ETHICS IN HIGH-QUALITY RESEARCH

CONFERENCE PROCEEDINGS

Institute of Research and Community Services Yogyakarta State University
May, 6-7, 2015
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MESSAGE FROM THE RECTOR OF YOGYAKARTA STATE UNIVERSITY

Welcome to Yogyakarta, Indonesia!

It is a great honor and pleasure for me to welcome you all to the 3rd International Conference on Educational Research and Innovation held in Yogyakarta, Indonesia. On behalf of Yogyakarta State University and the committee, let me extend my warmest greetings and appreciation to all speakers and participants who have travelled hundreds or even thousands of miles by various transportation means to come to Yogyakarta to attend this conference. It is my strong belief that your safe journey has been due to the blessings granted by God the Almighty and the Most Merciful to Whom we without any further due have to express our gratitude and praise.

It is indeed a privilege for Yogyakarta State University to have the opportunity to organise this very important conference in which educational researchers and practitioners get together to share ideas, experiences, expectations, and research findings. This conference is held as one of the agendas of Yogyakarta State University to celebrate its 51st anniversary. The theme of this year’s conference is “Ethics in High-Quality Research”.

Research is one of the activities among the academic members of a university. It is a systematic effort to solve the problems or answer the questions by collecting data, formulating the generalities based on the data, then finding and developing organized knowledge by scientific method. It is expected that from research activities valuable empirical facts can be obtained to improve and develop the theory and practice to bring a better quality of education.

Unfortunately, currently issues on ethics are regaining their popularity in various practices of research, such as inaccurate data analyses, data manipulations, and plagiarism. In response to this, in this year to support the roles of the Institute of Research and Community Services of Yogyakarta State University in encouraging researchers to conduct high-quality researches, an International Conference on Educational Research and Innovation (ICERI) is held under the umbrella theme of Ethics in High-Quality Research. It provides teachers/lecturers, education practitioners, college students, and policy makers the opportunity to share their knowledge, experiences, and research findings which are innovative and relevant to develop the educational practices focusing on the process and product.
This third conference is aimed at discussing the papers on the research findings related to research ethics, and researches on character education, teaching innovations, as well as educational policies. It is expected that this conference will reach its declared objectives successfully as a strategic forum to yield recommendations on the importance of ethics in the research to produce high-quality research for the benefits of the human’s welfare.

To conclude, let me wish you a fruitful discussion during the conference and an enjoyable stay in Yogyakarta. And finally, hopefully all materials in this conference compiled into a proceeding are useful for us to improve the quality of education and educational research.

Thank you very much for your attention.

Wassalamu’ alaikum warrahmatullah wabarakatuh.
May peace and God’s blessings be upon you all

Yogyakarta, 6 May 2015
Rector,

Prof. Dr. Rochmat Wahab, M.Pd., M.A.
MESSAGE FROM THE ORGANIZING COMMITTEE

His Excellency Minister of Research and Technology and Higher Education,
Vice Rectors and Deans of all faculties,
Honourable Heads of Institutes of Research of the surrounding universities,
Distinguished all invited speakers and all other speakers,
Distinguished guests,
All participants,
Ladies and gentlemen,

Assalamu’ alaikum warrahmatullah wabarakatu
May peace and God’s blessings be upon you all
Good morning

First of all allow me to extend my warmest greetings and welcome to you all to the
3rd International Conference on Educational Research and Innovation, held by
Yogyakarta State to celebrate its 51st anniversary.

Raising the theme - Ethics in High-Quality Research - this conference is designed
to discuss the papers on the research findings related to research ethics, and researches
on character education, teaching innovations, as well as educational policies. Hopefully,
all discussions in this conference can be inspiring and useful for us to improve the
quality of education and educational research.

Ladies and gentlemen

For your information, we will proudly present one keynote speech, four plenary
presentation sessions and four parallel presentation sessions. Four outstanding speakers
in the field of character education and educational research have been invited. They are
Christopher Drake from Association for Living Values Education, Hong Kong, Dr.
Elizabeth Hartnell-Young from Australian Council of Educational Research, Dr. Mohamed
Bahaaeldin from Faculty of Education, Technische Universität Dresden, Germany, and
Dr. Nurul Taufiqurahman, Head of Innovation Center of the Indonesian Institute of
Sciences (LIPI), Indonesia.

Ladies and gentlemen

We have done our best to prepare for this conference. So, my highest appreciation
and heartfelt thanks to all committee members. As to err is human, shortcomings may
occur here and there. On behalf of the committee, I would therefore like you all to accept our apologies.

At the end of my speech, I would like to kindly request the Rector of Yogyakarta State University to officially open the conference.

To conclude, let me wish you a productive discussion and a fruitful conference. Thank you very much for your attention.

