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Primary Education Learning Strategy Of Environment Based Khirjan Nahdi Universitas Hamzanwadi, Indonesia nahdi nw dyahoo.co.id 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**3**

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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,

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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

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