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INTERNATIONAL SEMINAR ON PRIMARY EDUCATION (ISPE)  
PGSD and DIKDAS Study Programs

**EMPOWERING  
THE PRIMARY EDUCATION FOR  
THE BRIGHTER GENERATION**  
*PROCEEDING*



# Proceeding

International Seminar on Primary Education (ISPE) 2013

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## Foreword of the Rector

*Assalamu'alaikum warohmatullohi wabarokatuh*

1. The honorable, the invited speakers
2. The distinguished presenters and participants
3. The special guests attending this international seminar

Welcome to the **International Seminar on Primary Education (ISPE 2013)** in Yogyakarta State University.

On behalf of the Yogyakarta State University, I would like to extend my warmest welcome and sincere good wishes to all distinguished participants, especially the invited speakers:

1. Dr. John Hope (Auckland University, New Zealand)
2. Dr. Rajchukran Tongthawarn (Chiang Mai University, Thailand)
3. Prof. Ranbir Singh Malik, M.A, M.Ed, M.Phil, Ph.D (Edith Cowan University, Perth Australia)
4. Prof. Dr. Soedijarto, M.A (Jakarta State University, Indonesia)
5. Prof. Suyata, Ph.D (Yogyakarta State University, Indonesia)

to this international seminar on *Empowering Primary Education for a Brighter Generation*. It is indeed an honor that we have a chance to host the first *International Seminar on Primary Education* in conjunction with the celebrations of our forty-nine (49<sup>th</sup>) anniversary. We are also delighted to welcome again all participants who all share the same commitment to educational development, especially in developing the primary education.

Nowadays, primary education, especially in this new era, has become one of educators' main interests. They are concerned with some current issues of education in the primary level, such as: policy on primary education, curriculum development in primary education, joyful and meaningful learning for children, character building in the early ages, and challenges and opportunities in primary education.

Some possible and appropriate solutions by empowering primary education comprehensively for a brighter generation need to be implemented since there are fast changes in human life especially in this current decade. There are several issues concerning younger generation, such as moral degradations and violence. A comprehensive study related to various efforts in handling some perspectives of primary education is therefore required.

Yogyakarta State University, as *The Leading University in Character Education*, will witness a gathering of key primary educators around the world, including the participants and presenters from Indonesia, New Zealand, Bangladesh, Singapore, India, Malaysia, China, Thailand, and Mexico who attend this seminar. Their precious views and experience, highly valued by people in the field, will be

shared with more than sixty paper presenters from over eight countries together with other seminar participants consisting of foreign and local educators, as well as students. The gathering here this year could be an important step towards the right view and direction of primary education and its ultimate goals. It will be a great opportunity not only for us to learn from each other in the spirit of the field of primary education but also to build those vital links for international cooperation which are fast becoming a necessary part of life.

*Wassalamu'alaikum warohmatullohi wabarokatuh*

Yogyakarta, May 18-19<sup>th</sup>, 2013

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Rector of Yogyakarta State University

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## MODIFICATION OF THE PRIMARY LEVEL CURRICULUM FOR CHILDREN WITH MENTAL BARRIERS

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PLB-FIP-UNY

### Abstract

Children with mental barriers (mental retardation) have main characteristic of the condition of intelligence below average and hampered in some aspects of adaptive behavior. These children get problems in the ability of personal skills, motor coordination, communication, personal skills and social skills, cognitive function, health care, personal welfare, consumer skills, community orientation, and work skills. The development of mental age (mental age) and age births (chronological age) is imbalanced like normal children in their age. These conditions give rise to barriers in learning (barrier of learning) and learning needs (needs of learning) of the individual. These children also achieve low academic learning outcomes. But the children still have the potential to resolve routine and simple activities through learning. Learning programs for children with mental barriers serve to develop self-help skills. Related to variations in the condition of the child, it is not possible to conduct the primary school curriculum. Therefore, the modified model of functional curriculum is considered effective to provide basic interventions in shaping the independent generation of children with mental barriers.

Keywords: curriculum modification, functional learning programs, children with mental barriers.

### 1. Introduction

Children with mental barriers are included in the scope of the subject of special needs education (Johnsen & Skjoten, 2001). Children with mental barriers are also referred to as mental retardation (Reynolds & Mann, 1987). In terms of education services in Indonesia it is named as mentally-retarded children (*tunagrahita*) (Government Regulation Number. 72, 1991). Further in this article uses the term mentally retarded child.

