PROCEEDING
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ON EDUCATION AND TRAINING

2nd ICET Theme:
“IMPROVING THE QUALITY OF EDUCATION AND TRAINING THROUGH STRENGTHENING NETWORKING”

Malang, 4-6 November 2016
at A3 Building Universitas Negeri Malang
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PREFACE

The International Conference on Education and Training (ICET), Faculty of Education, State University of Malang, 2016 took place in Malang, Indonesia, between 4 and 6 November, 2016. ICET is an international conference covering research and development in the field of education and training. The conference aims at creating a forum for further discussion for an education and training field incorporating a series of issues and/or related to quality improvement in education and training. Therefore, the call for papers was addressed to scholars and/or professionals of the field of education and training. Driven by the fast-paced advances in the education field, this change is characterized in terms of its impact on the education implementation.

During the conference, 4 keynotes speakers were held in order to advance and contribute to specific research areas in the field of education. More than 250 pre-registered authors submitted their work in the conference. The ICET 2016 finally accepted and hosted 200 original research papers. All papers submitted to the conference were reviewed using a double-blind peer review process. The conference committee decided about the acceptance or not of the submitted papers, with the contribution of competence and experienced reviewers.

We would like to thank all members that participated in any way in the ICET 2016, especially: (a) the Inderscience Publisher for supporting and receiving the selected papers to be published as the Special Issues Edition of the International Journal of Innovation in Education; (b) the Co-organizing Universities and Institutes for their support and development of a high-quality conference; (c) the members of the scientific committee that honored the conference with their presence and provided a significant contribution to the reviewer of papers as well as for their indications for the improvement of the conference; and (d) all members of the organizing committee for their willing to organize the conference as good as possible.

Dean,

Prof. Dr. Bambang Budi Wiyono, M.Pd
TABLE OF CONTENTS

Bawang Putih Dan Bawang Merah Literature Story Book Usedas A Media To Integrate Tematic Instructional For The First Students Of Elementary School
Ratna Trieka Agustina ........................................................................................................ 1-6

Management Analysis Of Facilities And Infrastructure At Sekolah Dasar Negeri 013 Tarakan
Ratna Yulinda; Muhsinah Annisa .................................................................................. 7-12

Developing Moral-Literacy Guidance Package For Junior High School Students
Rofiqah .......................................................................................................................... 13-18

Learning Assessment Implementation In Kindergarten, A Descriptive Study In West Jakarta
Rohita; Nurfadilah .......................................................................................................... 19-24

Comic Strip Print Media: Instructional Material In Teaching Science
Rowena E. Lontayao; Anabelie V. Valdez ........................................................................ 25-30

Problem Stress In Development School Students Psychology Of Education And Counseling Students
Rr. Dina Kusumawardhani ............................................................................................... 31-34

Corpus Based Cross-Cultural Discourse: The Connotative Meaning In Indonesian And American Political Euphemism
Rusman Roni ................................................................................................................... 35-42

Self Regulated Learning To Increase Learning Outcome For Students Of Junior High School
Said Alhadi; Bambang Budi Wiyono; Tryono; Nur Hidayah ........................................... 43-46

Teacher Career Development Through Professional Competence To Improve The Quality Of Teacher
Samsilayurni .................................................................................................................... 47-50

Development Of Learning Sources Based On The Character Education On Mathematic Lesson In Class Viii Of SMPN 1 Tulungagung
Samsul Bakri .................................................................................................................. 51-56

Influence of Financial Performance on Companies Values with Dividend Policy As Moderating Study at Manufacturing Company in Indonesia Stock Exchange
I Made Bayu Perdana; Ni Ketut Surasni; Endar Pituringsih ........................................ 57-62
Efectiveness Scaffolding For Improving Early Childhood Leadership Behavior
Sandy Tegariyani Putri Santosos .............................................................. 63-68

