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INTERNATIONAL SEMINAR STKIP PGRI TULUNGAGUNG

PROCEEDING OF INTERNATIONAL SEMINAR
EDUCATION FOR NATION CHARACTER BUILDING
at STKIP PGRI Tulungagung
January 2015

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These proceeding contain the full text of paper and talks presented in the International Seminar "Education for Nation Character Building" at STKIP PGRI Tulungagung on January 24th, 2015

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PREFACE

These proceedings consist of the full text of papers and talks that have been presented in international seminar. The seminar was held by Institute of Teacher Training and Education (STKIP) PGRI Tulungagung on January 24, 2015. The Institution cooperated with a well known university in Indonesia and some foreign universities. This international seminar was a result of the hard working of the committee and the collaboration of the speakers.

The seminar would not have been possible without the time and energy put forth by the invited speakers. The invited keynote speakers in this seminar are Prof. DR. I Nyoman Sudana Degeng, M.Pd (State University of Malang, Indonesia), Ferry Jie, Ph.D (RMIT, Australia), Prof. DR. Muhammad Faisal A. Ghani (Malaya University, Malaysia), and Chalotte A. Blackburn (USA). The four keynotes speakers deliver the material about building students character through education.

The main theme of the seminar is education for nation characters building. There are three sub-themes presented in this seminar: 1) Educational innovation to develop dignified nation; 2) The importance of character education in multicultural nation; 3) The implementation of character education in teaching and learning process.

We would like to thank to all of the speakers and participants who sent articles and presented them. Deeply thanks also delivered to the Rector of STKIP PGRI Tulungagung who has given opportunity and supports in all part of the activities so that this seminar could be done fruitfully. Hopefully this seminar can give a meaningful experience and contribution to all speakers and participants. We do apologize for the inconvenient that may be felt.

Tulungagung, March 20th 2015

Editor

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THE VALUE OF CHARACTER DEMOCRATIC DEVELOPMENT AND CREATIVE STUDENTS OF PROGRAM STUDY PG-PAUD THROUGH INQUIRY-BASED LEARNING

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ABSTRACT

Innovation of early childhood education intends to develop character nation, demanding student teacher to be more creative and democratic in making learning plan. Hence, the student teacher should have that good ability through experience of inquiry-based learning. This research was conducted through lesson study that aims to determine the value of democratic and creative student on the course of Social Emotional Development of Early Childhood Method. Lesson study activity carried out a number of three cycles with different sub-subject (The connection between social emotional with other development, inhibiting factors of social emotional development of early childhood and social development based on development of DAP (Developmentally Appropriate Practices). The value of democratic character (with two descriptors) and the value of creative character (with two descriptors) obtained from the process and report from student activity. The obtained data were analyzed descriptively. The results showed that the value of democratic character and creative student tend to raise from the first cycle to third cycle. However the ability to construct interpretation logically with owns sentence needs to be improved.

Keyword: *inquiry, the value of character democratic, creative.*

A. INTRODUCTION

Developing character nation that more creative and democratic through inquiry-based learning and requires development attitude and skill of student to solve their own problems creatively and democratically. Therefore, student teacher should have the ability to educate learners so that they will be better in inquiry through their experience inquiry-based learning. In addition, reinforcing the quality of teaching by developing professional lecturer needs to be done continuously. One way to develop the value of character nation which is more democratic and creative for learners is through lesson study activity.

Lesson study is a model of establishment of teacher profession through learning investigation

collaboratively and continuously based on the principles of collegiality to build learning community. Lesson study is not a learning method or learning strategy but in lesson study activity can select and apply various teaching methods in accordance with circumstance, condition and issue faced by educator or teacher. Therefore, the lesson study can be used to improve teacher ability in conducting learning (Hendaya, 2010; Susilo, 2010 Cerbin and Kopp, 2006).

One of the mandatory lectures in Program Study of PG-PAUD is Social Emotional Development in Early Childhood Method. This course provides students to have knowledge of social emotional about the connection between social emotional with other developments, inhibiting

factors of social emotional development of early childhood and development of social emotional based on development of DAP (Developmentally Appropriate Practices). That learning often involves the neighborhood or near area by doing observation on daily activity or daily issues which are experienced on early childhood. But the evaluation which is often done still conventional by using final test without regarding to other aspects that is inquiry-based learning.

Inquiry-based learning emphasis on field experience like observation or trying a process and drawing conclusion. Applying inquiry to students expected to develop inquiry skill that can be obtained from result reports of learners and the result of discussion. This is because that inquiry is a common procedure that conducted by scientist in an effort to understand natural phenomena, clarifying the understanding and applying them in daily life.

Based on the above explanation, the researcher intends to examine “The Value of Democratic Character Development and Creative Student of Program Study PG–PAUD through Inquiry-Based Learning”

B. METHOD

Lesson study conducted three cycles by four lecturers that involving plan, do and see started from September to November 2014 on the Student of Program Study PG-PAUD, FKIP University of Nusantara PGRI Kediri on the Subjects of Social Emotional Development of Early Childhood Method. Phase plan was done to prepare teaching and learning materials to be used. Inquiry-based learning was developed on main discussion between connection of social economic with other development, inhibiting factors of social emotional development of early childhood and social emotional development based on development of DAP (Developmentally Appropriate Practices) refers to Nugraha (2007). The value of democratic character and creative value based on inquiry obtained from the final report of result observation of 45 students. The value of democratic character is measured by using

a rubric with two descriptors done by Baumrind (2005), named freedom of initiative (IK-1) and the assignment of responsibilities (IK-2). The value of creative character based inquiry consisting of two descriptors was measured according to the rubric of Suharnan (2002) like curiosity (K1) and openness to experiences (K2). That data from the cycle I to III were tabulated for more descriptively.