The meaning of mental retardation that became international reference was advanced by the American Association on Mental Retardation (AAMR), referring to the opinion Grossman (1983) stating that mental retardation is a state of intellectual functioning below average, and coincided with the lack adaptive behavior skills displayed during the developmental period. The intelligence (IQ) of mentally retarded children ranged between 50-70. (Payne and Patton, 1981; Reynolds & Mann, 1987; Hallahan and Kauffman, 1992; Shea and Bauer, 1997). According to Moh.Amin (1995), mentally retarded children have trouble in thinking of things that are abstract and convoluted in a variety of fields. In the education the children have difficulty in theoretical subjects, such as writing, concluding a reading, numeracy and understanding abstract symbols. Mentally retarded children also demonstrate that their condition of Mental Age (MA) is lower or not aligned with the condition Chronological Age (CA). MA and CA conditions on these individuals are as a way to establish the level of IQ. One example of the results of observations in a special school (SLB) of Yogyakarta in 2010 showed the condition of mentally retarded children with CA 13

years or in equivalence with a normal child in sixth grade of elementary school but has a MA equivalent with normal children aged eight years and second grade elementary school. The characteristics of this mentally retarded children show that there is a need and problem in individual learning problems. Therefore the learning program for mentally retarded children can not be equated with the learning of normal children in the classical with the assumption that all students have the same ability. The condition of this learning has effect on children education services, especially the content coverage of the curriculum. According to Rohyadi & Zaenal (2003) learning for mentally retarded children should accommodate condition, learning needs and abilities of children, therefore ideally curriculum for mentally retarded children should be developed from the results of the condition assessment of the child because the curriculum content inherent in every child. Thus the curriculum for mentally retarded children cannot be treated in the standard curriculum.

In fact it is still found a problem in a special school for mentally retarded children, concerning with. Based on the observations in the school, mentally retarded children in Yogyakarta and interviews with principals and teachers found few problems, among others: 1) the standard curriculum follow the policy as a normal school, 2) the implementation of a curriculum used learning resources of school textbooks of normal children was distinguished one level, meaning that if a mentally retarded children were in third basic class, then the books would the same with the ones used in the second basic class 3) despite being implemented the curriculum education unit (SBC) that provided school with opportunities to develop

curriculum which were appropriate to the conditions of students, yet this has not been optimally utilized, still tends to have its school curriculum results in the development of the National range, 4) in school there hasn't been assessment of learning needs to develop the curriculum, and the curriculum modification has not been carried out 5) the understanding of human resources at the school on curriculum modification is still less.

From the study of policy on the content standard (PERMEN No. 22 of 2006) as a reference for school in preparing KTSP/ SBC, including special schools in mentally retarded children, found several aspects that need to be observed, among other things: 1) the structure of a school curriculum for children is still based on levels of classroom and lesson. This is not in accordance with the conditions of mentally retarded children who can't be categorized in cluster; 2) determination of the number of course from 8 to 10 lesson and time allocation for each class is not based on a rational consideration of the fundamental characteristics of the mentally retarded children; 3) the structure of the special program is only limited on building itself, and only with time-2 hours. It is not appropriate because the self-development program is an important material for mentally retarded children to sustain their independence, 4) the structure of the curriculum is still equated with normal children's curriculum focusing on the development of academic aspect.

Based on the structure of the curriculum is still oriented on lesson content, supporting the implementation of curriculum-oriented targets for the completion of the learning material and not competency development of mentally retarded children. Implementation of the curriculum for mentally retarded children has the same system as the normal ones, both in terms of organizing teaching materials, manner of presentation and evaluation of learning outcomes. As the result the learning will be less meaningful to equip the lives of mentally retarded children in the community after school.

In an ideal mentally retarded child, despite her intelligence below average of normal child, but the child still has the potential to be developed through learning. Mentally retarded child requires the development potential for the provision of life in the community. Therefore mentally retarded child desperately needs development adaptability, so in the learning the content of functional curriculum should be needed. In this case the necessary curriculum modification for mentally retarded children is necessary. These modifications include curriculum content, learning outcomes achievement targets, strategy implementation and evaluation process. Curriculum for mentally retarded children is designed to achieve the optimization of

independence, so that the contents of the program include the ability to help themselves, personal social skills, academic skills and functional and vocational skills.

## 2. Educational Objectives for Children Mental Retardation

The conceptual view of the term of "mental retardation" referred with *developmental disability* (Beirne, Ittenback and Patton, 2002). The term of developmental disability means that individual referred to mental retardation if he/she has the following characteristics: 1) the existence of mental disorders (cognitive) or physical or a combination of physical and mental; 2) interference occurs before the age of 18 years; 3) has limitations in three or more on the aspect of self help, receptive language and descriptive, learning mobility, self directed, capacity for independent living and problems in obtaining income (economics), and 4) requires a systematic education and multi-disciplinary services, namely education designed individually. This condition also gives basic directions of education programs to minimize the limitations of mentally retarded children. Therefore we need a model of curriculum modifications that can accommodate learning needs of mentally retarded child.