Quality Control And Assurance For 5 Pillar Road Safety Studies In State Polytechnic Of Road Safety Tegal
Saroso; Amat Mukhadis; Tuwoso; Hary Suswanto ..................................... 69-74

Effect Of Technological Developments On Economic Achievement In Junior High School Cristal Dili
Sebastiâo Pereira; Francisco Mariano Horman; Agostinho dos Santos Gonçalves; Ilidio Ximenes Moreira ................................................................. 75-78

Prophetic Leadership Of School Principal (Case Study in SD Yayasan Islam Malik Ibrahim Fullday School Gresik, SDK Santa Maria II Malang, SD Metta School Surabaya)
Nerita Setiyaningtyas ............................................................................... 79-88

Implantation Cloud Computing On Teaching Materials
Sihkabuden .............................................................................................. 89-94

The Implementation Of Sinau Wisata Based On Potential Local Excellence In Thematic Learning At The Elementary School Malang
Siti Fatimah Soenaryo, Erna Yayuk, Dyah Worowirastr Ekowati .................... 95-98

Development Resources Course Kinesiology Based Mobile Learning For Students Faculty Of Sport Science In East Java
Siti Nurrochmah; Supriyadi ...................................................................... 99-106

Analysis The Mapping Of The Primary School Teachers In Sragen Era Autonomous Region
Siti Wahyuni; Ahmad Pramudiyanto ........................................................ 107-112

Parenting Parents And Self-Study Children Ages 6 Year In Education Early Childhood Sandat Kuning Mataram
Siti Zaenab .............................................................................................. 113-116

Developing Life Skills Through Primary School Students Learning Project Based Math
Sri Harmini ............................................................................................. 117-124

Creative, Innovative And Enjoyable Learning Models On Social Science
Sri Sugiharti .......................................................................................... 125-130
Development Of School Cultural Based On Local Wisdom In SMP Negeri 2 Ngawi
Sri Wening Rahayu; Bambang Budi W; I Nyoman Degeng; Ibrahim Bafadal .............................................................. 131-134

Language-Driven Clil Lesson Planning: A Teacher Professional Development For Pre-Service English Teacher
Suhandoko ........................................................................................................................................................................ 135-140

Utilization Of Networks For Improving The Quality Of Teaching And Learning In Primary School
Suhanro .................................................................................................................................................................................. 141-144

Etnomatematika Sunda: Behavior Bermatematika People Sunda
Sukirwan; Warsito; Dedi Muhtadi ................................................................................................................................. 145-152

Elementary School At Blitar City
Sukamti; Esti Untari ............................................................................................................................................................ 153-158

The Effect Of CAI SDLMI Method To Efl Learners With Autism On Speaking Ability
Alam Aji Putera; M. Adnan Latief; Ali Saukah; Sri Rachmajanti ......................................................................................... 159-164

The Effectiveness Of The Use Of Music As A Method For Hyperactive Students Conditioning In The Elementary School
Sularso; Rini Hariyani .......................................................................................................................................................... 165-168

Quality Management Of The Guidance And Counseling Services In SMA Negeri 1 Banjarmasin
Sulistiyana ............................................................................................................................................................................. 169-174

Knowledge And Attitude Studentsinfrastructures Capacity As A Learning Perspective In Live Based Learning
Sulton ........................................................................................................................................................................................ 175-180

Social Study Learning Model Development Based On Social Inquiry To Create Social Concern Among Elementary School Student In Blitar City
Suminah ................................................................................................................................................................................ 181-186

Mapping Of Student College Perception And Expectation On Future Career
Sunarni; Wildan Zulkarnaen; Erny Roesminingsih; Sulasminten .................................................................................... 187-192

Thinking Historically With Documents: Some Proposed Instructional Strategies To Teach Sourcing
Susanto Yunus Alfian .............................................................................................................................................................. 193-198
Method Content Lectures Strengthening Entrepreneurship In Thinking And Acting
Susilaningsih ................................................................. 199-204

