity of reading material is provided in the form of text and dialog. Furthermore, at the end of each text/dialog there is a new vocabulary and questions based on the themes discussed.

(b) *Akbicarbicara* (speaking), this activity there is many of speaking skills to sharpen student ability and increase confidence in using the Makassarese language.

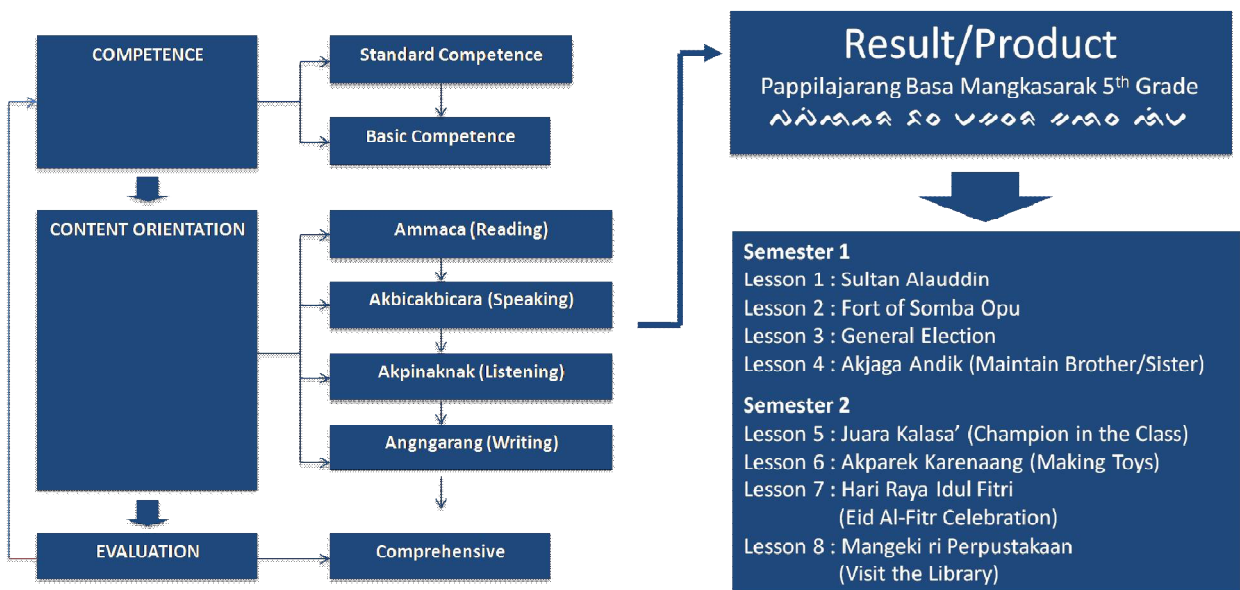


Figure 1. Learning Materials Model “Pappilajarang Basa Mangkasarak” for Fifth Grade

(c) *Akpinaknak* (listening), this activity required the creativity of teachers to present stories related to the themes discussed, then the teacher read the story to the students.

(d) *Angngarang* (writing), this activity consists of three types of activities in this learning material i.e the use of the word structure, translating aksara lontarak, and writing stories. This activity sharpen the students' writing skills, and improve the understanding to convey their ideas through writing.

(3) *Evaluation*

At the end of each lesson, an evaluation of the learning process has been held. This is to measure students' understanding of the material that has been taught. In this evaluation used a comprehensive evaluation involving the four language skills i.e. reading, speaking, listening, and writing.

Furthermore, *Pappilajarang Basa Mangkasarak* above is divided into two parts which are classified based on Semester 1 and Semester 2. Each semester consists of 4 lessons with total 8 lessons in one learning materials. The learning material has been fitted with the goal of character education that refers to the 18 values that have been identified by the Center for Curriculum MEC. The values sourced from religion, Pancasila, culture and national education goals of these values was elaborated into the topics taught in the learning material. The design is as follows:

- 1) Sultan Alauddin (Heroism) – A model of hero which perform a good character as religion followers and have a strong commitment to his country as a citizen.
- 2) Benteng Somba Opu (Historical Site) – A Battle field to defend kingdom territory (nationalism and patriotism).

- 3) *Pemilu* / General Election (Citizenship) – A reflection of democratic practice in Indonesia.
- 4) *Akjaga Andik*/ Sitting for Younger Brother/Sister (Family Live) – Teaching responsibility as a family member.
- 5) *Juara Kalasa'*/ School Champion (Motivation) – Teach students to appreciate hardwork and appreciation.
- 6) *Akparek Karenaang*/ Making Toys (Crafting) – Teach student to be more independent in producing their own games.
- 7) *Hari Raya Idul Fitri*/Religion Event Celebration (Religion) – Improve student understanding to the religion they embraced and how to be more tolerant to other religion groups.
- 8) *Mangeki ri Perpustakaan*/ Library Visit (Public Place) – Introduce students to the reading behavior by understanding the benefit of public library.

Based on the explanation above, it can be understood that research and development in elementary school in Makassar language learning materials consist of a series of characters based on a preliminary survey process, need analysis to the learning materials development with a series of test. Outcomes from this study that the drafting of learning materials of "Pappilajarang Basa Mangkasarak" / Makassar Language Learning for Fifth Grade Elementary School Student. The concept of character education becomes an important aspect in this study is inserted by integrating it into learning materials on topics associated with the character value adjusted.

4. Conclusion

Research and development in elementary schools is an effort to develop

products through the stages of research then the outcomes in a form of development product on completely new product or modified product. Research and development conducted in Makassarese language learning materials based on character building concept is one example of the application from methods of research and development introduced by Borg and Gall combined with Brown model.

Stages of research and development which consisted of a preliminary survey, needs analysis to the learning materials development are an inseparable unity. These steps must be followed systematically in order to produce high quality learning materials and can implementing on production target, in this case the fifth grade of elementary school students.

The research and development efforts of learning materials at elementary school level is not only apply to one of the subjects, but are open to all subjects. Obstacles that may be encountered in this process is the ability of developers/researcher to explore the content of learning materials offered in the learning process, in addition also have to understand the development of the methods used in their entirety.

Character education is also a bargaining position in learning materials is a necessity, that all learning materials geared to build the character of the nation. This efforts adapted from the government's program in education at the national level that promote character education as one of the pillars to form the golden generation in 2045. In research and development, the way to integrate the character values into learning materials in accordance with the opinion of Barnawi and Arifin and input from the Ministry of Education as a stakeholder in the field of education.

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THE EFFECT OF SCIENCE SOCIETY TECHNOLOGI LEARNING MODEL ON STUDENTS' COMPREHENSION AND SOCIAL AWARENESS IN SOCIAL SCIENCE AT ELEMENTARY SCHOOL

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Abstract

Improving teaching effectiveness in school is one of the teachers' tasks. In order to accomplish that, teachers must be able to choose and implement modern teaching models so that teaching becomes not only innovative and constructive, but also meaningful to the students to improve their concept understanding, creativity, application, and etiquette skills. The purpose of this study is to know whether implementing science society model in teaching social study can contribute to improve the student's concept understanding and social awareness skill. The method used in this experiment is quasi experiment design, by comparing random pretest-posttest cluster design with a control cluster of "pretest-posttest design". The cluster consisted Of 60 fifth grade elementary students where 33 students were regarded as the experiment class and 27 students as the control class. Social study materials employed in this research are technology production comprehension, communication, and transportation. The teaching process was divided into three sub materials that were carried out in four sessions. Compared to using the conventional teaching method, the outcome of this study showing a significant effect in improving the result proves that this teaching model can be applied by elementary teachers, specifically in social study, in their teaching methods to improve student's learning outcome in concept comprehension and etiquette. According to this teaching model, teachers must possess not only proper materials, but also creativity by creating a link between the materials and student's daily life and environment, specifically for issues to optimize learning process.

Keywords : Science Society Technology Learning Model, Concept Comprehension, Social Awareness Skills'.

A. Introduction

Applicability of competency-based curriculum in 2004 has been revised through the Education Unit Level Curriculum (SBC), which is known to the curriculum in 2006 requires a paradigm shift in education and learning. Such changes must also be followed by a change of organizing learning in school or in the classroom. One of the changes in the learning paradigm is learning orientation which was originally centered on teacher centered, switched to student-centered. The methodology was originally nominated more than expository, changed into participatory, and more original approach textual turned into context. All changes were intended to improve the quality of education, in terms of both process and outcomes of education.

Social Sciences (IPS) is one of the subjects that are given starting from primary school level to high school, examine a set of events, facts, concepts, and generalizations related to social issues. At the primary school level social studies material contains Geography, History, Sociology, and Economics. "The social studies is that part of the elementary and high school curriculum the which has the primary responsibility for helping students to develop the knowledge, skills, attitude, and values needed to Participate in the civic life of Reviews their local communities." [1] This means Social Sciences Education or Social Studies as part of the curriculum of primary and secondary school principal has the responsibility to help students develop the knowledge, skills, attitudes and values, in a state of life in their communities.

In line with the IPS education in primary schools as set out in the Ministerial Regulation No. 22 of 2006 on the content standards mentioned that social studies is designed to develop knowledge, understanding, and analytical skills of the social conditions in entering the global life and social dynamic.

But in fact it turns out field goal over the less accomplished as expected. One of the main problems in teaching social studies in elementary schools is still low absorptive capacity of learners. This is certainly the result rather than the learning conditions are still conventional and do not touch the dimensional realm learners themselves. In the sense of a more substantial, the process of learning to this day is still dominated by the teacher and does not provide access for students to independently through the discovery and thought processes[2]. On this basis, it is reasonable if in fact live in the community, social studies, in view of the parents occupies a position of "second class"

compared to the position of Science and Mathematics[3].

Based on these reasons, it is very urgent for teacher educators in this regard that in the implementation of learning in the classroom need to understand the characteristics of the material, learners and learning methodologies, especially related to the application of modern learning models, so that the learning process will be more varied, innovative, and constructive so as to increase the activity and creativity of learners.

Application of learning models Science Technology and Society (ITM) is expected to be one of the alternatives in social studies learning, to train students to think, solve problems and find something is characteristic of this model. Similarly, learning strategy discovery, inquiry or inductive. Besides learning model *ITM* is part of a constructivism learning model, which is expected to produce students who are responsive to issues developing in society as a form of exploration phase, the next phase of concept formation makes the students dare to make decisions, and the application of the concept phase, students can communicate or apply in their everyday lives in the community.

Science learning model is a community technology learning model that links between science and technology and its benefits for society. The purpose of the application of this model. It is to establish an individual has a science and technology literacy and has concern for the problems of society and the environment[4].

Thus the application of social studies learning through *ITM* approach is expected to various social problems posed by the development of science and technology. IPS role here is not to print the scientists or the producer of the technology, but rather focuses on thinking how to deal with the social impact of the development and application of science and technology. This is necessary so that people, especially at the level of school life can accept a variety of disciplines Science and technology results accompanied by sufficient understanding to each individual (student), and forming attitudes social concern, which in turn can accept the results of the technology without social upheavals and even can be used for the betterment of the community itself.

Of the few studies that have been conducted in Indonesia, especially in social studies, showed that the application of learning models *ITM* considered to successfully develop students' potential to significantly and there has been a meaningful learning (learning meaningful). Research conducted Holiah [5] we concluded that

the application of learning models *ITM*, an increase mastery of concepts students about science, technology and its application in the study of history, but it is also an increase in the students' attitudes towards environmental awareness of social and environmental as well as an increase in creativity and activity of students during the learning process.

Referring to the primary school curriculum in 2004 and in line with SBC, Social Study education in primary schools is directed at the acquisition of knowledge, values, attitudes and skills of students as citizens of Indonesia. With a very broad target, then this study will be limited to the ability of understanding the concept of social awareness and attitudes of students in the fifth grade of primary school, with the consideration that the development of social skills, students in grade V has been able to establish relationships with peers and environment, At that level students also have received a minimum of four years of social studies, so it is deemed sufficient to have a common base of knowledge, understanding of concepts and attitudes, as well as social values. Based on the background and thinking, this study focused on the application of community technology learning model Science (ITM) which is expected to contribute adequately to improve the understanding of the concept of social awareness and attitudes of students.

B. Research Methodology

The method used in this study is quasi-experimental methods. Shaped experimental design used random group design with pretest and posttest control group "Control group pretest-posttest design", [6].

Research conducted At Leles III Elementary School Subang District of West Java Province and the subjects in this study were all students of class V semester of 2 (two) years 2011/2012, which consists of two (2) study groups (two classes), amounting to 60 the students. The instrument used in this study consisted of; (1) test understanding of the concept of multiple choice, (2) social care students' attitudes questionnaire, (3) learning to observe the observation sheet activities of teachers and students in learning.

C. Results and Discussion

1. Contributions Application of Learning Model Society Science and Technology (ITM) Against Concept Training Students

Acquisition of an average score pretest, posttest and n-gain in the experimental class and control class can be seen in Table 1.

Table 1. Description of balanced understanding of the concept of the second class

Class	Pretest	Posttest	N-gain	Description
Experiments	12.000	20.394	0.742	Normal
Controls	11.704	12.481	0.022	Normal

The results showed that the application of science learning model community technology can improve the ability of students' understanding of the concept significantly. From the analysis of data related to understanding of concepts, beginning with the implementation of the pretest, with the aim to determine the initial ability of students. Based on the comparative test (t-test) pretest control class and experimental class pretest showed that there was no significant difference between the average initial capability of understanding the concept of students in the control class and experimental class.

The amount of the contribution of the application of learning models Science Society Technology (ITM), to the students' understanding of the concept can be seen from the improvement of learning outcomes that occurred in the experimental class, where the average score of pretest by 12,000 and the average post-test score increased by 20.394, and n- The gain is pretty showing an increase of 0.742 or equal to 74.2%, including an increase in the high category. Whereas in the control class average pretest score 11.704 and the average post-test score increased by 12.481, n-gain is pretty showing an increase of 0.022 or equal to 2.2%, based on the data analysis with comparative testing of the increase occurring in the classroom control by using test T-test can be concluded that the increase that occurred between pretest and posttest in control class there is no significant difference, so even though there is an increase, but the increase is included in the low category.

From the above it is clear that the application of the model of science learning technology community, can contribute in efforts to improve students' understanding of concepts than the application of conventional learning (regular). Improved understanding of the concepts that occur in the experimental class is a manifestation of the student's ability to understand both the concepts developed in learning. This can occur because the concepts being taught, especially in the matter "Know the production technology, communications, and transport", was developed based on the experience in his life, which connects the subject matter with the phenomena that occur within the community. For example, when teachers apply the material production technology, students are invited to visit the small industries around the school to

conduct guided observation and direct interview with regulation small industries, in order to know the benefits, advantages and disadvantages of the use of production technology of the past and modern, as well as a result that may result from the development of technology, then the results of the students' observations and interviews in groups with the guidance of teachers holding discussions and present, and thus the concepts developed in the learning becomes familiar to the students and have a long retention.

2. Contributions Application of Science Learning Model Society Technology (ITM) Social Awareness Attitude Against Students

Acquisition of an average score pretest, posttest and n-gain in the experimental class and control class can be seen in Table 2.

Table 2. Description of social care attitude scores in both classes

Class	Pre test	Post test	N-gain	Description
Experiments	57.091	63.162	0.431	Normal
Controls	57.000	58.333	0.002	Normal

Based on the results of data analysis in this study proved that the application of *ITM* learning model can contribute significantly to the upgrading of social care student attitudes. Tests that begins with an analysis of the ability of the average scores early in the experimental class and control class showed no significant difference between the two groups, it can be seen from the acquisition of the average pretest score in the control class is 57.000 and the average score pretest class experiment at 57.091, this means that before learning the two groups have different abilities attitude. Furthermore, after the application of learning obtained an average score of posttest in control class is 58.333, and n-gain is pretty at -0.002 or equal to -0.2% lower categories, based on the results of the comparative test (t-test) showed no significant difference means between prior learning and after learning the control class there is an increase. While the experimental class average score of 63.182 and posttest achieve n-gain is pretty at 0.431 or equal to 43.1% including the increase in the medium category, the results of comparison test (t-test) shows that there are significant differences. Thus the experimental class learning between before and after the learning experience an increase or a significant change in the attitudes of students related to the material being taught.

ITM Learning model application can improve understanding of the concept which implies growth of social care student attitudes are characterized by the ability to make rational decisions on the development of science and technology and their advantages and disadvantages in everyday life. this is in accordance with the purpose of learning social studies as described, that the characteristics of the modern curriculum in social studies learning aims to develop students' skills in order to make rational decisions, and to be able to participate in social life [7]. *ITM* application of learning models based on the close relationship between science, technology, and society in learning embraces the view of constructivism, which stresses that the learners to form or construct knowledge through interaction with the environment[8].

D. Conclusion

Results of this study illustrate that through the application of learning models *ITM* in social studies can improve understanding of concepts, since the concepts developed by teachers based on real experiences in the lives of students, which connects the subject matter with the phenomena that occur within the community. Essentially emphasize that the development of memory, attention and reasoning involves learning to use the tools that exist in society, knowledge and understanding when someone is constructed socially engaged in dialogue and active in experiments and experience [9]. In this case the student does not only require access to the physical experience but also the interaction with the experience possessed by other individuals. For that to learning can take place effectively and more meaningful learning materials for students, the application of learning models *ITM* in social studies in elementary school teacher can be used as an alternative in learning.

The results also show that an increase in the ability of understanding the concept has implications for the upgrading of social care student attitudes. Because the Application of *ITM* learning model in which the implementation began of the issues that exist in the environment, build knowledge through events experienced by students, involving students directly in applying the concepts associated with the material learned through observation of activities, so that students can develop the attitude domain because the functioning of the factors that may affect the learning process. By involving students in real activity and then encourage students to be able to

apply the technology in everyday life, then at the end of the study are expected not only cognitive aspects of students are growing, but the skills, attitudes, creativity, and the ability of application of concepts also increased. Thus, in applying the learning model *ITM*, teachers should master the subject matter and creative in linking the material being taught with the daily life of the student environment, specifically looking for issues that will be raised in learning, so that learning can take place more optimal [10].

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EFFORTS TO IMPROVE STUDENT LEARNING RESULTS USING AUDIO VISUAL MEDIA IN NATURAL SCIENCE TEACHING AT TANJUNG III ELEMENTARY SCHOOL

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Abstract

An issue that is commonly found in the class is student low achievement. Because teachers do not use the right media and provide less interesting activities, students become less interested in learning science. Therefore, researchers have been trying to use audiovisual media aimed to see whether science learning achievement will be increasing when audiovisual media is used in science learning. This research was conducted in Tanjung III Elementary School, with a population of 52 fourth grade students. The conducted research is Classroom Action Research using Kemmis and Taggart theory comprising of three phases cycles of planning, action, observation, and reflection. The result shows that there is an increase of the percentage of academic achievement for fourth grade students with an average value of cycle 1 reached 60.04, cycle 2 reached 67.35 and cycle 3 reached 71.40. The number of students reaching minimum completeness criteria as many as 60 from the first cycle are 25 or 55,56%, while those in the second cycle are 39 students or 81%, and in cycle 3 are as many as 45 people or 90%. For the planning and execution of activity, there is an increased percentage, showed at cycle 1 reaching 78% of lesson plan, reaching 71,43% of student's activity, and reaching 80% of educator's activity. In the seconds cycle, lesson plan increases to 84% , 85,71 % of student's activity, and 88% of educator activity, while in the third cycle are 94% of lesson plan, 96,43% of activity, 93% of educator activity. The results prove that learning by audiovisual media likely prefer method as depicted by an increase in the percentage of each cycle.

Keywords: academic achievement, audiovisual media, educators activity, the activity of learners

A. Introduction

Education Natural Sciences or Science is an educational field of study, with the universe and all the processes that occur in it as its object. Therefore, the development of Natural Sciences is closely related to the development of technology and its benefits for society. Natural Sciences of the Universe include investigations or research activities that begins with awareness of the issue [1].

Judging from the translation of science indicates the realm of science include processes, products, attitudes, values and morals. The components in the process include, among others: the identification of problems, observations, draw up hypotheses or make predictions. Component products include: facts, concepts, theories and generalities, while the components attitudes, values and morals, include: a high curiosity, critical, creative, humble, open-minded, the desire to help others using his knowledge, love the environment and the desire to part in natural science actively resolve environmental problems and recognize the natural order as the creation of God Almighty.

It is hoped that in science teaching can be developed cognitive abilities, psychomotor, affective and students, so that after studying science at school, students not only have the ability to compete at national and international level but also become Indonesian citizens who care about the physical and social environment. States that a lot of ways that can be done to improve student success in understanding the natural science, one of which is a factor of teachers in implementing the learning process. Improving the quality of learning should start from the basic level to a high level. Improving the quality of learning at the basic level should be a top priority, because learning at the basic level is the main foundation for learning at the next level [2]. In the primary school age is an important phase in child development and this can affect the quality of Indonesian human resources that will come. In this phase the students have a curiosity, responsiveness to problems and have a high interest to understand the phenomenon. Therefore, the teacher as part of the educator is obliged to develop the ability and character development and a dignified civilization in order to educate the nation, and aims to develop students' potentials to become religious and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens democracy and responsible [3].

In accordance with Law No. 20 of 2003 on National Education System, particularly in science teaching, educators can do much to develop the

potential of learners. Fourth grade science teaching developed and implemented based curriculum that contains instructions on capabilities that must be mastered by the fourth grade students in learning science [4]. Ability is emphasized among other products, attitudes, values and morals. Achievement product capabilities, attitudes, values and morals is not a capability that can suddenly possessed by a child, but a capability that is owned by the process. That process including through the introduction, training and continuous learning. Every child has the ability and the different developments in absorbing material. Method is a procedure that is focused on students in understanding the ease of learning. The approach is the basic concept that encompasses a method with theoretical coverage, while the media is a tool used to facilitate the learning process. Therefore, teachers in teaching the material must use the methods, approaches and media are varied in order to achieve learning objectives. In fact, seen from the list of values contained in the fourth grade SDN Tanjung III in learning science is still low. The average grade on learning science was 5.5, while the percentage of the result is 45% of students are achieving *KKM*. Students do not understand the concept due to the lack of attention of students when hours of science lessons take place. As for the causes of which are educators teach science learning with the classical way of making it less interest and attention of students, the whole process is still colored learning the emphasis on knowledge and still little is referring to the involvement of learners in the learning process itself, the number of students who are too much in one classroom so that learning is less effective, and less precise educators in the use of learning methods and media.

The learning process is one of the daily activities usually done by teachers and students in a particular place. In the learning process there is a presumption that says that the material being taught by teachers can all be absorbed by the student. A teacher of Natural Sciences of the statement is not correct. Because many abstract concepts in science are quite difficult to be understood by elementary school students. Primary school students (7-11 years) are located in the concrete operational stage, so that learning is presented in such a way abstract should be a little estate, in this case the audiovisual media can bring something abstract into a little real, in the sense could bring something that does not exist in the form of the video [5]. A person is said to have learned the concept of science if such person to show certain behaviors for the better. Therefore, when the teacher will explain a specific topic in science teacher should choose the

appropriate model or method that can facilitate students in understanding the concepts contained in the topic. Learning is not just fixated on something more than talk and transfer of knowledge, along with the development of knowledge and technology schools seek new forms in the learning process of children to optimize their potential [6].

Utilization of information technology is the basis for the development of learning in the classroom. Both in the classroom setting as well as the media. With rocks technological tools, learning can enable children to learn what they want [7]. In the book Asep Hernawan contains several studies stating that the acquisition of learning outcomes through the sense of perspective around 75%, through the senses of hearing about 13% and through other senses around 12%. The same thing is confirmed by Bought (in ACHSIN, 1986) which states that approximately 90% of one's learning results obtained through the sense of perspective and a 5% obtained through the senses of hearing, and 5% again by the other senses. Results of research in BAVA (British Audio Visual Aids, 1998) indicates that the information is absorbed through the sense of hearing is only 13%, whereas 87% by the other senses [8]. Administration visual stimuli faster than through other senses. Results of the study also has shown that the parts of the brain in charge of seeing and observing will work optimally when stimulated by an attractive dish [9].

Left brain speed when reacting appears based on experience memory of the object or objects already known. Then the left brain is able to mention it in verbal form. Then the information is stored in the memory so that the logic *bounces* when he heard the audio stimulus. The phenomenon of the field indicates that this condition strengthens the sharpness of the students left and right brain. By stimulating stimulus using multimedia (audio-visual media) the ability of students to understand the learning will be more perfect information. Obviously that the left brain can understand the request or simple translation of the stimulus is seen and the receipt and better able to interpret what is seen, accepted and understood. While the right brain is superior in image recording or visual stimuli than the left hemisphere.

Many claim to do the teacher in providing learning with audio-visual, like the demanding teacher with tools that do the job more complicated, directing the role of teacher to coach, providing the opportunity for teachers to learn the contents of the learning back to the direction of the video or power point, so the teacher must be to provide better learning. Audio-visual media can also provide a boost to the students to work harder and be careful

in studying, building a culture of quality grades in school work significantly, and can boost the appeal of the students towards learning. Innovations in the field of class means that teachers must meet educational purposes in accordance with the growth and development of physical potential, intellectual, social, emotional and psychological learners. By nature science learners have the same potential in an effort to understand something. So the implications of these insights in the learning activities of students studying the subject to be addressed as a creative able to find understanding own.

Expected in the learning process serves as a model teacher, facilitator, motivator, a provider of learning materials, and the actor who acts as a student. Given the importance of the ability of understanding the concept of science in the fourth grade of elementary school students, but based on observations by the author in SDN Tanjung III, most students do not understand the concept of natural science. By using audio visual media can facilitate students understand the concepts of science. In addition, the use of audio visual media to attract interest and attention of students during the learning. Students are not just imagining about science concepts but can be viewed directly through the audio-visual impressions. The authors are interested in doing classroom action research (*PTK*) to find solutions to overcome the problem through understanding the concept of science that ultimately related to student achievement. The method can be used to solve this problem and provide a variety of learning is lectures, discussions, experiments, assignments, tutorials, demonstration, question and answer, with the support of audio-visual media.

B. Theoretical Basis

1. Definition Media Learning

Media comes from the Latin is the plural of "Medium" which means "middleman" or "introduction" to the message source receives the message. The learning media is the messenger technology that can be used for learning purposes. Learning media is the physical means to convey the content or learning materials. Learning media can be concluded is anything that can deliver the message, stimulating thoughts, feelings and willingness of learners so as to encourage the creation of a learning process in self-learners [10].

Student learning experience plays an important role in the achievement of learning objectives. Here in lies the role of the media in creating a learning experience of students. To understand the role of media in the process of getting the learning experience for students. Edgar

Dale describe in cones experience as follows:

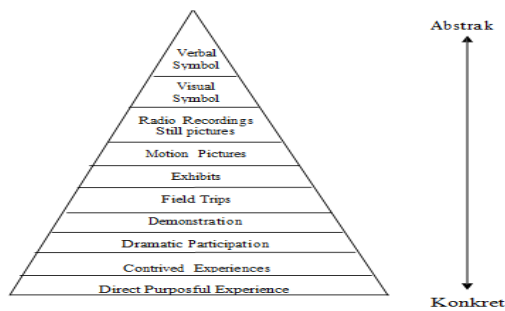


Figure 1.1 Experience Edgar Dale [10]

Edgar Dale of the cone experience, knowledge that can be gained through direct experience and no direct. More objects are studied, the more concrete knowledge acquired vice versa. Staying the teacher task choosing what media is most effective by considering all aspects.

2. Positions Media in Learning

The position of media in learning is very important even in parallel with learning methods, because the methods used in the learning process will usually require any media that can be integrated and adapted to the conditions encountered. If returning to the paradigm of learning as a transactional process in conveying the knowledge, skills and psychomotor, then the position of the media if it is illustrated and aligned with the communication process that occurs. Here is a picture that shows the position of the media in a process which can be regarded as the communication in the learning process.



Figure 1.2 Position of Media in Education [10]

3. Benefits of Learning Media

Benefits of learning media are as follows:

- With the demonstration, the teacher can put the basics of the real to the students to think so as to reduce the occurrence of verbal in students.
- Using props, the interest and attention of students can be increased.
- Use of props, can be laid the basis for the development of learning so that the learning outcomes will be more stable.
- The use of props can give you a real experience to students and cultivate students' thinking in learning activities.
- The use of props can help foster an student language developments.
- The use of props can provide experience to students who are not easily obtained in any other way and help efficiency learning experience close to perfect [11].

The benefits of learning media functions are as follows:

- Learning would attract more attention so as to motivate students to learn.
- Learning will become clearer meaning so as to enable students to better understand the learning objectives.
- The method of learning will be more varied, not eye-verbal communication through the narrative of the words of the teacher.
- Students more learning activities for not only listening to the description of teachers, but other activities such as observing, working, and demonstrate [12].

Based on the above statement, the authors conclude that the use of instructional media aims to accelerate students' understanding of the actual situation.

4. Types of Learning Media

So the diversity of media used for learning, then [13] classifies media into two types: simple media (blackboard, pictures, posters, maps, etc.) and advanced media (radio, movies, television, computer and other). While Bretz in (in ibid. Page 17) classifies there are 7 (seven) classification of media, namely:

- The motion audiovisual media, such as sound movies, videotapes, television movies.
- The audiovisual media silence, like: movie sound cluster, etc.
- Audio motion such as: writing away in silence.
- Visual media moves, such as: silent movie.
- Visual media silence, such as: print pages, photos, microphone, mute slide.
- Audio media, such as radio, telephone, audio tape.
- The print media, such as books, modules, teaching materials independently.

Table 1.1 Learning Media Group [13]

No	Media groups	Instructional media
1.	Audio	Audio tape (roll or cassette) radio audio discs (pre-recorded broadcasts)
2.	Printed	Programmed text book handbook /manual task book
3.	Audio - Printed	Equipped exercise books cassette image / poster (with audio)
4.	Visual Project Silence	Movie frame (slide), the movie bundle (containing the verbal message)

5.	Silent with Audio Visual Projects	Movie frame (slide) movie sound bundle voice
6.	Visual Motion	Silent movie with the title (caption)
7.	Visual Motion with Audio	Movie sound video / VCD / DVD
8.	Object	Real object model of mock (mock-up)
9.	Computer	Computer based media; CAI (Computer Assisted Instructional) and CMI (Computer Managed Instructional)

Of the various groupings of the instructional media, instructional media simply divided into three parts, namely:

a. Visual media

Visual media is media that can only be seen by using the senses of sight. These media types are often used by teachers to deliver content or learning materials. Visual media is composed of visual media can't be projected (non-projected visuals) and media that can be projected (projected visual). Examples of visual media are tables, pictures, posters, photos and slides.

b. Media Audio

Audio media is media that contains the message in the form of auditory (can only be heard) that can stimulate thoughts, feelings, attention and willingness of students to study teaching materials. Examples of audio media is the voice tapes and radio programs. The use of audio media in the learning activities in general to practice skills related to listening skills.

c. Audiovisual media

Audio comes from the English language meaning nature or associated with hearing or noise (sound). Sound (audio), which means it can be detected by the human ear are at a frequency range of 20 Hz to 20 kHz. While the visuals are everything that can be captured by the human sense of sight as a result of the vision and observation does. Visual-based media (image or parable) holds a very important role in the learning process. Visual media can clearly understanding and strengthen memory. Thus the visual can also foster students' motivation and can provide the relationship between the contents of the subject matter with the real world. To be effective, the visual should be placed in a meaningful context and the students have to interact with the visual (image) to ensure the update process.

Visual media itself is divided into three categories, namely pictures or graphics, lines, symbols which is a form that can be captured by

using the sense of sight. Thus the audio-visual intent is that each message received by the sense of sight and hearing as recipients visual tool form in which to deliver audiovisual needed tool-tool called the audiovisual media. As Solomon, audio-visual media are tools that "audio able" meaning that it can be heard and tools that "visible" means visible [13].

Audio-visual media everyday community known as the entertainment media and provide information such as television, video, cinema etc. The information provided by these tools very quickly and easily accepted by humans because it involves two senses at the same time that the sense of sight and sense of hearing. So it is the audiovisual is everything used by teachers to convey a message that can stimulate thoughts, feelings, and concerns students delivered through the sounds and shapes.

3. Definition Video Movie

The type of video used in this study a Video Learning Science that it includes a movie about "celestial bodies and the earth picture". Movie is a picture of life, also often called a movie. Movies are collectively often called cinema. Cinema itself is derived from the word kinematics or motion. Movie is also actually a layer of liquid coating cellulose, commonly known in dunai moviemakers as celluloid. Understanding literally movie (cinema) is Cinemathographe derived from *Cinetho = Phytos* (light) + *Graphie = grhap*, so the sense is motion painting with light. So that we can paint with light movement, we have to use a special tool that we call the camera. Movie produced with footage of people and objects (including fantasy and false figure) with the camera, and or by animation. Using celluloid movie camera (or the like, according to the development of technology) Granules silver halide attached in this band is very sensitive to light. When the process of washing the movie, silver halide that has been exposed to light with the right size and dissolved together liquid developers.