In a policy the formulation of educational goals for individuals with special needs, including children with mental retardation has been presented. The goal as stated in:

*"Peraturan Pemerintah No. 72 Tahun 1991 tentang Pendidikan luar Biasa, Bab 2 Pasal 2: Pendidikan luar biasa bertujuan untuk membantu peserta didik yang menyandang kelainan fisik dan/atau mental agar mampu mengembangkan sikap, pengetahuan, dan keterampilan sebagai pribadi maupun anggota masyarakat dalam mengadakan hubungan timbal balik dengan lingkungan sosial, budaya, dan alam sekitar serta dapat mengembangkan kemampuan dalam dunia kerja atau mengikuti pendidikan lanjut".*

The statement to follow advanced education in that goal is for ABK (children with special needs) who have high or normal mental abilities. According to Hallahan and Kauffman (1988) give consideration to the child's educational program is based on three categories of mental retardation age classes, namely: 1) preschool class (6-10 years) with emphasis on the introduction and basic interaction program, 2) middle-grade primary school age (9 -13 years) with a focus on preschool development programs and functional academic like reading the newspaper, reading the labels of goods, use of money, etc., and 3) advanced high

school classes with a focus on functional academic skills program, social education, and professional education. More detail in the development of learning programs tailored to the level of mental retardation, which is mild, moderate, severe, and very severe. According to Moh. Amin (1995) it's suggested that specific purpose is the education of children with mental retardation develop the potential of children, develop self-help skills, and provide the ability for children to have a decent life physically and spiritually. The destination charge implies the right to self optimization of mentally retarded children. The objective philosophical payload that contains the essence of education for children with mental retardation be pursued in order to normalize the child's behavior within its capabilities. Thus learning for mentally retarded children to strive for children to adapt and survive in the social order in its environment. Mentally retarded children do not have a high level of academic learning skills, and not be able to complete a complicated job, but they have the ability to solve simple and routine work. Even for mentally retarded children in the moderate category and severe category can only complete one type of job simpler. Based on the purpose of education for children and the mentally retarded children and this condition indicated that the curriculum based on developing academic skills or subjects are appropriate. These children need a functional curriculum that suits their learning needs.

### **3. Modification Model Curriculum for Children's Mental Retardation**

The curriculum is designed to achieve educational objective. The curriculum well designed and adjusted with the needs of learners can be one way to prepare the qualified generation. For mentally retarded children despite having academic barriers but must be prepared as society member and given an opportunity to participate in social life in the environment. Therefore in modifying should be developed in accordance with the stage of development of learners, the needs of national development, and the development of science and technology (MKDP Development Team, 2011).

The Modified curriculum for mentally retarded children must also apply the general principles in developing curriculum. Curriculum according to Law No. 20 of 2003 on National Education System in Article 1 paragraph 19 states that "curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials, assessment techniques, and methods used to guide the implementation of learning activities to achieve goals certain education ". This purpose covered national education goals and compliance with local peculiarities and conditions of potential learners. Development of curriculum for special

education in addition to referring to the national policy was coordinated and supervised by the provincial education department and considering the suggestion from school committees and user community (Directorate of Extraordinary School, 2007). In addition to modifying the curriculum should also apply the general principles of curriculum development, namely: relevance, flexibility, continuity, practical or efficient, and effectiveness (MKDP Development Team, 2011). Based on this principle in the curriculum for mentally retarded children developed several principles, namely: 1) centered on the needs, requirements, and interests of learners and the environment, 2) to accommodate diversity and integrated, from the aspect of the diversity of learners, potential areas of customs, ethnic, religious, socio-economic and gender status, 3) following the development of science, technology and art, 4) relevant to life, 5) comprehensive and continuous, 6) to accommodate life-long learning, and 7) the balance between the interests of the central and precinct (Directorate coaching Extraordinary School, 2007). The principles provide direction and opportunities for curriculum developers to develop curricula according to the needs of learners and the context of the region. This principle is critical for modifying curriculum for mentally retarded children. Considering the condition of the mentally retarded children not able to achieve high-level academic skills, the curriculum emphasizes the independence requirements of life post-school. Therefore, in the current curriculum modifications involve the parents / families and the business / industry. This collaboration is essential to determine the scope of the curriculum needs to be developed and useful for mentally retarded children in the community.