Learning Model Development In Multicultural Education Through Scientific Approach Based On Value Inquiry
Sutansi; Widayati; I Made Seken .................................................... 205-210

Commitment Of Teachers And Professionalism
Suwardi ......................................................................................... 211-216

Assessment Standarization Of School-Based Management Implementation Results
Teguh Triwiyanto; Ahmad Nurabadi; Ahmad Yusuf Sobri ......................... 217-222

Profile-Based Learning Literacy In Elementary School
Titik Harsiati; Arbin Janu Setiyowati .................................................. 223-230

The Effect Ofusing Smartwheel Toward The Skill Of Arranging Simple Sentences
Tri Agustini Solihati; Asep Rizki Mukti; Rudi Permadi ................................ 231-234

The Relationship Between Interpersonal Intelligence And Parenting Parents In Tenth Grade Beauty Department Students SMK Negeri 2 Gorontalo
Tuti Wantu; Fitrawati Lawani ............................................................ 235-240

Implementation Of The Balanced Scorecard As A Performance Measure STKIP PGRI Tulungagung
Tutut Suryaningsih; Novita Eka Muliawati ........................................... 241-246

Development Patterns In Education Based Character To Naval Academy Of Navy Officers High Quality
Umi Salamah ..................................................................................... 247-258

Development Strategy Of Early Childhood Teachers Professionalism To Improve Education Quality
Veny Iswantiningtyas ................................................................. 259-262

Primary Teachers' Understanding Of The Inclusion Relations Of Quadrilaterals
Veronika F. Rianasari; Hongki Julie; Niluh Sulistyani ................................ 263-266

Assessment Competence Graduate Of Early Childhood Education Study Program
Widi Wulansari; Epritha Kurniawati .............................................. 267-270

Excellent Service For Being TAS Professional Performance
Wildan Zulkarnain ................................................................. 271-276
The Effect Of Natural Roaming Around Approach Towards Learning Outcomes Of Sciences Subject For Students With Intellectual Disability
Wiwik D. Hastuti; Sudarsini; Muhammad R. Fauzi .......................................................... 277-280

The Role Of Women In The Informal Sector In Babatan Village, Surabaya
Wiwin Yulianingsih ........................................................................................................... 281-286

Teaching And Learning Applying Experiential Learning Cycle In Student Centered Learning Process
Yoenarsih Nazar .................................................................................................................. 287-292

Reading Method Effect Of Understanding Abilityto Solve Problems Increase Stories For Elementary School Students
Yohanna C. D. Ariani H; Clara I. S. Budhayanti .................................................................. 293-298

Local – Content Based In Teaching Reading In The Islamic Elementary School Of PSM Gambyok Kediri
Yopi Arianto ....................................................................................................................... 299-304

Network Development Of English Course Institution To Enhance The Quality Of Human Resources In Karawang
Yousef Bani Ahmad .......................................................................................................... 305-310

Development Of Lks Based On Skill Theme The Beauty Of Togetherness In SDN Utama 1 Tarakan
Yuli Soleha; Muhsinah Annisa .......................................................................................... 311-316

Eradicating Illiteracy In Minapolitan Area Of Probolinggo Regency East Java
Yus M. Cholilyi; DyahW. Ekowati; Riza R.H; Ida B.M. Artadana; Puji Sumarsono .. 317-320

Mathematical Learning Activity Using Connecting Organizing Reflecting Extending Model To Improve Mathematical Connection Skill
Zaenal Abidin ..................................................................................................................... 321-326

Understanding Teacher’s Role In Students’ Character Building
Zulfa Amrina; Joni Alfino ................................................................................................. 327-330

Interaction Intercultural Communication Setting The Informal Education Program On Students Of Papua Afirmasi
Zulkarnain .......................................................................................................................... 331-336

