

PROCEEDING

THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR

Values – Based Learning for Wonderful Children

Yogyakarta, November 22nd 2016

ISBN 978-602-74934-3-8

Teacher Education “Madrasah Ibtidaiyah”

Faculty of Tarbiya and Teacher Training
State Islamic University Sunan Kalijaga
Yogyakarta

PROCEEDING
THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR
“Values - Based Learning for Wonderful Children”

Editors:
Istiningsih
Muqowim
Aninditya Sri Nugraheni
Fitri Yuliawati

Teacher Education “Madrasah Ibtidaiyah”
Faculty Islamic Education and Teacher Training
Islamic State University Sunan Kalijaga
Yogyakarta
November, 22nd 2016



PROCEEDING THE 3rd SUMMIT MEETING ON EDUCATION INTERNATIONAL SEMINAR

“Values – Based Learning for Wonderful Children”

Penulis : Diane G. Tillman, et al.
Editor : 1. Istiningsih
2. Muqowim
3. Aninditya Sri Nugraheni
4. Fitri Yuliawati
Layout : Abdul Ghofar
Sampul : Yazdan

Cetakan I, Nopember 2016

Kerjasama:

Penerbit Literasi Media

Karanganyar-Klodangan 004/027 Sendangtirto Berbah Sleman
D.I. Yogyakarta 55573
Phone : +6281555666954
Email : literasimedia01@gmail.com

Dengan

Prodi PGMI
Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri (UIN) Sunan Kalijaga
Yogyakarta

Perpustakaan Nasional: Katalog Dalam Terbitan (KDT)

Diane G. Tillman... [et al], Values-Based Learning for Wonderful Children, Editor. Istiningsih... [et al.] -
Cetakan 1- Yogyakarta; Literasi Media & Prodi PGMI UIN Suka, 2016.

viii + 232 hlm, 29 x 21

ISBN: 978-602-74934-3-8

@All Right Reserved. Hak cipta dilindungi undang-undang No. 19 Th. 2002

**PREFACE: PROCEEDING THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR
“Values – Based Learning for Wonderful Children”**

Alhamdulillahirabbil'alamin. Wabibinasta'in 'alaumuridunnyawaddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Inalmursalin. Wa'alaalibiwaashabibiAjmain. Ammaba'du. Praise be to Allah, prayers and greetings may always devoted to the Prophet Muhammad, and his Companions and those who continue to follow his Sunnah.

This international seminar was held on the basis of the need for the sake of change, innovations are constantly learning to the attention of academics and practitioners. In this case teacher education “madrasah ibtidaiyah” will make every effort to continue to develop activities that support quality improvement, both for professors, students, and even for alumni of primary education itself, as well as the public in general as users of the alumni in primary Faculty Tarbiyah and Teaching Training, UIN Sunan Kali jaga

The quality improvement of which is done in the form of implementation of the ‘international seminar’. The international seminar will set the theme of **The 3rd Summit Meeting on Education 2016**. The activities organized include the activities of the International Seminar on the theme **Values – Based Learning for Wonderful Children**.

The speaker of this event from various countries, namely:

1. Diane Tillman from USA
2. Christopher Drake, Association for Living Values Education International from Tiongkok
3. Taka Nurdiana Gani from Indonesia
4. Ahmad Arifi from Indonesia

So that we can convey the essence of the organization associated with the The 3rd Summit Meeting on Education. We thank you very much for your participation and support from various parties that we can not mention one by one. Without the help and participation of colleagues of all these activities can not be carried out well. Hopefully this activity can increase the contribution to the repertoire of science, especially in basic education and bring benefits to the participants and readers.

Yogyakarta, November, 22nd 2016

International Seminar Committee

PREFACE

All praise be to Allah SWT, for His bless and mercy, so that we as editorial team can complete this international seminar proceedings. The International Seminar that held by Department of Education for Madrasah Ibtidaiyah Teachers (Prodi Pendidikan Guru Madrasah Ibtidaiyah/PGMI) Faculty of Tarbiya and Teaching Training, State Islamic University Sunan Kalijaga Yogyakarta is held annually as a part of 3rd Summit Meeting on Education with the theme: “Values-Based Learning for Wonderful Children”.

This Proceedings deliver main papers from seminar speakers, i.e.: Diane Tillman, Christopher Drake, and Taka Nurdiana Gani, Ahmad Arifi; and also supporting papers that consist of eleven papers related to the implementation of values education in general; and ten papers related to the implementation of values education for children.