The movie has a lot of sense that each meaning can be described broadly. Movie is a medium of social communication formed from the merger of two senses, sight and hearing, which had a core or theme of a story that has revealed the social reality that goes around the neighborhood where the movie itself grows. Movie itself can also mean an industry, which prioritizes the existence and interest stories that can invite a lot of people involved. Different movies with story book, or a soap opera story. Although both raised the essential values of a story, the movie has its own principles. In addition to economic principles when viewed

from the perspective of the industry, the principle which distinguishes the movie with the other story is the principle of cinematography.

Cinematography principle can't be combined with the principle- the principle of more for this principle with regard to movie making. The principle of how the layout contains cinematography cameras as a means of shooting, how the layout of the property in the movie, an artistic layout, and a variety of settings - settings of other movies [13] p. 21.

4. Step-by-step learning activity using audiovisual media:

- a. Who are LCD Projector, Laptop, video that has been downloaded and speakers to clarify the voice.
- b. Explain to the students' learning objectives that are expected to use audiovisual before the video aired.
- c. Turn on the video material that will be taught and instructed students to watch it.
- d. After the students watched, ask them to comment on the videos they've watched.
- e. Teachers explain the content of the video that has been aired, so that students better understand what the purpose of the video.
- f. Learning activities can be followed by group discussion and question and answer.

5. Advantages and Disadvantages of Using Audiovisual Media

The purpose of which is to be expected with the use of audiovisual media by Edgar Dale, YD Fim and F. Hakan in are as follows [14]:

- a. Provide the basis for the concrete experience of thinking with abstract notions to students.
- b. Heighten or enhance the student's attention when learning
- c. Giving reality, thus encouraging self acting.
- d. Permanent learning outcomes
- e. Adding vocabulary of children who really understood (not verbal)
- f. Provide experience

The use of video in addition to audio-visual media has several advantages, it also has some disadvantages, among others, as follows:

- a. Excess use of audiovisual media video
 - 1) Concretize the concept - abstract concepts
 - 2) Bringing dangerous objects or difficult in the can into the learning environment
 - 3) Presenting objects - objects that are too large or small
 - 4) Shows the movement is too fast or too slow motion
 - 5) Generating motivation to learn
 - 6) Presents information to learn consistently and can be repeated and stored according to needed

- 7) Presenting a message or information simultaneously to all students
 - 8) Overcoming the limitations of space and time
 - 9) Controlling the direction and speed of students'
- b. Weakness use of audiovisual media
- 1) Need the considerable cost
 - 2) Many other classes disrupted when the screening takes place because of the harsh voice can disrupt the concentration of learning another class.

C. Methods

This research is a classroom action research (Classroom Action Research). Action research is a research which is aimed at improving the effectiveness of research and practice efficient students. Given this research is done in the classroom, the methods used in the classroom action research. This classroom action research conducted in accordance with a program that has been implemented in SDN Tanjung III the number and hours of science lessons as much as two hours of lessons a week made one meetings. Design intervention actions / design cycle studies using models Kemmis and Mc Taggart in Ruswandi et al. (2007) [15]. As for working procedures in classroom action research Kemmis and Taggart is basically a cycle which includes the steps of (a) planning, (b) the actions and observations, (c) reflection. After reflecting continued re-planning.

And compiled an modifications in the form of a series of actions and observations again. And so on to form a cycle. Thus the research activity in this action through certain stages and cycles as shown in the picture:

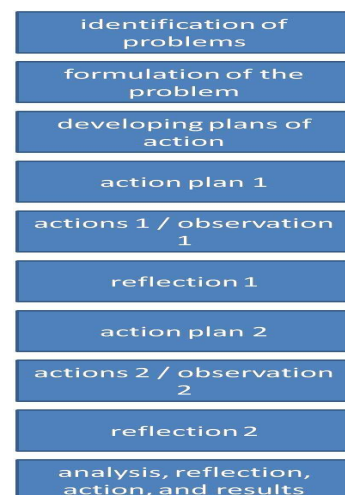


Figure 1.3. Draft Cycle Research

1. Location and Time Research

This research was conducted in grade IV

SDN III Subang District. As for the research is planned in May.

2. Subjects Studied

This school has 8 rooms with a number of class 6 rooms, one office and one room of the library as well as have the number of pupils as many as 52 students with a composition of 25 female and male students as many as 27 students. While observers in this study is the colleague and the principal at the time the researchers implement learning.

D. Results and Discussion

Activities educators and learners activity based on data obtained in the act of learning using audiovisual media have shown improvement. See intervention measures have been implemented by researchers through the distribution cycle 1, cycle 2 and cycle 3. The results showed an increase in the percentage of students learning achievement natural science IV class with an average value of cycle 1 at 60, 04, 2 cycle, namely 67, 35 and 3 cycles at 71, 40. In addition, in Cycle 1 students who reach the *KKM* 60 new 25 students or 55.56%, in the second cycle at 39 people or 81%, and learners who achieve the *KKM* 60 on 3 cycles as many as 45 people or 90%. For the planning and execution of actions increased percentage, ie on 1 cycle lesson plan 78%, the activity of 71 students, 43%, and educators activity is 80%. In cycle 2, namely 84% lesson plan, activity learners 85, 71%, and educators activity is 88%, whereas in cycle 3 that lesson plan 94%, the activity of 96 students, 43%, and educator activity at 93% ,

Seeing the results achieved prove that learning by using audio-visual media used educators are correct. Buoyed by the increase in percentage in each cycle.

1. Questionnaire Results:

- a. From the questionnaire revealed that many learners are of little value as one of the factors they are not happy with the science lessons, but after being introduced to science teaching that there is an increasing use of audiovisual media, namely that there had been 20 students who love science lessons or 44% becoming 38 students in cycle 3, or 76% of students like science lessons.
- b. From the results of the questionnaire revealed that a book supporting students who had only 18 people, but after learning because students are very enthusiastic about the science lessons because there are 8 supported interactive media students who buy a book sources
- c. From the results of the questionnaire study media is enough, because the projector is already exist but are rarely used because of lack of control technology educators audiovisual learning.

- d. From the questionnaire results revealed that the students are very happy to learn groups, there are 38 students or 76%.
- e. From the results of the questionnaire revealed that there are 44 students or 88% of students liked learning with video.
- f. From the results of the questionnaire the students of the schools towards learning is increasing, it is due to reflection and improvements continue to be made researchers for carrying out the cycle.
- g. From the results of the questionnaire more than half of the students say it is easy, meaningful learning successfully and according to plan, without reducing the level of difficulty about each cycle.
- h. From the results of the questionnaire the students prefer to learn by using audiovisual compared with the lecture method, which pleased there were 45 students from 50 students who attended or 90% of them enjoy learning with audiovisual.

2. Results of Interviews

a. The results of interviews with educators:

- 1) Educators have never even using audiovisual media
- 2) Educators have not been skilled use of audiovisual media
- 3) How researchers have very good teaching
- 4) When compared with the lecture method using audiovisual media attention level of students is very different, with the use of audiovisual media students are very enthusiastic and very interested, especially when researchers conducted a quiz.
- 5) The problem of learning with low achievement can be resolved properly if using audiovisual media.

b. The results of interviews with learners:

- 1) The students are very happy and enthusiastic in learning by using audiovisual media
- 2) Students have not attracted towards learning science, but now they are becoming interested in learning science, learning science because they feel it is crowded.
- 3) Students feel that teaching science is fun and easy lessons
- 4) Learners every day waiting for the video to be displayed interesting especially by researchers

E. Conclusions and Recommendations

1. Conclusion

Based on the results of research and discussion, it can be deduced as follows:

- a. Student achievement in science learning using audio-visual media increases this is indicated by an

increase in student achievement in cycle 1 for 55.56% of the students at the top of the *KKM* and the second cycle by 81% above the *KKM*, and at cycle 3 by 90% of students above *KKM*.

b. Learning to use audio-visual media is able to increase the activity of the teacher and student activity grade IV SDN Tanjung III Subang District.

c. For the planning and execution of actions increased percentage, ie on 1 cycle lesson plan 78%, the activity of 71 students, 43%, and educators activity is 80%. In cycle 2, namely 84% lesson plan, activity learners 85, 71%, and educators activity is 88%, whereas in cycle 3 that lesson plan 94%, the activity of 96 students, 43%, and educator activity at 93% ,

2. Suggestions

Based on the results of research and discussion of this class action, the researchers submit suggestions aimed at improving learning achievement and teacher in the learning process. So that student achievement increases. As for suggestions as follows:

1. In the process of learning (especially learning science), teachers should use the media to create the circumstances that pleasant to encourage students to to be more enthusiastic about learning and not feel pressured. Learning will be more meaningful and useful for later life.

2. The use of audio-visual media should be supported by regular classroom management.

3. The use of audio-visual media can be varied with different learning approaches such as group discussions, giving quizzes and assignments in the learning process.

4. Encouragement of various parties including parents, teachers, principals and authorities is needed for further development in science teaching.

5. Researchers have limitations in this study which is expected to be a reference in future studies at different schools and classes.

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INCREASE SMART OF STUDENT INTERPERSONAL GO THROUGH TO LEARN THEMATIC INTEGRATED IN EDUCATION PANCASILA AND CIVIC (PPKN)

(ACTION OF CLASS RESEARCH STUDY IN CLASS IV SD ISLAM AL-AZHAR 13 RAWAMANGUN JAKARTA)

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Abstract

Research aim to know execution of PPKn's learning based on thematic the integrated in attempt increases intelligence of student interpersonal in the class IV SD Islam Al-Azhar 13 Rawamangun Jakarta, is done with using action of research design class by using spiral model or cycle of Stephen Kemmis and MC. Taggart. Action research is committed through planning step, execution and observation, and reflection. data collecting is committed with using instrument is in the form of enquette, action of watcher sheet teacher and student in execution of the thematic integrated learning, and annotation of field. validity test and instrument reability is gone through triangulation and expert judgement. result obtained of this research is existence of intelligence of improvement student interpersonal by using the thematic integrated learning matching with curriculum 2013. the result of intelligence of enquette cycle interpersonal I and II are 69,1% and 83,36% and action of watcher datas teacher at cycle I and II are 70% and 81% as for at student at cycle I and II 72% and 85%. so every intelligence of cycle student interpersonal experiences improvement so that target can be reached, and execution of the thematic itegrated learning also experiences improvement. result of data collected indicating that activity of learning PPKn through the thematic integrated learning can increase intelligence of student interpersonal. the thing is proved with existence of intelligence of improvement student interpersonal which is measured through sheet observation committed at cycle I and II. so, this research indicating that application of the thematic integrated learning in capable PPKn increases intelligence of student interpersonal.

Keyword: The intelligence of Interpersonal, PPKn, thematic integrated learning

1.

Introduction

The attempt of quality of improvement education in the elementary school (SD) need to do. One of them is by improving learning system which no longer conventional but using various new approaches. One of attempts are by using the thematic integrated learning in SD as managed in curriculum 2013. This thing as according to the development of reality student itself which is being in the middle of phase of unique the development where student look into something the studied having the character of holistic, so that requiring different learning also with level of higher education.

learning Internal issue PPKn in SD is learning approach usage is not correctly, so that does not fulfill hope like load of value order in a hope that can be internalization at student's self. This thing relate to public criticism to lesson of matter PPKn does not charge practical values, but only have the character of theoretical. Learning method impressed stiff, less flexible, less democratic, and teacher tend to more dominant. Teacher more chase target orienting in value of final exam. Teacher is not able yet to develop various intelligences of student interpersonal in process of learning PPKn in SD.

In Kurikulum 2013, Kewarganegaraan's education (PKn) with

change name to become PPKn where various stands or values of character which will be developed to cover: honest, discipline, responsibility, decent, caring, self confidence, obedient to discipline, study, affection, cooperation, appreciating, etcetera. To reach stand or value of the character, besides done indirectly through various learning activities do, teacher is expected to can do assessment directly at value of accessibility certain character at student x'self. But in observation in the stand field which illustrates intelligence of student interpersonal still low. Most students have not been formed well feels its empathy, the stand of pro its social, self awareness, and also way to communicating which either with friend neighbour and also teacher.

Based on condition, curriculum 2013 have been developed the thematic integrated learning which was school activity by set matter some subjects in a theme. This integrity can be interpreted as lesson matter enableness bound by a theme. In this way understanding of concept always strenghtened caused by understanding synergy between concepts packed in a theme. Therefore thematic integrated learning considered more effective, efesien and have a meaning through exploration of a theme to correlate various subjects. But in actually still is not how optimal is the inwrought thematic learning which done by teacher so that is not able yet to increase intelligence of student interpersonal in an optimal fashion.

1.1. Intelligence of Reality Interpersonal

There are some opinions of expert concerning understanding of interpersonal intelligence. According to Thomas Armstrong (2000: 4) the intelligence of interpersonal is ability of perception and differentiate mood, intention, motivation,

and feeling of others. This intelligence covers sensitivity at face expression, voice ; ability differentiates assorted of signal of interpersonal; and ability respond effectively the label with certain pragmatic action (for example affecting a group of people to conduct action certain). Besides Armstrong also gives characteristic for assessment to student which has intelligence of interpersonal, for example: like to have socialization with friend coeval; having a bent for leader; giving suggestion to friend which has the problem; y to get along with; becoming member of club, committee, or informal group among friend coeval; like to teach other children informally; like to play at with friend coeval; having two or more close friends; having empathy either or attention to others and heavily are favoured friends.

Gardner and Checkkley in Muhamad Yaumi (2012: 21) give understanding of interpersonal intelligence is ability understand mind, stand, and behavior of others. This intelligence is intelligence with indicators please for others. stands posed at by child in intelligence of interpersonal fully cools and full of peacefulness. Therefore, the intelligence of interpersonal can be defined as ability of perception and differentiate mood, meaning, motivation and desire of others, and ability gives response correctly to mood, temperament, motivation and desire of others. So with memilki intelligence of interpersonal a child can feel what felt by others, catching intention and motivation of others acts something, and is able to give correct response so that others feels comfortable.

The intelligence of interpersonal also is ability to deal with people around us (May Lwin et. 2008:197). This intelligence is the ability to understand and estimate feeling, temperament, situation, heart, intention and desire of others and respond

his(her in eligible. This intelligence which enables the us to build contiguity, influence, leader and build relationship with public. The intelligence of Interpersonal one's ability indication is for stiffer to feeling of others (Hamzah B Uno and Masri Kuadrat, 2010:13). Student tend to understand and interact with others so that easy with socialization with community in around it. A kind of this intelligence also often called as by social intelligence, which besides ability maintains friendship which close to friend, also includes ability like leading, organization, handling dispute between friends, obtaining other student sympathy.

The intelligence of Interpersonal according to Justinus Reza Prasetyo dkk (2009: 74) is the capacities to understand intention, motivation, and desire of others. With intelligence of interpersonal will be able to do the followings: 1) Have the sensitivity to know mind, feeling, and intention others, 2) Cooperate with others in a working team, 3) Communicate effectively with others, 4) Easy emphatic with others, 5) Have soul of leadership and capable become mediator is between others in a problem. 6) Persuade and point others, 7) Teach and talk in front of many people, 8) Easy to maintain social relationship with novice, 9) Like to have organization and become member of a social union, 10) Give suggestion and counseling to others.

Based on opinion of the experts concerning understanding of interpersonal intelligence can be synthesized that intelligence of interpersonal is the ability to observe and understand intention, motivation and feeling of others. It is sensitive at ekspresi face, voice and body of movement others and he capable give response effectively in communicating. This intelligence also able to come into other individuals, understand world of

others, understand opinion, the stand of others and generally can lead group.

There is three-dimensional of intelligence of interpersonal which is: a) Social sensitivity, b) Social insight, c) Social communication. Social sensitivity or sensitive of social sensitivity, that is ability of the child to is able to feel and observe reactions or change others which are indication by by him either in verbal and also nonverbal. Child which memilki social high sensitivity will be easy to understand and realize existence of certain reactions of others, don't know the reaction are positive nor negative (Safaria's tee: 2005, 19).

Social insight, that is ability of the child to understand and look for problems of effective the problem in a social interaction, so that masalah-masa is does not pursue besides breaking social relationship which have been built by child. Of course the offered troubleshooting is approach win or win-win eye drops ophthalmic solution. In it there is also ability of child in understand social situation and social ethics so that child is able to accomodate x'self with situasi. Bottomside foundation of this social insight is growth of child self awareness well. Self awareness which develops will make child is able to understand self situation either internal and also external situation like realizing its emotions who are coming up (internal) or realize appearance of its own way of dressing, way to talking it and its voice intonation (eksternal.)

Social communication or acquisition of social communication skill is the individual to use process of communications in maintaining and build relationship of healthy interpersonal. In process of creating, building and keep up social relationship, then someone requires supporting facilities for it. Of course supporting facilities for the used is through

process of communications, which include either communications verbal, non verbal and also communications communications through physical appearance. Communications skill which must be quasi are skill listen effective, skill talk effective, skill public speaking and skill write effectively.

As for characteristic of child which has intelligence of high interpersonal according to Safaria's tee, that is: 1) Be able to develop and create social new relationship effectively . 2) It is capable emphatetic with others or understand others totally. 3) It is capable keep up its social relationship effectively so that is not annihilate weather beaten and always develop increasingly intimate / deep and full of meaning. 4) Be able to realize communications verbal and also non verbal which are raised by others, or equally sensitive to social the change of situation and its demands. So that capable child of self menyesuaikan effectively in all kind of situations. 5) Be able to solve problem which happen in his(her social relationship with approach win-win eye drops ophthalmic solution, and most important is to preventing the emerging of its social relationship internal issue. 6) Having communications skill which include skill to listen effective, talking effective and writing effectively.

Some students require the opportunity to throw idea to others in a hope that can learn in an optimal fashion in the class. Student which will be public spirited most felt by of benefit of learning group. But, because all students have degree of intelligence of different interpersonal, teacher shall have knowledge approach and teaching which involve interaction between students. following strategies can assist teacher to assist need of student of togetherness and relationship with others. strategies used according to Hamzah Uno dkk for

example: 1) Sharing taste with classmate, and 2) Team-work.

1.2 PPKn SD Based on Inwrought Thematic

In SD is recognized existence of subject of Pendidikan Pancasila and Kewarganegaraan (PPKn) mandatory given from starting I-VI's class. PPKn is subject which focus in formation of self which is various from the angle of religion, socioculturals, language, age, tribe, to become Warga Negara Indonesia smart, skillful, and having the character of commended by Pancasila and Constitution 1945. So PPKn is subject which is very required for Indonesia state which has plural society, and in attempt of character formation as good citizen as according to Pancasila ideology and Constitution 1945.

While in Indonesia in learning PPKn SD according to KTSP (2006) aim to in a hope that student has ability as follows: 1)Berpikir critically, rational, and creative in responding civic issue, 2)Berpartisipasi actively and responsible, and acting smartly in activity of social, nation and with state, and anti of corruption, 3)Berkembang positively and democratically to form x'self based on public of character Indonesia in a hope that can live together with other nations, 4)Berinteraksi with other nations in world chess directly or indirectly by utilizing technology, information and communications. Based on purpose, then function of PPKn in SD is the plane to form smart citizen, skillful, and having the character of which stick by Indonesia nation and state by reflecting x'self in habit thinking and acting upon commendation of Pancasila and Constitution 1945.

By seeing so important and strategic of its function is subject of PPKn then learning must be packed dynamicly,

so that capable draws attention and student enthusiasm in a hope that can be reached by him ability for understanding of matter concerning civic, develop intellectual skill, and can participate actively as good citizen in the community of school, house and public. With learning PPKn dynamic making more learning have a meaning. That thing claims teacher who must be able to carry out learning does not only present infomasi for knowledge of student about civic, but also must be able to menyelenggarakan learning which can be develop stand and behavior which are constituted by knowledge studied based on social values and nation morale.

PPKn as subject given in important SD to be learnt fully and inwrought (holistik) as the expected in Kurikulum Tahun 2006 (KTSP) and Kurikulum 2013. For the purpose required by experienced teachers and master learning usage which based on the inwrought thematic. teachers better capable make plan and execute PPKn's learning which based on the inwrought thematic.

World of student is real world. For the purpose learning in SD better always actual, close to natural community which experienced by student, and committed with pleasing situation. Besides also learning can be develop various differences of the development the whole potency of student in various of difference dimilki in individually. Learning will be more success if it begun of daily life of student. In its life student never seen something which is separated one equal other. For the purpose in executing learning in the IV's class, learning will be more success if can merge study some subjects in a bond of theme.

In learning also better see it all, its meaning learning better can be develop fully the whole aspect of ability which is dimilki by student optimally. As such the things in its development, then way learns

SD's student also righteously with integrity, so that teacher which teaching need to master various concepts from various subjects later will be presented fully in a learning which have a meaning. Teacher no longer teach various subjects separately but fully and inwrought, for example: student learns concerning morale in subject of PPKn through skill development speaking like with making story and or poem which charges assessing, morale, or through activity of student singing could study various concepts and moral value. One of real forms of attempt of the teacher to present interaction of learning matching with principal diselenggarakan by by him the learning integrated which in Curriculum 2013 named thematic integrated.

By seeing opinion of the above mentioned experts, then can be told that through whole and integrated learning (holistik) will be able to develop various potencies of student is included the intelligence of interpersonal. The characteristic of student IV^{class} in elementary school is student who at spanning period of child (10 up to 11). Period of this child age is period of very important for life of someone. Therefore, at period of this the whole potency which is dimilki by student need to pushed, so that will develop in an optimal fashion.

As according to characteristic of student the development IV class elementary school, then concept learns and its learning must have a meaning activity of learning for student IV^{class} in elementary school better to be done with the thematic integrated learning, because the thematic integrated learning besides presenting learning fully and integrated (holistik) also more stressed in application of concept learns and playing (learning by doing). Therefore with application of the integrated thematic learning in the elementary school will assist student,

because as according to phase of student the development which is still see everything as a fullness of (holistik) and still require activity to play at in its life.

Based on condition in line with applied by by him Kurikulum 2013 the thematic integrated learning is on level of SD, by merging study some subjects in a theme. this integrity can be interpreted as lesson of matter enableness one at time presented other lesson matter which bound by a theme. in this way understanding of concept always diperkuat caused by understanding synergy between concepts packed in a theme.

Learning matter which can be set in a theme must always consider characteristic of student, as enthusiasm, ability, need, and knowledge initially. So matters elected could express theme in having a meaning. Subject matter blend don't be forced, subject matter which cannot be set in theme can be studied separate separated from existing theme.

According to Abbas (2006:19)'s pious, thematic is a learning strategy which involves some subjects to give experience which have a meaning to student. Whereas Menurut Mulyasa (2005: 104), thematic is the learning approach to perform tightly and compatible relationship between various aspects which affect participant to educate in learning process. More stressed thematic Integrated learning at student involvement in learning process actively in process of learning, so that student can obtain direct experience and train to be able to find alone various knowledge which are studied by him. Through direct experience of student will understand concepts that they study and connect with other concept which have been understood by him.

Of some opinions can be presented that that thematic integrated is whole and integrated learning which correlates theme in various of certain subject which there

exist its relationship with central theme which will be discussed and there exist its relationship with community about student, so that learning becomes more have a meaning.

According to Kurniawan of a learning can be told as the thematic integrated learning if having characteristics as follows: 1)Centre at student, 2) Give direct experience, 3) Subject dissociation is not clear, 4) Presentation various concepts of subject in a process of learning, 5) It is flexible. It is flexible this refers: (a) follows pattern of discussion of the structural of subject, (b) Theme usage which able to vary, (c) In selection and media usage and learning method, 6) Study result can develop as according to enthusiasm and need of student. Because learning is accomodated with characteristic of student.

In the thematic integrated learning there are some principles which are between by by him (Kurniawa, 2014: 97): a) Berpusat in child, b) direct experience, c) Dissociation subject is not clear, d) Penyajian some subjects in a process of learning, e) Fleksibel, f) Bermakna and whole, g) Mempertimbangkan when and availability of source, h) the closest Theme with child, i) Pencapaian bottomsides competence be not theme.

Student centre on thematic learning (student centered), this thing as according to approach learning modern more placing student as subject learns while teacher of more stand as facilitators that is giving easinesses to student to do learning activity. Thematic learning can give experience directly to student (direct experiences). Empirically this direct, student is given on to something tangible (konkrit) as basis for understand the more things of abstraction. In dissociation thematic learning between subjects becoming not so clear. Focusing at learning to themes solution which most

near by relate to life of student. Thematic learning presents concepts from various subjects in a process of learning. So, Siswa is able to understand the concepts fully. This thing required to assist student in solving masalah-masa is faced in daily life.

Thematic learning have the character of supple (fleksibel) where teacher can correlate material to teach of a subject with other subject, even corelating with life of student and situation of community where school and student stay. The result of learning as according to enthusiasm and need of student. Student is given the opportunity to optimize potency it have as according to enthusiasm and its need, and use principle learn and playing at and pleasing.

While according to Asep Jihad dkk there are some characters of the thematic integrated learning between by him: (1) Experience and activity learn very relevant with level of development and need of bottomside school-age child, (2) activities elected in execution of thematic learning starting from enthusiasm and need of student, (3) Activity learns will be more have a meaning and impress for student so that study result can outwear, (4) Helping to develop skill to think student, (5) Presenting activity of learning which having the character of pragmatic as according to problems often met by student in its community, and (6) Developing social skill of student, as cooperation, tolerance, communications, and listen carefully to idea others.

Based on opinion of the experts concerning characteristic and marking of the integrated thematic learning can be synthesized that the inwrought thematic learning are fully and integrated (holistik,) have a meaning, and active. It is holistic means where a symptom or event in a theme which becomes center of attention in the thematic integrated learning observed and studied from various

teaching eyes fully are not separated. The inwrought thematic learning enables student to understand a symptom in a theme from various sides. Have a meaning, meaning with the thematic integrated learning of study of a symptom fully enables the forming of braid between concepts will add significance what studied by by him. This thing results activity to learn more functional, where student will be able to apply result of acquirement learns its to solve various real problems in daily life.

Besides experience learns to get various informations and knowledge also in it experience perform activity of learning which is develops social skill and intelligence of student morale, as cooperating, developing empathy, tolerance, appreciating various differences owned by every student and stand of its lai is who positive in learning. Teacher only have the character of as facilitator while student act as information seeker and knowledge. Teacher gives guidance and give easiness in an optimal fashion possibly teacher is reached by him the purpose of pembelajaran. With student thematic learning is motivated to learn because teacher will consider enthusiasm, desire and ability of student.

The thematic integrated in its application has some abilities. As for excess of the thematic integrated learning among others as follows: a) Experiences and activity learn relevant student with level of its development, b) Kegiatan elected as according to enthusiasm and need of student, c) learning activities to have a meaning for student, so that its result can go along way, d) Thinking skills student to develop in process of the integrated learning, e) Kegiatan learns to teach to have the character of pragmatic as according to community of student, f) social Keterampilan of student develops in process of the integrated learning, this

social skill for example: cooperation, communications, and responsive of opinion of others. Besides excess owned, thematic learning also has limitation or lack, especially in its execution, that is at planning and execution of evaluation more claiming the teacher to do evaluation of process, and does not only evaluation of direct learning impact.

Study concerning value, norm, and morale which is character of Pancasila education and civic (PPKn) cannot independent as subject, but need to supported through other subject. By presenting learning PPKn of character is whole and integrated, then expected by student will be easier understand and apply what studied have by him, so that learning becomes more have a meaning. Therefore the effort to learn PPKn through integrated approach is felt to need whole and inwrought learning will very as according to phase of elementary school student the development which look into world of around as something is each other related to instead of as portion separated. In this case. Topic / theme which having the character of integrated could assist the student to see relationship in problem, so that will be able to increase understanding of student to theme.

To evaluation in the integrated thematic learning according to Raka Joni that in its bottomside is not different to evaluation for activity of conventional learning. Therefore all grounds which require respected in conventional learning applies also for thematic learning assessment integrated the more stressing in aspect of process and formation of business accompaniment effect like cooperating tolerance.

Implementation of the thematic integrated learning in the class IV elementary school can take place through process of organization which is structured in Rencana Pelaksanaan Pembelajaran

(RPP) to do concept realignment in intra and between subjects and its execution are in process of learning fully and inwrought based on thematic. Thing is important because realized by him learning experience which have the character of holistic and having a meaning to depend on teacher capability in memanfaatkan every school activity to form conceptual activity intra and between subjects to success of optimal of the inwrought thematic learning.

1.3 The characteristic of Bottomside School Child

At children age so went to teenager, human experienced cognitive the development which so important. According to Piaget in Isjoni (2010:36), cognitive development of child of class age IV SD at phase of concrete operational, that is age 7-11 years. In this phase, the ability of child to think logically have been developing. So long as object which becomes source thinking its is real or concrete object. They try connect concept that before have been mastered with concepts just studied. A concept will also quick mastered by child if them is involved directly through practice from what taught by teacher. On that account, teacher ought to design learning model which involves child directly in process of learning.

According to Sumantri dkk in Wardani (2012), the characteristic of bottomside school-age child which is: (1) like to play; (2) like to move; (3) like to work in group; and (4) like to feel or perform something directly. First characteristic that is like to play. SD's students usually still like to play. Therefore, teacher is claimed to develop learning models which charge game, more for low class student. Besides, they differ with adult able to sit and keep quiet to listen discourse during the for hours. They

is fully active move and only can sit quietly around 30 minutes. Therefore, teacher ought to design learning model which causes active child moves or move. The third characteristic is like to work in group. Therefore, teacher need to form student to become some small groups which consisting of 3 to 5 students to finalize task in teaming. By interacting in its group, student can learn with socialization, learning how working in group, learning a friend at court and learn to obey orders in group. SD's student also like to feel or perform something directly.

So inferential that with PPKn's learning based on the inwrought thematic in the class IV SD could increase intelligence of student interpersonal. From various excesses which are owned by thematic learning supports to be able to increase intelligence of student interpersonal. Interaction which is committed by teacher and student in process of thematic learning creates situation which kondusif to train student in increasing intelligence of interpersonal.

2.METHODOLOGIES

The research is action of study class through some cycles. Research is done in SD Islam Al-Azhar 13 Rawamangun Jakarta, at IV's class student which amount to 29 people. Research is done during the month of November-Desember 2014. Subject Penelitian action of study this class is class student IV SD Islam Al-Azhar 13 Rawamangun Jakarta. The object of this research is execution of the inwrought thematic approach in learning PPKn in the class IV SD.

Primary data in this research is data concerning process of learning PPKn by using the inwrought thematic approach and intelligence of interpersonal. the required Secondary data is data of RPP PPKn which

the inwrought thematic, and execution of learning media the thematic integrated learning approach.

Data collecting is committed in every of cycle since planning, execution, observation, to reflection for data component required. Data concerning design of pembelajaran is taken of RPP PPKn made by student as teacher, as well as through interview / discussion with teacher. Data concerning intelligence of improvement student interpersonal is netted through enquette by the end of every cycle.

For data analysis, this research uses analysis and reflection in every its cycle are based on result of the codified observation in annotation of field and format observation other. Focusing observation concerning activity of teacher and student during the learning in the class and intelligence of change student interpersonal.

Data analysis is committed with seeing class student involvement IV at time of learning PPKn which is underway, the activity of student and teacher in execution of learning, and quality of learning which increases through the inwrought thematic learning. Study result which is reached by student is in the form of intelligence of student interpersonal through target or measuring rod of success 75 %s from the whole its value student is above 75.

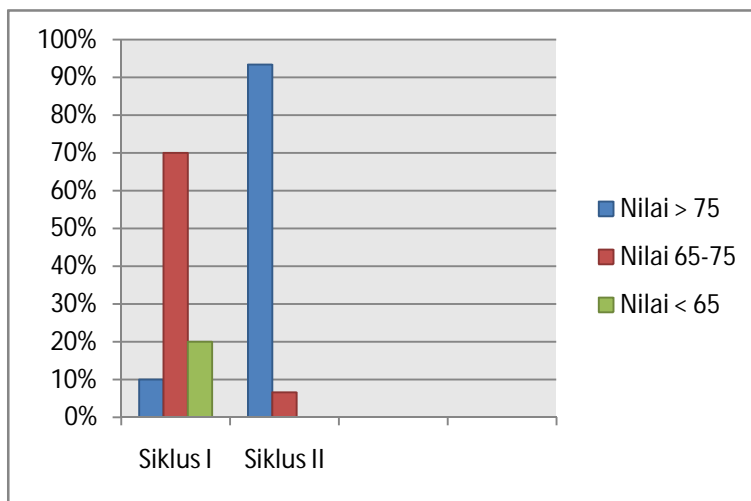
3.THE RESULT OF RESEARCH AND SOLUTION

Data analysed is data obtained of result of enquette and observation by using instrument which have been prepared, which cover data concerning intelligence of student interpersonal, learning process data PPKn through the inwrought thematic learning.