Learners’ Beliefs About Pre-English For Specific Purposes Course
Anesti Budi Ermerawati ................................................................................................. 337-342
Boosting Teacher Organizational Commitment In The Remote Elementary Schools Of Merauke District, Papua
Basilius Redan Werang; Ermelinda A. G. Pure .......................................................... 343-348

Developing Supplementary Teaching Speaking Materials For Students In Islamic Boarding School Based Communicative Language Teaching
Dedi Efrizal .................................................................................................................. 349-356

Teacher Education System According To Ki Hajar Dewantara’s Opinion
Dedi Kuswandi ........................................................................................................... 357-362

Authentic Assessment For The Evaluation Of Process And Learning Outcomes: A Evaluation Model By Curriculum 2013 In Implementation Of Vocational High School Education
Eddy Sutadji; Agus Wedi .......................................................................................... 363-372

The Strategy Of Vocational Teachers’ Supervision By Maarif Nu Education Institution
Fathurrahman; Bambang B. Wiyono; Ibrahim Bafadal; Imron Arifin .......................... 373-380

Professionalization Teacher And Implementation Development Of Curriculum Education
Ni Ketut Sulastri; Sanasintani .................................................................................... 381-386

Decission Support System (DSS) To Determine Smart Indonesian Card For Education Holder Using K-Nearest Neighbor Method
Ni Wayan P. Septiani; Sutrisno; Mei Lestari; Fanisya A.Mustika .................................. 387-390

Improving Multiplication Arithmetic Ability Using Jaritmatika Technique In The Deaf 8th Graders Of SMPLB Putra Harapan Sragen Central Java
Noor Rita Syofiyawati; Munawir Yusuf ...................................................................... 391-396

Language Education And Humaniora
Rahma Ilyas ................................................................................................................ 397-404

Optimize The Role Of Schools In Building Character
Sa’dun Akbar .............................................................................................................. 405-412

Describing Condition And Utilization Media In Integrating Instruments Of Ipa Components At Elementary School In Nanggalo Padang
Siska Angreni ............................................................................................................... 413-416

Comparison Of Students’ Learning Outcomes Based On The Admission Tests Of Tertiary Level
Sulthoni, Bambang Budi Wiyono ................................................................. 417-418

Using Content Richness Score And Contribution Index As Assessment Variables
In Social Learning Network
Taufik Ikhsan Slamet ................................................................. 419-426

Prophetic Leadership Of School Principal
Nerita Setiyaningtiyas................................................................. 427-434

The Teachers’ Roles In Teaching English
Agustina Sri Hafidah; Sri Iriyanti .......................................................... 435-438

Effect Of Grouping In Collaborative Learning On Social Skills
Sumadi; I Nyoman S. Degeng; Sulthon; Waras ........................................... 439-444

Peace Education Initiatives In The Philippines: Strategy For Peace Building and
Conflict Transformation
Zainal Dimaukom Kulidtod ................................................................. 445-456

Quality Management In Pesantren Based On Vision And Excellency Life Skill
Zamroni ................................................................................................................. 457-464

Improving The Reading Comprehension Level Of The Selected Grade 7 Students
Of Binulasan Integrated School, Infanta, Quezon through Directed Reading-
Thinking Activity (DRTA)
Clover R. Demin; Leonardo F. Combalicer ......................................................... 465-472

Contribution Class Industries (2w-Suzuki Class) In Preparing A Highly Competent
Human Resources In Vocational High School In East Java
Agus Sholah; Andika Bagus Nur Rahma Putra; Mardji; Syarif Suhartadi; Eddy
Sutadji ......................................................................................................................... 473-478

Mysterious House As A Media Of Developing Language Ability In Early Age Child
Usep Kustiawan ............................................................................................................. 479-482

The Readiness Of Indonesia In Dealing The Discourse Full Day School At The
Elementary School
Vina Gayu Buana; Mega Lovrina ................................................................. 483-486

Discourse Analysis Of A Traditional Song Lyric Entitled “Bengawan Solo"
Yosi Andarin; Neneng Zubaidah ................................................................. 487-492