Wassalamu’alaikum warrahmatullah wabarakatuh.
May peace and God’s blessings be upon you all

Yogyakarta, 6 May, 2015
Head of Research Institute and Community Service of Yogyakarta State University

Prof. Dr. Anik Ghufron, M.Pd.
FOREWORDS FROM THE HEAD OF COMMITTEE

Assalamu’alaikum wa Rahmatullohi wa Barokatuh
May peace and God’s blessings be upon us all

Your Excellency The President of Yogyakarta State University Prof. Dr. Rochmat Wahab, M.Pd, M.A, ladies and gentlemen, good morning and welcome to Yogyakarta State University.

The seminar entitle International Conference on Educational Research and Innovation (ICERI) is held under the umbrella theme of Ethics in High-Quality Research. The seminar is organized by Institute of Research and Community Services, Yogyakarta State University, working together with ACER, LIPI, and University of Dresden. This seminar also dedicated to celebrate the 51st Commemoration of Yogyakarta state university.

Ladies and gentlemen, on behalf of the committee of this conference, I would like to express highest appreciation and gratitude to the keynote speakers Prof. Drs. Muhammad Nasir, Akt, M.Si, Ph.D (Minister of Research, Technology and Higher Education) and four invited speaker:

- Christopher Drake
  (Association for Living Values Education, Hong Kong)
- Dr. Elizabeth Hatnell-Young
  (Australian Council for Educational Research, Australia)
- Dr. Bahaaeldin Mohamed
  (Faculty of Education, Technische Universitat Dresden, Germany)
- Dr. Nurul Taufiqu Rahman, M.Eng.
  (Head of Innovation Center, Indonesian Institute Sciences (LIPI), Indonesia)

The conference is around 200 participant with 121 orally presented article from lecture, researcher, teacher, and student from about 45 universities. The conference is aimed at discussing the papers on the research findings related to research ethics, and researches on character education, teaching innovations, as well as educational policies. It is expected that this conference yields recommendations on the importance of ethics in the research to produce high-quality research for the benefits of the human’s welfare.
This conference will be far from success and we could not accomplish what we do without the support from various parties. So let me extend my deepest gratitude and highest appreciation to all committee members. I would also like to thank each of participants for attending our conference and bringing your expertise to our gathering. Should you find any inconveniences and shortcomings, please accept my sincere apologies. In conclusion, I hope that your discussions produce something useful and very pleasant stay in Yogyakarta.

Wassalamu alaikum wa Rahmatullohi wa Barokatuh
Thank you

For, Dr. Sri Atun
# TABLE OF CONTENT

MESSAGE FROM THE RECTOR OF YOGYAKARTA STATE UNIVERSITY......................................................... iii
MESSAGE FROM THE ORGANIZING COMMITTEE....................................................................................... v
FOREWORDS FROM THE HEAD OF COMMITTEE................................................................................... vii

DEVELOPING AN UNDERSTANDING OF ETHICS AND EDUCATIONAL RESEARCH ICERI 2015
   Elizabeth Hartnell-Young, PhD................................................................................................................ 1

A FRAMEWORK FOR CONDUCTING INNOVATIVE RESEARCH
   Bahaaeldin Mohamed................................................................................................................................ 7

WHY PLAGIARIZE: THE THEORY OF PLANNED BEHAVIOR PERSPECTIVE
   Lydia Zechariah Wyono, Adiarnice Thionobic, Yohanes Budiarto.......................................................... 14

MORAL DISENGAGEMENT AND PLAGIARISM AMONG UNDERGRADUATE STUDENTS
   Joyce Natalia, Alvianty Wijaya, Novita Liesera & Bonar Hutapea.......................................................... 18

THE IMPACT OF SUPERVISION ON UNDERGRADUATE STUDENTS' THESIS WRITING
   Misdi & Rina Destiana.................................................................................................................................. 24

ROLE OF PROCRASTINATION FOR ACADEMIC DISHONESTY AMONG UNDERGRADUATE STUDENTS
   Novita Liesera, Alvianty Wijaya, Joyce Natalia, & Bonar Hutapea............................................................ 28

PLAGIARISM EXPERIENCE AND MORAL EMOTIONS
   Yohanes Budiarto....................................................................................................................................... 33

IMPROVING STUDENTS' SELF-DIRECTED LEARNING THROUGH BLENDED LEARNING: CASE STUDY OF SMKN 7 YOGYAKARTA
   Yclandaru Septiana & Annisa Ratna Sari................................................................................................. 37

SHOULD I MAKE UP THEIR SCORE OR LET THEM FAIL? DIFFRACTION OF TEACHERS' ETHICAL DILEMMA IN INCREASING THEIR STUDENTS' GRADE
   Adi Suryani, Soedarso, & Zainul Muhibbin............................................................................................ 44
THE CORRELATION BETWEEN AFFECTIVE CHARACTERS IN LEARNING PROCESS AND THE LEARNING ACHIEVEMENT OF SENIOR HIGH SCHOOL STUDENT
Ahmad Dahlaln, Muh Syahrul Sarea, & Fikroturrofiah Suwandii Putri ........................................ 52

AN ATTITUDE AND CHARACTER LEARNING DEVELOPMENT BASED ON CURRICULUM 2013 IN SCONDARAY SCHOOL
Badeni & Sri Saparahayuningsih ................................................... 57