While the modified model curriculum for mentally retarded children, according to Moh. Amin (1995), is more appropriate to use the behavior modification approach. This approach is more in line with the characteristics of the mentally retarded child is experiencing difficulties in adaptive behavior. Moreover this approach is more attention to individual differences. This approach emphasizes curriculum modification of aspects: the flexibility of a long time to learn the contents of the subject matter, limiting the breadth and depth of teaching materials, the achievement of the learning progress over a period of slow, volume-determined learning abilities of children. Further Moh. Amin argues that at the elementary school level curriculum for mentally retarded children directed to develop: 1) self-confidence, 2) healthy habits, 3) mastery of language and speech, 4) understanding the basic concepts of letters and numbers, 5) skills of visual function and audio, 6) thinking ability or cognitive function, 7) work habits and attitudes to participation. This direction indicates that the



curriculum content curriculum for mentally retarded children of primary school age is not oriented subjects but emphasizes functional capabilities. This ability is a basic life skill, which is necessary to adapt the daily activities on the environment. The curriculum is called a functional modification.

Associated with modifications curriculum should formulate national policy on the national curriculum should include only general guidelines about the content of the curriculum coverage assessment charge for child achieve independence. These signs are as an umbrella general curriculum for mentally retarded children and reference to develop school-leveled curriculum. As for modifying the curriculum for mentally retarded children there are some aspects that need to be considered, is as follows:

- a. The structure of the standard curriculum (as an umbrella policy) is not classified on the basis of lesson, but based on the learning needs of the group, for the development of adaptive competence;
- b. The allocation of study time no benchmark / standard, because the characteristics of the child's condition cannot be generalized, especially in terms of learning and mastery learning targets;
- c. Learning group is not based on grade level, but based on the gradation of skills assessment results that have been achieved by students;

- d. School for mentally retarded children function more as social rehabilitation institutions for preparing children to live in the community. Therefore, the implementation of the curriculum laid down the principle collaborative networking with a variety of professional fields;
- e. Implementation of the curriculum focuses on developing functional skills (functional skills). Learning for children with mental retardation priority to develop adaptive competence;
- f. Evaluation of learning outcomes not test the ability of thought, but a competency test to determine the child's graduation. More test devices in accordance with the form of the test acts / practices;
- g. HR aspects of the school especially the teachers need to have competence curriculum development. If it is associated with the new policy (Minister Regulation), it is necessary to follow-up on operational debriefing teacher competence is, and is not limited to the dissemination effort.

Based on some considerations about the characteristics of mentally retarded children and conditions of national curriculum policy as well as the condition of special schooling the form of modification presented in Table 1, as follows.

Table 1. Modified forms of Functional Curriculum Elementary School Children Mental Retardation

Form	Direction	Study	Implementation
1. Simplification of the regular school curriculum	Application of public elementary school curriculum with the subject matter and content of parsimony way to achieve learning mastery via school and master one kind of a basic vocational	<ol style="list-style-type: none"> <li>a. Basic academic subjects based</li> <li>b. Generic life skills</li> <li>c. Vocational skills</li> <li>d. Mobility skills with public facility</li> </ol>	<ol style="list-style-type: none"> <li>a. Content of the subject matter is limited its breadth and depth and practical</li> <li>b. Concreteness-emphasized presentation and s direct practice and internships</li> <li>c. The process involves the family and the business</li> <li>d. Evaluation of Practical academic through portfolio and practice</li> </ol>
2. Curriculum adaptation	Functional curriculum is based on the needs of society life and simple work (domestic sector)	<ol style="list-style-type: none"> <li>a. Functional academic of developing cognitive functions</li> <li>b. Personal social skills</li> </ol>	<ol style="list-style-type: none"> <li>a. The content of subject matter is integrated to life and not based on subject (eg, writing the name of self, reading price, phone number,</li> </ol>

		<ul style="list-style-type: none"> <li>c. Simple vocational skills (domestic sector employment) on the basis of team work</li> </ul>	<ul style="list-style-type: none"> <li>residential address, etc)</li> <li>b. Presentation strategies through simulations and application in daily living, sustainable to schools and families</li> <li>c. The process involves a full role of family and understanding about society in the place where the children live</li> <li>d. Performance-based evaluation through fort polio</li> </ul>
3. Individual curriculum	The curriculum based on the needs of each child to help themselves and interact with nearest or limited environment	<ul style="list-style-type: none"> <li>a. Self-building skills to serve yourself and minimize help from others</li> <li>b. Skills to interact and communicate with a limited environment (family, school friends, close neighbors)</li> <li>c. Skills to help simple and routine work both on the family and the neighborhood children</li> </ul>	<ul style="list-style-type: none"> <li>a. The content of materials cover activities of daily living to serve themselves (eg mentioning their name, names of family members, self care, bathing, eating, dressing, using the telephone, turning on TV, etc.)</li> <li>b. Practice strategies in real situation (in school there should be family laboratory)</li> <li>c. Evaluation of school and family-based collaboration based on performance with log books or daily journal.</li> </ul>

The table above shows the form of curriculum modifications for mentally retarded children. Structure-based curriculum subjects are not absolute, but the emphasis on the scope of competence for survival in the child's neighborhood. Implementation of the curriculum emphasizes concreteness, repetition and practice directly in real conditions. Learning success is not essential to set levels rise, but the minimum completeness of independence to help themselves, interaction with the environment and have limited work skills for the persistence of simpler life for mentally retarded children. Involvement of family, community, and the world of industry is absolute to the implementation of curriculum modifications.