We very appreciate for the participation from researchers and writers for their papers that submitted to this proceeding, especially to writers from: The Islamic State Institute Imam Bonjol Padang, The State Islamic University Raden Fatah Palembang, The State Islamic University Syarif Hidayatullah Jakarta, The State Islamic University Sunan Kalijaga Yogyakarta, Majalengka University, The STAIN Pamekasan, Jabal Ghafur University Salatiga, the State Institute for Islamic Studies Ma’arif NU Metro, Muhammadiyah University Yogyakarta, IAI Ibrahimiyah Genteng Banyuwangi, The State Islamic Institue Syekh Nurjati Cirebon, Muhammadiyah University Magelang, and Sriwijaya University Palembang.

We have tried to compile these proceedings as well as possible. For the sake of improvement in the future, we expect criticisms and suggestions. Hopefully, these proceedings can be beneficial for knowledge development and can contribute to the advancement of education in Indonesia.

Yogyakarta, November, 22nd, 2016

Editorial Team

TABLE OF CONTENTS

PREFACE.....	iii
TABLE OF CONTENTS	v
THE IMPORTANT OF THE LIVING VALUE EDUCATION FOR CHILDREN	
Diane G. Tillman	1
VALUES EDUCATION – PRINCIPLE AND PRACTICE	
Christoper Drake	6
SEXUALITY AND SENSUALITY ON TEXT BOOK AND THE EFFECTS TOWARDS CHARACTER EDUCATION AT MADRASAH IBTIDAIYAH OF PADANG CITY	
Aziza Meria	16
CHARACTER EDUCATION IN GLOBALISATION ERA	
Mardiah Astuti	28
CHARACTER VALUES INTERNALIZATION THROUGH HYPNOREADING-BASED VALUATION INSTRUMENT ON <i>BAHASA INDONESIA</i> LEARNING MATERIAL	
Aninditya Sri Nugraheni; Mohammad Rofiq	37
BUILDING SELF-CONFIDENCE TROUGH MULTIPLE INTELLIGENCE - BASED MATHEMATICS LEARNING	
Aep Sunendar	47
THE RELEVANCE OF LABELLING AND STUDENT’S MINDSET IN CHARACTER EDUCATION IN MADRASAH IBTIDAIYAH (MI) AND ELEMENTARY SCHOOLS (ES)	
Andi Prastowo	54
BUILDING STUDENTS CHARACTER WITH INSTILLING MATHEMATICAL VALUES	
Dede Salim Nahdi	69
UNDERSTANDING SELF REGULATED LEARNING IN THE CONTEXT OF ASEAN ECONOMIC COMMUNITY (AEC)	
Erik Santoso	76

CHARACTER OF LEADER IN THEMATIC BOOK FOR GRADE IV ELEMENTARY SCHOOL/MI CURRICULUM 2013 AND THE LEARNING AT STATE ELEMENTARY SCHOOL PURWOMARTANI SLEMAN	
Asnafiyah	81
SPIRITUAL NEUROSCIENCE IN LEARNING	
Heni Listiana	92
STUDY OF INQUIRY BASED LEARNING SCIENCE PRACTICUM MODULE : META-ANALYSIS STUDY	
Irdalisa	99
THE ANALYSIS OF THE OBSTACLE FOUND IN NATURAL SCIENCES (IPA) LEARNING PROCESS AND THE SOLUTION FOR TEACHER’S CLASS AT SIXTH GRADE OF ISLAMIC ELEMENTARY SCHOOLS IN SALATIGA	
Peni Susapti	108
CHARACTER EDUCATION ASSESSMENT SYSTEM	
Masrurotul Mahmudah	120
CHARACTER BUILDING THROUGH LIVING VALUES EDUCATION APROACH IN EARLY CHILDHOOD EDUCATION	
Muammar Qadafi	131
THE ROLE OF EDUCATION ISLAM FOR EDUCATION SEX AND PREVENT SEXUAL ABUSE IN CHILDREN (CASE STUDIES IN RA METRO CITY LAMPUNG)	
Muhammad Yusuf	143
VALUES OF CHARACTER EDUCATION IN SERAT SASANA SUNU BY KIAI R. NG.YASADIPURA II THE POET OF SURAKARTA KASUNANAN PALACE	
Sedya Santosa	149
GROWING DEMOCRATIC LEADERSHIP IN ELEMENTARY SCHOOL	
Roni Rodiyana	165
A CLOSER LOOK AT IMPLEMENTATION OF CHARACTER BUILDING IN A PRIVATE ISLAMIC ELEMENTARY SCHOOL IN BANYUWANGI, EAST JAVA, INDONESIA (SET OF PROBLEMS, CHALLENGES, AND HOW TO COPE WITH)	
Zidniyati	173