1. Result of Data Intelligence of Enquette Interpersonal

No	The type of Data	Presentase	
		Cycle I	Cycle II
1.	Score > 75	10%	93,33%
2.	Score 65-75	70%	6,66%
3.	Score < 65	20%	0%
4.	The average of class	69,1%	83,36%

This thing also is visible at average of diagram intelligence of instrument student interpersonal.

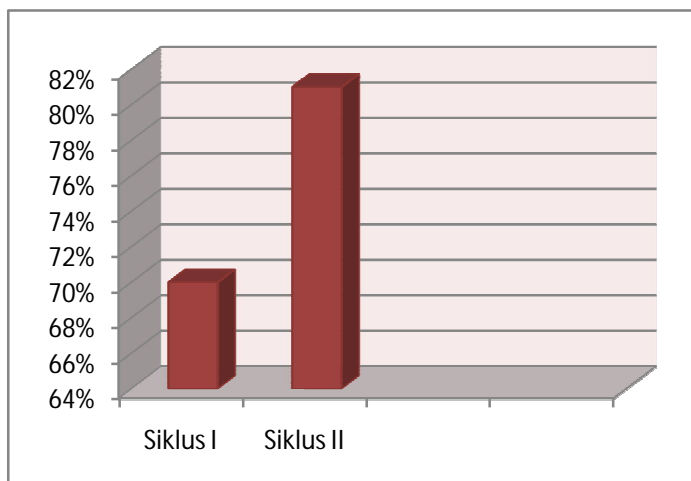


Picture: intelligence of data diagram Student interpersonal

Tables. Result of Improvement Action Watcher During the II Cycle

No	Data Every Cycle	Action Watcher Percentage at Teacher	Action Watcher Percentage at Student
1.	Cycle I	70%	72%
2.	Cycle II	81%	85%
Result of Improvement Action Watcher		11%	13%

This thing can be also seen at action watcher diagram in two cycles, will be seen like diagram below.



Learning by using the thematic integrated learning proven to can increase intelligence of class student interpersonal IV of cycle I to II's cycle. in teacher learning more exemplify real which can be imitated by student to live appreciating each other and loving between neighbours. as a result student in fact was capable emphatic to its friend is who while is sad so that student is able to feel what felt by his(her friend. interpersonal IQ reached at this cycle II is 93,33% which stay above value of 75 %.

Of data-processing result which obtained of I's cycle, and II's cycle, inferential that intelligence of improvement reachable student interpersonal through PPKn's learning based on the inwrought thematic.

4. Conclusion

Based on result of research and solution and action which have been committed through the inwrought thematic learning in PPKn could make learning which interact one with others. With application of the thematic integrated learning matching with characteristic of student and its teacher is able to correlate theme into some subjects, then capable increase intelligence of class student interpersonal IV SD Islam Al Azhar 13 Rawamangun Jakarta Timur. Student performs activity that different with

usually, that is learn some subjects in parallel with interrelationship a theme. In this case, learning becoming not separated as usual ordinary done previously.

Learns to teach PPKn by applying the thematic integrated learning, make more interested student so that can increase intelligence of its interpersonal. Student feels to like in learning. Student performs activity which varies every its meeting, student could appreciate, understand, and understand persaan others. Student can apply alone stands or values of contained in learning PPKn by paying attention to its interrelationship with other subject which is each other interconnected so that learning becoming integrated and inwrought. Through steps of application of PPKn's learning based on the thematic integrated in the class. Processing learning then existence of student improvement in intelligence of interpersonal.

This thing seen of result of intelligence of improvement student interpersonal is begun of cycle I to II's cycle. data obtained of intelligence of student interpersonal at I's cycle reach 10,34% and 93,33% at II's cycle. action of watcher data teacher at cycle I and II are 70% and 81% as for at student at cycle I and II 72% and 85%. so every intelligence of cycle student interpersonal experiences improvement, and for action of watcher the

integrated thematic learning usage execution also experiences improvement.

The result has clearly seen existence of intelligence of improvement morale and student interpersonal by used PPKn's learning based on the thematic integrated. Student will be easier understand matter which is related by the integrated thematic learning presents interrelationship of the one subject with other lesson, so that learning becomes whole or integrated and is not separated.

Researcher relates recommendation that is in applying the integrated thematic learning for PPKn, teacher is expected is able to understand matter integrated so that mutual interconnected between the one lessons with others, so that becoming a theme appropriate. besides, teacher must use many learning medias which varying to assist student in understand lesson.

Acknowledgement

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IMPLEMENTATION OF SCIENTIFIC APPROACH WITH INTERACTIVE MULTIMEDIA TO INCREASE SCIENCE COMPETENCE OF ELEMENTARY STUDENTS' GRADE IV

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ABSTRACT

Science competence is learning outcome of students achieved as the result of their exploration through science learning process that cover of three aspects: 1) knowledge of science products, 2) science process skills, and 3) scientific attitude. The objective of this research is to increase science competence of elementary students grade IV through science learning process make use of scientific approach with interactive multimedia. Scientific approach that used including 5 (five) learning phases, that are engage, explore, explain, elaborate, and evaluate. Learning multimedia that used including: 1) information computer technology (ICT) based multimedia, 2) manual multimedia, and 3) simple science visual aid and science games card.

The research method used in this research is classroom action research. This research is conducted at two elementary schools that used curriculum 2013, that are: Sekolah Dasar Pertiwi I and SD Polisi I Kota Bogor. This research is conducted during one semester that is first semester of year 2013/2014. Multimedia of learning science designed refers to learning themes on curriculum 2013, teacher's book, and student's book.

The research findings are: 1) Implementation of scientific approach with interactive multimedia is able to increase science competence of elementary students grade IV; 2) Nurturant effect of implementation of scientific approach with interactive multimedia is there is increasing of curiosity, interest, motivation, expectation, needs, and self-confidence of elementary school students' grade IV in learning science.

Implications of this research are to increase the science competence of students' need creativity and innovation of the science teachers' in designing science learning models and science multimedia so that science learning process have more certain quality. And then, school as institution must complete ICT facilities and also supported by teachers' science competencies to use it, so that learning science process is more interesting, fun, resourceful, and effectively achieve the learning objectives.

Key words: science competence, interactive multimedia, and scientific approach.

1. Introduction

The effectiveness to achieve of learning objectives are determined by many factors. Two main factors consist of the accuracy in selecting approach and the use of instructional media in the learning process. If the learning approach used in accordance with nature of science and characteristics the students and supported by instructional media capable of mending and maintaining curiosity, interest, motivation, and self-confidence of students, the learning objectives will be achieved effectively.

The fact is the case today, there are still many elementary school teachers to teach science using the traditional approach. Traditional science teaching relied heavily on lectures, reading, and teacher led demonstrations. Traditional science teaching more then emphasizes on effort make student mastery of science concept, so it tends to be the transfer of knowledge. Consequently, science subjects become less desirable, it is difficult, boring, laden of formula, and unattractive, so the

science competencies that achieved by students to be low.

Essentially, science includes three aspects: 1) knowledge of science products, 2) science process skills, and 3) scientific attitude. Therefore, science learning should be able to guide students in order to achieve the three of science competency aspects. Science learning approach that predicted can be guide students to achieve the three of science competency aspects is scientific approach. Besides of learning approach, also learning media is important devices to effort teacher success to organize of learning process. Science learning media, both of manual as well as based on information computer technology (ICT) which is varied, interesting, and relevant with student's life context can encourage student's interest and motivation in science learning. Therefore, use a scientific approach and supported by multimedia learning science, predicted can improve the competence of science students.

This paper describes the result of the implementation of scientific approach with

interactive multimedia to increase science competence of elementary students' grade IV at Sekolah Dasar Pertiwi I and Sekolah Dasar Polisi I Kota Bogor. The research reported forms part of a larger study which involved the development of an innovative format for planning and conducting scientific approach in learning science for inquiry, the development of science interactive multimedia, having it evaluated by teachers, and then implementing it to see how much the curriculum style used promotes inquiry and making up student's learning energy. This paper will only report that part of the research referring to the implementation of curriculum 2013. It will not focus on the curriculum style of format, but on the impact that the implementation of this curriculum had on the teacher and the students involved in learning science based on inquiry or scientific approach.

2. Statement of the problem

There are two problems in this study:

- a. What was implementation of scientific approach with interactive multimedia is able to increase science competence of elementary students grade IV?
- b. What was nurturant effect of implementation of scientific approach with interactive multimedia is able to increasing of interest, motivation, expectation, needs, and self-confidence of elementary school students' grade IV in learning science?

3. Literature Review

Science is a methodical approach to studying the natural world. Science try to asks basic questions, such as how does the world work? How did the world come to be? What was the world like in the past, what is it like now, and what will it be like in the? These questions are answered using observation, testing, and interpretation through logic. To do these activities needed amount of skills that called science process skills, scientific attitude, and knowledge of science related to the problem.

James B. Conant, defined science as "... is series of concepts and conceptual schemes that have developed as a results of experiments and observations that encourage further experiment and observation (James B. Conant, 1951). Science is an accumulated learning and systematic about natural phenomena. The progress of science is characterized not just by the accumulation of facts, but also by the development of the scientific method and scientific attitude. Thus, in essence science involves

three aspects, namely science as a product, science as a process, and science as a scientific attitude

Science learning in schools should be able to develop science competencies associated with all of three aspects of the nature of science. Science learning approaches that can be used to achieve that objective is a scientific approach that is inquiry-based science learning. Artigue argued that inquiry-based science learning is an approach to teaching and learning science that has evolved from researchers' understanding of how children learn the nature of science inquiry, while also covering basic science content to be taught (Artigue et al., 2010). The main goal of science teaching is help students understand the nature of science and how to use scientific inquiry ways. Understanding of the nature of science—the goals, values and assumptions inherent in the development and interpretation of scientific knowledge (Lederman, 1992). Therefore, Inquiry-based learning in science means that students develop understanding through using mental and physical skills to gather evidence about the natural and made world. This way of learning is consistent with the modern view of the nature of scientific activity and of how learning takes place. Learning through inquiry not only means that students learn with understanding, so that their knowledge is applicable, but also that they learn about learning.

There have been several advantages noted to utilizing inquiry-based science instruction in undergraduate education (Oates, 2002). There have also been advents in utilizing web-based mechanisms in order to develop an inquiry-based science environment (Linn et al., 2003). Inquiry based science has also provided great benefits in diverse classrooms, wherein students are able to better respond to open-ended and multiple choice assignments (Songer et al., 2003).

Inquiry is not just about motivating children by engaging them in hands-on activities (Finley & Poci, 2000; Minstrell & van Zee, 2000; Wheeler, 2000). Inquiry is a state of mind referred to as "inquisitiveness" the eagerness to know "how" and "why"; and in part a skill that must be acquired through experience (Alberts, 2000). The main reason for teaching inquiry is to equip children with the necessary skills for problem-solving, to communicate their findings and be proficient in facing the modern world (Alberts, 2000). The key element is to allow time for children to engage in dialogue with the material world by observing, questioning, predicting, debating and reflecting on data evidence and make logical sense of their observations in a structured manner (Alberts, 2000;

Wheeler, 2000; Crawford, 2009; Artigue et al., 2010).

The main aim of inquiry-based education is to develop students in becoming independent learners. Teachers must facilitate each individual learner to develop, articulate and refine their own ideas (Harlen & Allende, 2009). Through scientific inquiry children develop cognitive skills such as problem-solving skills, skills to calculate and interpret data and investigative skills (Hanauer, Hatfull & Jacobs-Sera, 2009). Children inquire by engaging with scientific phenomena, posing questions to be investigated, hypothesising, planning and designing investigations, predicting experimental results, evaluating their findings, and then presenting results either visually, as in graphs or diagrams, or verbally or both. Children may then pose new questions to investigate other inquiries. Inquiry-based science learning is an approach to teaching and learning science that has involved 5Es of learning cycle—engage, explore, explain, elaborate, and evaluate—and is based on a constructivist philosophy of learning. (Teacher Created Materials, 2009).

Funk *et al.* divide the science process into 16 scientific processes called science process skills. Science process skills are grouped into two groups: basic science process skills and integrated science process skills. Basic science process skills include the skills to observe, classify, communicate, measure, predict, and inference. Integrated science process skills include identifying variables, constructing tables, constructing graphs, explain the relationship between variables, collect and process the data, analyze the investigation, formulate hypotheses, operationally defining variables, designing investigations, and conduct experiments. (Funk, H. J., et al., 1979). In this study, science process skills which measures the success of the learning program is the basic science process skills.

In addition to the appropriateness of learning methods and approaches, learning media is an important tool to support the success of teachers in implementing the learning process. Brown (1973) argue that the instructional media used in the learning activities can affect the effectiveness of learning. According Kleinsmith (1987), the potential of computer media that can be used to enhance the effectiveness of teaching include: 1) allows the direct interaction between students with learning materials, 2) the learning process can take place on the individual basis according to the ability of students, 3) capable of displaying elements of audio-visual equipment to increase learning interest, 4) can provide immediate

feedback to the student's response, and 5) be able to create a continuous learning process.

Livie and Lentz (1982) in Sanaky (2011) suggests that there are four functions of instructional media, especially visual which is a function of attention, affective function, cognitive function, and compensatory function. Function of attention means that visual media is at the core, interesting, and direct the attention of the students to concentrate on the learning content related to the meaning of the displayed visual or text accompanying the subject matter. Affective function means is that the visual media can arouse emotions, attitudes, and feelings of students in participating in the learning process. Cognitive function means that the visual media can help students in understanding the information or message contained in visual symbols. Compensatory function means that the visual media provides a context for understanding the text to help students who are weak in reading to organize the information in the text and recall.

4. The research methodology

The research method used in this study is classroom action research. This study conducted at two elementary schools that are Sekolah Dasar Pertiwi I and Sekolah Dasar Polisi I Kota Bogor. Students grade IV enrolled in the course first semester year 2013/2014, were learning science using scientific approach and multimedia interactive for a period of one semester. The study sample consisted of 39 students at SD Pertiwi I and 34 students at SD Polisi I. Teachers involved as a collaborator of 4 people.

There are four learning theme in first semester, so that in this study learning actions divided to be four cycles. Both the test and observation of students' activity was used to measure the students' science competencies in which include mastery of the science process skills (SPS), development of scientific attitudes (SA), and mastery of science products (SP), and nutrient effect (NE), immediately as long as and after the every cycles.

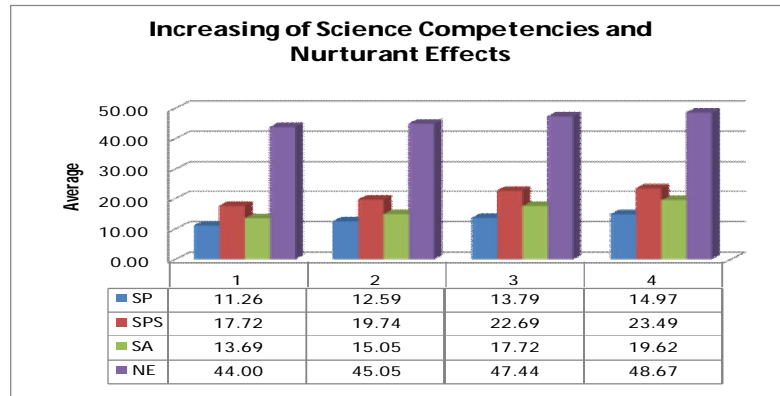
Collection of data for PS and SPS using test techniques, while SA and NE using observation techniques. The data analysis technique used is the technique of descriptive statistics, that is comparing the average score of SP, SPS, SA, and NE for each cycle or learning theme. Selanjutnya untuk menguji signifikansi perbedaan rata-rata skor

SP, SPS, SA, and NE tiap siklus atau theme pembelajaran digunakan teknik analisis variansi satu arah.

5. Research findings and discussion

Data in this study include science competencies achieved by students as instructional

effects which include science products (SP), science process skills (SPS), and scientific attitudes (SA), as well as interests, motivations, expectations, and needs of science as nurturant effects (NE). The results of data analysis presented below.



Graph 1. Increasing Average of Science Competencies and Nurturant Effects in SD Pertiwi I

Graph 1 show that there is an average increase of SP, SPS, SA, and the NE achieved by students in SD Pertiwi I from theme one to the next. The result of SP data analysis using the technique of one way analysis of variance for SD Pertiwi students is presented in table 1. The data analysis shows that there are significant differences (on the significance level $p < 0.5$) between the average achievement of competence of science aspects of SP on the theme one, two, three, and four. This showsthat the competence of science students on aspects of the SP increased significantly from one theme to next theme.

Table 1. Anova of Science Competencies Aspects of SP in SD Pertiwi I

Source of Variance	df	Sum of Squares	Mean Square	F	sig. (p<0.5)
Total	155	1880.31			
Between Groups	3	298.10	99.37	9.55	2.67
Wethin Groups	151	1582.21	10.41		

The result of SPS data analysis using the technique of one way analysis of variance SD Pertiwi I students is presented in table 2. The data analysis shows that there are significant differences (on the significance level $p < 0.5$) between the average achievement of competence of science aspects of SPS on the theme one, two, three, and four. This showsthat the competence of science students on aspects of the SPS increased significantly from one theme to next theme.

Table 2. Anova of Science Competencies Aspects SPS in SD Pertiwi I

Source of Variance	df	Sum of Squares	Mean Square	F	sig. (p<0.5)
Total	155	2634.74			
Between Groups	3	833.36	277.79	23.44	2.67
Wethin Groups	151	1801.38	11.85		

The result of SA data analysis using the technique of one way analysis of variance SD Pertiwi I students is presented in table 3. The data analysis shows that there are significant differences (on the significance level $p < 0.5$) between the average achievement of competence of science aspects of SA on the theme one, two, three, and four. This showsthat the competence of science students on aspects of the SA increased significantly from one theme to next theme.

Table 3. Anova of Science Competencies Aspects SA in SD Pertiwi I

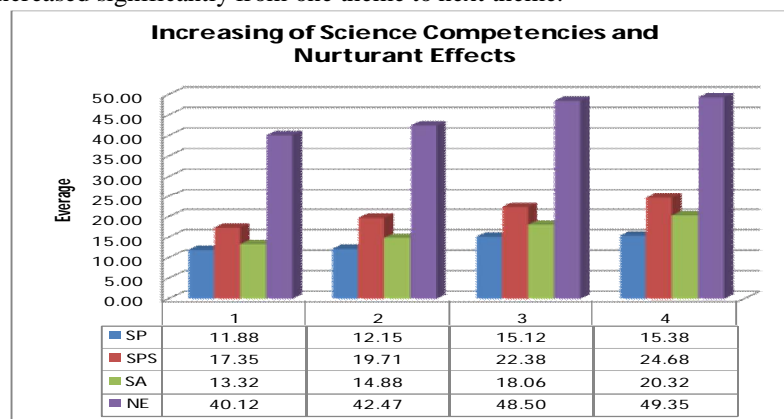
Source of Variance	df	Sum of Squares	Mean Square	F	sig. (p<0.5)
Total	155	3102.94			
Between Groups	3	825.61	275.20	18.37	2.67
Wethin Groups	151	2277.33	14.98		

The result of NE data analysis using the technique of one way analysis of variance SD Pertiwi I students is presented in table 4. The data analysis shows that there aren't significant differences (on the significance level $p < 0.5$) between the average of NE on the theme one, two, three, and four. This suggests that the increase in NE shown students from one theme to the next theme does not occur significantly. This occurs probably caused by the difficulty observers while observing the behavior of student learning. Observers find it difficult to observe the interests, motivations, expectations, and needs of students towards science of studying the behavior of the students as they follow the learning process of science.

Table 4. Anova of NE in SD Pertiwi I

Source of Variance	df	Sum of Squares	Mean Square	F	sig. (p<0.5)
Total	155	11854.02			
Between Groups	3	535.87	178.62	2.40	2.67
Wethin Groups	151	11318.15	74.46		

Graph 2 show that there is an average increase of SP, SPS, SA, and the NE achieved by students in SD Polisi I from theme one to the next. The result of SP data analysis using the technique of one way analysis of variance for SD Polisi I students is presented in table 5. The data analysis shows that there are significant differences (on the significance level $p < 0.5$) between the average achievement of competence of science aspects of SP on the theme one, two, three, and four. This showthat the competence of science students on aspects of the SP increased significantly from one theme to next theme.



Graph 2. Increasing Average of Science Competencies and Nurturant Effects in SD Polisi I

The result of SPS data analysis using the technique of one way analysis of variance for SD Polisi I students is presented in table 6. The data analysis shows that there are significant differences (on the significance level $p < 0.5$) between the average achievement of competence of science aspects of SPS on the theme one, two, three, and four. This showthat the competence of science students on aspects of the SPS increased significantly from one theme to next theme.

Table 5. Anova of Science Competencies Aspects SP in SD Polisi I

Source of Variance	df	Sum of Squares	Mean Square	F	sig. (p<0.5)
Total	135	1353.62			
Between Groups	3	358.26	119.42	15.84	3.07
Wethin Groups	132	995.35	7.54		

The result of SA data analysis using the technique of one way analysis of variance for SD Polisi I students is presented in table 7. The data analysis shows that there are significant differences (on the significance level $p < 0.5$) between the average achievement of competence of science aspects of SA on the theme one, two, three, and

four. This shows that the competence of science students on aspects of the SA increased significantly from one theme to next theme.

Table 6. Anova of Science Competencies Aspects SPS in SD Polisi I

Source of Variance	df	Sum of Squares	Mean Square	F	sig. (p<0.5)
Total	135	2769.88			
Between Groups	3	1033.59	344.53	26.19	3.07
Wethin Groups	132	1736.29	13.15		

The result of NE data analysis using the technique of one way analysis of variance for SD Polisi I students is presented in table 8. The data analysis shows that there are significant differences (on the significance level $p < 0.5$) between the average achievement of competence of science aspects of NE on the theme one, two, three, and four. This shows that the competence of science students on aspects of the SA increased significantly from one theme to next theme.

Table 7. Anova of Science Competencies Aspects SA in SD Polisi I

Source of Variance	df	Sum of Squares	Mean Square	F	sig. (p<0.5)
Total	135	3035.06			
Between Groups	3	1008.76	336.25	21.90	3.07
Wethin Groups	132	2026.29	15.35		

NE data analysis produces different findings between SD Pertiwi I with SD Polisi I. NE data analysis in SD Pertiwi I showed no significant difference in improvement NE between the themes of the other theme, while in SD Polisi I Showed the opposite result.

Table 8. Anova of NE in SD Polisi I

Source of Variance	df	Sum of Squares	Mean Square	F	sig. (p<0.5)
Total	135	10151.35			
Between Groups	3	2087.08	695.69	11.39	3.07
Wethin Groups	132	8064.26	61.09		

This study found that the use of inquiry-based scientific approach that is supported by the uses of interactive multimedia in science teaching can improve students' overall competence of science, which includes mastery of the product of science or knowledge of science, the mastery of science process skills, and scientific attitude transformation. Benefits for students through the learning science using the scientific approach include: 1) increasing the intellectual potential of students, 2) more arouse intrinsic motivation rather than extrinsic, 3) develop of students' self-esteem, 4) teaching materials are studied more meaningful, 5) increasing social and emotional intelligence, 6) to give a greater opportunity to the students to assimilate and accommodate the information in learning, and 7) learning process becoming a student-centered learning.

6. Conclusions and implications

This study concludes:

- a. Implementation of scientific approach with interactive multimedia is able to increase

science competence of elementary students 4th grade;

- b. Nurturant effect of implementation of scientific approach with interactive multimedia is there is increasing of curiosity, interest, motivation, expectation, needs, and self-confidence of elementary school students' grade IV in learning science.

Implications of this research are to increase the science competence of students' need creativity and innovation of the science teachers' in designing science learning models and science multimedia so that science learning process have more certain quality. And then, school as institution must complete ICT facilities and also supported by teachers' science competencies to use it, so that learning science process is more interesting, fun, resourceful, and effectively achieve the learning objectives.

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THE PRACTICES AND CHALLENGES IN IMPLEMENTING ATTITUDE ASSESSMENT IN AUTHENTIC ASSESSMENT OF CURRICULUM 2013 AT ELEMENTARY SCHOOL

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Abstract

Authentic assessment refers to the multiple forms of assessment that reflect student learning, achievement, motivation, attitudes on instructionally-relevant activities (O'Malley and Pierce, 1996). This qualitative research investigated the implementation of authentic assessment of curriculum 2013 in the classroom, and the obstacles that the teacher might encounter during its' implementation. The instruments used in this research are classroom observations, and interviews. The classroom observation was applied to see the most frequently used authentic assessment techniques by the teachers in assessing attitude in the classroom. While the interview was conducted to find out the teacher' challenges in implementing it. This research involved an elementary school English teacher in a private elementary school who has implemented Curriculum 2013 and a class of six grader. The result showed that there are some specific pattern employed by the teacher in assessing each coverage (attitude, knowledge, and skills) required by curriculum 2013. The teacher mostly used observation to assess the attitude. While for the challenges faced by the English teacher, it was revealed that, there are some challenges identified in implementing authentic assessment. The first challenge of authentic assessment is a large number of students. The second challenge stemmed from student's internal constraint. As the third challenge relates to time constraint. This research still needs to be improves in term of time allocation and number of respondent to get a more detail and accurate result.

Keywords: implementation, curriculum 2013, authentic assessment, attitude, challenge

1. INTRODUCTION

The emergence of Curriculum 2013 is quite shocking for some people since they consider it so different from the previous one. In order to understand the new curriculum, it is necessary for us to read and examine the whole document, see the structure, understand the content, and figure out how to apply it in teaching and learning process. Many components need to be considered to understand the whole things of the curriculum- the goals, objectives, the course content, the sequence, etc. - but in this research the focus of the discussion is on the assessment part.

Based on the Implementation Guidelines of the Curriculum 2013, it is stated that: 1) assessment is directed to measure students' competence stated in the curriculum, 2) it is basically criterion-referenced assessment, 3) It is an ongoing process, that all indicators are assessed, and then analyzed to see what have been or have not been achieved by students, and then to locate students' difficulties in achieving the competence, 4) The result of the assessment is used to give feed backs and follow-up activities for students to reach the competence.

2. THEORETICAL FOUNDATION

Authentic assessment is a process of gathering information through which the skills and needs of a student are identified with

respect to the language and curricular demands they will encounter. O'Malley and Pierce (1996: 11-14) further explain that authentic assessment is the multiple forms of assessment that reflects student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities. Authentic assessment is designed to deal with the implementation of 2013 curriculum which forces teachers to develop better instructional activities and improve students' learning outcome through the newest approaches applied.

Related to the competence that must be learned by students, Curriculum 2013 mentions the terms Core competence and basic competence. Core competence is the realization of the standard of competence that must be achieved by the graduates upon completion of certain education levels. It contains the description of qualities that must be achieved, in the forms of moral/ religious values (core competence 1), social attitudes (core competence 2), knowledge (core competence 3), and skills or the application of knowledge they have learned (core competence 4). The quality of the core competence must be balanced between the hard skills and soft skills.

The coverage of the learning outcome includes attitude (spiritual and social), knowledge, and skill. Technique and assessment instrument in curriculum 2013 applied authentic spiritual in assessing learning progress of the students that covers attitude, skills, and knowledge.

Assessing attitude competence started from the feeling (like and dislike) that connected to someone's tendency in responding object. Attitude is also expression from values and beliefs of someone. Attitude can be formed, so that there is an expectable behavior changing. There are some ways in assessing students' attitude. Those include observation, self-assessment, peer-assessment, and journal assessment. Instruments that can be used in assessing are checklist, rating scale with rubrics to count based on the modes.

3. METHODOLOGY

The case study design employed for this research. A case study is an in-depth exploration of a bounded system (e.g., an activity, an event, a process, or an individual) based on extensive data collection (Cresswell, 2007). To ensure the internal validity in the research design, several methods of data collection should be used for triangulation purposes (Yin, 2003). In this research there are three data instruments that will be conducted by

the researcher. Those are classroom observation and interview.

In a qualitative inquiry, the intent is not to generalize the findings, but to develop an in-depth exploration of a central phenomenon. Thus, to best understand the phenomenon, the researchers purposefully or intentionally selects individuals and site. Cresswell (2008) states that the research term used for qualitative sampling is purposeful sampling. The participants of this research was an English teacher coming from a private elementary school and her sixth grader students. And this research was conducted in a private elementary school which has been applying curriculum 2013.

Data analysis consists of examining, categorizing, testing, or otherwise recombining qualitative evidence to address the initial propositions of a study. In a qualitative study a researcher needs to analyze the data to form answers to the research questions. This process involves examining the data in detail to describe what the researcher learned, and developing themes or broad categories of ideas from the data (Cresswell, 2008). In the present study, the data analyses was conducted to answer two research questions.

4. FINDINGS AND DISCUSSION

The implementation of 2013 curriculum resulted many changes in teaching and learning process, particularly in English language

subject. In Permendikbud No. 81a 2013, the authentic assessment is regarded to be implemented as the suitable method of assessing not only students' competence but also the students' attitude. The authentic assessment is implemented in order to improve the quality of assessment conducted by the teachers.

From the four instruments suggested in Permendikbud No. 81a 2013 in assessing the students' attitude, i.e. observation, self-assessment, peer-assessment and journal assessment, in the current research, only two instruments were more frequently appeared. Those were observation and journal assessment.

As it is summarized in the chart, the teacher gave more attention on the students' confidence (34%), then responsibility (31%), honesty (14%), responsibility (11%), discipline (7%), and spiritual (3%). Those percentage was gained from the activities that the teacher conducted in the classroom in assessing her students.

Clearly stated in PermenNo. 81a 2013, the attitude assessment covers spiritual dan social aspects. Therefore, the class should always be began by activity that might enhance the students' spiritual belief. In this study, the teacher started and ended the class with activities that relate to spiritual aspect, i.e., praying, as it can be seen in the activity #1.

Even if the spiritual activities are only 3% out of all activities conducted by the teacher,

Above all, however, the teacher mostly concerned with the students' confidence compare to the other aspects of attitude. It is because the teacher want to improve the students' confidence. After confidence, the teacher emphasized on honesty as the aspect needed to be assessed from the students.

In activity#18 the teacher was clearly assessing the students' honesty and responsibility through observation. By asking the students to check their own answer and to count and to write down their own score, the teacher tried to foster the students' honesty and also responsibility.

The teacher believed that honesty is one of the most important attitude aspects that her students should have. Therefore, as it is stated by Krathwohl.et.al (1964) at the end the students could adopt the value and consider it as their features in thinking, saying, communicating and doing (characters).

The result of observation reveals that there are at least four challenges encountered in implementing authentic assessment in learning process. The challenges will be described and elaborated in the following discussion, completed by the excerpts which show specific interaction in the classroom to support the analysis.

The first challenge of authentic assessment is a large number of students. In this case, forty students participated in the learning teaching process. In the explanation session, there seemed no problem at all since it could be well handled by the teacher. However, the problem emerged in several assessing sessions, especially when the teacher employed observation technique to assess students' knowledge and attitude.

The second challenge encountered by the teacher in implementing authentic assessment stemmed from student's internal constraint. In this case, only several students participated in classroom interaction, while the rest remained silent or stated unrelated comments.

The third challenge faced by the teacher in implementing authentic assessment relates to time constraint. In this case, limited time allotment created some obstacles in authentic assessment. It has been acknowledged that authentic assessment, in some ways, needs sufficient time to be well applied. This problem has also mentioned in a previous study (Suprananto, 2013) that one of the main problems in the implementation of *Kurtilas* is time limitation in assessing with various assessing techniques for all K-I (*Kompetensi inti*).

5. CONCLUSIONS AND SUGGESTIONS

After discussing the findings from the data gained from the observation, the interviews, and documents analysis, the researcher draws the following conclusion.

In assessing the attitude, the teacher mostly used observation and journal as the instruments. Further, there were six aspects the teacher assessed from her students. Those aspects include spiritual attitude, discipline, confidence, honesty, responsibility, and team work. From the sixth aspects, some got more attention compared to the others. Therefore, as it is stated by Krathwohl.et.al (1964) at the end the students could adopt the value and consider it as their features in thinking, saying, communicating and doing (characters).

