# PROCEEDING

## ICETE 2016



# INTERNATIONAL CONFERENCE 2016

"To Excel in Teaching and Learning for Global Competence"

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**HAMZANWADI UNIVERSITY**
**LOMBOK-INDONESIA**

# PROCEEDING ICETE 2016

## International Conference on Elementary and Teacher Education

## "To Excel in Teaching and Learning for Global Competence"

# ACKNOWLEDGEMENTS

*Bismillahi Wabihamdihi,*

*Assalaamu'alaikum Warohmatullaahi Wabarokaatuh.*

Praise be to Allah, the God the Almighty who has given us the power and opportunities so that the international conference entitled,"To Excel In Teaching and Learning For Global Competence" cooperation among Universitas Hamzanwadi NTB and UniversitiTeknologi Malaysia can be held without any significant problem. This conference is a part of institutional cooperation as media or bridge to important knowledge relating to Elementary and Teacher Education.

The ICETE-2016 is an international conference dedicated to the advancement of the theory and practice in education especially for elementary and teacher education. This conference becomes a platform for sharing the innovative ideas and practices in teaching and learning in order to promote a good collaboration among academicians and professionals in education. The aim of this conference is to provide an opportunity for academicians and professional from various elementary and teacher education to engage in a dialogue around the theme.

The committee would like to thank to government of West Nusa Tenggara, Head of Universitas Hamzanwadi, Department of Education, Youth and Sports of NTB for their support and guidance so that the international conference is successfully run. We also thank to universities :UniversitiTeknologi Malaysia, Windesheim University, Nanyang Technological University, Universiti Brunei Darussalam, Flinders University, State University of Yogyakarta for their participantion in the conference. On behalf of Goverment of West Nusa Tenggara and society, we welcome you and have a nice time in lombok. We also thank to those who have facilated the event and may this moment become a starting point for institutional cooperatation for better educational system in the forseable future. We would like to apologize for any inconvenient during the process of the conference and hope that all documentation during this event become a useful source of knowledge for educational development especially for elementary and teacher education.

*Wallahul Muwaffiqu Walhadi Ila Sabilirrasyad,*

*WassalamualaikumWarohmatullaahi Wabarokaatuh.*

## CONTENTS

**Keynote Speaker**

**Elementary Education**

# Primary Education Learning Strategy Of
# Environment Based

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## Abstract

Learning strategy as instructional system in which occurs a synthesis between all components of teaching. Synthesis process learning components must begin with an understanding of abstraction and realization of the subject and object of learning, learning environment, and education components facilitator of learning. Abstraction of the subject and the object will take on the reality of the learning process of learning to accommodate the reality of the life of a subject of study, and at the same time will generate a variety of strategies and methods that was created through understanding education abstraction as learning facilitator. Learning process and results with a variety of considerations included will lead to the competencies achievement related to the level of students' progress in terms of mental, physical, and students' social emotional. Achievement of these competencies into a strategic view of students' development at this age (SD/MI) was oriented in this phase.

## Introduction

Learning strategy is a set of systemic instructional system, in which occurs attractive relationship between teachers, students, a set of objectives (general-special), materials, learning, teaching methods, instructional media, learning resources, evaluation and assessment, and learning environment. The responsibility of learning inherent in the points of study is to conduct a synthesis between the overall instructional system components together to create an effective learning process to achieve meaningful learning outcomes. To create an effective learning process and achieve meaningful learning outcomes, overall instructional system must be understood in a comprehensive and integral. Comprehensive understanding with regard to the clarity of the concept, capacity, and other entities. Integral regarding the relationship of each concept, capacity, and the entity with the concept, capacity, and entities attached to the instructional aspects of the others. A comprehensive and integral understanding of the concept, capacity, and each entity instructional systems in the learning process can not be separated from an understanding of the learning paradigm. Traditional paradigms (behaviorism) view teachers as teachers and students as learners (Arends, 2001). From this concept, the teaching term as capacity attached to the teachers, the various entities; set, sitting in front, must be heard, and more. Through this paradigm born teacher-centered reality in teacher-student relationships. The goals are all competencies that must be mastered by measurable measures positively and they do not have positive characters or a positive force. Therefore, the overall achievement of objectives must be analyzed positively through the hierarchy and levels. Learning materials interpreted as something that should be there to support the objectives achievement. Processes, methods, and learning media are interpreted as a number of activities, measures, and tools to achieve a number of objectives to learn from a number of learning materials. Learning resources is interpreted as a reference to the competence beyond learning materials that may reach to support the achievement of learning objectives. Evaluation and assessment defined as a process in recovering the all objectives that were processed, because the learning process is the competence transfer and it does not process competence transfer to be owned. The learning environment is categorized as a context aspect such as other people's interests, not the people who need the learning process. Other paradigms outside behaviorism does not intend to contrast or reject, but offers an