DEVELOPMENT CHARACTER EDUCATION PERSPECTIVE ISLAMIC EDUCATION IN THE ERA OF ASEAN ECONOMIC COMMUNITY (AEC)	
Dr. Yulia Tri Samiha, M.pd	184
THE IMPORTANCE OF PROFESSIONALISM TEACHERS AND CHARACTER EDUCATION STUDENTS OF MADRASAH IBTIDAIYAH (MI) IN TWENTY FIRST CENTURY	
Sita Ratnaningsih	191
APPLICATION OF CIVIC EDUCATION LEARNING TECHNIQUES CLARIFICATION APPROACH THROUGH VALUE (VALUE CLARIFICATION TECHNIQUE) IN STUDENTS PGSD FKIP UNSRI	
Siti Dewi Maharani, Nuraini Usman, Budiansyah	202
IMPLEMENTATION OF ART LOCAL CULTURE AS EFFORTS TO ESTABLISH THE POSITIVE CHARACTER OF CHILDREN IN MI PGM CIREBON	
Atikah Syamsi; Latifah; Yuriska Dewi	210
REINTERPRETATION OF NATIONAL EDUCATION STANDAR IN PLANNING OF QUALITY IMPROVMENT FOR MADRASAH IBTIDAIYAH FLAGSHIP	
Ahwy Oktradiksa	222

CHARACTER OF LEADER IN THEMATIC BOOK FOR GRADE IV ELEMENTARY SCHOOL/MI CURRICULUM 2013 AND THE LEARNING AT STATE ELEMENTARY SCHOOL PURWOMARTANI SLEMAN

Asnafiyah

Lecturer of Teacher Education “Madrasah Ibtidaiyah”
State Islamic University Sunan Kalijaga

Abstract

Indonesian people expect a leader who has a good and strong character so that he is able to implement ideals of statehood of Indonesia that is wealthy, fair and prosperous society. The reality indicates unexpected state leaders. Recently, societies are shown with state leaders' behaviors that were inappropriate with the expectation and aspiration of the founding of Indonesia. Therefore, national leaders should be prepared from the beginning.

Curriculum 2013 has provided students by showing some leaders discussed in book of grade IV Elementary School/*Madrasah Ibtidaiyah* with a theme “My heroes”. Those leaders have brave character in defending truth and justice. Leaders who show patriotism towards their society, never give up in struggling, and sacrifice, care of the societies' interest. The citizens and their leaders unite to manifest collective welfare.

Material learning of leaders are initiated by digging characters of a leader to be an example that will be imitated by students, implement the characters in the learning process, relate students' or societies' behaviors which are the reflection of leaders' characters discussed. Through this way, the learning becomes more meaningful. The theory understood is furthermore implemented continuously until it becomes the habit of learners. The socialization of figure's character that has been learnt should be encouraged to manifest goodness in the society.

Keywords: *Character, Leader, Meaningful Learning*

A. Background

Year 2014 became the general election of Indonesian leaders. In April and July, Indonesian citizen used their vote to determine each state leader to hold as the representatives and the highest Indonesian administration. Indonesian citizens expected leaders who had good and strong character to implement Indonesian statehood future goals, which were wealthy, justice and prosperous.

This reality indicates unexpected state leaders. Recently, societies are shown with state leaders' behaviors that were inappropriate with the expectation and aspiration of the founding of Indonesia. Position misuse which ends in the spreading corruption cases and they are who got caught who misuse their authority, color the mass media news. It is unbeneficial condition for education world that has a mission to develop learners' character as the next generation of leadership in the future.

State leaders should be prepared since the beginning. The implementation of curriculum 2013 is one of efforts to develop learners' character for the continuation of statehood life. Leaders should have good and strong character to implement good statehood. Many biography books of world figures indicate that strong character and good behaviors are the main factors of an individual or company's success that last for long (M. Syafii Antonio, page. 26). The concept of NLP or *Neuro Linguistic Programming* is a concept that states human has the same neuro systems, "because everything you can do, can be done by me" by imitating it. The best way to reach success is to imitate success people's behaviors. (ibid, page 29).

In order that the implementation of curriculum 2013 at *madrasah ibtidaiyah*, the government has provided learning facilities such as learning books arranged based on themes determined in the curriculum. Many Indonesian figures that had shown success in their leadership are written in thematic learning books for grade 4 of *madrasah ibtidaiyah*. It is different to the previous curriculum, in order to implement curriculum 2013, the government has also issued teacher's guideline. It has function as the learning guideline and direction of students' book us. Not all schools that have implemented curriculum 2013. State Elementary School Purwomartani is one of schools that implement curriculum 2013

Based on the problem background, the research problems are: How is the character of leaders in Thematic Book for Grade 4 Elementary School/MI Curriculum 2013? How is learning done at State Elementary School Purwomartani on figures material written in Thematic Book for Grade 4 Elementary School/MI Curriculum 2013? This research is aimed to describe the characters of leaders in Thematic Book for Grade 4 Elementary School/MI Curriculum 2013 and the learning done at State Elementary School Purwomartani on figures material written in Thematic Book for Grade 4 Elementary School/MI Curriculum 2013.