Islamic Boarding School In Psychological Perspective
Yuliati Hotifah ............................................................................................................. 493-498
<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting The Conversation Class In A Non-English Country</td>
<td>Yulieda Hermaniar, Yasyir Fahmi Mubaraq</td>
<td>499-508</td>
</tr>
<tr>
<td>The Profile Of Student Self Regulated Learning In Mathematic At Junior High School Padang</td>
<td>Yuzarion</td>
<td>509-516</td>
</tr>
<tr>
<td>Strategy In Introducing English To Early Childhood Education</td>
<td>Eny Nur Aisyah</td>
<td>517-522</td>
</tr>
<tr>
<td>Preserving The Diminishment Of Indonesian Native Cultures In The Globalization Era Through Formal And Non Formal Educations</td>
<td>Ruminiati</td>
<td>523-528</td>
</tr>
<tr>
<td>School Organizational Culture And How It Relates With Leadership Effectiveness</td>
<td>Burhanuddin</td>
<td>529-534</td>
</tr>
<tr>
<td>Cooperative Script Strategy In Social Learning At High Grade Of Primary School (A Study of Social Learning Character Applicative Cooperation and Respect Opinion)</td>
<td>M. Zainuddin</td>
<td>535-540</td>
</tr>
<tr>
<td>Career Adaptability Guidance Model By Implementing Kamil Approach To Increase Competitiveness For Adolescent In Asean Economic Community Context (First Year)</td>
<td>Muslihati; Triyono; Diniy Hidayaturrahman</td>
<td>541-546</td>
</tr>
<tr>
<td>Transformation Of Values In Developing Leadership Prophetic Islamic Education</td>
<td>Ahmad Fauzi</td>
<td>547-556</td>
</tr>
<tr>
<td>Development Preparation, Implementation, And Evaluation Of The Regional Diversity-Oriented Thematic Learning For 3 Grade Of Elementary School In Malang</td>
<td>Endang Setyo Winarni</td>
<td>557-562</td>
</tr>
<tr>
<td>Increasing Motivation, Activities, And Student Learning Outcomes Of Cooperative Learning Model With Think Pair Share Type</td>
<td>Ria Fajrin Rizqy Ana</td>
<td>563-566</td>
</tr>
<tr>
<td>Model Of School Committee Participation In Junior High School</td>
<td>Maisyaroh; Mustiningsih; Desi Eri Kusumaningrum</td>
<td>567-572</td>
</tr>
<tr>
<td>Improving Quality Of Education Through Collaboration System In The Perspective Of Comprehensive Guidance And Counseling</td>
<td>Caraka Putra Bhakti; Nindiya Eka Safitri; Fuad Aminur Rahman</td>
<td>573-578</td>
</tr>
</tbody>
</table>
The Key Factors of EFL Reading Comprehension
Andri Puspita Sari; Gunadi Harry Sulistyo ................................................................. 579-584

The Implementation of Ignatian (Reflective) Pedagogical Paradigm Strategy for
The Improvement of Students’ Learning Outcomes and Motivation in Learning
Natural Science for Fifth Grade Students
Albertus Hartana ........................................................................................................ 585-594

Self as a Transpersonal Dimension of Human Capacity in Education Activities
(An Analysis Perspective of Psychosynthesis in Counseling Psychology)
Alfaiz; Mori Dianto .................................................................................................... 595-600

Development of Teacher-Designed Self-Learning Kit in Geometry for the
Subanen, Maranaos, and Visayans
Hambre, Vilma D ....................................................................................................... 601-606

Use of the Genre-Based Approach to Teaching Writing as Mediational
Technique Applied to Senior High School Students
Macarambon, Aleah T ................................................................................................ 607-612