As the second issue in this study, there are some challenges identified in implementing authentic assessment. The first challenge of authentic assessment is a large number of students. The second challenge encountered by the teacher in implementing authentic assessment stemmed from student's internal constraint. The third challenge faced by the teacher in implementing authentic assessment relates to time constraint. In this case, limited time allotment created some obstacles in authentic assessment. The researchers suggest a further study related to the implementation of authentic assessment in a longer time and more participants to present more significant findings on the primary issue.

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REFLECTING STUDENTS' PARENTS EXPECTATIONS INTO PRIMARY ENGLISH TEACHING CURRICULUM AND INSTRUCTION

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Abstract

Curriculum development is believed to take some external factors into consideration. The factors which are analyzed through situational analysis cover a wide range of aspects which are determining in the development, evaluation and application of the curriculum which has been developed or which is intended to be applied. One of the important factors is parent factor as an aspect derived from societal factor. This research is intended to investigate the expectations of parents of the student factor of the primary school English teaching curriculum development and instruction. The research was carried out at an English learning center in Bandar Lampung. The data were collected through interviews and questionnaires. The research found that parents are effectively relevant factors to contribute to education curriculum. The parents are not only simply the target market of the service but they are the determining factor in having quality classroom instructions. Accommodating their expectations might be very beneficial in order to develop and maintain effective language teaching curriculum.

Key words : parent factor, primary learning, curriculum and instruction

1. Introduction

Every country treats second or foreign language teaching in varied conditions. These conditions usually appear in the context of the role of the language in the society, the status in the curriculum, educational tradition and experience in language teaching, and expectations of the society for language teaching and learning. The aim of examining the impacts of social factors on language teaching is to determine the impact of groups in the society on the program [9].

Some people believe that it is important to start the teaching since early age, while others think that it is not that important as the teaching will not take place well [8]. In Indonesian context the practice of English language teaching in primary school has been an issue within this decade. Some pros and contras towards the need of English teaching in this level have been emerging and anticipated differently by the education world. Some agree that it is important then put the load into language teaching practices either in formal school or informal school.

As a matter of fact, the government of Indonesia has not yet determined English as the compulsory subject in elementary school, let alone in the preschool level. So far, the government just accommodates the raising issue by complementing the English teaching in elementary school, particularly started at the fourth grade of elementary school. The subject is considered optional – not a compulsory subject. The decision to include English into a school curriculum should be determined by the local education office by considering the need of education world in the respective area. Simply, English is included as local content in this level.

Despite the fact that English is just a local content and not a compulsory subject, some elementary schools in Indonesia include English into their subject load. Though it is still considered non compulsory subject, some school even provide the subject starting from the first grade. And another surprising fact is that English has been taught even in preschool level. This can be found in term of a loaded subject in kindergarten level, a language used into certain extent in the classroom interactions, or even in particular English courses or schools.

Implementing a subject into a curriculum requires many aspects to consider [9]; [7]. Considering the fact that there is no official curriculum provided by the government concerning English as a subject in elementary and preschool programs, some schools seem to accommodate their

own perspectives toward the importance of the subject, the content of the subject, and the way the classroom interactions carried out. Little have we learned that the curriculum of this level take societal factor, especially parent factor – into account in determining the syllabus. This study is carried out in order to learn about the parent factor which should be accommodated into the curriculum development and instruction.

Some previous research indicated that parent factor is crucial to curriculum development. It is believed that parents are one of the determining stakeholders in education [5]; [16]. The parents' expectation should be taken into consideration since they are the factor that will receive the implication of the education process [15]. Gaining parents' expectation would help institution to cope with curriculum development and instruction [16]. In order to investigate the expectation of the students' parents, this study employs the following research questions:

1. What are the parents' expectations towards the content of the EFL curriculum?
2. What input can be derived from the parents to develop the curriculum and instruction?

2. Literature Review

A language curriculum is a function of the relationships that hold between subject-specific concerns and other broader factors embracing socio-political and philosophical matters, educational value systems, theory and practice in curriculum design, teacher experiential wisdom and learner motivation [9]. Therefore it is very important to understand how all the factors interrelate to give shape to the planning and execution of the teaching learning process. In order to identify what these factors are and what their potential effects might be when planning a curriculum then an adequate situation analysis is necessary to do.

Situation analysis is a term that has gained greater credence in the field of curriculum in recent years. The underlying concept was outlined by Hilda Taba (1962) – as cited in [13] – in what she described as diagnosis of needs. Situation analysis can be described as detailed examination of the context into which a curriculum is to be placed and the application of that analysis to the curriculum being developed [13]. Similarly Ref. [9] defines it as an analysis of factors in the context of planned or present curriculum project that is made in order to assess their potential impact on the project. It is clear then that the need for conducting a situation analysis is a fundamental precept of effective

curriculum development. In return, a situational analysis gives opportunity for curriculum developers to bring a reasoned rational approach to the development of a curriculum [13]

Experts provided some important external factors which are necessarily included in situational analysis. Ref. [13] classified the factors into two main categories: external and internal factors. The external factors cover some aspects such as cultural and social changes and expectations, educational system requirements and challenges, changing nature of content, teacher support systems, and resources. The internal factors include the pupil factor, teacher factor, school ethos, material resources, and perceived problems. Similarly, Ref. [9] described the factors which should be taken into consideration into teacher factors, project factors, institutional factors, learner factors, adoption factors, and societal factors.

In order to carry out the analysis, a curriculum evaluator can make use of some relevant sources and methods. Ref. [9] suggested that the analysis can be carry out through (a) consultation with representatives of as many relevant group as possible, such as parents, students, teachers, administrators, and government officials; (b) study and analysis of relevant documents, such as course appraisal documents, government reports, ministry of education guidelines and policy papers, teaching materials, and curriculum documents; (c) observation of teachers and students in relevant learning settings; (d) surveys of opinions of relevant parties; and (e) review of available literature related to the issue. In addition, Ref. [13] suggested that the analysis should be carry out through systematic studies and review involving relevant factors which are potential in providing the required information to analyze.

As an element of external factor in curriculum development, parent factor has been one of the major issues in research. The following are literature review as well as some results of research conducted related to this issue.

Ref. [6] notes that involving family in planning for the children is a powerful way to convey that this is true partnership. There are some benefits that can be derived from this family involvement into curriculum and instructional development. These benefits can be very advantageous for the curriculum developer and the classroom teacher. The benefits among others enable them to:

- Obtain a richer more accurate assessment of a child's development

- Gain valuable insight about the children's culture, background interest, and temperament that will aid in planning appropriate exercise
- Share visions of a child's strength and weakness
- Agree on what objectives and techniques/strategies are important
- Share expectation about the child's growth and development
- Encourage parents in their roles as their child as first and most important teacher
- Make the children more likely to receive common messages both at school and at home
- Create education as a team effort [6].

Furthermore, Ref. [18] mentions that developmentally appropriate practices can be derived from deep knowledge and the context within which they develop and learn. Reciprocal relationship between teachers and families require mutual respect, cooperation, shared responsibilities, and negotiation of conflict towards achievement of shared goals. To ensure more accurate and complete information, the program involves family in assessing and planning for the children education.

Ref. [16] carried out a research on this issue. It is found that input from parents led to significant changes in the lessons and instructions. Similarly, Ref. [17] indicates that the parents' expectations in education will be beneficial input for curriculum development. Ref [15] also notes that parents should be involved as active participants in the educational planning for their children. He mentions that the parents' involvement can support meaningful contributions to the education of its students.

3. Methodology

The research was designed in descriptive qualitative research for some considerations. First of all, this research has the characteristics of qualitative research as stated by [1]; [3]; [4]; [11]; and [19]. As they mention that qualitative research is characterized by the nature of the data which may be originated from various source, among others are document and data processing which elaborate the findings into textual form. In addition, this research is also characterized by the nature of qualitative research which tries to describe social phenomena as they occur naturally. It is considered appropriate as the study dealt with analyzing and describing the data concerning with the perceptions of the students' parents factor evaluated.

Furthermore, this research is also characterized as a case study. This is considering

the fact that the research was carried out in a limited or small scale and not to be generalized [3]; [11]; and [14]. In this study, the research only dealt with analyzing particular document from a limited number of tertiary students within the setting. Then the results are not to be generalized as general conditions in Indonesia. The second feature that constitutes this study as a case study is that the study is to examine a case mainly to provide insight into an issue (Stake (2000) cited in [19]). In this case the study focused on examining the relevant perceptions of the participants related to the aims of the research. The other characteristic is that this study used text analysis which is another method of qualitative study (Yin (1998) cited in [1]; [4]; [12]; and [14]).

The study took place in two English learning centers in Bandar Lampung. The participants were the parents of the students of the children class programs. There were 23 parents of the students took part as the participants who were involved voluntarily in this research. The choice of the venue of the participant was determined considering the accessibility of the researcher to carry out the research. Ref. [3] mentioned that convenience factor should be taken into consideration to support the researcher to carry out the research.

The parents of the students were chosen as the participants of this research considering that they represented the relevant element of society related to education of early age. This indicated by their concern of sending their children to English learning center which of course requires them to spend certain amount of money. The participants consisted of parents with varied professional backgrounds; this is considered important as they might come up with their experience and perspective from their own respective view point of employment and thus gave rise to better validity of the data.

The participants were recruited through random sampling technique. In particular, the samples of the participants were taken by considering their typical conditions needed for the research; this type is identified as typical random sampling [11]. The participants then were recruited by asking them voluntarily to be involved the research. This was considering the possible constraints concerning with their availability of time to cooperate. So, after listing the possible participants to work with, the researcher contacted the potential participants until the number needed for this research fulfilled. Moreover, voluntary-based participation is expected to have more motivated participants to cooperate in carrying out

this research in a natural sense which in turn will affect the reliability of the findings.

The study collected data through questionnaires and interviews. The data gained from this study were analyzed at the end of the research. The data were categorized, analyzed and interpreted to answer the research questions.

The research made use of questionnaires in order to verify the data gained through interviews. As an alternative data collecting technique [4]; [14]a; and [16] questionnaire is defined as “any written documents that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting among existing answers” (Brown, 2001 as cited in [19]). The questionnaires applied in this research were of factual questions type which is used to find out certain facts about the respondents perceptions.

The questionnaires were arranged form of combination form questionnaire (closed-ended and open-ended questionnaires). These types of questions were employed to gain the needed information in attempt to answer the research questions of this research.

The data collection was carried out simultaneously. In this case the questionnaires were distributed first and then followed by conducting interviews. Through this way, hopefully, the interviews which were intended to provide the major data source would not be affected by any condition resulted from answering the questionnaires.

The results of the interviews and the questionnaires were analyzed to answer the research questions. The data were coded in order to categorize the pattern of the perceptions documented. These categories were interpreted to formulate certain pattern of findings related to the aims of the research in accordance with existing theories related to the research. Data analysis was carried out at the end of the research, which was after all the data collection processes completed.

Since the data of this study are derived from different sources, then a data source triangulation will be carried out in order to find out more comprehensive ideas to formulate as the answers for the research questions [1] and [12]. This method was applied in order to enable the researcher to have various data of different aspects interconnected [2]. It is also useful “in order to reduce the inherent weaknesses of individual methods by offsetting them by the strength of another, thereby maximizing the validity of the research” [19]. In this stage, the data from both sources will be compared and contrasted to enhance

the validity of the findings. Ref. [11] also mentioned that “It improves the quality of the data that collected and the accuracy of the researcher’s interpretation”.

4. Finding and Discussion

The data show that most parents agreed that the preschooler should be exposed to English learning program. One of the reasons they mentioned related to their decision of sending their children to the learning center is that they believed that learning English in early ages would result in better achievement. They also argued that one of the causes of their weaknesses of English mastery dues to the lack of exposure in early age. However, they mostly revealed that it is no need to state it as a compulsory subject, especially considering the load of other subjects at school.

The majority of the respondents mentioned that the focus of the teaching learning program in preschool level should be more on vocabulary enrichment. They expect that this vocabulary enrichment will help the students in learning English in the next stage. They seemed to worry if the focus is broadened – such as to writing exposure – the students will easily get bored in learning English.

Classroom interactions should be managed in such fun and entertaining circumstances. Mostly, the respondents noted that teachers should be able to create entertaining learning process. This is also indicated through their opinions that additional skills required for preschool teachers is that they should possess the talent of an entertainer. Some of the parents also suggested that the children should be fun exposed much into reading activities. The major issues generated from the data collection can be described in general in Table 1.

Table 1. Parents’ perceptions towards the issue

No	Issue Identified	Major Perceptions	N= 23	%
1	The need of preschool English program	Needed as optional/local load subject	19	82,6
2	Content focus of the program	Vocabulary mastery	17	73,9
3	Classroom instructions types	Fun	21	91,3

4	Study load per meeting	30-40 minutes	13	56,5
5	Intensity per week	2-3 meetings/week	18	78,3
6	Explicit curriculum of the school	Required in written	17	73,9
7	Socializing the curriculum	Must	22	95,6
8.	Moral content focus	Discipline and value knowledge	16	69,6
9.	Culture value load	Local and related foreign introductions	13	56,5
10	Integration with elementary school curriculum	Must	14	60,8
11	Teacher Background			
	- Non/Native	Non native	3	13,0
	- Level of education	S1 degree on English teaching	18	7,3
12	Additional competence of the teachers	IT	14	60,8
13	Problems emerge related to the lessons	Minor vocabulary matter	6	26,0
14	Other expectations noted	Continuous learning program	11	47,8

Related to study load, the respondents agree that ideally the students are expose to the lesson as many as twice or three times a week. They also suggested that each meeting of the lesson is given within 60 to 80 minutes – that is 30-40 minutes of each lesson hour only. Most of them are aware of the children’s condition which are easily get bored when exposed to the lesson longer than those proposed time.

The curriculum should be explicitly and clearly provided by the institution. They also

expect that they are well informed about the curriculum plan an instructions. This indicates that actually they are aware of the need of establishing cooperation with the school. Even though mostly they do not really apt to the content of the English language teaching, but they believe that they deserve the cooperation.

The parents paid attention to moral content implied in the curriculum. They expect that the students can also learn good value through interesting English learning programs. Such values as discipline, tolerance, and eagerness to learn are among others the most preferred moral content to teach. In addition, they also showed their worry about the culture value hidden in the imported text books. Most of them are aware of having local English books with local wisdoms instead of imported books which may expose the children to western cultures – such as through the pictures, the stories, etc. Nevertheless, they realize that it is necessary to introduce the children to such kind of international culture.

The respondents urge that even though English is no need to be a compulsory subject given in this level in Pre School, they still expect that whatever planned in the stage should be integrated to those in the following level – elementary school learning program. Related to this case, they believe that the government actually should take part in determining main content of the education programs, so that either formal or non formal institution will have similar guidelines in providing the content of the lessons.

The respondents believe that for the English teaching program in early age in Indonesian setting is not necessarily done by native speaker English teacher. When confirmed about the need of modeling for good pronunciations, they argued that it could be manipulate through the use of multimedia teaching aids. Such pronunciations model recorded can be an effective way out to provide the need of teaching good pronunciation for the children. They think that Indonesian teachers are adequate to handle this need.

Still related to the need of good English teachers, of the 23 parents, 16 of them expect that especially for young learners, the teachers are not only required to master certain level of relevant education background, but also possess natural talent of handling children – something to do with nurturing young learners. The latter, they added, could be abridged by providing certain course designed especially for teachers for young learners. In additions, they argued that the teachers should hold certain degree of English teaching –

expectedly undergraduate degree (S1) – to ascertain the linguistic mastery.

Besides, the respondents expected that the teachers are technology savvy. There are 21 respondents conveyed that interestingly effective and efficient English teaching learning are very closely related to the use of relevant technology. That is why the parents mentioned that mastering information technology – accessing internet, using multimedia teaching aids, etc – is crucial for the learning programs. When asked about the problem they face related to the English learning program of their children, the respondents conveyed that they do not really face trouble on it. Few revealed that sometimes they have to deal with questions relate to vocabulary of the lessons, but that does not seem to give them big matter.

Another matter that the respondents expect much is the well planned continuous English learning program. Some of the respondents mentioned that they have experienced that they could not find good program to accommodate the need. They are afraid that if the English learning program not well planned, then the accommodated learning experiences might be less valuable for their children.

5. Conclusion

To conclude, we can infer that parents are effectively relevant factors to contribute to education curriculum. The parents are not only simply the target market of the service but they are the determining factor in having quality classroom instructions. Accommodating their expectations might be very beneficial in order to develop and maintain effective language teaching curriculum. This research is a simple planned one covering simple issue related to this field. It is of course valuable to have more thorough research with more complex scope of study to have further and deeper understanding on this issue.

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ABSTRACT
**THE APPLICATION OF PROBLEM BASED LEARNING METHOD IN SCIENCE
LEARNING TO ENHANCE STUDENTS' LEARNING OUTCOME IN SD INPRES
KAKASKASEN TIGA GRADE 5 STUDENTS**

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This research is done based on the observation in science instruction to the 5th grade students in elementary school of Inpres Kakaskasen3. While the process of instruction, the students in this class seems didn't pay much attention to the teacher who was speaking in front of the class. Sometimes the teacher ask any questions to students but they could not give the right answer. The teacher dominates the proses of insruction and the students lack involve in it. The instruction in class seems become teacher center: the teacher gives explanation and the students listen; the teacher gives question and the students answer; the teacher gives problem and the students trying hard to solve it based on the concept they read. The students prefer to memorize than practice or learning with their own experience. The students become pasif in learning and the teacher either. The teacher emphazise to reach the target of curriculum and ignore the reaching of instructional goal that formulated in instruction design. The effect of this instruction is found to the study result of the students after teaching and learning process. The result show that 60% of the students (12 from 20 students) could not have good result. They were under the total minimum criterium (75%) while 40% of them get more than 75% of mastering the subject matter. This atmosphere of instruction should be changed to get the better result. The goal of this research is to improve the students' study result at the 4th grade elementary school inpres kakaskasen 3 through implementation of problem based learning model in science instruction. Problem based learning model assumed that the students learn through problem that the teacher offered to. They way of the students to solve the problem is with doing the guide determined by this model of teaching. With this model, the students have to do some experiments that makes them active in learning. So that the instruction will be more optimal, effective, and more meaningful.

Classroom action reseach with the 4 steps, those are: Planning, Action, Observation, and Reflection designed by Kemmis dan Mc Taggart is the method used in this research. It has done in two sicluses with the subject of research is the students in 4th grade of elementary school Inpres Kakaskasen 3. The result of this research shows that the 1st siclus, the students' study result is 57,25%, and the result of the 2nd siclus is 90,25% This result has reached because of the enjoyable atmosphere in instruction to science with the topic is gravitation movement. The students are busy in dong their activity of some object they make experiment. They work in group to discuss what they have done, analyse, and make conclusion. Based on the result that the students reached, it can be concluded that the implementation of problem based learningmodel can improve the students' study result in science to the 5th grade elementary school Inpres Kakaskases 3 Tomohon.

Key words: *Problem Based Learning model*, study result, Science instruction.

INTRODUCTION

Education has been an interest all throughout the time, for it is one of human's basic needs. Everybody believes that sustainable development can only be achieved if the society is able to keep and sustain the environment in which they are in. Education is attached in every aspect of human's life; politics, economics, law and culture. Education is not only the pumping of knowledge in intellectualistic process, but also ia the personality and characters development in order to build people of character (Fajar, 2002: xvii).

The quality of human resources is one of the absolute requirements of successful development. The process of development as the pillar in which reformation rolls, placed the enhancement of human resources as the priority program and one of the thing that holds the essential power in realizing the achievement of development through education. Therefore, most countries, especially developing countries view education as a strategic infestation to continue human civilization.

According to Shulman (Rusman, 2012:231), education is a process that helps people to develop the capacity to learn how to connect their difficulties with some useful puzzle to form problems.

According to the observation that is done in SD Inpres Kakaskasen Tiga grade 5, the Science learning has not been done optimally. The teacher was still dominating the learning activity (teacher-centered learning), hence caused students to be disengaged. Students only memorized the materials, which results in students' lack of understanding even they forgot the things they learned. Besides that, the students were seldom in doing science experiment which those experiment could have helped them in developing their scientific process, such as observation. Before Problem Based Learning model was applied in Science lesson, only 8 (40%) of 20 students were

successful in the Science learning, whereas the minimum passing criteria of science is 70%. This means that 12 students (60%) were unsuccessful.

To deal with that problem, a variety of ways have been applied. One of them is the teaching and learning model that fits the learning process. This learning model that is considered able to engage students in science teaching and learning is Problem Based Learning.

Based on the problem, the researcher was interested to do a research entitled "The Application of Problem Based Learning Method in Science Learning to Enhance Students' Learning Outcome in SD Inpres Kakaskasen Tiga Grade 5 Students".

Based on previously explained background, the research question is "How is application of Problem Based Learning method enhance students' science learning outcome about gravitational force in SD Inpres Kakaskasen Tiga Grade 5 students?" Also, the purpose of this writing is to enhance students' learning outcome about gravitational force in SD Inpres Kakaskasen Tiga Grade 5 students through the application of problem Based Learning.

From this research, it is hoped that this can contribute benefits to the researcher in mastering the Problem Based Learning model and to be applied to other Science topics. For junior school teachers, it is hoped that this research can help engage students to the learning process and have them get used in thinking critically in solving Science phenomena.

RESEARCH METHOD

The research method used is Classroom Action Research (CAR) by Kemmis and McTaggart (Zainal Aqib, 2011:16). This is conducted in two cycles, each in four stages: planning, action, observation and reflection.

Research Procedures

Cycle I

The procedures the researcher did were:

Planning Stage

The things the researcher prepared in this stage were:

1. The lesson plan with PBL method
2. The learning media, student's worksheet and assessment sheet

Phase	Indicator	Teacher's Action
1.	Orient students to the problem	Explain the learning goals, the logistic needed and motivate students to solve the problems.
2.	Organize students to learn	Help students to define and organize the tasks that are related to the problem.
3.	Guide individual/group experience	Encourage students to gather proper information, do experiments to get explanation to get the problem solved.
4.	Develop and present the work	Help students plan and prepare the suitable work, such as report, and help them to share the work with their friends.
5.	Analyze and evaluate the problem solving process	Help students to do reflection or evaluation to the investigation and its process they did.

Observation Stage

In this stage, the researcher do the teaching process, while the homeroom teacher do the observation towards the researcher and the students in the teaching and learning process with Problem Based Learning model steps. This observation activity covers the whole students' and the researcher's activity in the teaching and learning process.

Reflection Stage

In the stage, the researcher reflect together with the homeroom teacher as observer about the important things that happened during the teaching and learning activity that caused students to be unsuccessful in mastering the materials or the researcher's error in directing the learning process and other possibilities that happened during the action stage. The

3. The observation guideline sheet

Action Stage

In this stage, the researcher did according to the planning stage using the Problem Based Learning model according to Ibrahim and Nur (2002:13) and Ismail (2002:1) in (Rusman, 2012:243) as following:

result of this Cycle I reflection will be the base to do revision for improvement in the second cycle.

Research Subject

The subject of this research is SD Inpres Kakaskasen Tiga's grade 3 students, 20 students in total, with 12 boys and 8 girls. This research was conducted in the second semester of 2014/2015 academic year.

Data Analysis Technique

Data gathered were then analyzed to discover to which extent had students master the material served. In analyzing, the researcher used this percentage technique:

$$KB = \frac{T}{Tt} \times 100 \%$$

KB = passing grade

T = score achieved by the student

Tt = total score

Research Result and Discussion

Cycle 1 Result

The science learning result about gravitational force was developed from the evaluation result in the form of written test assessment sheet which was given to 20 students. In this equation of student success in learning process, the researcher summed student's right answers, divided it by the total score, multiplied with 100%. Hence, the result of students learning outcome in Cycle I, judging with the passing grade criteria is 57.25%.

$$\frac{1145}{2000} \times 100 \% = 57,25$$

Cycle 2 Result

The science learning result about gravitational force was developed from the evaluation result in the form of written test assessment sheet which was given to 20 students. In this equation of student success in learning process, the researcher summed student's right answers, divided it by the total score, multiplied with 100%. Hence, the result of students learning outcome in Cycle II, judging with the passing grade criteria is 90.25%.

$$\bullet \frac{1805}{2000} \times 100 \% = 90,25 \%$$

Discussion

This research used the Classroom Action Research (CAR) that is consisted of two cycles. It is concluded from the data analysis that there is an enhancement in students' learning activity, teacher's activity, and students' learning outcomes from the cycle I to the cycle II.

In cycle I, the barrier to this research was that students were not active in the learning activity. This is because students were not used to this learning method where they are oriented to problems and try to find the way out as in the steps of Problem Based Learning. Learning this way was considered hard because it requires critical thinking to solve the problems that were stated by the researcher. Besides that, there were only some active students during discussion time, while the others were seem to be just depending on their friends' work.

This caused lack of cooperation between the students. The other barrier found in cycle 1 was that the teacher lacked in understanding of the Problem Based Learning method. The teacher should act as the facilitator in this method, while in reality the teacher only transferred knowledge which can't be guaranteed whether students get it or not. This caused students to be not active in the learning. The learning outcome was dissatisfactory because a lot of students were not doing the problems correctly. The result of cycle I was dissatisfactory because it only reached 57.25%.

However on cycle II, from the observation result, it is visible that students' learning activity was enhanced. The students asked lesson relevant questions and were more engaged to the learning. Besides that, they were ready when the problem was offered by the researcher. During task time, almost every member of the group was ready and active, no longer being confused on how to solve the problems, there was cooperation and communication between the students, and the students seemed to enjoy the learning. The research result in cycle II states that every grade 5 students in SD Inpres Kakaskasen Tiga reached the passing grade criteria in science material about gravitational force. Students' learning

result reached 90.25% because students were able to do every problem in the worksheet correctly. The result of cycle II was highly satisfactory. It is concluded that the application on this cycle was successful.

CONCLUSION

According to the research result that was conducted in grade V SD Inpres Kakaskasen Tiga, it is concluded that:

The application of Problem Based Learning model enhances the learning outcome about gravitational force in grade V SD Inpres Kakaskasen Tiga.

SUGGESTION

The teachers of grade 5 students in Tomohon, especially the teachers in SD Inpres Kakaskasen Tiga, are suggested to apply Problem Based Learning model in science learning to enhance students' learning outcomes, especially the students in grade 5 SD Inpres Kakaskasen Tiga.

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Improvement of students' learning result gained in social science class through collaborative learning method for students grade V Swasta Kitri Bakti Elementary School in Bekasi

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The theme of this research is Improvement of students' learning result gained in social science class through collaborative learning method for students grade V Swasta Kitri Bakti Elementary School in Bekasi. This theme of this research is on the basis of learning quality in school specifically in social science class for students grade V Swasta Kitri Bakti Elementary School in Bekasi wasn't satisfying. The teachers hadn't used the variative teaching method and the less use of suitable learning media. The aims of this research are to know whether students' learning result gained in social science class can be improved through collaborative learning method for students grade V Swasta Kitri Bakti Elementary School in Bekasi. The method of this research is classroom action research consisting of four steps as follows: (1) planning; (2) implementing; (3) observing and evaluating; and (4) reflecting. The result of this study has successful to describe the effectiveness of implementation of collaborative learning method in social science class has been able to improve students' learning result gained. In addition to this that collaborative learning method has been able to grow the collaboration among students in social science class such as finishing task, making report, and presenting in front of other groups. Previously, there was only 8 of 32 students having scores higher than minimal mastery criteria. The result of study showed that all of students having scores higher than minimal mastery criteria. Through the collaborative learning method, students' activities were stimulated, the tests were easier done by the students, and the use of time was more efficient. It can be concluded that students' learning result gained in social science class can be improved through collaborative learning method for students grade V Swasta Kitri Bakti Elementary School in Bekasi.

Keywords: collaborative learning method, students' learning result, classroom action research

PRELIMINARY

Improving the quality of education at all levels of education in schools is one way to improve the quality of education in Indonesia. Improving the quality of education in schools is closely related to the quality of the learning process the teachers and students in the school. School as an educational institution to be considered as a strategic point that gives hope to support the long-term problem-solving efforts. Coaching programs and population control and environmental behavior implemented implemented, systematic, purposeful and related.

Law of the Republic of Indonesia in 2003 Article 1 on National Education System reveals:

"National Education serves to develop the ability and character development and civilization, is aimed at developing students' potentials in order to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and accountable".

The development of these aspects lead to the improvement and development of life skills which is realized through the achievement of competence of learners, to survive and adapt and succeed in life.

At the primary school curriculum, both the 2004 curriculum (CBC) or curriculum, 2006 (SBC), a curriculum oriented to the ability of the learner as a central subject and learning. Social Sciences subjects refined to improve the quality of social science education nationally, because of the current prosperity not only rely on natural resources and physical capital, but rooted in the social and intellectual capital trust

Social science curriculum development to respond positively as the development of information science and technology and the demands of decentralization is done to improve the relevance of social science learning program with state and local human needs with a number of social activities.

Social Sciences is a field of study that study and examine and analyze symptoms and social problems in the community in terms of aspects of life in an integrated manner. The formulation of educational goals IPS limits for elementary school level is as a simplification of the discipline of the social sciences, sociology, ideology of the state and organized religion scientifically and psikologis for educational purposes.

IPS educational purposes According to Hasan (1996 : 107), IPS can be grouped into three categories, namely the intellectual development of students, development capability sense of responsibility as members of society and the nation as well as the development of self-learners as a person.

Regarding the educational characteristics of IPS as a syinhentik disciplines, described by Somantri (2001 : 198) that called syintetic discipline because education IPS not only to be able concepts relevant between educational sciences and social sciences, but also the purpose of education and development as well as social problems in social life that would be a consideration of educational materials IPS.

One method is a method of learning social studies group work, ie teaching and learning levels of active student who high. Method group work requires different preparation when compared to the learning ekspositorik format.

Group work method is where the students in a group is seen as a separate entity to look for a destination that is certainly lessons to work together (sagala, 2003: 215).

In the method of group work, students in one class is seen as a separate entity, or divided into small groups. The division of the group can be based on the difference upon ability to learn, different interests and talents, different types of activities, differences in residential areas, or randomly generated.

Education should produce a learning conditions which meet the criteria, whether there exists in the demands of the curriculum and methods of teaching strategies and approaches that should be the goal of teaching and learning was done agar successful.

Reality on the ground shows the results studied social sciences was less significant, there are still passive learners in every classroom learning, not optimal creative nuances of dialogue, discovery of rote-memorization saturated so that no learner's cognitive development. Teachers implement instructional monotonically use the lecture method. Therefore, the intellectual activities have not been implemented fully.

In accordance with the function and purpose of teaching social sciences, this method deliberately become research material for teachers to not only wear or use the lecture method alone in conveying the lessons of social knowledge, as in the method of group work students are involved

directly so will cause learning is active and is expected to an increase in the terms of the acquisition value and attitude change according to the function da learning objectives of social knowledge.

In this study, researchers examined the application of the method of group work in the learning activities of Social Sciences at the elementary level. Kelompok work is one method of learning which has a high content of active students. Group work requires preparation that much different when compared to the learning ekspositorik format. For those who are familiar with ekspositorik strategy, need to practice using the method of group work.

In class learning a lot of components that are controlled by a teacher, among others: the methods, media, and learning resources. Therefore should a teacher must master these components in order to achieve the learning aim. The learning method is one component that must be present in the learning activities, because method learning is the way a teacher to deliver the one learning materials, such as expressed by Winataputra (2004: 4.1) that is essentially the teaching method is a method or technique used by teachers in doing interaction with students during the learning process takes place.

In social studies learning activities, there are several types of methods. Basically the method of group work is a learning activity where individuals learn there is more than one person through cooperation in resolving the problems in learning is a form of national flavor development of students. "The method is a group work in which students in a group is seen as a separate unity to find a purpose that is of course subject to mutual cooperation" (sagala, 2003: 215).

Based on the description of this study focuses on the use of group work method in teaching social studies titled "Improved Learning Outcomes Student Class V SD Swasta Kitri Bakti in Bekasi,

RESEARCH METHODS

Based on the research objectives, the research method used was a Class Action Research (PTK) or Classroom Action Research (CAR). The aim of this study was to address a problem that is present in the classroom. In this study hard learning outcome Social Science (IPS) with method of group work. Especially in class V SD Swasta Bakti Kitri in Bekasi Regency.