The result of the research is expected to be beneficial as suggestion for the perfection of curriculum 2013 implementation and also material to add knowledge on leadership in Indonesia.

B. Discussion

1. Character of Leaders

Islam teaches that each individual is a leader. Almost all people become the leader in their environment. Even an individual who live alone leads himself to direct his own life (Ari Ginanjar, 2001:97).

A leader with any style and type of leadership depend on the principle they believe. Individuals who do not have principle will be easily influenced. Usually they who have firm principle will be a big leader through his strong influence. No matter whether the principle is right or wrong, there will be followers (Ibid, page 98). The right principle that will save from destruction. The right principle that will make an individual becomes a true leader.

Prophet Muhhamad SAW said : "*you should hold the truth, because it leads to worship, and it brings to the heaven (happiness), and an individual should keep the truth and chooses it until he is written beside Allah as the best individual and you should keep lies awa, because it leads to rebellion and it brings to hell (destruction) and no one can lie and choose lie until he is written beside Allah as a liar.*" (HR Bukhari-Muslim).

Muhammad, Rasulullah are known as a very influential leader in the world. As stated by Michael Hart in his writing which discussed a hundred figures that had been arranged in a list, he chose Muhammad Prophet on the first list. He believed that Muhammad Prophet was the only man in the history that is successful to reach extraordinary success seen from religious or secular aspect. (Michael Hart, page 27).

The statement gave an understanding that a success leader is a leader who has right principle, is honest and trustworthiness. A leader says the truth. Therefore his followers will be happy beside him. A honest leader is the one who has integrity. Integrity never lies. It is an appropriateness between words and action that create belief. (Ari Ginanjar, *ibid*, page. 104).

James and Warren Bennis (M. Syafii Antonio, 2007, hal. 23 dan 25) also stated that integrity and trustworthiness are characterst that should be owned by a leader.

A leader that can be trusted will create loyalty, the generation cadres, and reach loyalty of his followers. A leader will guide other people, direct and give them strenght , and bear the biggest responsibility in which he bears risk of other people's thinking and action cause by his strong influence (Ari Ginanjar, *ibid*. page 107). Rasullullah often gave advice, direction and example for his friends and guide them to reach happiness. It indicated that Rasullullah was a visionary, a person who has future point of view. This character is in line with leadership theory proposed by Warren Bennis or Burth Nanus. (M. Syafii Antonio, 2007, hal. 23 - 24).

A success leader is the one who has ever explored himself and deeply knows himself. One of examples shown by the prophet to his followers during Badr war. *Ibid*. page. 109). Although he was respected, he showed demoratic attitude. He preceded and supported opinion of one of his followers in front other followers. He did not show his fear in facing Qurasy people that the troops number are bigger, however, he encouraged his followers to face the warfare with strong faith. It is a war againsts ourselves, a war againsts fear. In the Badr war, the prophet led Moslems, arranged the line and became the example for Islam believers that a leader must be brave. He also practiced his words. Fearless is a character that should be possessed by a leader, said Warren Bennis. M Syaii Antonio, *ibid*, page 23).

1. Strategies of Character Education

Character is related to individual's values, understanding, and behaviors. Character education cannot only be lectured but forced. Kevin Ryan as quoted by Zamroni (2011:174) stated that there were six character education strategies, such as: *Example, Explanation, Exhortation, Ethical environment, Experiences dan Expectation of Excellency*.

Character education should be given with example, so learners have imitated model. Something that will be imitated by students is accompanied by knowledge on how an individual needs to do what is imitated. Therefore, there should be explanation on why something should be done, so that they will not imitate blindly. Something should be serious and trully. In implementing something , it should consider social and physical environment. It means that an individual should be sensitive of condition and situation around him. Attitudes and behaviors should be enjoyed, done with full of meaning so that it is able to give experience for themselves. This experience can grow meaning or spiritual of what is done. Therefore, the behavior is internalized in self that will be a habit. Finally, it is done with high expectation that the behavior implement the best result/.

In line with the statement, there is contextual learning strategy in the learning process. Contextual learning tries to involve learners to seek meaning. Learners are expected to understand the meaning and use of learning so that the knowledge they have will be applied in their lives as family and society members. Johnson as quoted by Ahmad Yani (2009: 55) stated that contextual learning had eight system components, such as:

- a. Making relationships meaningful.
- b. Doing meaningful activity.
- c. Doing learning which is managed by ourselves.
- d. Cooperating.
- e. Thinking critically and creatively.
- f. Helping individual to grow and develop.
- g. Reaching high standard
- h. Using authentic valuation

If those eight components are implemented in the learning process, there are five activities that should be observed:

- a. Relating
- b. Experiencing
- c. Applying
- d. Cooperating
- e. transferring

In the learning process, students relate various concepts or symptoms or knowledges they have known so students are able to build their knowledge. In the learning process, it is attempted to present original object, model, or example that have been known by students in front of the class. It is done to avoid students' verbalism.