IMPLEMENTATION OF MULTIPLE INTELLIGENCES THEORY IN PHYSICS INSTRUCTION TO IMPROVE THE STUDENTS’ LEARNING OUTCOMES
Dewi Sartika .................................................................................... 65

CHARACTER IMPLEMENTATION THROUGH FRIDAY TO SHARE IN STATE VOCATIONAL HIGH SCHOOL I OF MOJOKERTO CITY (SMKN I MOJOKERTO)
Diah Puji Nali Brata ......................................................................... 70

EFFECT OF INTENSIVE INTEGRATION OF ICT-BASED AUDIO AND VIDEO IN HYBRID LEARNING TO IMPROVE LISTENING SKILL OF STUDENTS AT SMA N 1 PRAMBANAN
Dian Susetyaningtyas ........................................................................ 75

REVEALING THE MORAL VALUES IN NOVEL SANG PEMIMPI AS FORMING CHARACTER CONSTRUCTION OF CHILDREN AS A RESULT OF MOTHER LANGUAGE
Dya Ayu Agustiana Putri & Zudha Wahyu Mustafa ......................... 81

PROFILE OF CRITICAL THINKING FOR SUPPORTING HABITS OF MIND AMONG PHYSICS EDUCATION STUDENTS
Eko Susilowati1, Dadi Rusdiana, & Ida Kaniawati ............................. 95

REFLECTIVE MENTAL ATTITUDE AND COGNITIVE ABILITY: A STUDY OF REFLECTIVE THINKING SKILLS IN SOLVING MATHEMATICAL PHYSICS PROBLEMS
Ellianawati, Rusdiana D, & Sabandar J ........................................... 100

THE ROLE OF PEER TUTOR IN PLANT ANATOMY COURSE FOR ENHANCING STUDENT QUANTITATIVE LITERACY
Eni Nuraeni, Adi Rahmat, Sri Redjeki & Rianti .................................. 105

PROJECT BASED LEARNING AS A METHOD OF LEARNING ENTREPRENEURSHIP ON PRIMARY SCHOOL AGE TO EMBODY WELL-EDUCATED GENERATION
AuliaAzmi Masna, Yeni Irma Normawati, & Ermawaty Puspitaningrum ............................. 111

DEVELOPMENT OF CITEVIR (INTERACTIVE MULTIMEDIA WITH PUZZLE EDUCATION GAMES AND VIRTUAL LABORATORY) OF EXCRETORY SYSTEM ON SENIOR HIGH SCHOOL
Heru Setiawan, Wiwi Ismaeni & F. Putut Martin Herry Bodijantoro .................. 120
THE PROCESS OF STUDENTS' CHARACTER BUILDING THROUGH TEACHERS' SPIRITUAL LEADERSHIP
Ifit Novita Sari ......................................................129

MEANINGFULNESS OF LEARNING MATHEMATICS IN BUILDING THE SPIRIT OF ENTREPRENEURSHIP
Lusi Rachmiazasi Masduki & Eem Kurniasih ..................................................133

THE ROLE OF MADURESE CULTURE IN CHARACTER BUILDING OF ENGLISH DEPARTMENT STUDENTS AT MADURA UNIVERSITY
Mohammad Amiruddin .............................................................................139

THE INVESTIGATION OF STUDENTS' PERSONALITY AND THEIR LEARNING STYLE IN AN EFL CLASSROOM
Muhammad Anjar Nugraha & Wawan Setiawan ..................................................144

CHARACTER EDUCATION FOR IMPROVING STUDENTS SKILLS AND ATTITUDES IN PAPUA HOPE SCHOOL
Noveliza Ruyolindy Teply, Loyisye Leatoum, Filla Pangemanan, & Nehtry Merukh .........................................................................148

IMPROVING THE PRACTICE OF ISLAMIC RELIGION AND ACHIEVEMENT THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL)
Nurhasan Supriyanto .............................................................................152

A RESEARCH EVALUATION: THE LESSON PLAN FOR SCIENTIFIC APPROACH AND AUTHENTIC ASSESSMENT IN RELIGION AND CHARACTER EDUCATION
Nurul Mulyaningisih, & Alita Arifiana Anisa ..........................................................................................159

LECTURER ETHICAL BEHAVIORS: DESCRIPTION OF SURVEY ON SEVERAL PRIVATE UNIVERSITIES IN BOGOR, INDONESIA
Rais Hidayat & Yuyun Elizabeth Patras .................................................................165

THE IMPLEMENTATION OF MARKET DAY PROGRAM IN MINIMIZING THE CONSUMPTIVE LIFESTYLE AND DEVELOPING ENTREPRENEURSHIP OF STUDENTS OF SDIT INTERNASIONAL LUQMAN AL-HAKIM
Rifki Jati Nur Aulia Sukresna & Rizki Nisa Setyowati ..................................................174