The process used in the study of this class is the process model cycle (round / spiral) that the model of action research according to Kemmis and

Taggart. Starting from round or stage of the cycle to the next cycle with the target or the quality of learning, the better learning outcomes IPS accompanied by increasing through group work method. The draft has 4 stages kegiatan at each cycle 1) Make a plan of action, 2) carry out actions, 3) conduct monitoring / observation, 4) provide reflection and evaluation to obtain the extent to which the expected results then revised to implement the measures in the next cycle

Guided by the results of the data about the learning outcome Social Science (IPS) with method of group work in class V SD Swasta Kitri Bakti in Bekasi district conducted three cycles with each siklusnya is no increase learning outcomes IPS with group work method. Of the final test students in the first cycle obtained average yield is 65, which passed 15 people (47%), while students who have not passed as many as 17 people (53%), while students in grouped into eight working groups. That there are five working groups (47%) who have passed and the three working groups of the rest (43%) stated they have not passed the KKM 70. Then the second cycle there is an increase in students who graduated at 27 people (87 ^), did not pass the 5 people with the average value of 74. And for the new group 6 group who passed within the limits of the determined. Than pass undertake the third cycle as much as 31 student (98%), while students who do not pass only 1 (2%) of the value of all the students obtained 77. Than the average value in the working group stated that the entire group of students graduated in accordance with the limits prescribed pass.

Along with improvement can be explained that the efforts to improve learning outcomes IPS through group work method is very effective and the results of the study showed the better performance of the teacher, it will be a good learning outcomes of students.

DISCUSSION

The initial activity of research that observe the learning IPS process in class V SD Swasta Kitri Bakti which is the object of research. In the implementation of observation, observer observing, recording and then documenting the findings and information obtained during the pre-cycle of learning activities.

In the process of learning through seen that less effective and less bring student engagement. Teacher dominates and gives less active learning opportunities. with a lecture and

question and answer. Though the material covered can be applied through group work method that can increase the activity of the students.

In this classroom action research model PTK cycle. Cycle consists of: 1) planning action, in this case study drafting to implement actions to be taken include: a) Determining the subject matter and teaching methods by analyzing the curriculum according to the study. b) Develop a schedule of implementation of the action as much as three times the cycle, adapted to the existing schedule. c) Choosing a research instrument to create formats observeasi and test student learning outcomes (LKS). 2) Implementation of actions, adapted to the schedule that has been drawn up. In this process the researchers conducted observations on the implementation of the action in accordance with the principle of connection and collaborative. 3) observation carried with two ways: non-systematic observation by do observers by not using the instrument observations. And systematic observation, which was observed by using the guidelines as an observation. 4) Reflection, is the evaluation, analysis, meaning, explanation, inference and identification of follow-up in forward planning. In this study there are terms that have specific meanings explained in connection with the title: 1) Learning is a pattern of actions, values, understandings, attitudes, appreciation, abilitas and capability achieved by learners. A person who has made the learning process will be noticeable changes in one or more domains such behavior. 2) Study of Social Sciences at the elementary school, a group of Brazilians is social science, each of which has the task and field, as well as intellectual ability and improvement in the subjects studied a set of events, facts, concepts and generalizations related to social issues of citizenship. 3) Working Methods Group, is a learning activity in which the individual in this case there are students who learn more than one person with the question of cooperation in the completion of the study is a manifestation of rational students and find the specific learning objectives with mutual cooperation.

To perform the action in the learning process, which includes planning assembles researchers preparing Implementation Plan Learning, group formation and formulation issues.

Implementation of the measures implemented in the learning process and the teacher gave preliminary tests to students to determine prior knowledge and gauge students' overall ability of the subject to be taught. From the results of the initial test can be passed, only 7 (20%), others as many as 25 people (80%) were still below the limit value pass. The average value of the initial test is 54.

From the results of these tests and the first teacher to act based on the table that stated as many as 15 people (47%) passed and students who do not graduate as many as 17 people. The average value of the results of his first acts was 65. Then look at the value of the working group on the first action while students in grouped into eight working groups. That there are five working groups (47%) who have passed and the three working groups of the rest (53%) stated they have not passed the KKM 70. Then the second cycle there is an increase in students who graduated at 27 people (87%), did not pass the 5 people the average value of 74. And for the new group 6 group who passed within the limits of the value pass. Than pass undertake the third cycle of 31 people (98%), while students who do not pass only 1 (2%) of the value of all the students obtained 77. More than the average value in the working group stated that the entire group of students graduated in accordance with the limits prescribed pass.

Based on these studies revealed that the learning model with the subject of Natural Appearance Indonesian Territory and Nature Made appearance Indonesian territory with the group work approach can be an alternative in the breakdown experienced by learners, teachers, and schools. This approach has a significant correlation in the formation of co-operation, the look, the attitude, the role and function of the learners in the group.

CLOSING

After conducting research on the learning process IPS using group work in class V SD Swasta Kitri Bakti undertaken three times the action, it can be concluded that the target showed good results.

Student achievement before the action has not reached the maximum level in solving IPS only 7 (20%), others as many as 25 people (80%) The average value of the initial test is 54. Through the method of increased student activity group work, as well as the formation of attitudes, responsibilities, increased socialization process, sserta workmanship problems easier to work with and use a relative efiesien.

The use of group work method positive impact on improving student learning outcomes in accordance with their potential.

Student learning outcomes for Social Sciences field of study that uses group work methods showed improvement was encouraging.

This can be illustrated by the continued increase in the average value of learning outcomes, increasing the number of students who graduated, and the declining number of students who did not pass from the first to the third cycle. In the first act, successfully obtained an average value of 65, with 15 students graduating (47%) and 17 students who did not pass (53%). In the second act, successfully obtained an average value of 74 students who graduated at 27 people (87%), did not pass the 5 people (13%). And in the third act of the average value of 77, with 31 students (97%) students graduated and 1 (3%) did not pass.

By using the approach of group work in class V SD Swasta Kitri Bakti proven to be an effective method of teaching and learning in the learning process. Learning outcomes achieved from the first act of learning a third dsampai show improvement. The conclusion of the results showed that the better the performance of the teacher, it will be a good learning outcomes of students

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Improving The Second Grader reading comprehension by using story mapping

Study At SDN 4/IV Jambi Province

Yurni¹

Abstract

Teaching students to read as well to comprehend reading materials at second grade was not an effortless job for teacher. Otherwise in their achievement goals they should understand the text and can answers the question correctly. The purpose of this study was to find out whether using story mapping can improve the second grader at SDN 4/IV Jambi Province in their reading comprehension. Subject of this research was twenty students taken by purposive sampling technique, that consist of ten female and ten male students, age between six years old until seven years old. Quasi experimental design was used to measure the effect of story mapping game to reading comprehension. There was no control class, all students was taken as experimental subject. Narrative story was selected from text book reading material, students then was explained how to make a story map, and they have to fill the story map sheets that consist of characters, setting, problems, plots (events), solution and ending of the story. At the end of the session student have to answers the reading question. Pretest and posttest was taken in order to know the baseline and the improvement of the game. Result showed that student reading achievement was well improved after the treatment was done.

Key words: Story mapping, reading comprehension

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BACKGROUND

One of the study that tough in primary school is Bahasa. Target of this subject was the ability of the students to read and to write. At the second grade student are targeted to understand the text and could read the text fluently.

Reading is one of the important skill that students must have, comprehend the reading text is the next step. It is an universal agreement, even though many educators disagree about many other aspects of literacy, that the primary goal and purpose of reading is to comprehend text as well as to understand what we read.

Comprehension is not just the by-product of accurate word recognition. Instead, we know that comprehension is a complex process which require active and intentional cognitive effort. Reading can be seen as an interactive process between a reader and a text (Ardakani & Lashkarian, 2015), its means that reader interacts dynamically with the text as she/he tries to elicit the meaning. Reading is the recognition of printed or written symbols, which serve as stimuli for recall of meanings built up through the reader's past experience. (Ardakani & Lashkarian, 2015).

Reading a story is an enjoyable activity. Story can automatically make students could acquire knowledge about story grammar indirectly, simply by listening to and reading stories (Mathes, P., Fuchs and Fuchs. 1997). Research by Reutzel & Hollingsworth (1993) showed that training the oral recitation for second graders students can improve reading comprehension. Another study related to reading comprehension and story mapping (Peterson, 2008) stated that it is a kind of comprehension strategy that could improve their understanding on text and information. Story mapping can use sheets or board (Keeler, 1993) both are effective, it depend on the situation in the class. The objective of this study is to find out the effective strategy for the second graders to comprehend the reading material. Research problem is using story mapping could improve the second graders reading comprehension?

STORY MAPPING

Story is a description of events and people that the writer or speaker has invented in order to entertain people. Story map is a visual framework used to help students focus on, recognize and recall the elements of a fictional story. We can say that story map is a graphic or semantic

visual representation of a story. The map will illustrate a way to provide an overview of a story. It may consist of brief information about characters, setting, problem, goal, events and resolution (Farris, 2004)

Story maps lies within story grammar research (Farris & Carol,2004). The term of story grammar refers to the hierarchical rules or psychological structures that people use to create and remember stories, in truly speaking it is the skeleton underlying a story. These psychological models of comprehension and memory are used by both adults and children to encode and store information in their long term memories. Story mapping is a technique, such it consist of identifying the main element, categorizing the main events in sequential order. Story map is an excellent way to help students see cause and effect, recall story events in sequential order and understand story structure (keeler, 1993)

Fig.1 Story Map Sheet

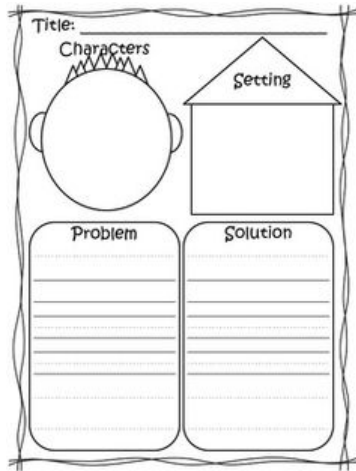


Table 1. Comprehension

Questions

1	Who was the story about? Or who were the main character?	Character
2	Were there other important people?	Character
3	When did the story take place	Setting
4	Where did the story take place	Setting
5	What did _____(important person) want (or want to do)?	Goal
6	What did _____do to try to get what s/he wanted?	Action
7	What is the problem of this story?	Definition/problem
8	How is _____get what s/he want?	Action
9	What lesson did the story try to tell?	Theme
10	What is the best solution for _____problems?	solution
Note: the author developed the question based on idol and Croll (1987)		

RESEARCH METHODOLOGY

Procedure of the research:
 participant was twenty second grade

students of SD 4/IV Jambi (ten male and ten female age between 6 years to 7 years). This research is begin by giving a pre test and post-test to the student, student should answer reading comprehension question as stated in table 1 above. The reading text used was a narrative story “Ning’s Birthday” as a pre test and post-test otherwise as a treatment narrative story used was “Twins not always the same” and “the big foot” (Maryati, et.all.2006). Before the treatment, student was introduced a literal story map after a story has been read. Students should be made aware of feature such as clockwise sequential ordering of the story elements. Initially, the story map may be used successfully as a post-reading activity to recall and reconstruct what happen in the story. When the students are more familiar with the feature of story maps, researcher proceeds to pre-reading story map instruction. (1) story map was introduced with questions (what do you think this story is about? Who do you think the first character is in the story? Where did the story happen? Etc). (2).After pre-reading activity student then asked to read the text orally. (3). Students asked to fill the story map sheet. (4) students answer the comprehension question.

The data gained from student reading comprehension then matched with category follow :

Table 2. Reading Comprehension Category

NO	SCORE	CATEGORY
1	0	Very Poor
2	1-2	Poor
3	3-4	Fair
4	5-6	Good
5	Above 7	Very good

Student that cannot answer any question (zero poin) would be categorize as very poor, students that can answer 1-2 question would be categorize as poor, students that can answer three up to four question would be categorize fair, students that can answers five up to six question will be categorize as good, and those who can answer above seven question would be categorize very good. Reading test consist of ten question, asking about character, setting, goal, theme, solution (see table 1).

DISCUSSION

Conducting story mapping at second grade students was an interesting activity. For the first moment, students looks confuse but have much enthusiasm. But after a while, they can understand how to use the story mapping sheet and can follow the instruction. Result of the test showed that there was an improvement in students reading comprehension after the treatment, look table 3 below.

Table 3 Pre-test and Post-test result

No	Score	Category	Total
Pre Test			
1	2	Poor	5
2	3-4	Fair	12
3	5-6	Good	3
Post Test			
1	3-4	Fair	2
2	5-6	Good	15
3	8-9	Very good	3

Result showed that student score improve significantly, in post-test there were no poor score. On average student category are on good and there were three students have very good category.

Gowie (1978) Stated that good comprehend and poor comprehend seem to use a scan for meaning pattern which can be flexibly applied to suit their varied purpose. Good comprehenders clearly treat reading as a process through which to gain information about events and relations in the world. By giving pre-reading activity in this research students can understand what they are trying to search. Story mapping can directly make them search information what they need. As Gowie (1978) said next that writer, good reader use certain successful information-seeking process: such as symbol decoding, information integration and organization. On the other hand, according to Golinkoff (1975) the poor comprehenders seems to read text in a word by word manner, with a

minimum of text organization. The poor comprehender is also generally inflexible to variations in task demands.

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INDIVIDUAL LEARNING DIFFERENCES: MOTIVATION

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Abstract

Recognizing the diversity among students and understanding how students learn are among the most important challenges in teaching and learning process. Motivation is one of learner diversity which role important part in learning. Motivation theory has implications on teaching and learning. Motivation is the process by which behavior is directed toward important human goals or toward satisfying needs and motives. It also determines human behavior by energizing it and giving it direction. Many research have shown that motivation is prominent part in education area, particularly, teaching and learning. It deals with psychological perspective on human behavior. This paper addresses motivation in learning and teaching which influences students' achievement in the classroom.

Keyword: Motivation, students' motivation

I. INTRODUCTION

Teachers spend their professional lives with young people. Teachers manage so many different kinds of students and respond differently to all diversity. Sometimes it becomes a problematic thing in the class. Students are individuals with individual needs, interests and methods of processing information (Deporter & Hernacki, 2004). There are some learner variables in language learning such as motivation, age, learning style, personality, gender, strategies, metacognitive, autonomy, beliefs, culture and aptitude (Griffiths, 2008). Troike also states that the differences we explore here are age, sex, aptitude, motivation, cognitive style, personality, and learning strategies (2006, 82). Every student has different thing like age, genders, and mental capacity, linguistic abilities which influence how they learn and understand the lesson. Teachers must be aware that not everyone fits the same mode.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content--what the student needs to learn or how the student will get access to the information; (2) process--activities in which the student engages in order to make sense of or master the content; (3) products--culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment--the way the classroom works and feels (Tomlinson: 2000).

Variety ways of teaching to achieve learning objectives is prominent aspect should be considered. It is supported by Reece and Walker (1997) who stated that the choice of teaching strategy has an effect upon the motivation and interest of the students. Motivation is

an important contributing factor to success in teaching and learning. Motivation provides the primary impetus to initiate learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in learning presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement.

Motivational teaching practice systematizes the application of motivation into a circular system composing four phases: creating motivational conditions; generating student motivation; maintaining motivation and protecting motivation; and encouraging positive retrospective self-evaluation. This cycle implies that student motivation should be built, generated, maintained and encouraged (Dornyei, 2001, p. 29). In line with this, students' classroom learning motivation is a central element in the teaching and learning process (Dornyei, 2001; Oxford & Shearin, 1994). Teacher should involve in understanding motivation itself to facilitate student achievement.

II. MOTIVATION

When students are motivated to learn, they try harder to understand the material and thereby learn more deeply. Furthermore, let the students have the motivation of speaking is very important to English teaching. Motivation is an internal state that initiates and maintains goal-directed behavior. It is an inducement to action. (Mayer in Liu: 2010). If the students can use the language for themselves, then they become aware that they have learnt something useful and are encouraged to go on learning: perhaps the

most important factor is to keep up motivation in the learning process itself. Motivation is not observed directly, but rather inferred from behavioral indexes such as verbalizations, task choices, and goal-directed activities. Motivation is an explanatory concept that helps us understand why people behave as they do.

Motivation is the process whereby goal-directed behavior is instigated and sustained. This is a cognitive definition because it postulates that learners set goals and employ cognitive processes (e.g., planning, monitoring) and behaviors (e.g., persistence, effort) to attain their goals. (Schunk: 2012, 346). Students need to feel that what they are learning is relevant in their lives and helping them attain their individual goals and needs.

The more important they feel their studies are during class time the more likely they are to give a sincere effort in this learning environment (Life:2011).

Motivation is a relevant aspect of L2 learning, and has a great impact on the learner and how he or she acquires the language (Dörnyei: 1994). Many opportunities given to the students to work together and help each other in a learning situation, allowing discussions on subjects where the students can express their own feelings and points of view are always welcome and well appreciated by the students in their learning process. (Ascione: 1985). Motivation plays a significant role in this model in three ways. First, it mediates any relation between language attitudes and language achievement. Second, it has a causal relationship with language anxiety. Third, it has a direct role in the informal learning context, showing the voluntary nature of the motivated learners' participation in informal L2 learning contexts (Ushida:2005, 52).

There are some motivational areas (Dornyei: 1994, 275-277)

1. Intrinsic/Extrinsic Motivation and Related Theories. One of the most general and well-known distinctions in motivation theories is that between intrinsic and extrinsic motivation. Extrinsically motivated behaviors are the ones that the individual performs to receive some extrinsic reward (e.g., good grades) or to avoid punishment. With intrinsically motivated behaviors the rewards are internal (e.g., the joy of doing a particular activity or satisfying one's curiosity). Not only Dornyei, Harmer also contends about extrinsic and intrinsic motivation. Extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better (Harmer:2001, 51)
2. The self-determination theory was introduced by Deci and Ryan as an elaboration of the intrinsic/extrinsic construct. Self-determination (i.e., autonomy) is seen as a prerequisite for any behavior to be intrinsically rewarding.
3. Proximal goal-setting. The theories presented above may suggest that extrinsic goals such as tests and exams should be avoided as much as possible since they are detrimental to intrinsic motivation.
4. Cognitive components of motivation: attribution theory, learned helplessness, and self-efficacy theory.
5. Learned helplessness refers to a resigned, pessimistic, helpless state that develops when the person wants to succeed but feels that success is impossible or beyond him or her for some reason, that is, the probability of a desired goal does not appear to be increased by any action or effort.

6. Self-efficacy refers to an individual's judgment of his or her ability to perform a specific action.

7. Self-confidence-the belief that one has the ability to produce results, accomplish goals or perform tasks competently-is an important dimension of self-concept.

8. Need for achievement is a relatively stable personality trait that is considered to affect a person's behavior in every facet of life, including language learning

Motivation involves the learner's reasons for attempting to acquire the target language, but precisely what creates motivation is the crux of the matter.

Motivation is seen to be divided into two very general orientations. First, instrumental motivation involves perception of purely practical value in learning, such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school." (Troike: 2006, 196). For example, desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, etc. Second, integrative motivation is based on interest in learning because of a desire to learn about or associate with the people who use it or because of an intention to participate or integrate in the L2-using speech community; in any case, emotional or affective factors are dominant (Troike: 2006, 196). For example, desire to learn a language in order to communicate with people of another culture who speak it; the desire is also there to identify closely with the target language group. In conclusion, the relative effect of one or the other is dependent on complex personal and social factors. Foreign language learning by a member of the dominant group in a society may benefit more from integrative motivation, and foreign language learning by a subordinate group member may be

more influenced by instrumental motivation.

There are three different perspectives of motivation, that is, behavioristic, cognitive, and constructivist (Brown: 2000, 160-161). First, behavioristic is the anticipation of reward. Second, cognitive emphasizes on the individual's decisions and underlies the needs and drives as the compelling force behind the decisions, the needs for: exploration, manipulation, activity, knowledge, ego enhancement. Third, constructivist emphasizes on social context as well as individual personal choices. The fulfillment of needs is rewarding, requires choices, and it must be identified in a social context. Students will be motivated because they retrieve the value (reward), get the needs of exploration, stimulation, knowledge, self-esteem, and autonomy.

A distinction has been made in the literature between integrative and instrumental motivation: the desire to identify with and integrate into the target language culture, contrasted with the wish to learn the language for purposes of study or career promotion. Success in foreign language learning is likely to be less if the underlying motivational orientation is instrumental rather than integrative. But research (Ur: 2005, 276) since has cast doubt on the application of this claim to foreign language learners in general and has indicated that it may be impossible in practice to distinguish between the two.

The strongest motivation is the desire to understand the meaning of something. Motivation leads to attention, and attention lead to fatigue. Teacher should introduce primary motivation into language lesson incidentally so that students are unaware that they are still learning language. (Nation: 1993).

There are two other areas of motivation which Skehan offers in Narayanan. First, the resultative motivation

hypothesis implies that success breeds success. Skehan states that motivation might be influenced by the success experienced by learners. In comparison, the intrinsic views motivational desires as arising from the materials and the tasks themselves. Skehan puts forward the

hypothesis that motivation derives from an inherent interest in the learning tasks the learner is asked to perform (Skehan in Narayanan). It clarifies that motivation can be emerged from extrinsic by looking at successful one before and students' interest.

Rubric Motivation (Dorothi Williams)

Metacognitive Rubric				
Motivation				
Control of Attitude and Preparation for Study				
1	2	3	4	5
Strong external locus of control, Blames others for lack of success;	External locus of control, Often blames others for lack of success;	Sometimes accepts responsibility, Sometimes blames others for lack of success;	Has internal locus of control, takes responsibility for success and failures	Has strong internal locus of control, takes full responsibility for success and failures;
Has no goals	Has unrealistic goals and no plans to achieve them	Has unrealistic goals or vague plans to achieve goals	Sets realistic goals and makes plans to achieve them	Sets realistic goals and makes concrete, written plans to achieve them
Always needs direction. Does not complete distasteful tasks or tasks for which there is no drive	Usually needs direction. Seldom completes distasteful tasks or tasks for which there is no drive	Often needs direction. Sometimes completes distasteful tasks or tasks for which there is no drive	Is self directed or regulated and usually completes distasteful tasks or tasks for which the drive is not present	Is very self directed or regulated and completes distasteful tasks or tasks for which the drive is not present
Has no sense of time management	Has a vague idea of how to manage time	Understands the importance of time management but has no system or does not implement a plan	Has an effective time management system and uses it most of the time.	Has a well developed, effective time management system and uses it regularly
Does not care about success. Has a negative attitude. Very stressed.	Sometimes tries to do well, but has a negative attitude. Is experiencing stress	Tries to do well but has trouble keeping a positive attitude. Has trouble with stress.	Usually strives to do well and retains a positive attitude. Manages stress.	Always strives to do well; controls attitude with positive self talk; manages stress effectively

III. CONCLUSIONS

Another important factor to enhance their motivation was a relaxed classroom atmosphere, allowing a lot of time to practice, realizing the importance of learning, having various learning activities, and encouraging feedback. Teacher may offer a great service to learners and all learning process to elicit students' intrinsic

motivation and to design good atmosphere class and classroom task by giving educated reward.

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GROWING THE CHARACTER VALUES TO STUDENTS

THROUGH APPLICATION OF RME IN THE SOCIAL ARITHMETIC LEARNING

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ABSTRACT

Educate students at the Basic Education level, not only demanded that the students are clever, but there are also other demands no less important, is to educate so that students have a good character value. Educate so that students have a good character value, starting from at home, school, and community. In school, educating character to students are not only the duty of teachers of Religion or Civics teachers, but also the duty of all teachers, including teachers in Mathematics. Math teacher does not need to hold special time for educating character, but can be integrated in any material, and can be integrated also in different application of learning models. This paper, examines how the efforts of mathematics teacher of lessons in educating character to the students of Basic Education, especially in Junior High School through the application of Realistic Mathematics Education (RME) on the material of Social Arithmetic. Through presenting of the material of Social Arithmetic by RME learning model, students can be given a character education through the attitude of honesty, tolerance, discipline, cooperation, creative, independent, democratic, curiosity, love of peace, social care, responsibility, and so on. In conclusion, educational of character values to students can be done by mathematics teacher through a variety of materials, one of them through presenting of the material of Social Arithmetic by RME learning model.

Key Words: character values, Social Arithmetic, RME.

A. Introduction

Indonesia requires human resources in adequate quantity and quality as the main supporter in development. To meet the human resources, education has a very important role. This is in accordance with Law No. 20 Year 2003 on National Education System in Section

3, states that the national education serves to develop the ability and shape the character and dignified civilization in the context of the intellectual life of the nation. National education aims to develop the potential of the students to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative,

independent, and become a democratic citizens and responsible.

Character education aims to improve the quality of the implementation and results of school education towards achieving the formation of character and noble character of students as a whole, integrated, and balanced, appropriate to competency standards of graduation. Through character education, it is expected that students from elementary through high school/vocational able to independently increase and using the knowledge, study and internalize and personalize the character values and noble character so that manifest in everyday behavior.

Character values education which integrated in the learning are the introduction of values, facilitation in gaining the awareness of the importance of values, and internalisation of values into the daily behavior of students through a learning process, both of which take place inside and outside of class in all subjects. Basically, learning activities, in addition to making students master the competencies (material) that are targeted, it is also designed to make

students recognize, realize/care, and internalised the values and make it as behavior. For example, able to communicate and interact effectively and politely, understand the advantages and disadvantages of self, but also able to demonstrate a confident attitude. As a math teacher in primary education, especially in junior high school, the teacher should be able to become a facilitator of formation of character values of this nation through the application of appropriate learning models.

Competencies that must be owned by the students at all levels, including the realm/field of cognitive, affective, and also skills. So, educate students at the level of junior high school students, not only required to make students proficient in the field of cognitive, but also there are other demands which no less importantly, the affective field that educate students in order to have the values of good character. Instilling the values of good character, must begin at home, at school, and community environment of students. In school, educate students character is not only the duty of Religion or Civics teachers, but also the

task of all teachers, including teachers in Mathematics. Math teacher does not need to hold special hours and a special time to educate the student's character, but can be integrated in any material/subject, and also can be integrated in different application of learning models. This paper, examines how the efforts of teachers of mathematics lessons in educating the character of junior high school students through the application of Realistic Mathematics Education (RME) learning models on Social Arithmetic material.

B. Character Values Education

Character values education in Indonesia has been explicitly implemented since 1964 curriculum (Hamalik, 1990), with subjects known as Character lesson. But in its development, character education integrated into the lessons of Religion and Pancasila Moral Education. Explicitly, the teachers outside both of these subjects as not burdened with the duty to educate students in the field of character education.

Furthermore, after the corruption began rampant, fights between villages

began to spread, fights between youths began to frequent, likes drinking began to evolve, various licentious acts began to appear, and even began to appear thinking to establish a state in the Homeland, then start there discourse to bring back aspects of the attitude assessment/affective in the student report. However, in the 1994 curriculum, the discourse of it only appears in the first semester. Furthermore, Kemdiknas beginning in 2010 explicitly require the teacher to insert any character values in the learning process.

Based on the book of Teacher's Guide - Character Education in Junior high school (Ministry of National Education, 2010), there are 18 character values that need to be invested by the teacher to the students, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) the national spirit, (11) love of the homeland, (12) appreciate the achievements, (13) friendship/communication, (14) love peace, (15) likes to read, (16) care for

the environment, (17) social care, and (18) responsibility.

C. RME Learning Model

In Indonesia, Realistic Mathematics Education (RME) is often called the Indonesian Realistic Mathematics Education. RME learning model is based on the premise of Freudenthal (1991) who wrote "Mathematics must be connected to reality and mathematics as human activity". This thinking is in line with Hardi Suyitno's writing (2014), a professor of Philosophy of Mathematics who wrote that mathematics has a relationship with the real world. In fact, reaffirmed that based on the value of the philosophy of mathematics, then people will not be able to rule the world if people are not good at math. According to Zulkardi (2001), the application of RME associate real life as a starting point in the study of mathematics. Mathematics is given informally first, students are actively involved since the beginning of the learning, then reinforced by the provision of material formally by the teacher.

RME Characteristics

RME characteristics are (1) the use of real context (associated with real life) as a starting point to learn mathematics; (2) emphasize the completion informally before using the formal way or using the formula; (3) there is an attempt to associate fellow topics in math; (4) respect for diversity of the student answers and the student contribution.

Syntax of RME Application in schools

Syntax of RME Application in schools is as follows. Before a lesson (subject matter) is given to the student, the student is given the activities planned (can through practice simulation, singing, teaching aid, mini workshop, games, or giving a preliminary problems about 1-2 contextual/realistic problems) directing that students can find or construct their own knowledge. All activities are designed can be done by students informally or trial and error based on an appreciation or a specific way of students (due to the material or algorithm that question has not been given by the teacher to the student).

Furthermore, teachers observe/assess/examine the work of the students. Teachers need to respect the diversity of students' answers, then the teacher can ask one or two students to demonstrate their findings (how to solve it) in front of the class. Then, with question and answer, the teacher can repeat students' answers, so that other students have a clear picture of the mindset of students who have completed the problem/questions.

After that, the teacher explained the subject matter that support issues/problems which just discussed (or activities that are just done), including providing information about the exact algorithm to solve the problem. With this activity, the students are expected to finally be able to construct their own knowledge. However, teachers still need to provide sufficient direction if it is necessary.

Although thought to construct his own knowledge is a natural process, but if left alone, it is often biased, distorted, partial, uninformed, and potentially prejudiced; but the excellence in thie mind should be cultivated. Scriven and Paul (2004) asserted that: Thinking is a natural process, but left to itself, it is

Often biased, distorted, partial, uninformed, and Potentially prejudiced; excellence in thought must be cultivated.

D. Social Arithmetics Material in Elementary Education

Here, a part of Mathematics Book of grade VII Semester 2 Revised Edition 2014 at page 81. Understanding the Social Arithmetic, written at the beginning of the discussion.

Part 1:



Memahami Aritmetika Sosial

Pemakah kalian membeli baju dan celana di maal. Pernahkah kalian mendengar kata uang?, tentu hal ini tidak asing bagi kehidupan kita. Uang juga merupakan bagian penting dalam kehidupan sehari-hari baik individu maupun kelompok. Materi matematika yang menyangkut kehidupan sosial, terutama penggunaan mata uang dikenal dengan nama "Aritmetika Sosial". Dalam masyarakat modern, kehidupan manusia sangat dekat dengan penggunaan uang. Hampir setiap aktivitas berkaitan dengan penggunaan uang, baik digunakan dalam rangka memenuhi kebutuhan rumah tangga, kegiatan usaha perorangan dan badan maupun dalam bidang pemerintahan. Uang juga menjadi penentu nilai dari suatu barang.

Based on the description in the above part of the book, the Social Arithmetic interpreted as a mathematical matter concerning social life, particularly the use of currency. Thus, Social Arithmetic is a matter close to our daily life, such as:

Calculating the Overall Value, Value Per Unit and Partial Value, buying Price, Selling Price, Profit, Loss, Discount, Gross, Tara and Net.

To further clarify this matter, you should first understand the characteristics of Social Arithmetic.

Characteristics of Social Arithmetics

Social Arithmetic characteristics are as follows. (1) Social Arithmetic material is always related to everyday life. Social care attitude, friendship, and tolerance is needed in the Social Arithmetic applications in everyday life. (2) Social Arithmetic material is related to the economy or trade and transactions of selling-buying. The transactions required cooperation, courtesy, and communicative. (3) In this material of Social arithmetic, load the understanding of the overall price, the price per unit, and the partial prices. It also contains about the buying price, selling price, profit, loss, discounts, gross, tare, and net. So the character of discipline, creative, and social care is needed.

E. Character Value Education Through RME in Social Arithmetic

In the implementation of Curriculum 2013, the character values need to be instilled explicitly. Suyanto (2009) and English (1997), also suggested that the teachers should be able to choose an effective and joyful learning model, so that the values of the characters can be implanted into the students in a subtle manner, polite, and did not seem to impose. In student book of Mathematics VII Curriculum 2013 Revised Edition, Social Arithmetic is given to students in Semester 2.

In the book precisely so reflected the application of RME, ie, before the subject matter of Social Arithmetic formally given, the students are given a stimulus task/problem that is done informally. The philosophy underlying the Realistic Mathematics Education (RME) is that students should develop their mathematical understanding by working from the context that makes sense to them. Dickinson, P and Hough, S (2012) wrote that "The philosophy underpinning Realistic Mathematics Education (RME) is that students should develop Reviews their

mathematical understanding by working from Contexts that make sense to them".

Examples of parts of orders in student book of Mathematics VII Curriculum 2013 Revised Edition as follows, reflecting the application of RME learning models and is accompanied by character values education.

1. Before the lesson begins, students should be encouraged to pray according to their religion. This is the cultivation of religious values.
2. Students are given the task/problem informally in accordance with the rules of the philosophy of RME, before the Social Arithmetic material is given formally. This is the characteristic of RME learning.
3. Students are trained to think independently through the stage of questioning.