Students are also asked to observe or do meaningful activities as the learning objectives. Students are also invited to try implementing a concept in solving a problem. Teacher is assigned to motivate students and give realistic and relevant practice so that the problem faced can be solved well.

Students who work individually do not often help significant improvement. On the other hands, they who work in group often solve complex problem with less assistance. Cooperation experience do not only help students to learn teaching material, but also to be consistent with real world.

Teacher's role is to make various learning experiences with understanding focus, not memorizing. Teacher conveys new information or shows a way in handling a problem so that students are guided in understanding and overcoming problem.

In the learning which is oriented on active students, teacher should review concept or theory that will be learnt by students as a whole, understand students' background and life experience, learn students' school environment and home and furthermore choose whether the school environment can be used as students' learning source, design learning by relating concept or theory learnt by considering students' experience, students' life environment and implementing valuation towards process and or learning result during learning activity. (Ibid, page 56)

Zamroni stated (2011: 175-176) that the objective, target, character target that will be reached should be clear and concrete, there should be cooperation between parents and teacher. Teacher should really understand the philosophy of a teacher, it is not only technically to perform learning. Learning executed by a teacher should develop the importance of cohesiveness of heart, mind, hand, creation, feeling and initiative among learners to develop each student's character. The cohesiveness has important meaning so that learners are able to understand kindness, love it and do it. Teacher should recognize that interaction with learners influence themselves. School cultures (values, believes, norms, and motto) until school condition existed needs to be understood and designed to develop students' character.

2. Curriculum 2013.

As in determined in Section 1 Paragraph (19) Act Number 20 Year 2003, curriculum is a set of planning and organization on objectives, content, and lesson material and method utilized as the guideline of learning activity execution to reach certain education objective. The development of Curriculum 2013 is continued step of Competence based Curriculum Development that had been designed in 2004 and KTSP 2006 which covered integral attitude, knowledge and skill competence.

Education which is appropriate with future requirement will only be manifested if there is displacement or change of thinking pattern. The displacement involves learning processes such as:

- a. From teacher-centered to students-centered
- b. From one way to interactive
- c. From isolation to networking environment.
- d. From passive to actively-observe
- e. From virtual/abstract to real world context.
- f. From individual learning to team-based learning.
- g. From wide to special behavior of empowering relationship principles.
- h. From single feeling stimulation to stimulation to various directions.
- i. From one-way relationship is replaced with cooperative
- j. From mass production to customers' need
- k. From single to plural conscious effort.
- l. From one knowledge science to plural discipline understanding
- m. From centered control to autonomy and trust
- n. From factual to critical thinking
- o. From knowledge delivery to knowledge exchange

Curriculum 2013 arrangement was started by determining graduate competence standard based on learners' readiness, national education objectives, and requirements. After the competence was determined, the curriculum which contained of curriculum basic design and structure was determined. Education and teacher unit is not given authority to design syllabus, however it is designed in national level. Teachers are more given opportunity to develop learning process without being burdened with syllabus design which takes long time and needs arrangement technical material which is very burdensome.

3. Integral Thematic Learning with “My heroes” them at State Elementary School Purwomartani

Knowledge on figures can be found in students’ book which title is “My hero.” This book is one of books prepared by the government in the implementation of curriculum 2013. This book is arranged and studied by various paries under coordination of Ministry of Education and Culture and used in initial stage of curriculum 2013 implementation.

The text book is a “live document” that can always be revised, renewed, sophisticated as the need requirement and age change (Ministry of Education and Culture, 2013: ii). It is different to text books arranged before the implementation of curriculum 2013. In the preface of students’ book of curriculum 2013 it is stated that this book accomodates activity-based learning planning. It directs the activity that wil be done by students and their peers and teacher’s activities to reach the competence. Students do not only read but also practice what is written in it independently or in group. Students are asked to find other learning sources available around them. Teacher enriches creation in form of other activities which are relevant with social and natural source.

Text book entitled “My Heroes” consists of 3 subthemes which are elaborated into 6 learnings. One learning is allocated for 1 day, so that in 3 weeks students have been able to learnt my heroes theme. Book writing structure is attempted to facilitate students with meaningful learning experience.

Meaningful learning experiences includes an activity of building, finding, asking knowledge, societies learn (learning result is obtained from cooperation), modeling (students demonstrate / express thir thinking), reflection (response which is learnt) and real valuation (valuation which express students’ learning development). (Ahmad Yani, 2009:58-59). Meaningful learning experience is translated into subtheme *Ayo Cari* (Let’s find), *Ayo Ceritakan* (Let’s Tell) , *Ayo Belajar* (Let’s Study), *Ayo Bekerja sama* (Let’s work together), *Ayo Bernyanyi* (Let’s Sing), *Ayo Berlatih* (Let’s Practice), *Ayo menulis* (Let’s Write), *Ayo Diskusikan* (Let’s Discuss), *Tabukah kamu* (Do you know), *Belajar di rumah* (Study at Home). Study at home contains information so that parents and students are able study together.