Educational Innovation in Islamic Boarding School (Multy Case Study in Sidogiri
Pasuruan’s Islamic Boarding School and Tebuireng’s Islamic Boarding School)
Muhammad Fathurrohman ...................................................................................... 613-622

Integrating Prezi Based Approach in Accessing Interpersonal Communication
Course Materials: A Case Study of Students’ Perception
Muhammad Yusuf ..................................................................................................... 623-632

Teacher Profile Mapping Early Childhood Education (ECE) and Its Spreading in
Bengkulu
Sri Saparahayuningsih ............................................................................................ 633-636

Profile Basic Attitude of Guidance and Counseling Student State University of
Malang
Arbin Janu Setiyowati; Triyono ............................................................................. 637-642

The Effect of Class Level on the Metacognitive Skills of Junior and Senior High
School Students in Malang with Think Pair Share Learning
Bea Hana Siswati; Aloysius D. Corebima; Herawati Susilo; Susriyati Mahanal ...... 643-646

Influence Work Motivation of Teacher and Principal Leadership on the
Performance of Teacher in SDIT Ghilmani
Retno Indah Rahayu ............................................................................................... 647-652
Teaching And Learning Strategies In Tarbiyah International Class Program To Increase Academic Skill Of Islamic Education Student
M. Alfan Santoso .................................................................................................................. 653-658

Self-Directed Learning Grasping Experience Learning Model For Curiosity Growth And Independence Of Student Learning Process
Sucipto; Moh. Ishom; Agus Wedi .................................................................................... 659-664

Contributions Character Education For Arrangement Life Of The Nation
Putri Mahanani; Muchtar ................................................................................................. 665-670

The Effect Of Peer Assessment On Students' Narrative Writing Paragraph Achievement
Yuliarsih ............................................................................................................................... 671-676

Inquiry Learning Implementation To Improve Generic Science Skills And Conceptual Understanding Of Pre-Service Chemistry Teachers
Indah Langitasari; Euis Nursa’adah; Irah Namirah ............................................................ 677-682

A Case Study On Pplii Students At Performing Teacher Talk Activities In Teaching Practice At School
Nana Suciati; Hidya Maulida; Tri Winindyasari Palupi ................................................... 683-688

Profile Of Student Math Specific Self Esteem Education Elementary School Teacher
Yuniawatika ....................................................................................................................... 689-694

Management Of Quality Education In Pesantren: The study of the Education Quality Improvement Pesantren by Strategy Management Approach
Hasan Baharun .................................................................................................................. 695-702

Implementation of ISO 9001:2008 Quality Management System  at Khadijah Senior High School of Surabaya and Muhammadiyah 2 Senior High School of Surabaya
Nafiah ................................................................................................................................. 703-708

How Does The Learning Innovation with The Production-Based Learning Model in Higher Education?
Hendra Hidayat.................................................................................................................. 709-716

The Internalization Of Character Education Through Learning Javanesenese Unggah-Ungguh Based On Communicative Approach
Yuli Widiyono ..................................................................................................................... 717-722
THE IMPLEMENTATION OF SINAU WISATA BASED ON POTENTIAL LOCAL EXCELLENCE IN THEMATIC LEARNING AT THE ELEMENTARY SCHOOL MALANG

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ABSTRACT

Generally, this paper will analyze the implementation of Sinau Wisata based on potential local excellence to promote the implementation of the thematic learning in curriculum 2013 through the study of potential local revitalization, especially the Natural Resources (SDA), Human Resources (HR), Geographical, and Historical. This research is conducted at the elementary school of Muhammadiyah throughout Malang. This study was developed through the Research and Development in order to arrest precise meaning of the reality of the communities studied. This study used a descriptive method. The result of the study as one of the guidelines for modeling Sinau Wisata based on potential local excellence that will be implemented in the thematic learning throughout Malang. Due to Malang has a potential of Natural Resources (SDA), Human Resources (HR), Geographical, and Historical. Therefore, it will be very helpful if the Sinau Wisata based on potential local excellence applies in learning process, especially at the elementary school. Primary school level is the foundation of learning to the next level.