THE APPLICATION OF THE PROJECT BASED LEARNING MODELS ON THE ATTITUDE TO MATHEMATICS STUDENTS OF THE FOURTH GRADE OF ELEMENTARY SCHOOL KARANGWUNI 1 IN THE IMPLEMENTATION OF CURRICULUM 2013
Satrianawati & Anindita Rahardini ...........................................................................180

STUDENTS' CHARACTER BUILDING THROUGH THE USE OF REFLECTIVE ACTIVITIES IN VALUE LEARNING IN THE CONSUMER EDUCATION COURSE
Sri Wening .............................................................................187
INTENTION TO PLAGIARIZE: THE ACADEMIC SELF-EFFICACY AS ANTECEDENT
Vivian Chandra & Yohanes Budiarso

INCORPORATING CULTURES IN ENGLISH LEARNING MATERIALS TO ENHANCE THE INTERNALIZATION AND ACTUALIZATION OF CULTURE VALUES TOWARD JUNIOR HIGH SCHOOL STUDENTS
Wiwiek Alifah

“TIGA JAKA” AN INNOVATIVE GAMES TO IMPROVE ACTIVITY AND OUTCOMES OF LEARNING MATHEMATICS IN MULTIPLICATION MATERIAL
Abdul Mu'in

THE PDEODEEE STUDENTS WORKSHEET ON STATIC ELECTRICITY: AS INNOVATION IN LEARNING SETS OF PHYSICS
Achmad Samsudin¹, Andi Suhandi², Dadi Rusdiana³, Ida Kaniawati⁴

CONTENT VALIDITY OF SELF ASSESSMENT MODEL FOR HISTORICAL CONSCIOUSNESS
Alsiah

EFFORTS TO INCREASE COOPERATION AND ACHIEVEMENT ON ART OF MUSIC THROUGH COOPERATIVE LEARNING METHOD OF STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD)
Akun Suyartono

MAINTAINING INTEGRITY IN LANGUAGE POWER AND STYLE-BASED COMMUNICATION AS SEEN IN MASS MEDIA COMMUNICATIONS (JOURNALISM) CLASS
Antonius Herujyanto

THE EFFECTIVENESS OF PRE-SERVICE TEACHERS TRAINING MODEL BASED ON PEDAGOGICAL CONTENT KNOWLEDGE AND COLLABORATIVE LEARNING TO IMPROVE KNOWLEDGE OF CHEMISTRY CURRICULUM IN VOCATIONAL CONTEXT
Antuni Wiyarsi, Sumar Hendayana, Harry Firman, & Sjaeful Anwar

THE ROLE OF HOMEWORK ON LEARNING OUTCOMES OF MATHEMATICS
Ari Irawan

SMART CHEMIST:THE MEDIA FORCHEMISTRY LEARNING ON ATOMIC STRUCTURE AND PERIODIC SYSTEM OF ELEMENTS
Ari Wahyu Saputro & Jaslin Ikhisan

DEVELOPMENT OF FIELD DEPENDENT AND FIELD INDEPENDENT COGNITIVE STYLE-BASED LEARNING MODEL
Fatimah Azzahra, & Arif Sholahuddin
INTEGRATION OF ICT-BASED MULTIMEDIA INTO HYBRID MULTIMODAL LEARNING AT SENIOR HIGH SCHOOL TO IMPROVE STUDENTS' ACHIEVEMENT
Arif Yoga Pratama & Jaslin Ikhsan ................................................................. 260

IMPROVING LOGICAL-MATHEMATICAL INTELLIGENCE THROUGH COOKING ACTIVITY
Atin Fatimah ......................................................... .................................................. 263

THE USE OF MULTIPLE MODELS INSTRUCTION BASED LEARNING PROGRAM IN EXPERIMENTAL FUNDAMENTAL PHYSICS COURSE FOR IMPROVING STUDENTS UNDERSTANDING ABOUT KINEMATICS CONCEPTS
Subali, B., Rusdiana, D. , Firman, H., & Kaniawati, I. .............................................. 268

PEER PRESSURE AND CONFORMITY AS PREDICTORS OF ACADEMIC MISCONDUCT AMONG UNIVERSITY STUDENTS
Biuti Lesia & Bonar Hutapea .......................................................... ........................................ 273

INTEGRATED ASSESSMENT INFORMATION SYSTEM TO SUPPORT THE APPLICATION OF SCIENTIFIC APPROACH IN THE HIGH SCHOOL LEVEL
Dadan Rosana & Sukardiyono ................................................................. ........................................ 278

THE EFFECT OF ASSESSMENT TECHNIQUE AND COOPERATIVE LEARNING MODEL ON MATHEMATICS COMMUNICATION ABILITY
Nurhidayah Manjani ................................................................. ........................................ 289

DEVELOPMENT OF ANDROID MOBILE GAME “THE PROFESSOR” AS CHEMISTRY LEARNING MEDIA IN SENIOR HIGH SCHOOL ON HYDROCARBON AND PETROLEUM
Paksi Manggala Putra & Jaslin Ikhsan ................................................................. 294

