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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 ($49^{th}$) 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 18-19th, 2013

Professor Dr. Rochmat Wahab, M.Pd, M.A
Rector of Yogyakarta State University

## Foreword of the Chairperson

Primary education has an important contribution to young children because it provides a major step for their adulthood and promotes their personal growth and achievement. It shapes the future of humanity. Therefore, empowering the primary education to grow the full potential of young children should become the commitment, passion, and effort of stakeholders.

There are many issues on primary education that need to be comprehensively studied. These lead us to hold International Seminar on Primary Education (ISPE) 2013, of which the theme is Empowering the Primary Education for the Brighter Generation. There are five sub-themes in the seminar, i.e. 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. This seminar provides good opportunities for participants to share ideas, experiences, and research findings, in national and international perspectives. Thus, it is expected that they could contribute to shape the future humanity development for the next brighter generation.

In this occasion I would like to extend my gratitude to Rector of Yogyakarta State University (YSU), Dean of Faculty of Education YSU, and Director of Graduate School YSU for their support. Special thanks are also given to the keynote speaker, invited speakers, and presenters, for spending time to share academic, bureaucratic-administrative, and day-to-day experiences in this seminar. I also wish to thank participants for their willingness to take part in this seminar. Last, but not least, I would also like to express my gratitude to all committee members for their smart and hard work that leads to the success of this seminar.

I hope the seminar can give valuable contributions for empowering primary education to prepare children to face the future and become a brighter generation.

Yogyakarta, 18 May 2013
Chairperson

Dr. Udik Budi Wibowo, M.Pd.

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# BUILDING "SELF CONCEPT" PGSD STUDENT THROUGH EXPERIENCE LEARNING THEORY (ELT)

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**Abstract**

PGSD students are prospective educators to "motor" in educating the nation's children. As prospective educators of the nation, PGSD students should have a mature self-concept as a "teacher". The concept of self (self concept) that is implied PGSD students on four basic competencies covering an educator pedagogic competence, professional, social, and personality.

But the reality, not all PGSD students have the self concept it. It can be shown from the results of the PGSD alumni tracer study conducted by PGSD FIP UNY study program in 2011 showed that the alumnus PGSD FIP UNY on pedagogic competencies to meet the standard of competence expected. But in terms of personal competence, social and professional standards have yet to be achieved. The results of the interview to the user (the principal) said that social competence and personality alumnus PGSD still lacking things looked at the behavior of alumni such as the lack of "unggah-ungguh" or communication skills among peers, has a personality that is unstable, immature, selfish and less authoritative. In addition, the analysis of autobiography in sixth semester students showed that not a few students who find themselves PGSD "one go" or "forced entry" into courses PGSD so self-concept to be an elementary school teacher is still obscure. Besides the absence of guidance, curriculum and clear rules regarding character education elementary teacher candidates to add blurring self concept PGSD students towards prospective educators of character and competence.

To answer this condition, it is necessary to develop an intervention for self-concept in students is through experience PGSD learning theory (ELT) model of David Kolb (1984). David Kolb intervention strategy consists of four phases, namely: concrete experience (real), reflection, conceptualization, and application. ELT implementations of interventions are integrated in class since the beginning of the semester early so self concept formed a professional prospective elementary teacher.

Keywords: Self concept, experience learning theory (ELT)

## I. Introduction

Self-concept owned by any individual, including for students PGSD. Student School Teacher Education (PGSD) classroom teacher candidates are prepared to be a reliable elementary school teacher. PGSD students are candidates for educators who would be the "motor" in educating the nation's children in accordance with the objectives set forth in Law No. 20 of 2003. The goal of developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. In order to achieve the national goal of success requires a synergy between the education components in which one component is the teacher.

Teacher is professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students started on early childhood education, formal education, primary education, and secondary education. As future generations of the nation's educators, students PGSD should have a mature self-concept as a "teacher". The concept of self is literally an individual perspective to her overall attitude and covering aspects of properties that distinguish themselves and others. While the Ministry of Education (2004:8) is the idea of mind, confidence, and the establishment of an individual is known about him and affect individuals in their dealings with others.