Keywords: sinau wisata, potential local excellence, thematic learning.

Sinau Wisata based on potential local excellence model as a support in the thematic learning in curriculum 2013, which is a learning tour outside the classroom. Students will learn about the objects on tourist sites directly to integrate of knowledge, skills, values and attitudes, and creative thinking in learning by using themes as the principal environmental review and revitalization of local potential, especially in Natural Resources (SDA), Human Resources (HR), Geographical and Historical. The selection themes among the principles held in this study is a significant theme for student life, adapted to the level of students' progress, describing events with authentic learning resources in the immediate environment and using real situations. Teachers are accommodating to ideas that emerged from the students. Consideration of local knowledge was based on the potential of natural resources, which is safe and support the learning. In terms of human resources, the location has a cultural and artistic crafts, there are expertise areas and work professions. Moreover, in terms of geographic potential, it has a location, mileage, time and historical potentials that are worth considering. Based on these principles, Sinau Wisata based on potential local excellence model is considered suitable with the characteristics of elementary school students.

The purpose of Sinau Wisata activity is constricted on the students to know more about environment and to concretize the learning media by using surrounding environment. Noting that purpose, indirectly, the Sinau Wisata activity or learning outside the classroom has the function to guide students to learn the object directly, which are recreational and educational as well as strengthen the cohesiveness of the students. In addition, the function of Sinau Wisata is to introduce students to the real environment and the potential tourism place in the region. The rationale of Sinau Wisata activity is the result of analysis of the needs of the curriculum used and school programs that have been designed before the semester.

The study of the charge in this learning need to be further analyzed. The Sinau Wisata based on potential local excellence model is: (1) contextual learning, utilizing the contexts of real life situations; (2) problem-based learning, students concretely confronted on the problems; (3) constructivist learning, students can build his own knowledge of the learning experience with the direct object in the location; (4) cooperative learning, students are given an opportunity to interact and collaborate with their partners; and (5) PAKEM (Active, Creative, Effective, and Joyful), students can be active, creative and learning with a pleasant atmosphere.

In regard to questions and feedback about the existing environment at tourist sites, learning Sinau Wisata based on potential local excellence needs to be analyzed in depth as well. Therefore, this paper will decipher the analysis of Sinau Wisata based on potential local excellence in the thematic learning at the elementary school, Malang.
The Implementation of Sinau Wisata in the Thematic Learning

Generally, the concept of Sinau Wisata at the elementary school of Muhammadiyah 4 Batu city, elementary school of Muhammadiyah 1, 9 Malang, elementary school of Muhammadiyah 8 Malang regency, and elementary school MI Nurul Islam Tajinan Malang regency have been applied. It is observed that 98% of teachers in each school, only 50% are able to explain the concept of this; planning, assessment, and implementation. The cornerstone in the Sinau Wisata activity is almost the same in all schools that is to introduce or explain about the phenomenon of nature, social, and culture.

Based on the result of interview and documentation showing that all schools are a place of research has already scheduled the concept of Sinau Wisata in each semester. There are 1 or 2 times to perform this activity in one semester. However, some are carrying out this activity as much as 4 times at the beginning and end of semester. Twice out of school and twice around the school. For schools that have been developed, they usually do this activity more. Meanwhile, for the secondary school, they perform this activity at least 1 time in the first half, even combined with other classes.

Subsequently, the steps of Sinau Wisata activity are: (1) observation; (2) planning in module manufacturing along with Teacher Working Group (KKG); (3) the implementation of appropriate modules. The advantage of Sinau Wisata activity in the thematic learning is the students can perform direct observe and more realistic. Consequently, the learning process is more concrete or real. As Ausabel’s theory, it said that in the learning process as concrete like this will establish student’s learning to be more meaningful.