Book entitled “My heroes” give information on Indonesian figures which different religous background. There are Hindu, Budha and Islam figures. Those figures are : Sultan Iskandar Muda Sultan Iskandar Muda (Aceh), Sultan Hasanuddin (Makasar), Balaputradewa King (Sriwijaya Kingdom), Hayam Wuruk King (Majapahit), Mahapatih Gajah Mada (Majapahit), Purnawarman King (Tarumanegara), Antasari Prince (Banjarmasin),Pattimura (Maluku), Sisingamangaraja (Tapanuli), Dewi Sartika (West Jawa), Ki Hajar Dewantara (Yogyakarta),Cut Nyak Din (Aceh), Diponegoro Prince (Yogyakarta),Ir. Soekarno, Bung Tomo (Surabaya).

Learning process of Curriculum 2013 which is relevant with lesson as in curriculum structure can be done at class, school and society. The process is based on active students learning principle to master Basic Competence and Core Competence on expected level. Learning process is developed based on competence content characeristic, which is knowledge as mastery content and taught directly. Cognitive and psychomotoric skills are trainable developmental content, while attitude is development content and developed through indirect education process.

Competence learning for developmental content is implemented continously between one meeting and the others, and strengten the lesson and other lesson. Indirect learning process occurs

in each learning activity at class, school, home and society. Indirect learning process is not a hidden curriculum because attitudes developed in indirect learning process should be included in syllabus and Learning Implementation Plan (RPP) made

Learning process is developed on active students principles through observing activity (see, read, listen, and observe), ask (direct, written), analyze (relate, determine relationship, build story/concept), communicate (oral, written, image, graphic, table, chart, etc). Remedial learning is implemented to help learners mastering competence. Remedial learning is designed and implemented based on weakness found based on test and assignment result of learners. Remedial learning is designed for individual, group or class as the answer analysis result of learners. Study result valuation covers formative competence aspects and the result is followed by remedial learning to ensure competence mastery in satisfactory level.

Learning principles as mentioned previously should be well reflected in the planning or implementation of learning process. Teacher of Grade IV State Elementary School Puwomartani has tried to implement those principles and in the learning process. It was reflected by the statements of Guardian of Grade IVA, Mr. Agus and Grade IV B Mrs. Naning that stated curriculum 2013 has changed teacher's learning pattern. Curriculum 2013 made students become more active and creative.

Teacher has made learning implementation plan. One of them is material on Purnawarman. There were three lessons related to it, such as *Bahasa Indonesia*, Social Science, and PPKn or Pancasila and Civic Education. Moral or character message that will be developed explicitly has been planned by the teacher. Moreal message that will be developed is mutual cooperation, unity and heroism. One of heroes that becomes lesson material is Purnawarman King. Besides, students are assigned to observe pictures of some figures and the heritage of Hindu, Budhist, and Islam Kingdom.

The effort of activate students is seen in the core activity such as students' activities to observe a picture, ask, discuss and present the discussion result. Relationship and condition in students' environment was also planned by teacher. It is intended so that the learning becomes more meaningful as suggested by Johnson.

On Learning Implementation Plan about Balaputradewa, there are three connected lessons, such as Bahasa Indonesia, Social Science and Mathematics. Moral and Character message that will be developed explicitly has been planned by the teacher. It is seen from the instruments utilized by her/him. Moral message that will be developed is patriotism and cooperation. The efforts of activating students are seen from their activities to observe pictures, read heroic stories, ask, discuss and presentation of students' discussion and opinion result towards what had been read.

Besides both figures, there were other figures written on the thematic book for students, they were Sultan Hasanuddin from Makasar, Sultan Iskandar Muda from Aceh, Gajah Mada and Hayam Wuruh, Majapahit King, Pattimura from Maluku, Diponegoro Prince from Yogyakarta, Cut Nyak Din from Aceh, Ki Hajar Dewantara from Yogyakarta, Ir. Soekarno, Bung Tomo, Gusnadi Wiyoga, whose age is 15 years old and in his economical limited condition, he was able to reach achievement in Asia Pasific level and Susi Susanti with her achievement in world level badminton sport field.

Besides books for students, the government issued books for teacher which designed to enable teacher in implementing integrated thematic learning. Teacher's book contains character wish is expected and that will be imitated by students through material on those figures. Characters

of those figures are brave, never give up, love people, struggle for building the country, unity, defend the homeland, respect, wise, cooperative, orderly and honest.