understanding of the various subsystems of the learning strategy is not reductionist (simplified) considering all of which is an entity that is multi-complex in the process of learning as a process of human relations (Burden, PR, & Byrd, DM, 1996), Paradigm progressivism that evolved into cognitivist view of learning with various entities into the repertoire of the students. Teachers do not just teach students the material being studied, but is responsible for the ongoing learning contexts. Teachers should encourage the readiness of students who are not ready to learn, to facilitate students who are ready to learn, and guide students who are and have been studied. Students are personal and unique community with each requiring a learning process and learning results search for and find a variety of materials and learning resources with a variety of learning methods and media in the learning process with the facilitation process of teachers in a particular learning environment or context. The results of the process are performed in a variety of positive behavior, good-looking positively, and in individual characters and groups.

The next discussion is not fully conveyed the whole subsystem in the learning system, but some important things with students, teachers, materials, learning contexts, and learning paradigm especially in primary education (*SD/MI*). This discussion becomes very important because the empirical reality showed low competence of basic education graduates (*SD/MI*) on core competencies (literate, logic, scientific, and humanistic social) (Hayat, 2009). Through this discussion offered a variety of causes, alternative solutions, and consequently the activity of teachers and prospective teachers, both of which cover pre-service program or in service training.

**The Primary Education Students and Primary Education Object**
This point of view begins with a few simple questions; who primary education students? What are the basic needs of primary education students? Who needs to learn? For what primary education students learn? Primary education students are those who are 7-9 years and 9-12 years. Psychologists with APA (1993) to formulate, 7-9 years is the phase of physical development, while those 9-12 years is a phase of mental development. Physical development phase is oriented of physical health construction, so the need for this phase is dominated by motoric movement. Concretely the learning process is more important offered in the form of physical dynamics through the game (play and exercise). The formation process of students' personality in this age is dominated by playing activity, course, without prejudice to the substance of learning. It is no exaggeration when human relations at this age popularized as a learning process in play. This statement is not intended to deny one of them; play and learn to ignore, but the process of playing physically with positive implications for the building concept of substantive knowledge as a learning entity. Gardner in The unschooled Mind: How Think and How Should Teach Scholls (1991) emphasizes, when needed school community, especially students no longer think that they are still in learning, but it is playing and act how best to manage the context so that the entity that can be implanted simultaneously studying outside their awareness (students). Gardner added that the process of learning in this context may not realize but the learning outcomes in the form of characters will be realized at the next opportunity.

Mental development phase is oriented to the psychological construction in order to discover the identity. This phase was marked by the process of exploration, identification, analogy, and experimentation. This age is relative transitional phase because they are in a transitional phase of children age into adolescence. Through the process of exploration, this age tend to seek identity appropriate consideration for him. Through the process of identification, this age is characterized by a process of comparing, selecting, and determining the identity deemed appropriate for him. Through the process of analogy, this age often act "as if" as well as other appropriate private deems. The next will tend to try behavior as personality. Two things are