DEVELOPMENT OF 3-DIMENSION ILLUSTRATED TEXTBOOK AS ENRICHMENT MATERIALS FOR MADRASAH TSANAWIYAH STUDENTS
Slamet Harjono¹, Jaslin Ikhsan² ................................................................. 298

INFLUENCE OF COLLABORATIVE STRATEGIC READING (CSR) IN TEACHING READING COMPREHENSION
Sopian Saori ................................................................. ........................................ 305

IMPROVING THE SPEAKING TEACHING-LEARNING PROCESS THROUGH INFORMATION GAP ACTIVITIES
Sri Rejeki ................................................................. ........................................ 311

THE INFLUENCE OF DISCOVERY LEARNING AND PROJECT-BASED LEARNING ON STUDENTS ACHIEVEMENT ON PHYSIC
Subarino ................................................................. ........................................ 321
INTEGRATED DEVELOPMENT ASSESSMENT OF SCIENCE INSTRUCTION AS AN ALTERNATIVE TO MEASURE THE ACHIEVEMENT OF CORE COMPETENCE AND COMPETENCE BASIC ASPECTS OF COGNITIVE PROCESSES AND SKILLS
Sukardiyono & Dadan Rosana ................................................................. 326

APPLYING LOCAL WISDOM- BASED SCIENTIFIC APPROACH IN CHEMISTRY LEARNING AT GRADE TEN OF SMAN 1 PURWOREJO TO IMPROVE STUDENTS ACHIEVEMENTS
Sulistiana Febriawati & Jaslin Ikhsan .................................................. 332

DEVELOPING INTEGRATED ENGLISH LEARNING MATERIAL AND GAYONESE'S LOCAL WISDOM FOR STUDENTS OF STAIN GAJAH PUTIH, TAKENGON
Sungkawati Kardi Wahyuningsih .......................................................... 340

THE ESTIMATION OF STANDARD ERROR MEASUREMENT OF PHYSICS FINAL EXAMINATION IN SMAN 1 SAPE KABUPATEN BIMA
Syahrul Ramadhan & Sri Wahyuni ......................................................... 346

THE DEVELOPMENT OF MODULE OF EARTH AND SPACE SCIENCES FOR CHARACTER BUILDING INTEGRATED IN AL-QUR'AN IN PHYSICS DEPARTMENT OF FACULTY OF TEACHER TRAINING AND EDUCATION, LAMBUNG MANGKURAT UNIVERSITY
Syubhan Annur ..................................................................................... 351

EFFORTS TO IMPROVE ACHIEVEMENT AND ABILITY TO COMMUNICATE ORALY THE LANGUAGE OF JAVA THROUGH COOPERATIVE LEARNING METHOD TYPE TEAM GAMES TOURNAMENT (TGT)
Umi Suyamti ......................................................................................... 357

DEVELOPMENT OF AN INSTRUMENT OF PEDAGOGY CREATIVITY
Wasidi, Djemari Mardapi, & Badrun Kartowagiran ................................. 363

THE ROLES OF ANALOGY AND REPRESENTATION IN IMPROVING CONCEPT UNDERSTANDING ON ELECTRICITY AND MAGNETISM
I Wayan Distrik, Budi Jatmiko, & Z.A. Imam Supardi ............................. 370

GETHUK CERIA AND PROJECT BASED LEARNING IN TEACHING GEOMETRY GRADE FIVE
Yohana Setliawan ................................................................................ 377

CONFIRMATORY FACTOR ANALYSIS OF CRITICAL THINKING DISPOSITION IN TEACHING MATHEMATICS IN JUNIOR HIGH SCHOOL
R. Rosnawati, Badrun Kartowagiran, & Jailani ........................................ 383
DEVELOPMENT OF AN EXPERIMENTAL SCIENCE MODULE TO IMPROVE MIDDLE SCHOOL STUDENTS' INTEGRATED SCIENCE PROCESS SKILLS
Jose Paulo C. dela Cruz ............................................................... 389

GAYONESE LITERATURE EDUCATIONAL POLICY IN THE CURRICULUM OF ELEMENTARY, JUNIOR, AND SENIOR HIGH SCHOOL IN TAKENGON
Andika Hariyanto Sumbakti ......................................................... 394

CULTURE-BASED EDUCATION REFORM
Asri Widiastih, Hendyat Soetopo, Nurul Ulfatin, & Imron Arifin ......................................................... 398

TEACHER PROFESSION THE DEVELOPMENT THROUGH OPTIMIZATION OF CLUSTER SCHOOLS IN PRIMARY SCHOOLS DIFFICULT TO REACH
Dhina Luvitasari ................................................................. 403

EFL TEACHERS' PERSPECTIVE ON PROFESSIONAL DEVELOPMENT IN IMPROVING TEACHERS' TEACHING SKILL
Diah Safithri Armin & Rahma Sakina ................................................ 411

MATHEMATICAL COMMUNICATION IN INTERACTIVE LEARNING
Edi Prayitno ................................................................. 417