In order to know the learning implementation done by Grade IV, it was conducted an observation. As the Lesson Plan (RPP) that had been arranged by teacher, the implementation of teacher's learning tries to make students active in the process of learning. Entering theme 5 on "*Pahlawanku*," in the first meeting, teacher discussed a leader of Tarumanegara Kingdom, Purnawarman King.

Before discussing Purnawarman King, teacher showed hero pictures and told a brief story of some characters of Indonesian leaders that can be imitated. Those leaders were Cut Nyak Din dari Aceh, Pattimura from Maluku, Diponegoro Prince from Yogyakarta, Bung Hatta, RA Kartini, Imam Bonjol, Ki Hajar Dewantara from Yogyakarta.

After telling those figures, teacher assigned students to open integral thematic book with theme "My Heroes." Students observe figures as on page 2, who are Sultan Iskandar Muda, Hasanuddin, Balaputra Dewa Gajah Mada and Hayam Wuruk King. Referring to students' book page 3, students conveyed their want about things that they wanted to know about figures written on page 2, such as the date of birth, the date of death, service, and struggle. Teachers informs students to find the answer by finding it from various sources.

After the learning activities as explained previously, teacher and students reconfirmed that attitudes that should be imitated were honest, strong, never give up, cooperative, sacrifice, united, and smart. As students, the school should organize class picket and they must be honest in their exam.

Then students discussed Purnawarman King, students are assigned to open students' book page 3. On students' book, there was an explanation about Purnawarman King:

Purnawarman King started his rule in Tarumanegara kingdom in 395 BC. He always struggled for his people. He made waterways and eradicated pirates.

He paid attention to his people's welfare. He improved the Gangga river flow from Cirebon. Two years latter, he improved and beautified the Cupu river life so that the water could flow to all places in the Kingdom. Farmers were glad because they got water from river flow so the land became fertile. Therefore, their field were not dried during dry season.

The King led navy of Tarumanegara kingdom to fight pirates on western and northern water area of the Kingdom. After he succeed to destroy the pirates, the condition became safe and people lived in secure and wealth. As the manifestation of Tarmuanegara's people towards Purnawarman king, thys his soles of feet were monumentalized in form of an inscription which was called Ciareteun inscription.

Teacher offered students to read. Some students raised their hand to read the story of Purnawarman King. The first paragraph was read by a student, then the next student continued reading the next paragraph, and so on. This method trained students and teacher's courage. The courageous character shown by figures had been learnt and implemented by students through teacher's effort by offering them to read text on Purnawarman King. This method trained students' courage.

The teacher reexplained the material that had been read by students and reaffirmed that the King a fair king who courageously fought pirates and was loved by his people. Students must work

honestly and were not allowed to cheat. Teachers affirmed that honesty is a hero's character.

There were 4 questions concerning Purnawarman King: Please mention struggle carried by Purnawarman King, Please mention heroic attitudes possessed by Purnawarman King?, How is the influence of Purnawarman King's struggle towards his people? Based on your opinion, how was Tarumanegara societies' life if they were not led by Purnawarman King? Teacher gave an opportunity to students to convey the answers of the questions. Students responded by writing their answer on the whiteboard. Each of them came in front of their friends and wrote the answer. After it was discussed by the teacher and other students.

Based on the discussion, students' answer were that He was a courageous king who never gave up to fight crimes. Therefore, the people loved him. Because of his justice, his people implemented commonwealth. The teacher affirmed that in order to reach national independence, we should be united. A work would be lighter if it was done together. Following up this statement, teacher gave assignment to students to work in group and do the exercise on page 7. Students worked in group and did the assignment. The teacher explained that cooperation is very important. Each of students had a role, for example writin or thinking the answer. It indicated that after students learnt a certain character, it was directly followed up with behaviors which showed the character. Character that would be developed is cooperation. Some pictures as in page 7 presented that cooperation or unity attitudes were class picket and respect towards other cultures. Students should show the reason of answer that had been given. For example, class picket was one of cooperation attitude because it reflected unity attitude. Besides, respecting other cultures was a unity attitude. Cognitively, students were trained to understand why they behaved such thing.

The teacher also showed examples which indicated unity at school as students. Learners or students answered it on their book, then some students rewrote their answers on the white board. Those answers were: unity attitude at school was class picket, as a learner, we should show our patriotism or love our nation, domestic product; joined ceremony, used local and Indonesian language. The examples of heroic attitudes were contributing to disaster, joining community services, asking forgiveness towards friend, visiting sick friend, and helping sincerely. After it was discussed, 4 students got class picket to clean writing on the white board. Correction of their answers was done by themselves under teacher's guidance. It's a practice that students were honest and responsible, said by the teacher. After their assignment had been corrected, they presented their score so that the teacher was able to write it on students' score book.