#### 4. Closing

The existence of children with mental retardation or mentally retarded children can not be prevented in the middle of life caused due to various factors, such as technological advances, cultural and geographical conditions. Mentally retarded children in primary school age have individual characteristics and delayed mental age (CA) of approximately four (4) years under normal children. This condition affects barrier of function cognitive and difficulty thinking things abstract and complicated. In education services do not allow the curriculum standards applied. Functional model of

curriculum modification as one of the effective alternative education services for children with mental retardation. It fit for the purpose of developing the potential of children with mental retardation to self-help and survival in a confined environment. In order the model of this curriculum modifications can be realized miraculous things are necessary, namely: 1) commitment to education of children with special policy mental barriers that are not oriented in common standards, 2) concern for collaboration between schools, families, businesses and communities in the environment where the children live, 3) providing children with opportunities and chance for achievement and active participation in the community, 4) Flexibility of the system of institution and education services for mentally retarded children. All this can be done if there is a common perception about education for children with mental barriers.

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## RAISING SENSE OF BELONGING TO YOGYAKARTA CULTURE Through Seven C's Cycle learning process in Tarbiyah Project Curriculum.

Nisa Shalihah

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### Abstract

Globalization era makes our children far from their own culture and identity. This is identity crisis of our generation, we need them more understand and aware about their nationality, to love the heritage of Yogyakarta, the Javanese norm, as we called it "kearifan local tanah jawa". Its need new system of curriculum that practice contextual, project and problem based learning at the same time.

Tarbiyah project Curriculum concept that bring by Dr. Tauhidi from America has made new concept of curriculum based on religious and moral approach. Its build on Seven C's teaching learning process, that i.e. Curiosity, Character, Contemplations-Connection, Concretion- Connection, Collaboration, Cultivation, and Caring. This cycle of curriculum is design to raising all these seven types of literacy in every part of learning process.

Transforming education concepts in Tarbiyah Project curriculum at SDIT LHI design to build Unit Plan of "Raising Sense of Belonging to Yogyakarta Culture" with Seven C's cycle teaching-learning process is to make sure the student applying knowledge, skill, and experience the Yogyakarta culture in this cycle teaching learning process. In their progress, they try to speak properly in kromo language to adult, begin to consume traditional food, toys and dance. The powerful idea about sense of belonging to good Javanese tradition begins to grow in their mind.

Keywords: Tarbiyah project curriculum, Seven's C Cycle learning process, raising sense of belonging, Yogyakarta culture, unit plan.

### 1. Introduction

The era of globalization has tremendous challenge for future generations. This challenge not only in terms of information technology, but more than that the world is increasingly rapid development led to a crisis of identity. This identity crisis may lead to discontinuation of cultural values from one generation to another.

Culture of Indonesia, especially Yogyakarta has a specific tradition known local wisdom in Java land. This local knowledge can be seen from both traditions in Yogyakarta, such as manners, spoke chromo to older. Traditional drinks and food are healthy, simple game, as well as song and dance that have religious poetry.

If this cultural wealth is not inherited to the next generation, it is feared the loss of this fine tradition later.

Then the question is how efforts to preserve the culture of education in the curriculum as what can meet the challenges of globalization as well as pass on the virtues that have been there before. What kind of learning model that allows for the transformation of knowledge, skills, and values.

These questions arise in learning conditions for these runs tend mechanistic. Mechanistic worldview believes that nature is made up of separate parts and is not related to each other, each of which operates in accordance with its own laws that have been established. This encourages the

formation of fragmentation of knowledge and learning. The subjects are often taught "outside the lines" in a way that is really linear, apart from systemic interrelationships and their simultaneous with other factors in the real world. (P. 66).

So it can be said that the lesson has been the subject of fragmentation minimize the possibility of contextual learning and the transformation of value, because learning merely transfer knowledge. This prompted the authors to conduct research about curriculum and instructional model Seven C's Cycle as an alternative that is able to transform student learning with the virtues charge of culture Yogyakarta.

#### 1.1 Tarbiyah Project Curriculum.

The Tarbiyah Project has developed a holistic vision and integrated approach to education that aims to nurture the character and inner spirit of children and empower them to self-discovery, wholeness and social consciousness.