ASSISTANCE PROGRAM FOR DEAF STUDENTS IN CENTER FOR DISABILITY SERVICES (PUSAT LAYANAN DIFABEL) UIN SUNAN KALIJAGA YOGYAKARTA
Jamil Suprihatiningrum, Arif Maftuhin, & Andayani ......................................................... 423

IMPLEMENTATION GENDER MAINSTREAMING MODEL IN EDUCATION POLICY ANALYSIS
L. Andrian P.¹, & Mami Hajarah² ................................................ 431

STUDY OF RATIO JUNIOR HIGH SCHOOL'S SCIENCE TEACHER AT HULU SUNGAI SELATAN REGENCY AND THEIR SKILLS IN CLASS MANAGEMENT
Rahmawati Shaumi, Mustika Wati, Sri Hartini & Chairil Faif Pasani ......................................................... 438

THE EFFECT OF THE PRIOR KNOWLEDGE TO THE STUDENTS LEARNING PROCESS AND OUTCOMES ON COURSE THE BASIC FINANCIAL ACCOUNTING I
Seto Sulaksono Adi Wibowo, & Yosi Handayani ......................................................... 440

FACTORS AFFECTING THE SUCCESS OF THE PROFESSIONAL TEACHER TRAINING
Slameto ................................................................. 445
INTERNAL CONTROL SYSTEM OF SCHOOL (ICSS) BASED ON C2PF (CURRICULUM, CHARACTER, PERFORMANCE, AND FINANCIAL) TO IMPROVE QUALITY OF EDUCATIONAL INSTITUTIONS
Surya Jatnika & Rizki Nor Amelia ................................................................. 452

I DIDN'T LIKE IT... BUT I HAD NO CHOICE
Basikin ........................................................................................................... 458

DEVELOPMENT OF RESEARCHER'S COMPETENCY IN HIGHER EDUCATION: A CASE STUDY IN BANDUNG STATE POLYTECHNIC IN INDONESIA
Carolina Lasambouw, Ediana Sutji redjeki & Neneng Nuryati ................................................................. 465

THE DIFFICULTIES ENCOUNTERED BY NON-ENGLISH DEPARTMENT STUDENTS IN SPEAKING ENGLISH (A Case Study in a College of Nursing in Bandung)
Deastika Bayuning Sudjasmara & Rezki Firdaus ................................................ 472

AN INVESTIGATION OF LISTENING DIFFICULTIES ENCOUNTERED BY STUDENTS IN LISTENING FOR GENERAL COMMUNICATION COURSE
Dini Utami Mulyaningsih & Amelia Estrelita ...................................................... 478

"AHA" TEACHING : PATTERN RECOGNITION AND OBSERVATION TRAINING THROUGH KIDS PLAYING IN THE RISK DETECTION "SPEECH DELAY " FOR EARLY CHILDHOOD TEACHERS
Ika Febrian Kristiana, Costrie Ganes Widayanti, & Sri Hartati ........................................ 486

THE USE OF VIDEO IN TEACHING SPEAKING
Iman Hilmansyah ............................................................................................. 494

IMPROVING ACHIEVEMENT AND LEARNING MOTIVATION IN SUBJECT PPKN (CIVICS) THROUGH GROUP INVESTIGATION TEACHING MODEL
Ismiyati ............................................................................................................ 497

DELIVERING SCIENCE-ENGINEERING VIRTUAL LABS USING THE NEW WEB TECHNOLOGIES (HTML5)
Jaslin Ikhsan & Hafid Setyo Hadi ........................................................................ 507

QUESTIONING THE POSITIVISTIC HEGEMONY IN SOCIAL AND HUMANITY SCIENCES
Kasiyan & Siti Sudartini ..................................................................................... 514

MULTICULTURAL EDUCATION IN A PLURALISTIC SOCIETY IN INDONESIA
Dr. B.A. Rukiyanto, SJ ....................................................................................... 520
THE IMPLEMENTATION OF BLENDED LEARNING AS A INSTRUCTIONAL STRATEGY TO LEARNING OF CNC PROGRAMMING
Bambang Setiyo Hari Purwoko ................................................................. 525

INNOVATION IN THE IMPLEMENTATION OF HIGHER EDUCATION
Siti Komsiah, Eli Jamilah Mihardja, & Dian Harmaningsih ....................................................... 532

A REFLECTION FROM ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM OBSERVATION RESEARCH
Estu Widodo ........................................................................................................ 535

THE EFFECTIVENESS OF FLEXIBLE HOMEWORK COMPARE WITH COMMON HOMEWORK MODELS ABOUT GLB AND GLBB IN SENIOR HIGH SCHOOL
Holil Septa, Ratna Dwi Astuti, & Riefki Handayani ......................................................... 539

PILOTTING A MODEL OF EDUCATIVE AND ATTRACTIVE PHYSICAL ACTIVITIES BASED ON CHILDREN'S DOLANAN TO OPTIMIZE KINDERGARTENERS' GROWTH AND DEVELOPMENT
Wawan S. Suherman, Soni Nopembri, & Nur Rohmah Mukitian ........................................... 542