Part 1:



Berdasarkan hasil pengamatan kalian, coba buat!

1. "harga" dan "pulpen, buku"
 2. "beli" dan "pulpen, buku"
- Tulislah pertanyaan kalian di buku tulis.

4. Furthermore, as the RME application form, students are given a contextual problem and asked to find a solution independently beforehand. In addition to the value of self-reliance, the teacher can instill the values of discipline, hard work, and responsibility.

Part 2:



Untuk melatih nalar kalian, coba selesaikan masalah berikut ini

Budi ingin membeli tiga baju dan dua celana. Harga 1 baju adalah Rp120.000,00 dan harga 1 celana Rp150.000,00. Jika Budi mempunyai uang Rp600.000,00 apakah cukup uang budi untuk membeli kebutuhannya?

5. Next, the students were asked to discuss with friends. Through this discussion, students were educated with the values of the good characters:

Friendly/communicative, tolerance, democracy, and curiosity.

Part 3:



Diskusikan jawabanmu dengan teman sebangkumu, kemudian coba presentasikan di depan kelas.

6. Furthermore, in accordance with the thinking pattern of RME, students were asked to explore their own meaning of "buying price", "

selling price", "profit", "loss", and other terms contained in the subject matter of Social Arithmetic. Here, teacher can trains students to have the values of curiosity, creativity, hard work, and self-contained.

From the explanation above, it is apparent how the subject matter of Social Arithmetic given to the students through the RME learning model, can also instilled the values of good character to students.

F. Valuing of Character

Character assessment in schools, including in the realm of attitude competence assessment. Character as part of an attitude, as well as an expression of values or way of life that is owned by someone. Characters can be formed, resulting in a change of behavior or action is expected. According of *Permendikbud* Number 104 of 2014, there are several ways that can be used to assess the student's character, among others, through observation, self-assessment, peer

assessment, and journal assessment. Instruments used include a check list or the assessment scale (rating scale) accompanied rubric, the outcome of which is calculated based on mode. The following will describe the instrument that can be made of teacher in assessing the character based on observations. The characters of students' everyday recorded through observation using a format that contains of indicators of characters observed, both associated with the subjects or the general events. Observation of the characters associated with the subjects carried out by the teacher during the learning process, such as: tolerance, curiosity, hard work, responsibility, friendship/communicative, democratic, creative, discipline, self-contained, and while a student is in school or even outside of school during behavior can be observed by teacher. Teacher can choose a character that is prioritized to be observed.

No.	Name	Character aspects that assessed					Information
		Independent	Discipline	Hard Work	Democratic	Curiosity	
1.	Andi						
2.	Badu						
3.						

Note:

4 = very good 3 = good 2 = enough 1 = not good

The format above may be used on other subjects by adjusting the behavioral aspects that want to be observed.

G. Learning Application in a Class Room

Aminah and Suyitno (2015) reported that the application of RME learning model with the subject matter of Social Arithmetic contained characters can increase the absorption of learning and activities for students at SMPN 30 Semarang. In learning, before teacher starts a lesson, the teacher can explain the purposes of learning, according to the Basic

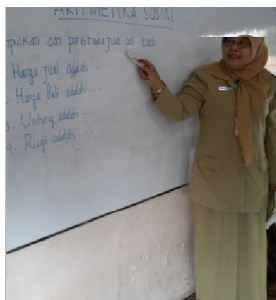


Photo 1: Teacher gives a direction before the learning of Core Activities implemented.

To explore their own of knowledge about the understanding of the selling price, buying price, profit, loss, discount, and so on, each students group can perform such activities appeared the photo below. Furthermore, the activities of students can do, among others: (1) ask the shop

Competence to be achieved, especially in the subject matter of Social Arithmetic in grade VII.

Here, described of application of RME learning model with the subject matter of Social Arithmetic contained character in SMPN 30 Semarang. Teacher preparations that needed: preparing of Observation Sheet for the measurement of the students character values, preparing materials for the simulation of practice in buying and selling, giving direction to the students about the procedures for communication/interview were polite, friendly, and programmed so that the purpose of the interview can be achieved.

owner or the store manager cooperative school, (2) each group of students can practice of buying and selling in the classroom as a form of simulated activities of buying and selling in the market, or (3) after completion of the simulation, each group was asked to present his findings to the class.



Photo 2: Group of students conducted interviews with the manager of School Cooperative.



Photo 3: Each group of students conducted simulations of buying and selling in the classroom . Teacher assesses.

In the simulation activity, the teacher has been able to embed and assess the characters on students through observation sheet. Further, each group was asked to present their finding to the class. Students or other groups with the teacher give feedback on results presentation. Duron, Limbach, and Waugh (2006) wrote that: Feedback and assessment of learning are provided by the teacher in the final step of the model. Hopefully, the material can be absorbed well by the students.

H. Conclusion

Based on the description in this paper , it can be concluded as follows. (1) Math teachers of SMP/MTs, can

present of Social Arithmetic material through a certain learning model, one of which is RME. (2) Social Arithmetic material, contains the values of character because it involves the social relationships between people. (3) When the teacher presents of material of Social Arithmetic through RME teaching model, teacher can educates and instill the values of noble character to the students. (4) How to judge the character can refer to Permendikbud Number 104, 2014.

I. Recommendation

Supplementary of Textbook need to be arranged in particular on the mathematics subjects in which includes portions are large enough to instill

character education. Furthermore, Supplementary of Textbook is intended, should also be given the charge that not only includes the portion large enough to instill character education, but also able to foster a sense of nationalism and national values are high.

To achieve this, it can be followed up with the research collaboration involving developed countries like the United States which already have very much experience in growing sense of nationalism in society.

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**THE MASTERY OF GERMAN WORD FORMATION
(WORTBILDUNG) THE STUDENTS AT GERMAN PROGRAM STUDY
FACULTY OF LANGUAGE AND LITERACY
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ABSTRACT

The aims of this Study is to determined the data of German word formation (Wortbildung) the student at German Program Study Faculty Of Language And Literacy Makassar State University. This study used a descriptive method. To collect the data were used test word formation (Wortbildung) both derivation and compound words and questionnaires. Data were analyzed by using statistical percentages. The populations in this study were all of students of German Program Study and as a sample is third semester numbered 35 and were randomized by using random sampling. The results of this study indicate that the word formation (Wortbildung) both derivation and compound words at German Program Study Faculty of Language and Literacy Makassar State University including enough category (65.31%). It is also can be seen from the results of the questionnaires especially from the supporting and inhibiting factors.

Key Words: mastery, word formation, German language, derivation, compound words

A. INTRODUCTION

One of the country including the highly advanced technology in the world today is German state. German state not only advanced in technology but in all fields of science. By mastering the technology from developed countries, of course we have to master the language. One foreign language taught in Indonesia

at this time is the German language. German is taught from high school level to university level.

German is taught at the State University of Makassar intended that students have basic skills in the German language skills and in the end they can communicate with their friends. Linguistic elements in teaching German language include grammar, vocabulary, pronunciation and spelling. In the process of teaching and learning, language elements discussed is intended to support the

acquisition and development of all four language competence, namely ; listening (Hörverstehen), speaking (Sprechfertigkeit), reading (Leseverstehen) and write (Schreibfertigkeit). The other language elements that support the four language competence is vocabulary, grammar, pronunciation and spelling. Teaching language elements that can be done alone or integrated with other language elements tailored to the themes discussed.

Learning German means also need to know the form. How the word is formed, from which the word class, and so forth. Knowledge of word formation process is very useful to form a new term in a language or at least to understand how an equivalent word of a language is formed. If we know the German word class, then we will be able to recognize where the origin of the word is, for example, whether a noun form of the masculine, feminine and neutral or so. A group of words can encompass a wide range of words based on the word of origin only. By knowing some basic words from a group of words, then we've been able to deduce the meaning of different words easily, so that we can increase and the vocabulary can be expanded quickly and easily. Therefore, as the German language learners, we must understand well the words of the German language, so that one's ideas and messages can be easily understood. Thus, the words that used to communicate to be understood in the context of the paragraph and discourse. The word as an element of the language, it can not be used without grammar. However, these words must be used by following correct rules that apply to that language.

The word formation is part of the vocabulary which in the end are part of sentence formation. Type a word in the German language consists of nouns, verbs, conjunctions, adverbs, pronouns, numbers, prepositions, clothing, and the adjective, and so forth. There are a lot of rules in German before the kinds of words in a sentence is made. All of the above kind words must be considered properly, for example, the verb in German before the sentence is conjugating it should be made in accordance with the subject. In nouns, there are three types of articles in front of the object, for example der, das and die. Likewise adverbs. In a word, there are several kinds of information such as adverbs place, time and adverbs modality, and so forth. So, the case with the formation of the word which uses the prefix and suffix already widely known by the students. However, we often encounter students make sentences in German by forming words that are not appropriate or are still making mistakes.

These rules make the student mastered the German language difficulties, if they do not seriously study it. Other difficulties are still many students who did not master the vocabulary of the German language. To master the German language is required to master as many or understand the vocabulary and sentence structure by doing exercises and studying earnestly. Although almost all of the students never learn the German language while in high school and even have gained courses German language skills, but most of them still have not been able to master the German language properly. It is seen from the end of the course Strukturen and Wortschatz I - IV and other subjects that are still low.

Learning a language is needed vocabulary, because the vocabulary is a collection of words of a language. According Keraf (2009: 80) "a person is a whole vocabulary of words that are in memory of someone who will cause a reaction when heard or read". The reaction is a form of language know it with all its consequences, namely to understand its meaning and to take actions in accordance with the mandate of the word. It is almost the same as said by Rastuti & Praise (2009: 3) that "vocabulary is all the words contained in the language, the wealth owned by a speaker or writer, the words used in the fields of science, such as economics, social, educational or physics ". Second opinions above are supported by Heyd in Pangestuti (2012: 8) vocabulary is "der Wortschatz umfasst Gesamtheit die einer Sprache der Wörter (das Deutsche hat 300.000 bis 500.000). It means that the whole vocabulary includes words in a language (vocabulary Germany has 300,000 to 500,000 words) .This is in line with the opinion of Scholl (2007: 4) said that "Als die Wortschatz bezeichnet man Gesamtheit einer Sprache der Wörter; Gesamtheit der Wörter, kann die jemanden anwenden "means: Vocabulary show the whole words of a language; whole words that can be used by anyone. Weermann (2005: 5) states "Wörter sind nicht das Mittel der Kommunikation einzige, aber eines der wichtigsten" means "word is not the only means of communication, but the most important thing". Djwandono (2008: 126) suggests "vocabulary as a vocabulary in various forms include: the words off with or without affixes, and word is a combination of words that are the same or different, each with its own meaning ". Meanwhile, according to Tarin (2011: 3) "vocabulary are words that are not easily changed or charged very little likelihood of other languages". Apart from that Nurgiyantoro (2011: 166) says that "the vocabulary is the main tool that is owned by someone who will learn the language, because the vocabulary used to

form sentences and to express thoughts and feelings both verbally and in writing".

Based on some opinions above, it can be concluded that the vocabulary is a whole word or all the words contained in a language that is in the memory of someone who will cause a reaction when heard or read and the word is not the only means of communication, but it is the most important and vocabulary as words in a variety of forms that include: the words off with or without affixes, and word is a combination of words that are the same or different, each with its own meaning.

Each basic form first word must be formed into a grammatical word, either through the process of affixation, reduplication process, as well as compounding process to be used in a particular sentence or speech. Almost all languages in the world have the process of word formation as a sentence -forming elements such as Indonesian, Javanese, English, German, Arabic and many more. These languages have prefixes, whether it be a prefix, suffix or inserts as elements forming the words. According Chaer (2003 : 169) "affixes a result of affixation. The word comes from the repeated reduplication or repetition, while the compound is the result of compounding or composition".

Basic word formation in German by Neubold (2011: 104) "is a word that we know are altered or combined with other words". A group of words can encompass a wide range of words derived from the words. In German the word formation is divided into two, namely through derivation or derivative words and compound words. Opinion was supported by Steinbach (2011: 1) that:

"Im Deutschen gibt es zwei der Wortbildung zentrale artery, die Derivation (Ableitung) und die Komposition (Zusammensetzung). Bei der Derivation bilden wir ein neues Wort, an indem wir einen ein Wort unselbständigen Wortteil. Bei der Komposition bilden wir ein neues Wort, indem wir zwei Wörter zusammensetzen ". It's mean "in the German language, there are two main types of word formation that is a derivation (derivative), and composition. In the derivation we create new words with words that can not stand alone, where as in our composition to form new words from a collection of two words ".

From the opinions of the above, it can be concluded that the formation of derivatives consists of words and word formation. Basic word must be formed in advance into a grammatical word, either through the process of affixation, reduplication process, as well as compounding

process to be used in a particular sentence or speech.

Here is an example of the formation of the word (Wortbildung) in German :

1. Derivation (word derived)

a) The derivative with prefix (prefix is inseparable prefix that can not stand alone)

Prefixes are in front of the verb :

Be - (deed has a direction)

Example : Die Brotscheibe wird mit Wurst **belegt** .

Die Bildhauer **bearbeitet** den Stein

er - (the results of actions / processes)

Example : Die Blume **erblüht** .

Er hat sich den Reichtum schwer **erarbeitet** .

ent- (mainly : weg - (away), ab - (off), wear - (beginning)

Example: Der Hund ist **entlaufen**.

Entkleidet er sich im Bad.

Das Schiff wird **entladen**.

miss - (something that is wrong, not right, not good)

Example: Der Kuchen ist **missglückt**.

Er hat sein Amt als Politiker **missbraucht**

ver - (lost / missing, go somewhere else, not at all, wrong, too)

Example: Der ist heute Cheft **verreist**.

Ich habe mein Möbel **verkauft**

zer - (Damaged, chop, cut into small pieces, split)

Example: Ich **zerkaue** die Nuss.

Sie den Stoff **zerschneidet** in viele Stücke.

Prefixes are in front of nouns or adjectives

miss - (not really, not good)

Example: **Mis**strauen, **mis**straurisch

Missverständnis, **miss**verständlich

un - (opposite, negative)

Example: **Unglück**, **unglücklich**, **Unruhe**, **unruhig**

b) Derivation by affix Verba (usually a prefix derived from the preposition or adverb)

ab - (away from something)

Example: **ab**fahren, **ab**reisen

an - (approaching, add something to)

Example: **an**freunden, **an**kleben

auf - (open something, the direction of movement up)

Example: **auf**schlagen, **auf**laden, **auf**richten, **auf**stehen

aus - (exit, removing something or away / away)

Example: **aus**laden, **aus**radieren, **aus**reisen

ein - (into)

Example: einsteigen, **ein**packen

c) Derivation by suffix (suffix is the final syllable and can not stand alone)

Nouns with the suffix

Suffixes determine the genus and the meaning of the noun

Example: Masculine: der Verkäufer

Feminine: die Verkäuferin

Nouns can be derived from various types of words

Example: reiben - **Reibung** (from the base of the verb)

Der Lehrer - die **Lehrerschaft** (from nouns)

frei - die **Freiheit** (from Adjective)

From the infinitive form of the verb can also be formed nouns

Example: rechnen - **die Rechnen**

springen - **das Springen**

essen - **das Essen**

2. Compound (Compound Words)

Compound word is a combination of two or more words that form a sense of unity. In German there is also a kind of compound words, such as:

Compound word combining nouns and other objects.

Examples:

- Das Dorf + der Spielplatz = der Dorfsplatz

- Das Land + die Karte = die Landkarte

- Die Kinder + das Zimmer = das Kinderzimmer

Compound word combining adjectives and nouns.

Examples:

- Groß + die Eltern = die Großeltern

- Klein + das Haus = das Kleinhaus

- Höchst + der Lohn = der Höchstlohn

Compound word combining verbs and objects.

Examples:

- Kochen + das Buch = das Kochbuch

- Waschen + die Maschine = die Waschmaschine

- Braten + der Fisch = der Bratfisch

Special case link letters

- Noun + e + noun

In the plural noun gets the suffix - e.

Examples:

- Der Hund (die Hunde) + die Hütte = die Hundehütte

- Er + noun + noun

In the masculine and neuter nouns are plural gets the suffix - er.

Examples:

- Das Kind (die Kinder) + der Tag = der Kindertag

-nomina + n + noun

In the feminine plural noun gets the suffix - en.

Examples:

- Die Birne (die Birnen) + das Kompott = das Birnenkompott

-nomina + s + noun

Always after a noun with the suffix - Heit , keit , and ung .

examples :

- Die Gesundheit + s + der Minister = der Gesundheitsminister .

As for the formulation of the problem in this research is how the level of mastery of word formation (Wortbildung) German Student Education Department of Foreign Language/ German Language and Literature Faculty Makassar State University and the factors that influence the level of mastery of word formation (Wortbildung) German Students Education Department of Foreign Language/German Language and Literature Faculty of the State University of Makassar

B. RESEARCH METHODS

The research is a descriptive study with analysis techniques percentage. While what is meant by the word formation (Wortbildung) German language students of German Language and Literature Faculty, State University of Makassar in the form of derivation and Compound namely by providing a test that consists of four (4) components, namely the test derivation prefix in a multiple choice as much as 10 items, test derivation of the verb suffix prefix to form true false 10 items, test derivation suffixes in the form to match as many as 10 items, test Compound in forming said 10 items, as well as provide a questionnaire. The study population was all students of German Language and Literature Faculty UNM totaling 300 and sampled this study at the third semester students numbering 35 people were taken by random (random sampling). The instrument used in this study is a test. The data analysis technique used in this study is the percentage of engineering, in

other words, the data from the study were collected will presented. Assessments of any given test are different. To test derivation prefix in multiple-choice test with a particle verb derivation prefix the form correctly rated 2 if true and 0 if false. To test derivation suffixes in the form of a test match and compound rated 3 if true and 0 if false.

C. RESULTS AND DISCUSSION

In the proposed research methodology that the instruments used to collect data is the test. The test is given consisting of 4 (four) types, namely the formation test in the form of word derivation and compound in German and questionnaires Students IIIrd semester Study Program German Language and Literature Faculty of the State University of Makassar. The ability of students majoring foreign language education / German Language and Literature Faculty of the State University of Makassar in shaping German derivation prefix indicates the level of capability that is sufficient (66%). The level of ability of students majoring in foreign language education / German Language and Literature Faculty of the State University of Makassar in the form of derivation by affixes German verb prefix indicates sufficient ability level (65.14%). The level of ability of students majoring in foreign language education/German Language and Literature Faculty of the State University of Makassar in the German language in shaping the suffix indicates the level of ability enough (67.14%). While the level of ability of students majoring in foreign language education/German Language and Literature Faculty of the State University of Makassar in the form compaun words German showed considerable ability level (63.14%). Based on the values obtained by the students of each component of the test, it can be noted the latest results of the test's ability level of the students' ability Foreign language education/German Language and Literature Faculty of the State University of Makassar in the formation of words (die Wortbildung) is enough (65.31%).

The percentage of student scores in terms of word formation (Die Wortbildung) German is: there is one student or 2.85% excellent ability to form words (die Wortbildung) German; 12 or 34.28% of the students were good ability to form words (die Wortbildung) German; 12 or 34.28% of the students sufficient ability to form words (Die Wortbildung) German; 9 or 25.71% of the students who lack the ability to form words (Die Wortbildung) German; 1 or 2.85% of the students who failed (much less) ability to form words (Die Wortbildung) German.

The factors that influence word formation (Wortbildung) of German Student Education Department Foreign Language / German Language and Literature Faculty of the State University of Makassar. German grammar lecture material included in the course Strukturen und Wortschatz III. Therefore, in this study the factors that influence the formation of words (Wortbildung) German Student Education Department of Foreign Language/German Language and Literature Faculty Makassar State University studied is the subject matter contained in Strukturen und Wortschatz III.

a) Supporting Factor

Results of this study are supported by the calculation results of questionnaires that motivates them in word formation (Wortbildung) German visible in the questionnaire number 1 that 51.42% of the students love to learn the German language, in addition based questionnaire no. 11 that 51.42% according to the student in the learning process Strukturen und Wortschatz III often give an explanation when there is a new subject. In the questionnaire no. 12 seen that 62.83% of lecturers are often helpful in resolving the lesson Strukturen und Wortschatz III. Students often work on their own tasks (PR) them in the course Strukturen und Wortschatz III, it is seen in the questionnaire no. 13 to 42.86%, Lecturer often explained that if a student asks in the course Strukturen und Wortschatz III, it is seen in the questionnaire no.14 with 51.43%. Lecturers often assign the task group and independently in the course Strukturen und Wortschatz III, it is seen in the questionnaire 15 with 57.14%. Students often listen and record the explanation lecturer when providing material Strukturen und Wortschatz III, it appears on the questionnaire no. 16 to 48.57%. Students quite understand if the lecturer explains the material Strukturen und Wortschatz III, it is seen in the questionnaire no. 17 to 42.86%. In the questionnaire no.18 by giving students an important example to the material Strukturen und Wortschatz III, there are 42.86%. According to students, faculty often reiterated the subject matter at the end of the course, as seen in the questionnaire no. 19 to 37.14%. According to the students, making the German language the phrase they often do exercise, it can be seen in the questionnaire no. 20 to 45%.

b. Obstacle factor

The factors are inhibiting the word formation (Wortbildung) German Student Education Department of Foreign Language / German Language and Literature Faculty of the

State University of Makassar seen in questionnaire no. 2 the number of 51.43% said that they were less interested in learning the German language. German was difficult according to the students by the number of 42.85%, as seen in the questionnaire no. 3. Furthermore, the questionnaire no.4 seen that the students do not like the course *Strukturen und Wortschatz III* with the amount of 60%. Questionnaire no. 5 shows that the German language grammar difficult. This is indicated by the amount of 45.71%. Their lack of interest in the German language grammar seen in questionnaire no. 6 which states that the lecturer explained the German language grammar is very boring with the amount of 48.57%. Furthermore, the questionnaire no. 7 according to the students, faculty do not master the subject matter *Strukturen* the number of 48.57%. This is supported by the provision of mastering techniques which are sometimes given by the lecturer. This is shown in table no. 8 with the amount of 51.43%. According to student formation of words in the German language is very difficult. This can be seen in the questionnaire no. 9 with the amount of 45.71%.

D. CONCLUSION

Based on the description that has been presented in the previous chapter, it can be

concluded that the ability of students majoring in foreign language education /German Language and Literature Faculty of the State University of Makassar in the form of words (*Die Wortbildung*) is enough (65.31%). The details of the students' ability dal mastery of word formation in German are as follows: (1) the ability of Students in Formation derivation prefix German is quite 66%, (2) the ability of Students in Formation of derivation with the suffix verb prefixes German is fairly 65.14%, (3) the ability of Students in Formation Suffix German is fairly 67.14%, (4) the ability of Students in Formation German compoun words is fairly 63.14%.

The factors supporting and inhibiting are: they love to learn the German language, professors often give an explanation in German, the lecturer often helps if students have difficulty in the course *Strukturen und Wortschatz III*, students often do their homework, the lecturers assign the task group and independent, active student in the lecture they understand the explanation lecturer. While inhibiting factor is the German language is very difficult according to students, are less interested in learning the German language, not like the course *Strukturen und Wortschatz III*, because the subject is very boring and lecturers did not master the subject matter and also lecturer does not provide techniques to master the subject.

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Teaching Using Strategy Instructional Based On The Brain's Natural Learning System

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Abstract

Aim of this paper is to give an alternative for teachers using strategy instructional based on The Brain's Natural Learning System (TBNLS) especially on curriculum 2013 (K-13). With instructional strategy based on TBNLS expected the teacher to become creative, innovative on teaching, can finish the instructional on time, appropriate to the goal of instructional expected. The instructional strategy based on TBNLS is one of instructional strategies that based on the brain's natural which potential and expected can contribute on K-13's implementation in the future. Research showed (Given, 2002) that the brain develops of five of the learning system. It's comprise of emotional learning system, social learning system, cognitive learning system, physical learning system and reflective learning system The process of learning to be maximal, if the five of a learning system can be united and functioned together in an instructional process.

Keywords: *Strategy Instructional, The Brain's Natural Learning System, Curriculum 2013 (K-13)*

1. Introduction

The purpose of the development of Curriculum 2013 (K-13) is to prepare the Indonesian people that have the ability to live as a person and a citizen who believe, productive, creative, innovative, and affective and able to contribute to society, nation, state and world civilization through the strengthening of attitudes, skills and knowledge are integrated. The most fundamental characteristic of K-13 is demanding the teacher's ability to knowledgeable and find out knowledge as much as the students of today have been easier to find information freely through the development of technology and information, the student is encouraged to have a responsibility to the environment, interpersonal skills, interpersonal, as well as have the ability to think critically, thinking about the aim of the formation of generations of productive, creative, innovative and affective, specifically for the primary level thematic approach integrative member students the opportunity to know and understand a theme in a variety of subjects, teaching science and social studies are taught in the subjects of Language Indonesia (Kurinasih, 2013). The purpose of the development and then implemented in the design of the models and learning strategies in the classroom. Typical models are applicable to K-13 is an integrated thematic learning of a scientific approach that is able to accommodate and touching in an integrated

dimension of emotional, physical and academic and empirically successful speeding and increase the memory capacity of learners. Scientific approach is intended to provide insight to learners in recognizing, understanding the various materials using a scientific approach, that information could have come from anywhere, at any time, do not rely on the information in the direction of the teacher. Therefore the learning conditions are expected to be created aimed at encouraging students to find out from various sources of observation, not notified (Kemendikbud, 2013). But in the implementation of K-13, there are several problems that occur in the field. The research result Federation of Indonesian Teachers Union (FITU, 2013) concerning the training and preparation of curriculum implementation in 2013 in 17 districts / municipalities in 10 provinces across the country shows that there are a number of crucial issues and systemic failures that are indicated ranging from teacher preparation training. Training does not change the mindset of teachers, which use a traditional approach, tutor lecture, attendees heard. The training is not emphasized in the scientific approach, students observe, ask questions, try, explore and communicate. Mindset changes to the teachers' scientific approach are not easy and it took years to learn and familiarize themselves (Ahmad, 2014). A number of other issues that arise, and

successfully obtained by Kemendikbud of some education practitioners and community organizations is the lack of teachers applying the methods of learning in K-13 that led to loads also piled on the students so that students spend in school and outside of school. The draft K-13 takes the concept of integrative-thematic indicate the presence of a fundamental change in the structure of the curriculum to the pattern of teacher assignment, at least, a number of subjects will be integrated into a single course. This concept requires teachers to master a number of subjects (combined) and qualified in teaching based on thematic (predetermined), which refers to the school environment. For the implementation of this concept, the knowledge and the capacity of existing teachers at this point are quite far from meeting their needs. Meanwhile, there will be problems in no small number of teachers with the competence of subjects was excluded from the structure of the K-13 (Kemendikbud, 2015). For the purpose of developing K-13 can be carried out properly. It is necessary to develop alternatives in teaching in designing effective instructional strategies to be able to answer some of the above problems. One alternative teaching by designing instructional strategies that can be prepare developed in the K-13 is an instructional strategy based Brain's Natural Learning System (TBLNS).

2. Instructional Strategies

Instructional strategy consists of all components of instructional materials and procedures or stages of instructional activities or used by the teacher in order to help learners to achieve specific instructional objectives (Dick & Carey, 2009, Sanjaya, 2010). Instructional strategy is the selection of various specific types of exercises corresponding to the instructional objectives to be achieved and any behavior which is expected to be achieved by learners in instructional activities should be practiced (Gropper, Uno, 2009). Teachers can design instructional strategies in accordance with the purpose of instructional.

3. Brain - Based Teaching

Teaching using brain-based instructional strategies is one strategy that fits in supporting the success of K-13. Brain-based instructional strategies today remain evolve in line with new discoveries in the field of psychology, cognitive neuroscience and biology have an impact on the development of models of instructional in the classroom. The scientists discovered that when learning something new, our brains actually undergo physiological changes. Interesting discoveries about how the

brain learns can be studied in relation to the best way for students to find out. Another thing in teaching and learning is talking about building connections in the brain. The implication for students is tthe fact that they will learn more, teachers can help students' understanding of learning profiles of individual students, teachers find weaknesses of students in learning and continuously simultaneously increase the advantages of the students (Donnel, 2005). Teaching is an art of changing the brain, which, when linked to the success of the teaching is done by the teacher indicates that the teacher has resulted in physical changes in the brains of students (Zull, 2002). All human processes are a function of the complex interplay of mind, emotions, body, and spirit. Everything we put into and see emerging from our students, from the simplest to the most complex cognitive expression, is a product of the unique and dynamic brain state that each of us is in at any moment. This includes all actions, thinking, speaking, literature, music, and art. So that all behaviors emerge. It's our body-brain systems (Jensen, 2006). Some studies conclude about brain-based teaching provide alternative to teaching and learning is that the brain-based teaching approach is effective in enhancing the scientific understanding of Newtonian physics among students (Saleh, 2011). Teaching methods that are designed based on brain processes stimulates students' motivation towards learning (Shamsun Nisa, 2005).

4. The Brain Natural Learning System

According to Given (2002) The Brain Natural Learning System (TBNLS) is a learning system that consists of five learning systems. The brain is an integral and interrelated system that allows each part can be examined with the understanding that the brain is always interconnected and depend on large and small throughout the system that functions simultaneously. Five learning systems are: 1). Emotional learning system, learning system which requires an educator creating a classroom climate that is conducive to emotional security and personal relationship with the student. Educators who foster emotional system serves as a mentor for students to demonstrate a genuine enthusiasm for learners to help students find the desire to study and support them in their efforts separately into whatever they can accomplish. If the subject meets all these criteria minimized academic anxiety and emotional systems as well as the students themselves eager to learn; 2). Social learning system, is a natural tendency to create the desire to become part of the group, to be respected and to enjoy the attention of others. Social needs of

learners forcing educators to run schools become communities of learners, where teachers and students can work together in the task of making decisions and solving real problems. By focusing on the advantages of learners in the context of the classroom, accept difference as an individual blessing to be respected and not as deficiencies to be rectified. This method maximizes social development through sincere cooperation between individuals, the differences between them creates a creative adventure in solving problems resulting collaboration; 3). Cognitive learning system, system of information processing in the brain. Attention to the cognitive system puts educators and students on the role of facilitator of learning and learners have the intention on the role of problem solvers and decision makers really. Cognitive learning system developed strong if there are a mental challenge and problem to be solved. Knowledge is very important in this system; 4). Physical learning system, the brain alter passion, vision and intentions into action, because the operating system is driven by the need to make something. This system likes movements, activities and practical learning. Physical learning system needs to be actively involved and liked the challenging academic tasks such as sports teachers train, inspire and support the active participation to achieve success; 5). Reflection learning system, requires educators as scouts who recognize the advantages of students. Without the reflective learning system, the performance of the four other brain learning systems will provide partial results. Reflective learning system requires students to understand themselves separately and can be improved through trials with various ways of learning.

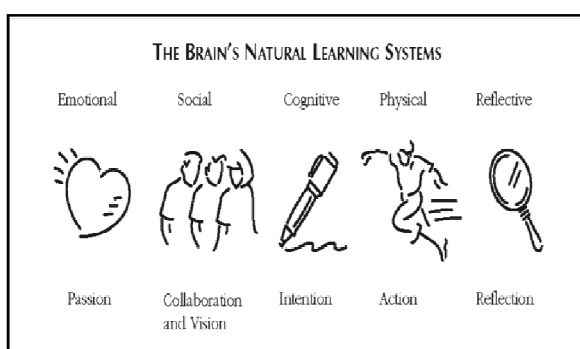


Fig.1. The Brain's Natural Learning System (TBLNS), Given (2002)

5. Curriculum 2013 (K-13)

Development of K-13 is the next step in the development of the competency based curriculum that has been initiated in 2004 and 2006, which

include competence of attitudes, knowledge, and skills in an integrated manner. K-13 development goal is to prepare the Indonesian people that have the capacity to live as a person and a citizen who believe, productive, creative, innovative, and affective and able to contribute to society, nation, state and world civilization. Some of the reasons related to the development of K-13 dealing with the challenges that will suffer from a world of increasingly rapid change, both internal and external challenges. Internal challenges such as education-related condition that leads to 8 educational standards such as management standards, standard cost, standard infrastructure, the standards of teachers and education personnel, content standards, process standards, assessment standards and competency standards. Besides the rapid development of Indonesia's population problem affects the competence and skills will possessed of the productive age population in the future. External problems to be faced in the world of education, among other things, the development of science and technology is rapidly increasing, perhaps increasingly high public to education and other negative phenomena that impact will be felt by the Indonesian state. Some of these challenges and then change the mindset in education, especially in learning, among other things: 1). Teacher-centered learning towards student-centered; 2). More active learning activities, interactive, cooperative in a team, multimedia; 3). Provide freedom of authority and trust as well as the exchange of knowledge to students. Learning in K-13, especially at primary school level to use on thematic learning integrated with the scientific approach provides many benefits such as classroom atmosphere that is comfortable and pleasant, friendly class brain so fast in processing information so that mastery learning can be achieved by teachers. Approach Scientific is an approach to promote the involvement of students to be able to formulate the problem with activities asking, analytical thinking in taking decisions and not mechanistic more demanding students memorize so hopefully with this approach students behave more scientific that can be shown in the activities to observe, ask, to reason, formulate, summarize and communicate. The concept of K-13 assessment using authentic assessment which is a depiction of the development of learners, which describes the attitude, skills, and knowledge of what is or is not owned by learners, oriented in the application of knowledge, and what has not, or has been on learning outcomes.