Tarbiyah Project Curriculum is aware of the discrepancies between the current model of education with educational ideals should be. It is described in the following table below. In practice, Tarbiyah project curriculum in which there is the essence of learning methods CTL

(Contextual Teaching Learning), problem based learning, and project based learning in a learning cycle based on the value of spirituality and moral values.

Table 1. Common Misconceptions about Education

Issue	Misconception	Alternate Conception
Vision	Education seen as separate academic disciplines; disjointed view of knowledge, learning and students; the factory model.	Tawhid : A holistic and integrated view of knowledge, life, learning and the learner
Structure	Vague and incoherent structure, or structured by separate academic disciplines, no unifying structure	Powerful ideas: Universal and unifying concepts; big ideas that can inspire and transform.
Content	Traditional subjects, information-driven; not relevant to students life, "instruction (ta'lem), the textbook is the curriculum.	Tarbiyah; character-based ; transformation driven; "education (tarbiyah); real world connections, the "book of life" is the curriculum.
Process	Didactic (words and lecture). Teacher as "sage on the stage" factory model, one size fits all, uninteresting and uninspiring.	Discovery learning- Integrated Learning Model (ILM); teacher as "guide in the side", student-centered, differentiated instruction, multiple learning styles, modeling and mentoring
Programs	Past-focused 'about Islam". Islam as religion	Life Mastery Present-focused about "being Muslims", Islam as lifestyle, Islam for Life Mastery (ILM).
Goals	Acquiring information, knowledge, skills mainly for the purpose of taking tests and for gaining employment.	Beyond schooling 'How to learn, lifelong and life-after learning; total human development.
Assessment	Pencils & Paper; true or false, pass or fail standardized testing	Authentic assessment: authentic work, connected to the real life, for a real audience, multiple intelligences, modalities and formats, performance based.

This can be understood from the CTL sense an educational process that aims to help students see meaning in the academic material they are learning by linking academic subjects in the context of their daily lives, i.e. the context of personal circumstances, social, and cultural.

Tarbiyah project curriculum allows for the integration of learning between subjects in the contextual approach holistic. Besides integrated, activity in the contemplation phase also allows for the investigation of the process of critical thinking to solve problems and complete the project as a form of learning problem and project based learning.

Moreover, tarbiyah project developing multiple Intelligence in every phase of the cycle because it is in accordance with its vision of developing a full seven human literacy, namely the spiritual literacy, moral literacy, intellectual literacy, interpersonal literacy, physical literacy, interpersonal literacy, cultural literacy, and social literacy.

Key components of holistic education above makes Tarbiyah Project curriculum as an alternative to implementing the right to education contextual that transform the character of students with prevailing values in society, in accordance with the religion and culture of their residence.

## 1.2 Integrated Learning Model in Tarbiyah Project Curriculum

The Integrated Learning Model consists of a 7-part process that parallels the seven content strands of the curriculum. This effectively integrates both the content and process of learning into a single, unified learning system and eliminates the content-process dichotomy noted earlier. This is significant design feature of this model.

The seven component of this instructional model (referred to as the Seven C's) are listed and briefly described below:

### Phase 1: Curiosity (spiritual Aspect)

In the Islamic view, knowledge and learning begin with and connect us inexorably to the creator. According to the Qur'an (62:2), the starting point of learning is to experiencing the awe and wonder of God's signs in creation (ayah). Therefore, the first part of the learning process involves guiding students to experience a sense of the awe and wonder of God creation (awe) through "being there" experiences. These "signs" are found in ourselves, nature, and history and in scripture. They are intended to "spark the interest" (motivate) and to activate the heart and mind in the learning process (of phase 2).

This phase they hope will raise awareness of the existence of God begins with having a high curiosity that led to an interest in learning. Interest is an important element for children to be actively involved in the learning process.

#### Phase 2: Character (Moral Aspect)

The second aspect of the learning process therefore involves assisting students in preparing themselves for learning. This includes: 1) developing a sense of humility at seeing the grandeur of Allah's signs (humility); 2) acknowledging the efforts and accumulated knowledge of earlier generations and drawing inspiration and courage from those efforts (respect and inspiration); 3) understanding the real purpose of learning (purpose); 4) clarifying and aligning one's intention accordingly (sincerity of intention); 5) realizing that acquiring knowledge is a sacred activity (trust) that carries with it certain moral and social responsibility to action and service (Amana). This phase is essentially moral in nature and draws on the intrapersonal dimension of the learner.