competing as a result of this behavior occurs through a process of experimentation, the tendency for positive and beneficial or negative and harmful. Through the process at this phase will be children visible tendency that they become shy, brave, tenacious, honest, and etc. The responsibility of learning on the second phase of primary school age above is to offer integral substance of the material in the game, and facilitates the process of psychological development through various processes in question. The process of learning and playing is not the entities that weaken each other but are integrated with one another. That is, the process of learning while playing is not substance and scientific knowledge. The logic of science is offered through math. The logic expression process of ideas is offered through reading and writing. Building awareness as individuals and groups is offered through the process of socialization within the group and the introduction of a difference, and so forth. It is no exaggeration of learning process, this age is known to the substance of *Ca-Lis-Sos-Tung* (read-write-socialize, and arithmetic).

Mental development phase is actually a search for self identity. This phase is very unstable, learning task is to facilitate the search process identity. This includes building concept with knowledge and understanding must be full wisdom and prudence. The limitations of the analysis which owned the age of the development phase, the tendency considers the various bids from a man who has identified and taken for granted. This tendency will be characters that shape his personality in the future. Through the answers to the first question, known to answer the second question, there are two answers to the substance of the first question; physical development and mental/psychological. Thus, their learning needs are related to the development of physical and mental/psychological. If the domain associated with education in achieving the all competences, physical development intervention with cognitive and affective substance through movement (psychomotor). The reality in the learning process is concrete concepts, knowledge, and understanding of the real world (context and theme). This requirement will be referenced from a variety of learning models; CTL, Cooperative, Collaborative, Process, CBSA, and others with variants.

The developments of mental/psychiatric intervention with cognitive substance (concept, understanding, and knowledge) through in reality prove. Technically learning, facilitators and students do the construction process of cognition new results of relation schemata students (pre-knowledge) with new information through discovery (inquiry), exploration of facts (discovery), linking (relationship), decomposition (analysis), merger/unification (synthesis), assessment (evaluation), benchmarking (comparative), and inference (conclusion). In the process of cognitive interventions, necessary caution considering the development phase of mental/psychiatric. This is a latent phase or fixing the hemispheric students. Normally the substance is embedded in students' cognitive phase of this development will be a difficult ideology changed and updated. Therefore, cognitive substance building requires a process of transformation in the real environment. Collin (1979) refers a learning process or learning problems facing the realities of the environment as part of the learning system. But do not forget that through the development of an integrative manner referred to social development process occurs naturally. Therefore, from the perspective of individual development, Crain (2007) divides the component liable individual development through a learning process in three types; physical development, mental development/mental and social development. While Bloom (1979) introduces three educational responsibilities in developing the individual; cognitive, psychomotor, and affective. Not important to contrast both, because they are important how the all needs that can be facilitated to obtain meaningful results for student learning.

Furthermore, students who need to learn are the basic education of all people, including not a teacher, not the parents, not society, and nor the government. Another group of students are

responsible for the availability besides learning contexts according to the needs of students who are learning. In order to provide the context of learning is appropriate to the achievement of the effectiveness of the learning process and results, groups outside the student must understand who the individual student of primary education from the viewpoint of development (physical, mental/psychological, and social) as told Crain, and who the individual student primary education in terms of educational domain (cognitive, psychomotor, and affective) expressed by Bloom. Technically a macro scale, the understanding of the physical, mental/psychological, social and should be pursued through the test early potential concerns talents, interests, and individual differences, such as the style and pace of learning, the tendency of the individual in terms of potential due to differences in the left right hemisphere, and other differences. This is the importance of diagnostic tests performed in order to make a preliminary map of the condition of primary education students. At the micro level (the learning process directly) through the teacher-student relationship is necessary to schemata to measure and determine the readiness of beginning students so it is possible the process of construction of knowledge through the process of beginning the mapping relation schemata knowledge and new knowledge gained through the learning process. The implications of understanding the concept of who is the all learning needs of students in the learning system must depart from the student and returned to the themselves.