In the thematic learning, firstly, it needs to decide the sub-themes of Sinau Wisata that is used in the learning process. In deciding the thematic learning activity, RPP (lesson plan) and LKS (students’ worksheet) should be prepared as well. The basic competency and indicator in the LS and students worksheet should be related with the sub-themes of learning.

Based on that basic competency and indicator, furthermore, it will be identification of learning such as natural resources, human resources, geographic, cultural, and historic, and another potential need in the thematic learning. After that, undertake location determination. There are some options of location determination based on the potential local excellence such as the sea, mountains, museum, Learning Park, library, tourism place, and others. Teachers should coordinate with school and parent cares to carry out Sinau Wisata activity.

RESULTS AND DISCUSSION

Sinau Wisata based on potential local excellence as thematic learning support in curriculum 2013 is one of learning-tour model outside the classroom, where the students will learn a direct object in the tourism place to integrate the knowledge, skill, value, and attitude, and stimulate to be a creative thinker. The principal of the study is consistent with the revitalization of local potential such as Natural Resources, Human Resources, Geographic, and Historical. Based on the results of observations on the implementation of the Sinau Wisata in the thematic learning in the elementary school of Muhammadiyah in the Malang city, Malang regency, and Batu city, it has known as below.

The majority of elementary school teachers in the Malang and Batu city area, lots were aged less than 45 years. Those teachers still have the energy, enthusiasm and willingness in carrying out thematic learning. It is also supported by the teachers who are mostly excellent to operate a technology. Various needs in the thematic learning are also supported by parent cares that are most of them having a high awareness of children need in education. On the basis of awareness that children need a higher education for the future, creating a family atmosphere as conducive as possible is very helpful for their children to learn. On the other hand, Malang, Malang regency, and Batu city have a spectacular potential local excellence. Malang is education city. There are more than 10 colleges over there. Whereas, Batu is a small city but it had a number two tourism destination throughout Indonesia. Moreover, besides, the beach is still the flagship tourist spot located at the Malang regency. Therefore, the potential local excellence in three regions strongly supports the learning process, especially the thematic learning at the elementary school. The determination of the locations used in this study is based on the identification requirements as described above.

However, the majority of teachers in primary schools consider that the concept of the potential local excellence area has a different concept from the field of education. Efforts to increase the potential local excellence are considered not equal, even not in line with efforts to improve the quality of education. Teachers mostly have a paradigm that learning must always be in school. The learning methods with lectures become the main method which is performed by teachers, especially by teachers at the elementary school of Muhammadiyah. Learning by using the potential local excellence is considered a strenuous activity,
and materially. The students are excited to undertake learning activities outside the classroom, but they were often disappointed with the worksheet that was given by teacher because the worksheets inhibit the process of playing the students. This is because, student worksheets are given is often not associated with activities outside the classroom. Therefore, students’ worksheets have to be adapted to the location of learning outside the classroom. Using a variety of different ways and as interesting as possible in order to improve the quality of learning in the Malang, Malang regency, and Batu city.

Improving the quality of teaching in the three areas mentioned above will be done through cooperation with universities. Fully supported that granted by the government is very direct impact on improving the quality of learning in Malang, Malang regency and Batu city. Moreover, many universities in the establishment of these three areas have a positive impact on the development of education. The existence of research activities, student internships and all programs that synergize the schools and universities realize the interaction, either directly or indirectly. The process of quality improvement is synergistically namely in the fields of tourism and education, economic, social, political, and so forth. Therefore, through these programs makes Malang, Malang regency and Batu city will be developed and qualified.

CONCLUSION

The implementation of Sinau Wisata based on potential local excellence in the thematic learning at the elementary school of Muhammadiyah in three areas: Malang, Malang regency and Batu city is needed. The process of improving the quality of education needs to be done in synergy with a wide range of fields, either in the field of tourism and education, economic, social, political, and so forth. Therefore, by synergizing various fields with potential areas local advantages, the region will be developed and qualified.

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