#### Phase 3: Contemplation and Connection (Intellectual Aspect).

The third aspect of the learning process involves guiding students through the fourth step of discovery learning. This includes: 1) planning a strategy to find answers to their question (plan); 2) investigating by doing hands-on activities, using resources to gather information and record their findings (explore); 3) Reflecting on their findings (reflect); 4) And summarizing the new understandings they have learned (discovery). This phase is essentially intellectual in nature and focuses on the logical (cognitive) dimension of learning.

#### Phase 4: Concretion & Connection (Physical & Practical Aspect).

The fourth aspect involves guiding students to solidify (i. e. make concrete and real) their new understanding by testing it in ways (expand) and in new context (extend). This is done by making connections to other areas and contexts and to real world situations. This phase is practical in nature and draws on the visual and kinesthetic styles of learning.

#### Phase 5: Collaboration (Interpersonal Aspect)

The fifth aspect of the integrated learning process involves assisting students in utilizing cooperative learning strategies (collaboration) throughout the learning process, and assisting them in sharing what they have learned with different audiences in different ways (sharing). This phase is primarily interpersonal in nature and incorporates the interpersonal and verbal-linguistic styles of learning.

#### Phase 6 : Cultivation (Cultural Aspect).

The sixth aspect of this model involves guiding students to examine and reflect on the significance of what they have learned for themselves personally and to identify ways of applying it in their personal lives and integrating it into their personal lifestyle (transformation). This

phase includes ways of authentically assessing the students' personal application of their learning. The phase is practical in nature and speaks to the visual-spatial dimension of learning.

#### Phase 7: Caring (Social Aspect)

The seventh and culminating aspect of the ILM learning process involves guiding students to identify ways to use what they have learned by applying it for the good of others (service). This phase is social in nature and focuses on the kinesthetic (doing) dimension of learning.

### 1.3 Raising Sense of Belonging to Yogyakarta Culture

Ground local knowledge of Java is believed to have valuable traditions and values that need to be preserved, such as is in the form of cultural products. It is a tradition of values of modesty (or upload your manner), and traditional values of simplicity (not consumer). As the formation, also has a certain characteristic value for change. Because the value obtained by a separate, that is generated by the experience of the culture, society and personal contained in the psychological structure of the individual (Danandjaja, 1985), then the value to be durable and stable (Rokeach, 1973).

So the values have a tendency to settle, although it is still possible to change by certain things. One is when there is a change in the cultural value system of the individual is sedentary (Danandjaja, 1985). According to Koentjaraningrat (1987:187) says that the tradition at the customs, concepts and rules are steady and strong integrated in the cultural sector in culture systems that organize human action in the socio-cultural field [1].

According to Poerwadarminto in KBBI (1996:958) tradition are: (1) the customs, habits of generations (ancestors) who still run the community, (2) that the judgment or respond in ways that have been there a best way and the right. Peursen through Hartoko translation (1985:11) says that it is the tradition of inheritance / forwarding norms, customs, rules, and inheritance of wealth.

As for the traditions or customs of the people who grew up in Yogyakarta, was a hereditary tradition that hope can be preserved through this study is that children can recognize, preserve and love in the form of traditional Javanese tradition manners, simplicity tradition, and the spirit of hard work done by the hereditary our ancestors.

Hope for children inspired by their cultural wealth starts with foster their sense of belonging to the culture of Yogyakarta.

Sense of belonging is one powerful idea in the structure of Tarbiyah Project Curriculum. To Raising sense of belonging is one of the important aspects of the role of education in cultural continuity, making the stage known as the ladder that must be passed to foster a love for the culture.

Sense of belonging to a culture can be grown with a child on the social life associated with that culture. To foster a sense of belonging to the culture of Yogyakarta child, then the child was introduced to the various elements of the culture of Yogyakarta.

## 2. Discussion

The research was conducted in SDIT Luqman Al-Hakim International, Class 3A and 3B, which consisted of 41 children.

This study was conducted to determine how the implementation of the curriculum through project learning methods Seven C's Cycle learning process can foster a sense of ownership of the culture of Yogyakarta.

Research done by made the Unit Plan that includes standards of competence and basic competences in grade 3. Which is used to manufacture the unit plan is sure how powerful idea about having a sense of Yogyakarta culture that can grow in the child. It started with the process of knowing and understanding the culture of Yogyakarta.

Seven C method implementation is done in a learning cycle consisting of seven phases.

### Phase 1: Curiosity (Spiritual Aspect).

In this phase, students are invited to admire the signs of God by admiring God's creation in some tourist attractions in Yogyakarta. They were invited to admire the beauty of the beaches in Kukup, admiring the many types of creatures who live there, as well as the type of soil and rock that was there. They are also invited to admire the attitude of obedient and loyal courtiers who carried the king. Loyalty of courtiers is then analogous to how it should be obedient and loyal attitude of humans to their Creator. This has created a beach and a very beautiful earth for humans.