In the implementation of learning process done by Grade IV State Elementary School Purwomartani on some figures, Indonesian leaders who were written on thematic book 5 "My heroes" or "Pahlawanku". Students were active to find information as in the text of figures. The teacher facilitated students to work individually and in group. The effort to relate character of heroes with daily attitudes done by the students or what occurred in the society was reflected in the learning process done by the teacher. The material details about those figures were valued as appropriate by the teacher, except mathematic material. So that the teacher should develop mathematic material with other book sources. Books utilized by the curriculum could still be used to support curriculum 2013.

Learning as done by the teachers should be done continuously in developing student's character. In line with the age of elementary school students in which imitation becomes one of their developmental characteristics, thus good examples should be developed. The teacher had a

role, as shown by State Elementary School teacher Purwomartani in learning process of My heroes (Pahlawanku). It was as suggested by Kevin Ryan that stated character education should be done with example or model, so learners had a model that can be imitated. Something that would be imitated by students was accompanied with knowledge on how an individual should imitate it. Therefore, it should be explanation of why something should be done. We should do something seriously and trully. We should also consider social and physical environment to implement something. It meant that someone should be sensitive on condition and situation around him. Attitude and behaviors should be enjoyed and done with full of meaning to give personal experiences. Thus this experience grew meaning or spiritual on what was done. Therefore, the behavior was internalized in self and became a habit. Finally, everything was done with high expectation that it reflected good result. The education figure in Indonesia, Ki Hajar Dewantara also stated that one of leaders' characters was *ing ngarsa sung tuladha*. Students should be a good example, so they should also be provided with good example. The end of it was that Islam taught the need of of example in doing something. The world also acknowledged that Islam that should be an example was Rasullullah SAW. He was *usmatun kbasanah*, the good example for the universe. Speaking the right, trustworthiness, smart and presented truth were His Character. It was also reflected in the figures' character as the discussion of thematic book 5 "Pahlawanku" or my heroes for Grade IV SD/MI.

C. Closing

A leader that is discussed in book of grade IV Elementary Shool with theme "*Pahlawanku*" or My Heroes came from various areas in Indonesia. Those leaders have courageous character in defending the truth and justice, rapeled invaders in Indonesia. Before the invaders come to Indonesia, Indonesian leaders has shown their love for the nation, struggle and never give up, and are willing to sacrifice. Besides, they also pay attention to the people's interest. The people and their leaders implement commonwealth.

Learning done at State Elementary School Purwomartani on material of leaders in thematic book for grade 4 SD/MI curriculum 2013 is initiated by designing Lesson plan. The implementation of learning is done by referring to Lesson Plan that has been designed by the teacher. Material learning about leaders is initiated by digging character of leaders to be an example that will be imitated by students, applying the character in the learning process, relating students' behaviors or society as the reflection of figures' characters that will be discussed. This way, the learning becomes more meaningful. The theory is understood and implemented continoyusly so that it becomes the habit of learners. The the figures' characters socialization that has been learnt by learners should be encouraged to manifest goodness in the society. Social figures could be considered as material complement of theme "Pahlawanku".

D. Refferences

- Abdullah Gymnastiar, *Membangun Karakter Baik dan Kuat*, Penerbit SMS Tauhid Publishing, Bandung: 2013.
- Ahmad Yani, *Pembelajaran IPS*, Departemen Agama RI, Jakarta: 2009.
- Ary Ginanjar Agustian, *Rahasia Sukses Membangun Kecerdasan Emosional dan Spiritual ESQ*, Penerbit Arga, Jakarta: 2002.
- Departemen Pendidikan dan Kebudayaan, *Pahlawanku Buku Tematik Terpadu Kurikulum 2013, Buku Siswa SD/MI Kelas IV*, Jakarta: 2013.
- Departemen Pendidikan dan Kebudayaan, *Pahlawanku Buku Tematik Terpadu Kurikulum 2013, Buku Guru SD/MI Kelas IV*, Jakarta: 2013.
- Fakultas Ilmu Tarbiyah dan Keguruan, *Modul PLPG*, UIN Suka, Yogyakarta: 2013
- Haekal, *Sejarah Hidup Muhammad*, Litera Antar Nusa, Jakarta: 2000
- Muhammad Syafii Antonio, *Muhammad saw The Super Leader Super Manager*, Penerbit Tazkia Multimedia , Jakarta: 2008.
- Permendikbud Nomor 67 Tahun 2013 tentang *Kerangka Dasar dan Struktur Kurikulum SD/MI*.
- Permendikbud Nomor 71 Tahun 2013 tentang *Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah*
- Universitas Negeri Malang, *Peran Pendidikan dalam Pembangunan Karakter Bangsa*, Malang: 2010.
- Universitas Negeri Yogyakarta, *Pendidikan Karakter*, Yogyakarta: 2011.



Supported by:



The Asia Foundation



LIVING VALUES
EDUCATION



ISBN 978-602-74934-3-8



9 786027 493438