6. Strategy Instructional Based on Brain's Natural Learning System in K-13

The problem for teachers in applying the instructional system is the absence of a clear framework based on brain research that can be used to design instructional strategies to relate what is taught to students in the workings of the brain system. Instructional strategies based TBLNS is made up of all components of instructional materials and procedures or stages of instructional activities or used by the teacher in order to help learners to achieve instructional objectives involving five learning systems in the implementation of K-13. Through the use of teaching instructional strategies based on the brain's natural learning systems, is called upon to become more effective learning, active, dynamic and fun in the classroom, so that students will grow desire, and willingness to learn is very high. In accordance with the purpose of instructional. Teachers become more creative, innovative in designing and implementing methods, media or props teaching and learning can finish on time in accordance with the instructional objectives to be attained. The third important aspect of learning K-13 to be achieved, namely cognitive, affective and psychomotor aspect in turn is expected to achieve an increase and balance between the ability to be a good man (soft skills) and people who have the skills and knowledge to live a decent (hard skills) of students that includes aspects of competence attitudes, knowledge, and skills (Sinambela, 2013). Below

shows in example of a instructional strategy designed based TBLNS on K-13 grade I SD on Indonesian subjects with an understanding of matter and ny ng syllables in a word associated with the home environment. Instructional strategies, processed with author and teacher grade 1 SD Police 4 Bogor, West Java.

6. Suggestion

Teaching use learning strategies based on natural learning systems of the brain is one alternative for teachers in creating effective learning, active, dynamic in accordance with the purpose of development of K-13, which is an instrument of education to be able to bring the Indonesian people have the competence attitudes, knowledge, and skills so can be personal and productive citizens, creative, innovative, and affective. Of course, to know whether the strategy instructional based on TBLNS is effective, to do more research.

TABLE.1 Strategy Instructional Based On The Brain's Natural Learning System

SEQUENCE INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL CONTENT	INSTRUCTIONAL METHOD	INSTRUCTIONAL MEDIA	STUDY TIME (In Minute)
1	2	3	4	5
PRELIMINARY ACTIVITIES				
Class preparation and opening of classes	a. Teacher prepare class to set up tables, chairs, blackboards and equipment that will be used to learn			5
	b. Teacher open the class with the greeting and prayer	Lecture		2
Explanation of instructional objectives, the relevance and benefits of lessons (Emotional Learning System)	c. Teacher encourage students to watch the video that has to do with the profession of environmental stewards, a singer and a bank clerk	Demonstration	Laptop Infocus	3
CORE ACTIVITIES				
Subject matter	d. Teacher asked who likes making a bed	Lecture	Laptop	2

explanation	this morning? How do you feel we saw the rooms and the house clean and tidy?		Infocus	
(Social Learning System)	e. Teacher group students into 7 groups studied	Demonstration		3
	f. Teacher asks the students to observe the image and the existing literature on students' books and provide examples of how to read with intonation and correct spelling	Lecture	Student's book	5
	g. Teacher writes the words that contain the syllable ng and ny on board	Demonstration	Whiteboard, Student's book Worksheet	5
	h. Teacher provide worksheets to each group to seek ng and ny syllables in a sentence related to the home environment and the students do Worksheet (LK)	Joint exercises	Laptop, video, infocus	5
(Physical Learning System)	i. Teacher sang naughty Mosquitoes in the book student	Demonstration	Student's book	5
	j. Students pay attention and listen to the song			
	k. Students and teacher pay attention to the lyrics of the song in the student books, singing songs together	Demonstration	Student's book	5
	l. The teacher gives time to students in groups to memorize the song and create motion according to the rhythm of the song creations of students	Assignment Project		5
(Cognitive Learning Systems)	m. Students display song and movement to the beat of the song along with the group in front of the class	Demonstration		10
	n. Teacher explains the concept of addition using concrete objects in the form of grains	Demonstration	Grains, Worksheet	10
	o. Teacher provide training addition concept using whole grains in each group	Lecture	Grains	5
	p. Teacher provide worksheets to each group of addition	Assignment	Whorsheet	5
Repetition concept	q. Teacher explains the back material that has been delivered is about syllable ng, ny and addition	Lecture	Student's book	2
CLOSING ACTIVITIES				
Evaluation of the individual tests (Reflective Learning System)	r. Teacher provide formative tests to students in accordance with the material that has been taught	Lecture	Sheet test	3
Evaluation	s. Teacher provide an assessment to each student			10
Feedback	t. Teacher explains returned material for students with unfinished assessments	Individual discussion	Student's book Worksheet	

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THE USE OF LEARNING METHODS ACCORDING TO STUDENTS' CHARACTERISTICS TO IMPROVE LEARNING OUTCOMES IN SCIENCE SUBJECT ON FIFTH GRADE ELEMENTARY SCHOOL IN JAKARTA

Dra. Siti Rohmi Yuliati M.Pd

Abstract

This study aims to determine improvement in student learning outcomes by using learning methods or approach to suit students' characteristics in order to improve learning outcomes in science learning (Ilmu Pengetahuan Alam / IPA) on fifth grade elementary school students. The period of this study was eight months, from April to November 2014 at five elementary schools located in Jakarta.

The study used Kemmis Taggart model, a class action research method which was developed by Suharsimi Arikunto. The implementation consisted of two cycles in which each cycle involved planning, implementation, observation, and reflection stage.

Results showed that the science learning (Ilmu Pengetahuan Alam / IPA) was improved after learning process suited the students' characteristic for fifth grade elementary school using the methods of Problem Based Learning, Discovery Learning, Project base Learning, Inquiry and Scientific Approach.

Keywords: learning methods, learning approach, science, learning outcome

A. INTRODUCTION

1. Background

Learning is a process to achieve a wide range of competencies, skills, and attitudes throughout the entire human life. A person who continuously learns will provide benefits to his quality of life. As for the community, learning has an important role in developing their culture and knowledge to be inherited for their next generation.

In order to support a learning process, Indonesia government had prepared a curriculum that can be used as a technical reference in learning implementation. However in recent years, the curriculum has undergone several changes. Previous curriculum, which was Competency Based Curriculum (*Kurikulum Berbasis Kompetensi / KBK*), was changed to Education Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan / KTSP*). *KTSP* was then changed again to Curriculum 2013 (*Kurikulum 2013*).

Curriculum 2013 for Elementary School was based on thematic integrated learning. In this process, the approach used scientific approach as well as the authentic assessment. The implementation of that thematic integrated learning together with scientific approach has brought an implication to change on the Elementary School learning.

The scientific approach is a learning approach that encourages students to conduct scientific skills such as observing, asking questions, gathering information, associating, and communicating (*Kemendikbud*, 2013; 18). Those skills could

generate students who are active, able to find facts and to process it, and able to communicate information they obtained.

In its practice, there were several learning method that can be used on scientific approach. Among these were Project Based Learning, Problem Based Learning, Discovery Learning, and Inquiry (2013; 10). With Project Based Learning or PBL, students learn from doing projects. It is therefore important that if PBL is to be used, a pre-prepared project must be initially available. The other method, Problem Based Learning, is a learning method emphasizing the efforts to solve problems. Lastly the Discovery Learning is using discovery method where students were asked to find something.

Learning success can be seen from the students' learning outcomes. Learning outcomes are defined as the level of students' mastery on the subject matters as a result of behavioral changes after participating in the learning process in accordance to the learning objectives. This level is stated in the form of scores. Scores are obtained from the tests which are conducted as the series of learning activities in one semester, in this case it is therefore meaning to increase students' learning outcomes.

However, current learning outcomes in science subject (*Ilmu Pengetahuan Alam / IPA*) in elementary school had not yet been as per expected. There were still large number of students with scores below the minimum completeness criteria (*Kriteria Ketuntasan Minimal or KKM*). This had also occurred in elementary schools in Jakarta,

particularly on fifth grade students. In addition to low scores, the students' abilities to process and communicate information were still lacking.

There were several factors that contributed to the low scores on IPA learning outcomes. One of them was the approach and method used by teachers were not maximized. The method of approach for elementary school students were supposed to be based on scientific approach, in which its process should involve activities such as observing, questioning, gathering, processing, and communicating the information.

Circumstances as described above encouraged the author to conduct a research titled "The use of learning methods according to students' characteristics to improve learning outcomes in science subject on fifth grade elementary school students in Jakarta". Those methods are Problem Based Learning method, Discovery Learning, Project Base Learning, Inquiry, and Scientific Approach.

2. Problem Formulation

Based on the research background and problem identification, this research has therefore formulated problems as follows; Can a learning method or approach that suits students' characteristics improve the learning outcomes in science learning (Ilmu Pengetahuan Alam / IPA) on fifth grade elementary school students?

B. THEORETICAL REVIEW

1. Nature of Science Learning Outcomes for Fifth Grade Elementary Student

a. Definition of Learning Outcome

According to Oemar Hamalik (2013; 10), learning outcome is someone's change behavior process from not-knowing to knowing. This change behavior in learning outcomes should include such aspects as knowledge, emotional, understanding, social relationships, habits, physical, skills, ethical or moral, appreciation and attitude.

Another definition according to Sudjana (2015; 2), learning outcome is the abilities owned by students after they receive learning experiences. A good learning outcome owned by a student is when he/she is able to show specific capabilities as a result of his/her learning experiences.

William Burton in Hamalik (2012; 10) suggested that learning outcome is a pattern of actions, values, notions, attitudes, and skills that are received by students which gives a satisfaction and meaningful to their needs. Parmono (2009; 42) further added

that, "The learning outcome is students' success rate in learning school subjects which is expressed as score obtained from test results of each subjects". Furthermore Gagne in Sudjana (2009; 22) classified the learning outcome into five categories, namely a) verbal information, b) intellectual skills, c) cognitive strategies, d) attitude, and e) motoric skills. Cognitive domain with respect to the learning outcome.

Based on several definition above, it can be concluded that learning outcome is a change behavior of students which includes cognitive, affective, and psychomotoric that occurred after learning process and after showing certain ability as the result of learning experience. This was measured in scores that is obtained from test or examination in certain period of time.

b. Definition of the Science Subject (*Ilmu Pengetahuan Alam* or IPA)

Science is a subject aims to systematically discover about nature in order to master the knowledge, facts, concepts, principals, discovery process, and scientific attitude to be beneficial for students for their self-learning or for the natural surrounding (Curriculum SD/MI IPA, 2004;2). According to Malichah (2006; 9), IPA is seen as a process, a product and a procedure. A process means that in its learning it requires a process to discover a concept, a product means the observed objects, and in order to observe there are systematic procedures or steps to be done. In addition, Nokes (*Hakikat Matematika dan Ilmu Pengetahuan Alam, 2014*) stated that IPA is theoretical subject that is based on observation and experiments on the natural phenomena.

Therefore, science or IPA is a subject that studies human efforts to understand various natural phenomena through the interpretation of human experience with particular procedure which are analytical, accurate, complete, and connect natural phenomena with each other. This will create a whole new perspective on the object being observed and form a new perspective in which students can understand the subject and scientifically resolve different kind of problems that have been stated in the curriculum.

c. Characteristic of Fifth Grade Elementary Students

Piaget in Muhibbin (2006; 66) classified children cognitive development into four stages which are sensor motoric at the age of 0-2 years old, pre-operational at the age of 2-7 years old, concrete operational at the age 7-11 years old, and

formal operational at the age of 11-15 years old. Elementary school students in Indonesia are generally between 6-12 years of age. According Syamsu (2009; 178) children's cognitive at this age have already developed into concrete and rational thinking.

Particularly for children at fifth grade, according to Muhibbin in Desmita (2012; 35), their cognitive have involved: (1) mastering physical skills needed for games and activity, (2) Fostering a healthy life, (3) Learning to get along and work in a group, (4) Learning to establish a social role according to gender, (5) learning to read, write, and count in order to participate in society, (6) Receiving concepts to think deductively, (7) Developing conscious, moral, and values, (8) Achieving personal independence.

From the discussion above, learning activities for fifth grade students require teachers to acknowledge and consider learning approaches that need to be used to suit students' maturity as well as their developmental level. In accordance, a teacher should be responsive to different characteristic between each students. It is important that the approach involves reliable sources, media, and method to enhance students understanding the concept and information given so that the learning objective could be achieved.

2. Learning Methods or Approaches that Suit Fifth Grade Students

Learning methods or approaches that are suitable with the characteristic of fifth grade elementary school students are:

a. Problem Based Learning

Problem Based Learning is a learning method that uses authentic problem which is ill-structured and open as a context for students to develop problem-solving skills and critical thinking as well as to build new knowledge (Astan and Rahmita, 2013; 55). It is an approach where students is trying to solve an authentic problem in order to construct self-knowledge, develop inquiry and thinking skill, develop independency and confidence (Arends in Fahrurazi, 2011; 80).

It can be further stated that Problem Based Learning (PBL) is a learning that is obtained from attempts to solve practical issues in real life. Therefore PBL in teaching is directing students to solve these issues throughout series of systematic learning. And in order to find the solution, students should be guided to find required data and information for the source.

b. Discovery Learning

According to Hamalik Illahi (2002; 129), Discovery Learning method is a learning process that focuses on students' the mental intellectual in solving various issues in order to find a concept or generalization that can be applied in the field. In line with above definition, Sund in Roestiyah (2008; 20), Discovery Learning is a mental process in which students are able to assimilate a concept or principal. By using this strategy there are various activities that students can do such as observing, digesting, understanding, measuring, and explaining.

There are 7 steps involved in Discovery Learning method implementation (Ibid, 2012; 83): (1) Availability of the unresolved problems; (2) Suitable with students' cognitive ability; (3) Concepts or principle must be well written; (4) Availability of tools; (5) Appropriate classroom atmosphere; (6) Opportunity for students to collect data; (7) Ability of teachers to give answer according to data required by students.

It can be concluded that Discovery Learning method is a learning process according to students' mental process in solving various problems in order to find a concept, meaning or relationship that can be implemented in daily life by using pre-determined steps.

c. Project Based Learning

According to Thomas, Mergendoller, and Michaelson in Thomas (2000; 1) projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations. Project Based Learning has big potential to give learning experience in more interesting and meaningful for students (Gaer in Isjoni (2012; 128).

Project Based Learning focuses on process, team work, discussion, and creating model. Students with this methods will acquire higher learning experience within exciting and multiple ways atmosphere.

d. Inquiry Method

Naturally a person has a desire to know everything through all senses since he/she was in childhood (Wina, 2009; 194). This is what trigger the inquiry process. Inquiry strategy can be defined as a series of learning activities that involve overall students ability to search and investigate in systematic, critical, logically, analytically, so that

they could formulate their own discoveries with confidence (Gulo, 2008; 84).

Joyce in Gulo (2008; 85) suggests that there are general conditions as a prerequisite for the emerge of inquiry activities for students: (1) social aspects and openness in the classroom in which students do not feel any pressure or obstacles that may hinder the students in delivering its opinion, (2) inquiry focuses on the hypothesis. Students need to be aware that there is no absolute truth due to various conclusions derived from different students provided correct arguments were given, and (3) the use of the facts as a result of hypothesis testing.

The teachers' roles in Inquiry learning methods is no longer as the central source of information. Their main roles will be as motivator, facilitator, intervene with questions when students do incorrectly, administrator, directing students activities, manager, and reward giver. Teachers' role is as important as before, if not more critical. Teachers must be able to create exciting learning atmosphere so that students would not feel inferior nor embarrassed to argue, even if the argument is irrelevant. Teachers should also be able to know well each of the students characteristics in order to give proper direction to those students who have difficulties.

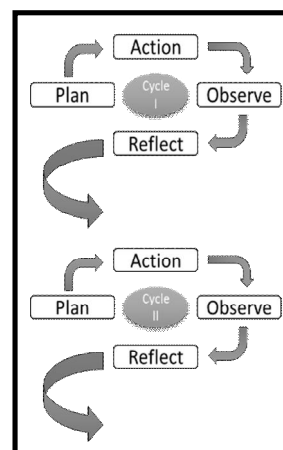
C. RESEARCH METHODOLOGY

1. Location and Time of Research

The research was conducted at SDN Sukabumi Selatan 06 Pagi Kecamatan Kebon Jeruk West Jakarta, SDN Kebon Baru 02 Pagi, South Jakarta, SDN Kalisari 04 Pagi East Jakarta, SDS Ar-Rahman Motik South Jakarta, SDS Laboratorium PGSD FIP UNJ South Jakarta. The research was done from April to November 2014.

2. Method and Design of Research

The method used in the research was Action Research (AR). The design which was practiced during the research was Kemmis and Mc Taggart model, which was further advanced by Suharsimi (2010;16). It consisted of 2 cycle in which each cycle includes planning, action, observing, and reflecting. The following picture depicts the Kemmis and Mc. Taggart model.



Picture 1.
Kemmis and Taggart Action Research Cycle

3. Researcher Role in the Research

The researcher was the planner leader in this research. She was actively participated in controlling the member in implementing the learning.

4. Subject of Research

The subject of the research was fifth grade Elementary School students at SDN Sukabumi Selatan 06 Pagi Kecamatan Kebon Jeruk West Jakarta, SDN Kebon Baru 02 Pagi, South Jakarta, SDN Kalisari 04 Pagi East Jakarta, SDS Ar-Rahman Motik South Jakarta, SDS Laboratorium PGSD FIP UNJ South Jakarta.

5. Expected Intervention Result

The success of this research was determined by whether or not students achieved at least 80% of minimum completeness criteria (Kriteria Ketuntasan Minimal or KKM) at the end of research cycle. And based on the result of the result, after the implementation of the methods and approaches in this research, the achievement of students have reached more than 80%.

6. Data and Data Source

The data source in this research was the learning outcomes of fifth grade students from the determined Elementary School in Jakarta in science subject (IPA). These students have been taught by using the aforementioned methods of Problem Based Learning, Discovery Learning, Project Base Learning, Inquiry, and Scientific Approach.

7. Data Collection Method

Data collection methods used in the research were test, non-test, documentation, observation, and field note.

D. RESULT DISCUSSION AND RESEARCH LIMITATION

1. Result Discussion

From the preliminary analysis, there were various circumstances that cause the low KKM achievement on science subject of fifth grade students such as students' who did poorly in receiving information, infrastructure that did not support the teaching environment, or teachers who did not conduct appropriate teaching and learning activities. This research focused on how teachers select the approach and methods in science subject learning.

The use of scientific approach, Problem Base Learning method, Project Base Learning method, Discovery Learning and Inquiry in five selected elementary school were implemented for 2 cycles to see improvement in students' KKM. The result can be seen as follows:

No	Approach / Methods	Cycle 1		Cycle 2	
		Learning Outcomes (Achievement KKM)	Monitoring Actions	Learning Outcomes (Achievement KKM)	Monitoring Actions
1	Problem Based Learning	66.67%	77.60%	87.20%	88.89%
2	Discovery Learning	65.38%	76.30%	93.30%	88.46%
3	Project Based Learning	72.90%	60.00%	86.67%	91.89%
4	Inquiry	63.33%	75.12%	100.00%	95.12%
5	Scientific Approach	77.78%	75.16%	95.66%	92.67%

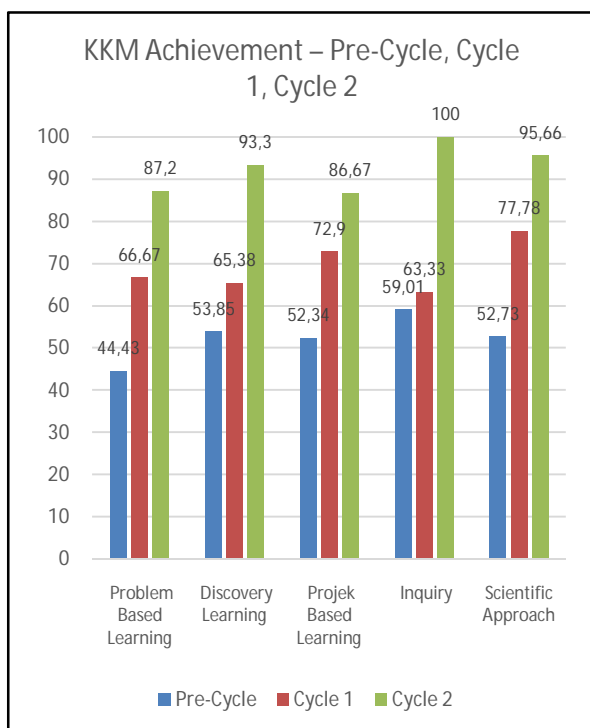
Table 1
KKM Achievement Cycle 1 and 2

Each approach /method was implemented independently to each pre-determined elementary school. Two cycles were conducted to see the learning outcomes improvement for each approach in regards to the level of the approach being implemented. This level is defined in percentage as Monitoring Actions. Learning outcomes improvement was measured based on the overall students' achievement to accomplish a good minimum completeness criteria (Kriteria Ketuntasan Minimal or KKM). As mentioned before in expected intervention result, the success of this research was determined by whether or not students achieved at least 80% of KKM at the end of research cycle.

When the comparison is made between cycle 1 and cycle 2, there is a consistent trend that when the level of monitoring actions is higher, the learning outcomes is better. For Problem Based Learning method, when the monitoring action was 77.60%, the KKM achievement was 66.67%; however when the monitoring action was elevated to 88.89% the KKM achievement jumped to 87.20%. As for Discovery Learning, when the monitoring action was 65.38%, the KKM achievement was 76.30%; and after monitoring action was increased to 88.89% the KKM achievement was up to 93.30%. In Project Based Learning, when the monitoring action was 60.00%, the KKM achievement was 72.90%; and after monitoring action was increased to 91.89% the KKM achievement was better at 86.67%. For Inquiry approach when the monitoring action was 75.12%, the KKM achievement was 63.33%; and after monitoring action was perfected to 95.12% the KKM achievement was at perfect score at 100%. Lastly for Scientific Approach, when the monitoring action was 75.16%, the KKM achievement was 77.78%; and after monitoring action was increased to 92.67% the KKM achievement was up to 95.66%.

The result was clearly shown a trend that the more each approach was implemented at a better level, the better the KKM achievement will be. Even though the Cycle 1 has not given the expected result, when the approach was more implemented in Cycle 2 the KKM achievement is a lot better. Having said that, Cycle 1 was still better than Pre-Cycle when none of the approach was implemented. This trend was the same for all approach and this can be depicted in picture 2.

At the end of Cycle 2, all students who became the subject of this research has reached the expected target of KKM achievement at 80% for science subject and even more. The increase in Cycle 2 was either doubled or almost doubled from Pre-Cycle. This showed a promising trend that if the teaching method for science subject was changed to either one of the method, the students would have a better learning outcomes.



Picture 2
KKM Achievement Pre-Cycle, Cycle 1 and 2

2. Research Limitation

Despite of the successfulness of the research in achieving the expected result, this research has several limitation during the period of time. The identified limitation are:

- Distraction from other students from different class who were not the subject of research. Some schedule of science time table was collide with physical exercise time table resulting noises which was suspected to distract the teaching process
- Time limitation of the researcher to create the expected teaching atmosphere in science subject learning process
- Poor infrastructure owned by the schools for science subject learning process

Number of students were more than ideal for one class. This caused teachers to divide bigger group than normal resulting less effective learning process.

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**GAME METHOD OF USE LANGUAGE
TALKING TO IMPROVE SKILLS
CLASS IV SD 2013 SD APPROPRIATE CURRICULUM**

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PGSD FIP Universitas Negeri Jakarta, 2014

ABSTRACT

Juhana Sakmal, Auliya Nur Fitrianti, Agustia Nursiti Utomo, Esti Nur Apriyanti. Use of Method Language Games to Improve Communication Skills Grade IV SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta.

This research-based faculty and students of elementary school curriculum 2013. This research on three learning conversational skills, namely: (1) describe, (2) narate (3) informing on fourth grade students of SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta, using methods of language games. Game Methods of the language used in this study: (1) See Say, (2) Story Chain, (3) Telephone. The experiment was conducted in March-October 2014 amounted to 44 students study subjects. The focus of research is improving the quality of learning to speak (to describe, narate, inform) method language game. Speak research describing learning, speaking to narate, and speaking to inform, respectively their duties as much as 3 cycles. Each cycle consisted of four hours of lessons (4 X 35 minutes). Research design using Action Research (AR) Kemmis and MC models. Taggart which consists of four stages, namely: planning, action, observation, and reflection.

Data collection is done by testing the speaking skills of Speech and Speaking Skills Assessment Sheet Another instrument is: Speaking Lesson Observation Sheet and Notes La-food Lesson. Data from the study showed an increase in the number of students who reach the MCC (67) and improving the quality of learning of at least (95%) according to the researchers achieved the desired target in the third cycle for each skill speak. In a talk describing learning, students who achieve the MCC in the first cycle are 32 students in the second cycle amounted to 34 students, and the third cycle of 40 students. Improving the quality of learning undertaken by teachers in the first cycle to 70%, in the second cycle reaches 80%, and the third cycle reaches 100%. In learning to speak recount, students who achieve the MCC in the first cycle consists of 24 students in the second cycle totaling 29 students, and the third cycle amounted to 38 students. Improving the quality of learning undertaken by teachers in the first cycle reaches 60%, the second cycle reaches 80%, and the third cycle reaches 100%. In learning to speak informs, students who achieve the MCC in the first cycle are 32 students in the second cycle amounted to 37 students, and the third cycle of 40 students. Improving the quality of learning undertaken by teachers in the first cycle is 75%, in the second cycle reaches 100%, and the third cycle reaches 100%.

Based on the data obtained, we can conclude the use of methods of language games can improve the quality of learning that impact on improving speaking skills to describe, talk telling, and talking to inform fourth grade students of SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta.

I. INTRODUCTION

A. Background

Indonesian is one of the seven core subjects in the curriculum SD 2013. Payload Indonesian lessons are important lessons to charge everyday life and future students. Moreover, in today's information age, much depends on the news and new information with the Indonesian language, both oral and written. Therefore, the elementary students must have good skills in expressing thoughts, ideas, and feelings verbally. Elementary students also must have good skills in understanding a variety of messages/information submitted in written Indonesian.

Of the basic competencies specified in the syllabus curriculum SD 2013 can be understood that the charge Indonesian lessons in fourth grade should develop Indonesian language skills spoken and written. That means, fourth grade teacher must implement skills learning reading, writing (writing) and speaking, listening (oral). Mastery 4 oral and written language skills is by fourth grade students will certainly be a basic provision for him to reach the other competencies in charge of other subjects. In addition, mastery oral and written language skills will be a basic provision for him to communicate ideas, experience, knowledge, and feelings to others.

Learning Indonesian language skills spoken and written according to kurikulum SD-2013 is a new activity for elementary school teachers because elementary school curriculum in 2013 has just occurred in the 1st half year 2013. In particular lesson for the teachers and students of SDN Kedaung Kaliangke 13 Pagi that be subjected SD The first implementation of the curriculum of elementary 2013. The initial symptoms of estab-learning results of reading and speaking skills of the sixth grade students of SDN Kedaung Kaliangke 13 Pagi

apparently showing the tendency of many students who have not reached value the minimum completeness criteria (MCC) that have been defined by the school, namely: value 67. Following the implementation of learning a minimum charge of Indonesian Language thematically-integrated in the 1st half, 30% obtained the initial facts 35 fourth grade students striking learning outcomes 67-80. The rest, 70% of fourth grade students achieve learning outcomes 40-65.

Based on data obtained learning outcomes of fourth grade students of SDN Kedaung Kaliangke 13 Pagi above, teachers need to make efforts to improve learning for all students achieve basic competencies expected in 2013. For the elementary curriculum, teachers must first do the analysis and identification of language learning Indonesia, which has been implemented because many factors can cause minimum value completeness criteria has not been achieved by the students of the fourth grade. Several factors are thought to be the cause: the low attention of students to learning speaking skills, use of methods and techniques of learning that are not right and not its delightful student, and learning media are unattractive and do not make it easy students fourth grade mastering language skills spoken

Based on the identification and assumption of the factors that cause less successful learning speaking skills on the team of researchers have do efforts to improve methods of teaching oral language skills by using language games. The research team has tried out the use of three methods of language games in learning conversational skills. By using these three methods of language games is the research team hopes the improvement in the quality of learning Indonesian language skills spoken in class IV SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West

Jakarta, according elementary curriculum in 2013.

D. Identification of Problems

Based on the analysis and identification of facts of symptoms in learning conversational skills appropriate primary curriculum in 2013 at SDN Kedaung Kaliangke 13 Pagi then the team can identify the issues that have been investigated as follows:

- 1) Why are most of the fourth grade students of SDN Kedaung Kaliangke 13 Pagi not dare speak in learning Indonesian thematic-integrated curriculum corresponding 2013?
- 2) Why is the method used by the teacher does not facilitate mastery of speaking skills by fourth grade students of SDN Kedaung Kaliangke 13 Pagi in learning Indonesian thematic-integrated curriculum corresponding 2013?
- 3) How to improve the quality of teaching Indonesian thematic-integrated suit in 2013 in the fourth grade curriculum SDN Kedaung Kaliangke 13 Pagi?
- 4) How to improve speaking skills Indonesian fourth grade students of SDN Kedaung Kaliangke 13 Pagi thematically-integrated appropriate curriculum in 2013?
- 5) What methods that can foster the courage to speak the fourth grade students of SDN Kedaung Kaliangke 13 Pagi in learning Indonesian thematic-integrated curriculum corresponding 2013?

E. Focus Research

This study focused on improving students' speaking skills grade IV SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta, the Indonesian language learning appropriate thematic -integrated curriculum SD 2013, in the first half (July-

Desember) in the academic year 2014/2015 with the method of the game language.

F. Problem Formulation

The low achievement of value the MCC mostly fourth grade students of SDN Kedaung Kaliangke 13 Pagi, in speaking skills is an indication that learning Indonesian language skills spoken implemented by teachers according to the curriculum in 2013 has not been successful. Components that are assumed to be the main cause has not succeeded language learning verbal skills is learning method used by the teacher. Therefore, the research team to formulate the problem umbrella and problems of students in this study. Issues that will be examined in this study are as follows:

a. Umbrella Research Issues:

How is the use of methods of language games can improve students' speaking skills grade IV SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta in learning Indonesian appropriate thematic-integrated curriculum SD 2013?

b. Student Research Issues:

- (1) How to improve speaking skills (describe) the fourth grade students of SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta in learning Indonesian appropriate thematic-integrated curriculum SD 2013 using language games See Say?
- (2) How to improve speaking skills (telling) the fourth grade students of SDN 13 Kedaung Kaliangke Pagi, Cengkareng, West Jakarta in learning Indonesian appropriate thematic-integrated curriculum SD 2013 using language games Chain Story?
- (3) How to improve speaking skills (inform) the fourth grade students of SDN 13 Kedaung Kaliangke

Pagi, Cengkareng, West Jakarta in learning Indonesian thematic-integrated according curriculum SD 2013 using language games Playing Phone?

G. Benefits Research

Class Action Research is expected to be useful for the development of science and application of science.

1. Development of Science

Results of this study are expected to provide new insights about the learning Indonesian in fourth grade, especially learning conversational skills-based approach to an thematically-integrated curriculum in accordance SD 2013. With the results of this study are expected learning Indonesian in SD can be designed to be more convenient, more varied, more innovative, more communicative, more scientific, and more thematically-integrated. In addition, more in line with the standards of the learning process.

2. Application of Science

Results of this study would be useful for teachers, schools, and orang tua in the implementation of the Indonesian language learning in primary schools, especially in the fourth grade.

(1) Teacher

The result is expected to be a reference in the development of speaking skills lesson plans more creative, innovative, communicative, scientific, and thematic-integrated making it more attractive for students fourth grade.