BUILDING SINERGYCAL COLLABORATION AMONG MINISTRY OF EDUCATION, DIRECTORATE GENERAL OF POPULATION, AND MINISTRY OF HEALTH FOR MARGYNAL COMMUNITY THROUGH "OPEN EDUCATION" MODEL
Margaretha Sri Sukarti ......................................................................................... 548

CAN DIALOGIC READING ENHANCE EARLY LITERACY OF INDONESIAN PRESCHOOLERS?
Tri Puji Astuti & Endang Ekowarni ........................................................................ 552
PILOTING A MODEL OF EDUCATIVE AND ATTRACTIVE PHYSICAL ACTIVITIES BASED ON CHILDREN’S DOLANAN TO OPTIMIZE KINDERTAGETERS’ GROWTH AND DEVELOPMENT

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Abstract

One type of the games is dolanan (a Javanese word for 'play'), which is an activity inseparable from children world but has not been optimally used in kindergartens. Therefore, the use of children's dolanan in teaching-learning at kindergartens needs to be developed. This research and development study at the second stage of three stages is designed to try out a model of educative and attractive physical activities (Majeda) based on dolanananak as a means in optimizing kindergarteners' growth and development. This study was conducting the small- and large-scale tryouts.

The study employed the research and development approach by Borg and Gall. The small-scale piloting was conducted at TK/SD Model Sleman and TK PKK Temanggul, Sleman. The large-scale tryout was conducted at TKN Pemba Wonsari, TK ABA Kauman Yogyakarta, TKN Pemba Galur, TKN 1 Sleman, and TK ABA Karangmojo XVII.

The results of the field tryouts showed that the model format needed to be revised into Majeda based on children's dolanan consisting of six components, i.e.: (1) concepts, (2) materials/themes-subthemes, (3) learning objectives, (4) syntax, (5) teacher and student activities, and (6) learning outcome assessment. In addition, a guide to use Majeda was revised into one with the following outline and elements, i.e.: (1) introduction, (2) Majeda based on children's dolanan, (3) how to use it, and (4) closing. Based on the results of the piloting, it can be concluded that the Majeda based on children's dolanan is appropriate for further operational testing.

Keywords: children's dolanan, model of physical activities, educative and attractive, kindergarteners.

1. Introduction

Foundationing in physical growth, mindset and personality development of the child will be determined by the acquisition of a learning experience since the child is still early childhood. The experience gained through the process of interaction with the family, community, and educational institutions is a learning process, which is crucial for the growth and development of children. Physical growth and development of knowledge, skills, and attitudes and behavior among children will depend on what is seen and perceived by children from the neighborhood, and what is taught by parents to their children.

Optimization of the golden age of children so that children get adequate facilitation to experience optimal growth and development and continue to be pursued by the government and society. Efforts are made through improvement of the organization of children's education since early childhood or early childhood education (ECD). One type of early childhood education is kindergaten (TK). Mansur (2009: 127-128) states that TK is one form of early childhood education units in the formal education that organizes educational programs for children aged four to six years.

In the management of kindergarten learning process, teachers need to understand and take into consideration the characteristics of learners. These characteristics, include (1) children aged 4-6 years were divided into group A for ages 4-5 years, and group B for ages 5-6 years of age.
learning can be achieved. Socio-emotional development, intellectual activity can be developed through play. Therefore, the chance to play was a key factor in the learning program in kindergarten. Moeslichatoen (2004: 24-25) adds that the play has an important meaning for the growth and development of children, hence the use of the play is a must for kindergarten, and can not be ignored at all. For kindergarten children learn is play and play is learning. Playing promote meta-skills and competence in perception, memory, language, communication, and representation. Learning is a process of change in skills, knowledge, and competence in stages when children participate in play activities (Wood and Atfield, 2005: 87).

One type of activity that is very well known children's play and has a diversity of types is a traditional children's games or Dolanananak. Various types of Dolanananak can be chosen by the teacher and implemented in the learning process. Dolananchild is one of the popular play activities and loved by children. These games have educational values that are important. Vivi Wijiyani (2008, 12) states that Dolan derived from the word dolan which means playing. Dolan which means playing gets the suffix -an, thus becoming dolanan. Said Dolanan in the form of the verb is playing (to play), as a noun is a game (game). Poerwadarminta (in Vivi Wijiyanti, 2008: 12) adds that dolanan meaningful (a) play, (b) the means used for fun for kids, and (c) of the game. Dananjaya (1991, 171) states that dolanan-children everywhere in the worklare usually distinguished bygesteressuch as running, jumpingorbyimplesocialactivitiesliketag, hide and seek, fighting, or based on basic mathdexterity of the handsuch asconting or throwingstone to certain holes, or speculative games.

Dananjaya statement is in line with the thought of Ki Hadjar Dewantara. Ki Hadjar Dewantara (2009: 147-148) states that ... Some kids Java games, such as: boast, gateng, and unclang, which educates children to be careful (head pratiit), agile, clear the eyesight, and others. Then too the game, such as: dakon, Cublak-Cublak Suweng, and kubuk that educating children about understanding the calculations and estimates. ... In addition, the game of gobak, trembun, raton, cu, geritan, obrog, archery, si, jamuran, jelungan, and others that are sports which would educate children in terms of: the strength and health of the body, dexterity and courage, visual acuity, and others.