Answer the last question is the learning needs of students for development needs, physical, mental/psychological, social, and cognitive. Technical implications of clarity needs to learn, or learn what this is, with regard to what should be prepared (matter). Competence of what to expect after follow the material in question? How to set it up; where the first, and another the next, what, how to move, and so on. How to measure the achievement? What media are required? How learning environments? And others. This is called learning systems in a learning context.

**Content, Learning Context, and Reality of Life**
The important question for this subsection; what material relationships with the competence to be owned by the students and how their hierarchy? Accommodates division domain of education put forward Bloom (1979), competencies required of students consists of three: cognitive hierarchy of knowledge (C1), comprehension (C2), application (C3), analysis (C4), synthesis (C5), and evaluation (C6); affective hierarchy accept (A1), respond (A2), rate (A3), manage (A4), and live (A5); psychomotor with impersonation hierarchy (P1), manipulation (P2), articulation (P3), and experience (P4) (Balitbang MONE, 2009). C1 empirically tangible information and facts. A2 related to the concept and theory, usually delivered through definitions, terms, propositions, and generalization. C3 associated with the transformation between C1 and C2 (implementation in real life). C4 associated with the ability to search the causality between the entities C1, C2, and C3 in the form of outlines and identify. C5 regarded to find the causality between the entities C1, C2, and C3 in the form of combining and grouping based on the characteristics and traits as a result of decomposition and identification. And C6 related to the ability to assess the suitability of the relation between observing each cognitive competence (C1 to C5).

A1 relating to the acceptability of an entity competence becomes an integral part of the student. A2 relates to respective and internal over the entity competence. A3 related to preparedness provides a correction of right and wrong and accept-reject entities belonging or competence to be a part of him. A4 relates to the ability to manage each entity competencies in real life today and the future. A5 and entities associated with acculturation competence as a positive value in shaping the individual character code of society and the nation. P1 relates to the ability of an entity doing the duplication process competence in meeting the needs of life. P2 relates to the ability of top engineering competence of entities, including the process of

reproduction. P3 relates to the ability to develop and reproductive engineered for the needs of economically productive and beneficial for survival. And P4 related to the ability to make whole entity competencies into the color and character of life continuously.

Teachers and prospective teachers of primary education have no other choice but to understand the whole hierarchy of competences as a reference process instructional system which it is responsible. The all entity competences in each competency are its hierarchical and sustainable entity. Preparation administratively, reality and its learning process transfer must also be hierarchical and continuous. Hopefully, the achievement of state ownership of the various competencies in a private building with physical toughness, mental/psychological, social, and cognitive will be achieved in due course after learning process ends, as both output and outcome.

**Primary Education Teachers and Complexity of Creation-Innovation**
Previously, teachers and prospective teachers have to adapt to the various needs of the fulfillment of each competency in building physical, mental/psychological, social, and cognitive. This need, the duty of teachers and teachers' prospective become very complex and heavy. Understand the hierarchy of substance and competence on the one hand, to prepare various administrative needs, and facilitate the process of instructional in the form of real teaching. There are no normative references about how teachers and teachers prospective should proceed in reality and instructional transformation. Altogether has been the domain of each individual. Guidance on the development of various models of instructional design, learning guide model development, model of media development, the development of valuation models, and others are just a reference. How true reality and the instructional transformation become an integral part attached to each individual teachers and prospective teachers. The purposes above, their individual creativity in the delivery of various innovations in instructional design becomes very important and strategic. The key word, understand the concept of students with a range of unique, understand the learning needs, understand the learning environment, and do creations da innovations as small and simple as anything.

## Conclusion
Responsibility as teachers and prospective teachers of primary education was relatively more difficult and challenging than as teachers and teachers prospective at the above level. Why? Personal faced are unique individuals. Hierarchy of development was a basic hierarchy. Meaning that, the requirement is to make better unique understanding (individual differences), and the precision and intelligence in building core competencies as the basis for development of the next competencies. Furthermore, whether or not we understand, then would commit, and have shared commitment to do it. All the way back to each of us. Good luck, thank you.

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