C. RESULT AND DISCUSSION

The result data of the value of democratic character obtained from report that prepared by the students for each cycle. That report assessed by using the rubric with two descriptors refers to Baumrind (2005) that named freedom of initiative (K1) and the assignment of responsibilities (K2). The resulting data of the value of the democratic character of each cycle can be seen in Figure 1.

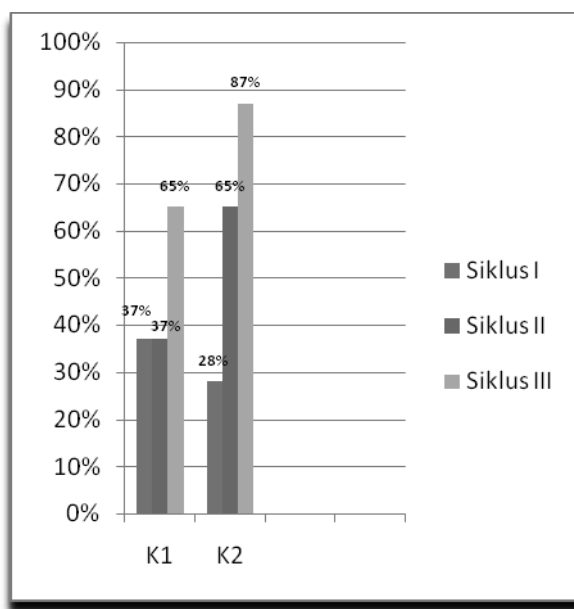


Figure 1: The Results of the value of Democratic Character Student from cycle 1 to 3 with descriptors.

Based on figure 1 shows that the value of the democratic character on each cycle makes a good progress. First descriptor is the freedom of initiative on cycle 1 and 2 does not make a good progress or unchanged that is 37% but has good progress on the 3rd cycle that is 65%. There is no progress on the first cycle and second cycle due to 1) Learners or students feel afraid because they were not given the opportunity to express their

opinions 2) Learners or students were not able to develop their ideas. But after two cycles, they were accustomed to do observation and to make them to be more keen to see problems around them.

Second descriptor is giving responsibility on first cycle that is 28% make a good progress on cycle 2 that is 65%, whereas on cycle three also makes a good progress that is 87%. Low of giving responsibility on cycle 1 due to lack of learners responsibility or students on given task. However, because of learning experience has made on cycle 2 and 3 become increased.

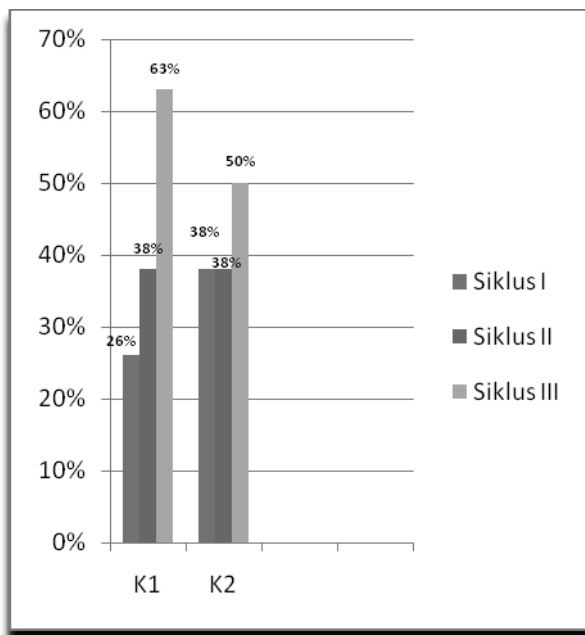


Figure 2: The value of creative character (Two descriptors)

The value of creative character student measured after implementing inquiry-based learning. According to that data from aspect K1 and aspect K2 tends to increase from the first cycle to three. For example, the ability to curiosity (K-1) tends to increase from the first cycle up to three that is 26% in the first cycle and 38% in the second cycle. Then on the cycle to three becomes 63%.

Meanwhile, aspects of openness to experiences (K-2) on cycle 1 and 2 do not change that is 38%, but tends to increase on cycle 3 that is 50%. There is no improvement on the first cycle and second cycle due to 1) Students are confused to determine creative problems 2) Learners are rare to appreciate the work and opinions of others, but on third cycle

has made a good progress. The achievement of the value of creative character is not optimal due to lack of familiarity of students to express their results thoughts by using their own sentences and lack of appreciation to the work and opinions of others.

The obtained finding in this study is the expansion of value of democratic and creative character through inquiry-based learning started from first cycle up to third cycle relatively increased. However, when we pay attention further, then the received results still need to be improved. Therefore cultivation inquiry-based learning needs to be done continuously considering that the characteristics of inquiry-based learning takes time and familiarization.

D. CONCLUSION, SUGGESTION AND RECOMMENDATION

This research shows that the value of democratic character student tends to increase from the first cycle to three in all aspect of initiative freedom (IK-1) and the assignment of responsibilities (IK-2). It also followed that the value of creative character that tend to raise from the first to the third cycle in all aspects is curiosity (K1) and openness to experiences (K2). However, the ability of the interpretations of freedom initiative logically with the sentences itself needs to be improved.

According to the obtained results recommended that the implementation of inquiry-based learning through lesson study can develop the value of democratic character and creative students of PG-PAUD. Expected that the development of inquiry-based learning through lesson study is not only applied on the lecture of Social Emotional Development Early Childhood Method alone but also on the other classes that requires students to achieve their competence according to inquiry.

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