(2) Schools

Results of this study are expected to be an important consideration for schools to provide maximum support in the form of the provision of learning Indonesian language skills spoken accordance elementary curriculum in 2013.

(3) Parent

Results of this study are expected to be additional insight for parents so that they can better motivate children to want to learn the skills to speak Indonesian in earnest.

II. THEORETICAL STUDY

A. Development of Communication Skills in SD

Speaking skills are language skills that need to be developed since elementary. Elementary Curriculum 2013 has provided guidance on the development of speaking skills in charge of Indonesian Language. Three kinds of speaking skills that must be developed in fourth grade include: (1) speaks describe, (2) speak to tell, and (3) talk inform. The third development of speaking skills can use a variety of methods. One method among a variety of learning methods that can be used is a method of language games. To get the proper conceptual basis about the three kinds of speaking skills and language games then the following methods will be discussed regarding: speaking skills; factors associated with speaking skills, learning skills of speaking in class IV in the curriculum SD 2013 and methods of language games.

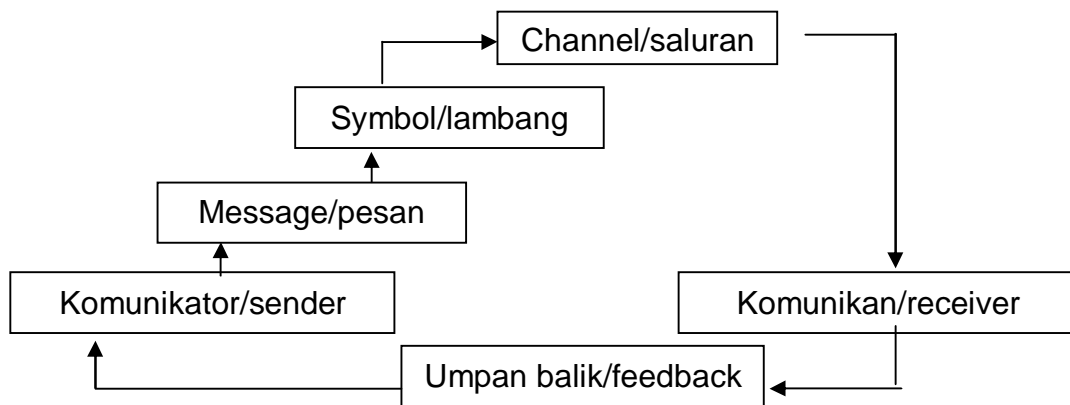
1. Speaking Skills

Speaking generally defined as an activity present intention or idea by one person to another with Iisan language. Spoken language is symbols of the sound produced by the human vocal organs. The phonetic symbols forming units meaningful language that is spoken messages that can be understood by other people who listen. Tarigan explained that speaking ability clicking express articulation sounds or words that express, menya this to say, and convey thoughts,

ideas, and feelings.¹ Thus, speaking can be defined as well as the ability to pronounce the sounds of language to express, and convey knowledge, experiences, feelings, and other messages to others so that others can understand it. Speaking in essence also a process Berko-cations because therein the transfer of messages from one source to another. The communication process can be described in the following diagram:²

¹H. G. Tarigan, *Keterampilan Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008), h. 10.

² Haryadi, Zamzani, *Peningkatan Keterampilan Berbahasa Indonesia*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1997), h. 54.



In the picture above, we see that talking is a process where a person communicates to convey the message or idea / ideas and then the message or idea / idea will be accepted by the recipient and will be understood by the recipient of the message the intent of the message or idea / the idea. If seen from the process, a message or an idea / ideas will be submitted by parties who have a message or called as a communicator. Communicator will send the message through symbols/ emblems language. Symbol/emblem language produced by the human vocal organs then channeled through the air to the receiver of the message called communicant. Once the message is received by the communicant, the communicant will understand the message content and intent of the communicator and will respond or respond. Reaksi of the communicant is called feedback or feedback.

Speaks clearly a communication process because in the event of transfer activity message from speakers to other parties who become listener through the sounds of language that carries meaning. Lots of the content of messages transferred by the speaker to the listener. One of them is a message containing information about various things to the listener. Information is a variety of things to add to the knowledge of listeners. In order for an effective transfer of information takes

place the speaker must consider the context of the talk related to the following five factors:³

- 1) who to communicate with,
 - 2) communicating the current situation,
 - 3) place while communicating,
 - 4) the content of the conversation,
- and
- 5) The media used when communicating.

Moreover, Arsyad in Novi and Dadan explained that when be speaking also needs to pay attention to two aspects are closely related, linguistic aspects and nonlinguistic aspects. Linguistic aspects include pronunciation, intonation, stress and rhythm. Nonlinguistic aspects include loudness, fluency, attitude speech, movement and expression when talking, and talking ethics.⁴

Fourth grade students would have to learn to understand the context and the fifth factor-related aspects in order to have a pretty good skills in speaking conveying or expressing things that were received from various sources. Therefore, when learning to speak conducted thematically-integrated, teachers should discuss five

³ Saleh Abbas, *Pembelajaran Bahasa Indonesia yang Efektif di Sekolah Dasar*, (Jakarta: Departemen Pendidikan Nasional, 2006), h. 83.

⁴Novi Resmini, Dadan Juanda, *Pendidikan Bahasa dan Sastra Indonesia di Kelas Tinggi*, (Bandung: UPI Press, 2007), h. 53.

factors related to the context and the two aspects in a simple and communicative.

As is generally the children who were born with physical and mental perfection, fourth grade students have learned to speak since birth and constantly develop his speaking skills to express thoughts, feelings, and curiosity to the world around him. However, the fourth grade students have not been able to express all who wish expressed in complex sentences. They are also not have skills in communicating orally based on different situations. Therefore, the fourth grade teacher has the responsibility and thus increasing student communication skills, oral communication skills with particular attention to the five factors the context of the communication and the two related aspects mentioned above.

Based on the study above it can be concluded that the to-skills of speech is the ability of a person expressing a variety of meaningful messages of ideas, feelings, and knowledge to others through the forms of Indonesian with attention to two aspects related communication activities, aspects of language and aspects nonlanguage.

1.1 Speaking Describing

Description is the depiction of words on a matter clearly in the original so as to give a correct picture for the reader or listener. Word description absorbed from the word "description" in English. This word in Indonesian means: describing. Speaking to describe closely related to oral communication activities to reveal a picture of something clearly.

From the above it can be concluded study conversational skills describing is one's ability to express a clear picture of a case using Indonesian sounds to others by taking into account two aspects related to communication, linguistic aspects, and nonlinguistic aspects.

1.2 Speaking Telling

Speaking to tell or story telling is part of the talking skills. Therefore, there is no conceptual difference between talking and story. Supriyadi argued; storytelling is an activity that trains students can express and communicate feelings and his heart to another oang. This activity is very positive in developing speaking skills Indonesian.⁵ This Supriyadi opinion confirms that storytelling and talking are two forms of communication activities of expresif which has a same conceptual. Demgan the conceptual similarity between talk and tell the person who tells the story must take into attention 5 factors related to the context and the two aspects of communication activities mentioned above.

The word "story" has 4 meanings, 2 of which are: the speech that mem-spread occurrence of a case (events, incidents, etc.) And the essay that tells the deeds, thoughts, or suffering people; events etc. (both of which actually happened and that only inventions). Both of these meanings can be enough to reduce the basic meaning of the word "tell", namely: "the activity of said experiences, events, deeds; well really happening or just imaginary, orally.

Story telling is one that is productive language skills, which means generating ideas, ideas, and thoughts. Ideas, ideas, and thoughts have a wisdom or a narrator can be utilized by listener. For example, a story teller to convey a series of events and examples of behavior that figures can be a lesson for listener or readers. As another example, a teacher spoke in transferring knowledge to students, so that the knowledge can be

⁵Supriyadi, *Pembelajaran Sastra yang Apresiasi dan Integratif di Sekolah Dasar*, (Jakarta: Departemen Pendidikan Nasional-Dirjen Dikti, 2006), hh. 91-92.

practiced and utilized by students in everyday life.⁶

Speaking skills is the ability to tell someone inside said experience, event, or events of factual or fictional/imaginative coherently using Indonesian sounds to others by paying attention to two aspects related to communication, language aspects, and nonlanguage aspects.

1.3 Speaking Inform

Speaking inform closely related to the exposure of a thing. Therefore, speaking inform closely related to forms of verbal exposition. Form of exposition is a discourse that contains exposure, explanation, lighting, and the decomposition of something. Speaking inform aim to tell something to the listener. Speaking inform often done in everyday life, such as: explaining a process, interpreting something, reveals pemahamn about something, give or disseminate knowledge, as well as explain the link one thing with another. Speaking to report, to provide information or in English is called "Informative speaking".⁷ Speaking activities convey information to do when someone is communicating and there is a subject that would be submitted by the speaker to the listener.

Based on the study it can be concluded speaking skills informs is one's ability to explain science, describes a case, revealing an understanding of something, describe a process, and relate a thing with others using the symbol of the sounds of language to others by paying attention to two related aspects of communication , aspects of language, and aspect nonlanguage.

2. Factors Associated with Learning Speaking Skills

In carrying out the study speak (describing, telling, inform) are many factors that must be considered by the teacher. Some factors include: understanding the teacher applicable curriculum, understanding teacher would approach will be applied in learning, teachers' understanding of the characteristics of students, the precision and skill of teachers in preparing the subject matter, the accuracy of the teacher in choosing the method to be applied in teaching, and teachers accuracy in selecting and using media in learning.

Many methods can be selected, designed, and implemented by the teacher in learning. Selection, design, and application of the method is certainly to be adjusted with the approach, learning objectives and teaching materials. One of the many methods that can be selected, designed, and implemented in learning to talk and storytelling is a method based games, such as the following:⁸

- (1) See Say;
- (2) Inquiry and a Guess;
- (3) Playing Telephone; and
- (4) Chain Stories.

After the teacher has all the factors associated with learning to speak and tell the teacher must operationalizing in the form of learning steps talking and telling stories. Steps estab-learning was kenudian arranged in a lesson plan or a learning scenario. The lesson plan must meet the following criteria:⁹

- (1) The material relevant to the Basic Competence, Indicators and Learning Objectives.

⁶ <http://eprints.uny.ac.id/.../bab%202%-2008108244047.pdf>, diakses pada Hari Minggu 18 Januari 2015.

⁷H. G. Tarigan, *Op. Cit.*, h. 30.

⁸Dadan Djuanda, *Pembelajaran Bahasa Indonesia yang Komunikatif dan Menyenangkan*, (Jakarta: Departemen Pendidikan Nasional, 2006), hh. 96-99.

⁹Saleh Abbas, *Op. Cit.* h. 85.

- (2) Media / learning tool allows students to understand the subject matter.
- (3) The learning method develops scientific measures (scientific), the creativity of students, and student performance.
- (4) Step learning can be realized in the learning process.
- (5) Media and methods can stimulate students to learn.
- (6) Learning does not require complicated equipment so easily be realized the teachers and students.
- (7) Learning can create a fun learning environment and enable the students.

Plan for the implementation of learning to speak and tells designed by elementary school curriculum in 2013 would be in accordance with the criteria terse-but in order to achieve the curricular objectives specified within the curriculum. Therefore, teachers must understand correctly the elementary school curriculum in 2013 before designing and implementing learning to speak and told me in the fourth grade.

3. Speaking Skills Learning in Class IV Elementary School in Elementary Curriculum 2013

Since entering the world of school, students are faced with two span, yak-ni: the range of language skills, and a range of language attitudes. Ren-hand on language skills, students wanted to express his thoughts and pera-saannya. In the range of attitudes speaking, students are afraid to speak. Therefore, teachers have a responsibility to grow and develop students' confidence in expressing thoughts and feelings verbally. This confidence is an important factor in improving the skills of speaking and storytelling fourth grade students.

Learning to speak in fourth grade should certainly pay attention to differences in initial skills are already present in each student. In addition, the estab-learning speech and storytelling should also be in accordance with the eight basic concepts speak as a means to communicate from Logan follows:

- 1) Speaking and listening are two reciprocal activities
- 2) Speaking is an individual process communication
- 3) Talk is a creative expression
- 4) Speaking is a learned behavior
- 5) Speaking influenced by a wealth of experience
- 6) Speaking means of broadening horizons
- 7) The ability of linguistics and the environment are closely related
- 8) Speaking is a private jet.¹⁰

Building on the basic concepts speak above the expected-the fourth grade students can achieve basic competencies in the elementary school curriculum 2013 that does not include explicitly 4 language skills and linguistic knowledge. The following were cited as examples of this from the Syllabus Class IV SD :, theme 9: Healthy and Nutritious Food:¹¹

- (1) **3.2 Menguraikan teks instruksi tentang pemeliharaan panca indera serta penggunaan alat teknologi modern dan tradisional dengan bantuan guru dan teman dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku.**
- (2) **3.4 Menggali informasi dari teks wawancara tentang jenis-jenis usaha dan pekerjaan**

¹⁰ Novi Resmini, Dadan Juanda., *Op. Cit.*, h. 195.

¹¹ Kemendiknas, *Silabus Kurikulum 2013, Kelas IV SD*, (Jakarta: Kementrian Pendidika Nasional, 2013).

serta kegiatan ekonomi dan koperasi dengan bantuan guru dan teman dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku.

In the second example of basic competencies is clear there is no word "read or listen to". In it, there is also the word "speak or write". In fact, the word "reading, listening, speaking, and writing" is a word that is conceptually divided the Indonesian verbal and written into 4 keterampilan, namely: (1) listen, (2) talk, (3) reading, and (4) writes. Division 4 skills that will be a guide for teachers in designing learning Indonesian-thematic integrated in SD.

Resmini and Juanda explains, "Through speaking activities, students learn about what they see or think concerning a variety of topics. Teachers can encourage students to describe, classify, inform, plan and compare the various things verbally."¹²

Based on the study above it can be concluded that speaking skills are skills that can be learned and familiarized through learning. Many methods can be applied in teaching speaking skills. One method of which is a method of language games. Learning conversational skills with language games method and other methods of course should be fun and in accordance with the principles of learning bebrbicara. In addition, the study must be in accordance with the concept-tual speaking skills. Teaching materials and media used in learning to speak should also comply with the basic competencies, indicators, and learning objectives.

B. Methods of Games

Activity play is like a laboratory in which to experiment and develop their

¹² Novi Resmini, Dadan Juanda.,*lok. cit.*, h. 58.

knowledge. In the play activities that a child doing various experiments, various improvisation, like imagination, and a variety of communication to finalize their knowledge, skills, and personality. Specialized in the development of language skills, when playing a boy get a chance to experiment with new words, argue the new sentences, use language to express their feelings, such as anger, disagree, happy, disappointed. Children certainly do play activities with pleasure even though sometimes experience disappointment as well when playing.

1. Methods of Language Games

Methods literally means 'the way'. In a general sense, the method is defined as a method or procedure used to achieve certain goals.¹³ The method is planning a thorough presentation of the material with a systematic order based on a particular approach. Thus, the method is a way of carrying out the work.¹⁴ In this definition clearly stated that the method is still in the form of an activity plan that is structured to follow a particular sequence. That means, the method has not reached the deed.

The method is a method used to achieve the goals that have been set, the method becomes a critical component that determines the success of learning. This is confirmed by Fathurrohman and Sutikno in the following theory.

In the teaching and learning activities, a method is needed by the teacher, the use of which varies in accordance with the objectives to be achieved. Mastering a method of teaching is a necessity, because the teacher can not teach well if he

¹³ Pupuh Fathurrohman dan Sobry Sutikno, *Strategi Belajar Mengajar*, (Bandung: PT Refika Aditama, 2009), h.55.

¹⁴ Hasanuddin, dkk., op. cit., h. 2-25.

does not master the method precisely.¹⁵

Associated with the use of the method in learning, Djamarah and Surakhmad (1991), offers five kinds of factors that affect the use of teaching methods, namely:

- (1) The purpose of the various types and functions;
- (2) Students with different levels of maturity;
- (3) The situation is different from that;
- (4) The facilities vary in quality and kuantitasnya;
- (5) The personality and competencies of teachers are different.¹⁶

The game is one way that can be used as a learning method. One of the many games that can be used in the education of children, including children who are already in elementary school, is a language game. Language game is a game which is devoted to developing the knowledge and language skills. Therefore, language games will be closely linked with the elements of language, such as pronunciation, intonation, structure, and vocabulary and language skills, such as reading and speaking. Suparno in Juanda explains, "In essence, the game is an activity to obtain a encouraging skill certain manner. If the skills acquired in the game in the form of specific language skills, the game is called language games."¹⁷ This explanation has an obvious boundaries of language games.

With a brief review of the above it can be concluded that the method of per-toy language is encouraging action plans to

¹⁵ Pupuh Fathurrohman dan Sobry Sutikno, *Lok. Cit.*, h.15.

¹⁶Ibid.

¹⁷Dadan Djuanda, *Pembelajaran Bahasa Indonesia yang Komunikatif dan Menyenangkan*, (Jakarta: Departemen Pendidikan Nasional-Dirjen Dikti, 2006), h. 94.

acquire a spoken or written language skills are arranged regularly and in accordance with the characteristics of Indonesian system.

2. Benefits Method Language Games

The main benefit of the language game is to create excitement and pleasure in learning the Indonesian language, both spoken and written. Another benefit of the language game described by Suparno in Juanda as follows:¹⁸

- (1) The game of language as a learning method can improve the activity of students in the learning process,
- (2) Activities undertaken students not only physically but also mentally,
- (3) It can arouse students' motivation,
- (4) It can foster a sense of solidarity and cooperation,
- (5) With the material more memorable game so difficult to be forgotten.

3. Several methods Language Games

Maskey in Subana and Sunarti, explained that the Language Teaching Analysis of the language game Language Games divide into four types:

- a. Games listening
- b. Games speaking
- c. Game reading
- d. Game writing¹⁹

Four types of language games above membelajarkan four skills in the Indonesian language teaching load. Therefore, teachers can menggu achieved such language games as a learning method. By using the language games, learning

¹⁸Ibid., hh. 95-96.

¹⁹ Subana dan Sunarti, *Op. Cit.*, h. 209.

methods will attract more attention and interest of the students in learning. Students will not be bored as well as the students learn to use the lecture method.

Juanda explains there are five games a language that can be used as a method of learning language skills in the fourth grade. Three methods of the language game of which are used to improve the skill oral language, namely:

3.1 The Game Method Language "See Say"

Method of language games "See Say" can be used as a method of learning. Language game "See Say" is a game to practice the skills of speaking and listening / listening. This language game is more focused on talking describe. The word "describe" has the meaning explained or describe with words clearly and in detail. Describe the activities related to the sensory experience. So the language game "See Say" This must involve all the senses and instantly observe the object to be described. Language game "See Say" can also be expressed by other names, such as "Kim See", "Say Something", or else. Judging from the name is different, but the actual purpose of the same game.

Step-by-step implementation of the language game "Say Something" or "See Say" namely:

- (1) Use of this transition activity whenever you have a few minutes. This activity is great for developing language skills.
- (2) Read the following poem as you read 'eeny, meeny, miny, miney, Mo."
Eeny, meeny, miny, miney,
moe
Let the story of Mario
- (3) When reading the poem that shows each child in turn. When the poem was over, make sure you designate a child whose name you use.

(4) Have the children take turns telling something about Joe.

(5) Note: Some children may have difficulty thinking of something to say. If a child is hesitant, offer suggestions gently, for example, "Look at her clothes Joe. What color is it? "When the boy answered" red ", you can say," So, you said 'Joe wearing red'. "Never force a child to say something. If the child is too shy to participate, then offered the comments on your own and continue the game.

(6) Read the poem again using the name of another child. Examples:

Eeny, meeny, miny, miney,
noodles,

Let the story of Mimi.

(7) Continue until all the children memperoleh turn or time is up.²⁰

The steps of the implementation of the language game "Kim See" or "Say Something" or "See Say", namely:

Provide some objects, or vegetables, or fruits in a closed box. Student groups. A student member of the group should see an object that is in the box. Once seen clearly, the student should explain clearly to the group both characteristics, taste, color or anything that can be seen. The other group members must take the objects described by students who saw earlier. Group fastest and most take things in a box, that's what wins.²¹

²⁰ Kathy Charner, dkk., *Brain Power Aktivitas Pintar Pengisi Waktu*, (Jakarta: Erlangga, 2006), h.225.

²¹ Dadan Djuanda, *Belajar Bahasa Indonesia Sambil Bermain*, (Mimbar Pendidikan Universitas Pendidikan Indonesia No. 4/XXV/2006), h.20.

Measures language game "See Say" not far berdeda like language game "Say Something" and "Kim See" since the third game of this language have the same goal, namely to train speaking skills with a focus on describing. Measures language game "See Say" namely:

1. The teacher determines the objects that will be described. The objects will be described to be in accordance with the themes to be studied.
2. Teachers choose one student to speak (describe) in front of the class. Because the objects will be described of more than 1, so the teacher choose to students.
3. Students describe clearly and in detail, looking at objects that are didskripsikan.
4. Students take turns speaking (describe) in front of the class until all students have a turn.

3.2 The Game Methode Language "Chain Sories"

Methods Chain language game Story / Story continued by Montalalu, et al. defined as follows:

Language game "Whispered Chain" is where you begin to tell ten-tang someone or something a few sentences. Children sit in a small circle to listen, you ask the child to the right or left to continue with 1-2 sentences, the next child develop more stories with 1-2 sentences anyway. Continued until all had a turn or if the child has seemed less concentration. Try to keep the group is not too large.²²

Judging from the above definition, a serial story is a story that is done in groups, to the high-class can be done 4-5. The game "Story Chain" is an action game

that there are elements of language skills ie listening skills / listening and then speaking (storytelling), to continue the story that has been told by a friend of the previous group, to be a coherent story. Serial narrative language games can also be called language game "Oral Composition". This language game ditunjukkan to train together compose orally. Lang-kah-steps are:²³

- (1) The teacher says the first sentence. One day
- (2) Each team continued the story
- (3) Each team continued the story
- (4) One of the team was acting as secretary and record
- (5) Teachers set time
- (6) After the expiry secretary read

From the definition of language games can be concluded that the language game "Story Chain" is a game of spoken language (listening and speaking) are performed in sequence/chain by each person in the group.

3.3 The Game Methodes Language "Playing Phone"

Method of language games "Playing Phone" is the game speaking and listening using a means of distance communication called the phone. This language game be adopted to practice speaking and listening skills. Students work in pairs should prepare two toy-phone, telephone to traditional wired or telephon modern cordless and can be taken anywhere by users.

Student participation in learning is one thing to consider in creating a fun learning environment in the classroom. Application of the method of language games "Playing Phone" will involve students actively in learning activities. Learning the language game method "bet Phone" is a series of activities of thematic-integrated spoke in fourth grade to read the

²² B.E.F Montalalu dkk, *Bermain dan Permainan Anak*, (Tangerang Selatan: Universitas Terbuka, 2013), h. 9.31.

²³ Subana dan Sunarti, *Op. Cit.*, ,h. 210.

text and then revisits the phone using toy-telephon. The contents of the conversation in the "Play Phone" tailored to the themes in the curriculum 2013.

Step-by-step method of learning to speak the language games "Playing Phone" is as follows:

- (1) The teacher set up two phone tool-teleponan (toys).
- (2) Teachers prepare to be practiced conversation in pairs by means of telephone-teleponan.
- (3) Each pair of students have a conversation with the phone-teleponan.

From the study of the above it can be concluded that the method of language games "Playing Phone" is a game of spoken language (listening and speaking) are performed in pairs using a toy-telephon.

C. Research Hypothesis

Based on the theoretical study and formulation of the problem, it can be proposed three hypotheses that have been proven in studies of this class action, namely:

1. The use of language games Look Say method can improve speaking skills to describe the fourth grade students of SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta in learning Indonesian thematic-integrated curriculum corresponding 2013.
2. The use of the method Chain Stories language games can improve speaking skills to tell the fourth grade students of SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta in learning Indonesian thematic-integrated curriculum corresponding 2013.
3. The use of the language game play method and thus increasing the phone can inform students' speaking skills grade IV SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta in

learning Indonesian thematic-integrated appropriate curriculum in 2013.

(1) RESEARCH METHODOLOGY

1. Tame and Place

This research was conducted in the fourth grade SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta., Who already use traditional elementary school curriculum in the first half of 2013. (July/December) in the academic year 2014/2015.

2. Goals

This study aimed to improve the quality of learning Indonesian language skills spoken in class IV SDN Kedaung Kaliangke 13 Pagi corresponding elementary curriculum of 2013. The design used was a Class Action Research (CAR). This research has been conducted in three cycles following the steps models Kemmis and Taggart:

(1) Planning

Researchers create a general plan of action research and specific plans for each cycle to be carried out.

(2) Acting

Researchers and collaborators implementing learning Indonesian language spoken and written by using 3 methods according leason plan (LP) language games that have been prepared by a team.

(3) Observing

Researchers collaborators (fourth grade teacher) observation learning Indonesian language spoken using 3 methods of language games.

(4) Reflecting

Researchers with the team to analyze, evaluate, and discuss the implementation of the measures and identify the impact of intervention measures against the overall learning. Together with a team of researchers to evaluate the impact of learning outcomes

achieved by the fourth grade students of SDN Kedaung Kaliangke 13 Pagi after the intervention action.

This Class Action Research activities carried out indirectly by each student researchers. Fourth grade teacher, Ms. Hj. Sri Kustiawati, acting as collaborators and participants are known principals. The subjects of this study is the fourth grade students of SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta, in the academic year 2014/2015.

The role and position of the researcher to the 1st, 2nd, and 3rd in this study is a principal investigator who plan, observe, and reflect on the learning skills of spoken and written by the three methods of language games in class IV SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta, according elementary curriculum, 2013. In this study serves as a fourth grade teacher participants collaborator implement appropriate instructional lesson plans prepared by each principal investigator. Class Action Research has been conducted in three cycles.

3. Data and Data Sources

Class Action Research is considered successful if there is an increase in the quality of learning and the improvement of language skills spoken fourth grade students of SDN Kedaung Kaliangke 13 Pagi during and after the act of learning to use three methods of language games the following: (1) See Say, (2) Story Chain, and (3) Play Phone. Improvement of the quality of learning is considered successful when 95-100% of learning activities carried out in accordance with the activities of teachers and students are expected in the Monitoring Learning Sheet. Increased speaking skills were considered significant when 80% of fourth grade students of SDN 44 Kedaung

Kaliangke 13 morning, reached a value of 67-100 for the speaking skills.

The research data was obtained from the assessment process/student learning outcomes in the form after following test speaking skills and the implementation of learning spoken conducted by principal investigator along with participants collaborators after completing the implementation of the LP 1 in the first cycle, LP 2 in the second cycle, LP 3 in the third cycle. Research data were collected through two techniques, namely: (1) observation of the implementation of learning method speaking with the language games, and (2) test speaking skills.

4. Data Analysis and Interpretation of Results Analysis

Data were analyzed to test the hypothesis of action. All data obtained through monitoring/observation and tests analyzed using simple statistical techniques and then presented in tables or graphs. To determine the improvement of the quality of learning and improvement of speaking skills used simple statistical formulas and considerations Indonesian education experts.

IV. INTERPRETATION OF DATA ANALYSIS AND DISCUSSION

1. Interpretation of Results Analysis Data

Having described and analyzed the research data of learning to speak in class IV SDN Kedaung Kaliangke 13 Pagi can be interpreted as follows:

(1) Learning Speaking Described Method Language Games "See Say"

Learning using language games "See Say" symptomatic improvement in quality. Based on the data obtained, the implementation of learning in the first cycle reached 72.72%, the implementation of learning in the second cycle reaches

90.90%, and the implementation of learning in the third cycle has reached 100%. By improving the quality of learning in every cycle this means there has been an increase in the quantity and quality of the activities of student and teachers to achieve optimum levels. Improving the quality of learning in the I, II, and III also have shown any symptoms increase conversational skills (describe) the fourth grade students of SDN Kedaung Kaliangke 13 Pagi. In the first cycle, as many as 32 of the 44 students (72.72%) reached the MCC (67). In the second cycle, as many as 34 students from 44 students (84.09%) reached the MCC (67). In the third cycle, as many as 40 of the 44 students (90.90%) reached the MCC (67). That is, improving the quality of teaching has created many opportunities for students of classes IV to improve his speaking skills so as to allow the increase in the value of the speaking skills.

(2) Learning Speaking Telling Method Language Game "Story Chain"

Learning to speak (to tell) using language games "Story Chain" has menunjukkan the increased quality of teaching and learning outcomes. In cycle I, II, and III. In the first cycle, the quality of teaching reaches 60%. At siklus II, the quality of teaching reaches 80%. In the third cycle, the quality of learning increased to 100%. With the improvement of the quality of learning occurs also increase the test results speak for each cycle. In the first cycle, as much as 54.55% of 44 students reached a value above 67. In the second cycle, as much as 65.91% of 44 students reached a value above 67. In the third cycle, as much as 86.36% of 44 students reached a value over 67 in the speaking skills (storytelling). That is, the estab-learning quality improvement methods to speak with language games "Story Chain" can improve speaking skills (meenceritakan) fourth grade students of

SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta.

(3) Learning Speaking Inform Method Language Game "Playing Phone"

Learning using language games "Playing Phone" symptomatic improvement of the quality of teaching and learning outcomes. In the first cycle, the quality of teaching reaches 72.72%. In the second cycle, the quality of teaching reaches 90.90%. In the third cycle, the quality of learning has reached 100%. Learning outcomes as indicated by the results of the test speaking skills (inform) there was also an increase in cycle I, II, and III. In the first cycle, as many as 32 of the 44 students (72.72%) reached the MCC (67). In the second cycle, as many as 34 students from 44 students (84.09%) reached MCC (67). In the third cycle, as many as 40 of the 44 students (90.90%) reached the MCC (67). That is, an increase in the speaking skills (inform) the sixth grade students of SDN Kedaung Kaliangke 13 Pagi due to increased quality of learning to speak with the method of language games "Playing Phone". Improving the quality of learning has created many opportunities for students to improve his speaking skills.

2. Discussion

The above interpretation of the results can be presented a discussion of the research data of learning to speak in class IV SDN Kedaung Kaliangke 13 Pagi as follows:

(1) Learning Speaking Describe Method Language Games "See Say"

The use of the method of language games "See Say" in learning Indonesian-integrated thematic has managed to improve the quality of learning and speaking skills (describe) the fourth grade students of SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta. Improving the quality of learning occurs

due to the activity of teachers and students in learning activities have followed all the steps of the method of language games "See Say". Activity increased student learning because teachers give each student the opportunity to practice watching / looking at the object and then talk/describe verbally. Teacher's teaching activity increases because it must monitor and guide all activities for students to learn to speak (describe) orally.

(2) Learning Speaking Telling Method
Language Game "Story Chain"

Deficits improve skills talk (telling) the fourth grade students of SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta, occurred in the wake of increased activity of teachers and students in learning to speak so as to provide support for the provision of wider opportunities to each of fourth grade students to practice speaking (tell). With the increased chance that each of fourth grade students are more likely to increase the value of his speaking skills. Teacher's teaching activity increases because it must monitor and guide all students in learning activities talk (telling) orally.

(3) Speaking Learning Inform Method
Language Game "Playing Phone"

The use of the method of language games "Playing Phone" in the creation of thematic-integrated Indonesian learning has been successful in increasing the quality of learning and speaking skills (inform) the fourth grade students of SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta. Improving the quality of learning occurs due to the activity of teachers and students in learning activities have followed all the steps of the method of language games "Playing Phone". Activity increased student learning because teachers give each student the opportunity to practice receiving information via telephone game. After that, students are given the opportunity to convey back the

information received over the phone to someone else orally. Increased student activity provides opportunities for students to improve their speaking skills.

V. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Based on the results interpretation and discussion of the results obtained three following conclusions: can be obtained three conclusions: **First**, improving the quality of learning to speak Indonesian thematic-integrated with methods of language games can increase learning motivation, self-confidence, and joy in grade IV SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta. **Second**, the method of language games "See Say", "Story Chain," and "Play Phone" can boost self-confidence, courage to speak, and speaking skills in the fourth grade students of SDN Kedaung Kaliangke 13 Pagi, Cengkareng, West Jakarta.

2. Suggestions

Based on the two above conclusions the researchers propose two suggestions: **First**, teachers must optimize the quality of learning to speak Indonesian thematic-integrated in fourth grade by using various methods of language games that enables high learning motivation, self-confidence, and joy in students, **Second**, teachers should use the method of language games "See Say", "Story Chain," and "Play Phone" in learning to speak in order to boost confidence, the courage to speak, and speaking skills (describing, telling, informing) students fourth grade.

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