Learning in kindergarten is a typical process that implements the process of nurturing...
and developing the interests and stages of child development. Therefore, learning in kindergarten is instructive and attractive activity. Activities that are educational, because it is the process of providing the opportunity and facilitation to the child so that the child has a learning process to develop all the potential intelligence to be harmonious, and balanced. Activity is attractive means that the learning process carried out by utilizing the playing activity to be interesting, challenging, and fun for children. With characteristics such learning, children will be willing and happy to follow the learning process.

By paying attention to the discussion above, it can be shown that Dolanan anak has the characteristics needed in order to be used in the learning process. Therefore, Dolanan anak placed as a vehicle to deliver learning material presented. In addition, learning to use Dolanan anak is an activity that is both educational and attractive. With these reasons, learning model is then called a model of physical activity-based educational and attractive Dolanan anak and shortened to Majeda based Dolanan anak. Majeda development based on Dolanan anak has entered the second stage of field tryouts. Field tryouts carried out in two stages, namely small-scale tryouts and large-scale tryouts.

2. Research Methodology

This study aims to produce a model of learning in kindergartens, which utilizes Dolanan anak as its base. Therefore, this study uses the approach of research and development. Borg and Gall (1983: 771-772) states that research and development in education is a process used to develop and validate the educational product.

For the purposes of development Majeda Based on Dolanan anak, this research will be done in three stages, namely: (1) Preliminary Study and Design of Model; (2) Testing Model tryouts; and (3) operational testing, revision and preparation of modules, and Dissemination Model. Stages of research done on this occasion is Majeda field tryouts with based on Dolanan anak.

3. Results and Discussions

Experiments of the model implemented, as a follow up on the results of preliminary studies and model development. Experiments of the model is the implementation of the second phase of of research of the three stages of research and development that will be done. The first phase of the research to produce a draft Majeda based on Dolanan child, which has five basic components. This draft was getting validation from an expert, and socialized at kindergarten teachers. After socialization, then conducted the tryout stage, small-scale tryouts and its revisions, and large-scale tryouts and their revision. Test results and discussion are presented as follows.

3.1 Small-Scale Tryout

The first small-scale Tryout was conducted in kindergartens and primary schools Model Sleman, as much as two meetings, on 4 and September 5, 2014. The second small-scale Experiments conducted in kindergarten PKK Temanggul Purwomartani in one meeting on September 13, 2013. The results of pilot scale small indicates that the format of the model needs to be improved to be more adapted to the requirements of a learning model in accordance with the opinion of Joyce, Weil, and Calhoun (2009). Component models become more complete because of the five elements become six components. However, actually the fifth element is substantially similar to the six components of the final model, only the initial model does not yet include the substance of the concept and assessment of learning outcomes.

In addition, teachers in the field giving considerable input for the improvement of the model, which Dolanan anak can be modified without losing its substance so that the children do Dolanan easily. Not required all Dolanan must exist in every stage of the learning activities, Dolanan could be at the beginning of activity, core activities, or at the end of the activity. It is highly dependent on the specified learning objectives and content or theme / sub-themes presented.

By taking into account various input from those involved in small-scale tryouts, based Majeda format Dolanan anak undergo significant changes from the five components into six interrelated components and unity. All six components are: (1) concept: that describes what is meant by MajedaDolanan anak based, (2) Material / theme-subthemes: describe what will be learned by the students on the pemebelajaran episode, (3) Learning Objectives: describe about targets to be achieved by students after attending the learning process, (4) Syntax / learning steps: the stages or steps to be done in the implementation of learning, (5) the activities of teachers and students: explaining about what activities are to be implemented by teachers and students during the learning process, and (6) the assessment of learning outcomes: shows how teachers carry out an assessment of the results or performance of the students as a result of learning. With improvements made based on
2. A large tryout conducted in Kindergarten School 1 Pembina Wanosari, kindergarten ABA Kauman, State Kindergarten Pembina Gahar children, state kindergarten 1 Sleman, and kindergarten ABA Karangmojo XVII of 5 meetings at all schools kindergarten. The result has been established based on Dolanananak Majeda which has six components as referred to in paragraph 1. As a result of the implementation has not been satisfactory, the manual use of the pause should be revised, so that guide has a framework with the following elements: (1) introduction: background, objectives and scope, (2) Majeda based on Dolananananak concept, creative / theme-subtema, learning objectives, syntax / measures, teacher and student activities, and assessment of learning outcomes, (3) how to use: preparation, execution, and reflection, and (4) the cover; a bibliography; and attachments.

3. Majedabased on Dolananananak, based on the results of the tryout have the form of a final conclusion as contained in point 1 and point 2. Therefore, Majeda based on Dolananananak adequate to be applied in the test operation.

REFERENCES