### Phase 2: Character (Moral Aspect).

In this phase, students are encouraged to appreciate how little human being before God the creator. Man cannot create a beautiful beach with a variety of animals in it. If people are not able to create natural beauty where he lived, then why many are proud people and do not want to be obedient and faithful to God. In this phase the child is also invited to observe how simple clothes and traditional food-drink Yogyakarta.

### Phase 3: Contemplation & Connection (Intellectual Aspect).

In this phase, the number of children invited to reflect on our friends, or even they themselves do not know the culture of the place of residence. They are then directed to the big questions about how if the Yogyakarta culture is being lost.

This question encourages further activity of the children were asked to draw up a number of questions about what they want to know and what

they want to promote the culture of Yogyakarta. Question starts with how we should grateful for the gift of God's creation in Yogyakarta. Then about what they want to know about Yogyakarta was done by arranging about the type of food, drinks, toys, and art every district in Yogyakarta, ranging from Sleman, Kulon Progo, Bantul, City, until Gunung Kidul. They gather information by interviewing local residents directly with outing school through the program.

This interview was conducted to answer their questions about the district they are visiting. Example of how making existing geplak in geplak centers. They also look and feel directly the way of making batik and pottery in the pottery center. In addition to direct interviews, they also use the Internet to search for information they need. This activity is an activity that's fun for the kids. Because of the traveling, he will feel a different experience and impression of the current study. Eight years of age children have the drive that makes him feel independent.

### Phase 4: concretion & Connection (Physical and Practical Aspect).

In this phase the child practice making preparations Mini Jogja Expo in school. Mini exhibition is done so that the child can implement understanding that they have in the form of an exhibition of the works. This modest exhibition features traditional foods and drinks of their own making, traditional toys of their own making, batik and pottery that they made themselves.

Their works are then exhibited and sold to visitors, who happened at that time there were guests from Sweden came to school. They serve buyers with chromo implementing language they have learned in class. They also take into account the advantages and disadvantages of their own capital by applying the mathematical skills they have learned in class.

This is because in a real-world understanding will facilitate understanding. In addition, the subjects discussed from various angles that will enrich and deepen his understanding.

### Phase 5: Collaboration (Interpersonal Aspect).

In this phase, children sharing to each other's in groups. Sharing is done with the guidance of one cleric that children can reflect on what they have learned during the Mini Jogja Expo took place. Discussions in each group were then used as a basis for their present knowledge and understanding of each group in the class. Each group presents the knowledge, skills, and values that they learned during Jogja Mini Expo.

### Phase 6: Cultivation (Cultural Aspect).

In this phase the children reflect on what they've learned to be applied in their everyday lives in the form of playing a role and tasks at home. Play the role done by making the traditional drink

of Yogyakarta, the sweet tea to be given to older people. Then they have to give a polite manner and language of good manners.

A task in the home is the child to do the same. He makes tea for the parents using good manners and language of good manners. This task is done so that children have the guidance of the parents of the closest people how to speak in the language of manners.

They also learn by practicing a role-that is by mimicking people who identified himself as a goal. However, they will learn faster with better outcomes if they were taught by someone who can guide and direct the learning activities and choose the peers so that they will have a good example to emulate. (P. 252)

Phase 7: Caring (Social Aspect).

In this phase, the child is given the option to manage their sales proceeds in Jogja Expo Mini. The money they get is going to be used for their own or part of the wherewithal for the poor. Most of the children have started to charity by give the money to the poor, compared to spending it alone.

### 3. Conclusion.

Tarbiyah curriculum project allows for the integration of learning between subjects in a holistic contextual approach. This holistic contextual approach include in its vision, content, and structure. In addition, the learning process in a project based activity tarbiyah reflection on a problem to find a solution and then apply it in the form of a project. It is easier to make a very good relationship between the processes of learning in school to real life.

Tarbiyah project curriculum with seven c's cycle has realized multiple intelligence based learning in activity at each phase. This is because the project is to develop a vision tarbiyah human nature as a whole, not only the cognitive aspects,

but also the physical and social, spiritual and even his heart.

After going through the process in the Seven C's Cycle tarbiyah project curriculum, most kids have started to feel a sense of ownership of Yogyakarta culture. Ownership is indicated by the enthusiasm children to wear traditional dresses Yogyakarta, food-beverage-making traditional toys, and children promote to other people in the school. They look happy to practice manners in their home language. This is evident from the results presentation every child after making the task of making tea at home.

They also seemed happy to do the learning that can give them not only the knowledge, skills, and understanding, but more than that gives them a great idea of the importance of knowing and preserving our cultural heritage as a way where we give our grateful to God, the creator.

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