Self-concept of PGSD students implicit in four basic competencies include pedagogical competence, professional, social and personality. Pedagogical competence is a must-have skill of teachers in teaching the material to students. Professional competence includes mastery learning material in broad and exhaustive. Social competence includes effective communication both to fellow students, staff, parents and the community. Personal competence includes personality steady, stable, mature, wise and dignified to be role models for students and the community.

Results of tracer studies student alumni of PGSD were conducted by PGSD study program in 2011 showed that the alumnus of PGSD FIP UNY basically have not shown that the optimal self concept. Optimal self concept was indicated by possessed with four educator competencies as a

whole. In a concrete field, the result of interview to the user (Principal) suggested that social competence and alumnus PGSD personality still less than the standard that must be achieved this look at the behavior of alumni such as lack of "unggah-ungguh" or fellow colleagues communication skills, have a personality labile, immature, selfish and less authoritative. However, the pedagogic and professional competence of alumni PGSD FIP UNY good enough this is shown with innovation / creativity of alumni in the transfer of knowledge to students.

In addition to the results of a tracer study, the observation of the PGSD student educational process was conducted directly proportional to the output. In reality, there were many PGSD students who are impolite in communication, performance and personality did not reflect an educator like long hair, dressed like a boy band, smoking in any place, and others. These were mostly done by PGSD students. These indicators showed weak PGSD student self concept.

Weaknesses of self concept in PGSD students was influenced by various causes. Autobiography analysis results of students in the early semester showed that no fewer PGSD students who find themselves "in the wrong" or "forced entry" into PGSD study program so self concept became an elementary school teacher is still obscure. Besides the absence of guidance, curriculum and clear rules regarding character education elementary teacher candidates defection added to the self concept of PGSD students prospective educators of character and competence.

To answer this condition, it is necessary to increase self concept in PGSD students through engineering interventions PGSD experience learning theory (ELT) model of David Kolb (1984). ELT techniques need to be applied in each course, so that in its implementation (both faculty and students) need a proper understanding of the ELT. ELT intervention strategies according to its founders is David Kolb consists of four stages: concrete experience (real), reflection, conceptualization, and application. David Kolb's ELT models through PGSD students are expected to be more mature self concept has appropriate competency standards an educator.

## 2. DISCUSSION

### 2.1 Self concept

Self-concept can be defined in general as the beliefs, views or one's judgment against him. It is not much different from the opinion of Hurlock (1993) that self-concept is the image that one has of himself. Self concept as "those physical, social, and psychological perception of ourselves that we have derived from experiences and our interaction with others". So the self concept expresses the views and feelings about ourselves that are physiological, social, and physical or a perception of physical, social and physiological against the individual that obtained by individuals from experiences and interactions with others.

Calhoun and Acocella (1995: 72) says that a person's self concept must be equipped with a "personality box" that is quite broad, in which the self-concept can store a variety of different facts about ourselves both negative and positive information. Positive self-concept includes: personality that is both stable and varied, can accept themselves the way they are, able to store information about itself either negative or positive information, to understand and accept the fact that a very large assortment of himself, to accept themselves and others, are able to design objectives are appropriate and realistic life, one is able to cope with life in front of him. While negative self-concept includes: act boldly and spontaneously as well as treating others with warmth and respect, negative self-concept, one's view of himself completely disorganized, he did not have the feeling of stability and wholeness, really do not know who he is, what his strengths and weaknesses or what he values in life, one's view of himself too unstable and too regular and stiff. Hamachek (1995) also confirms that the self-concept and school achievement are interrelated with each other.

Rogers (1959) argues "...experience and behave in ways which are consistent with our self-image and which reflect what we would like to be like, our ideal-self. The closer our self-image and ideal-self are to each other, the more consistent or congruent we are and the higher our sense of self-worth. A person is said to be in a state of incongruence if some of the totality of their experience is unacceptable to them and is denied or distorted in the self-image.(http://www.simplypsychology.org/carl-rogers.html)

### 2.2 Self Concept of Prospective Educators that Implied in Educator Competence

Self concept of PGSD student that is implicit in the four basic competencies of an educator. Regulation of the Minister of National Education no. 16 of 2007 on standard academic qualifications and teacher competency mentioned that teacher competency includes pedagogical, professional, social, and personality. Pedagogical competence is a must-have skill of teachers in teaching the material to students. Professional competencies include mastery learning material is broad and deep. Social competencies include effective communication both to fellow educators of students, staff, parents and the community. Personal competence include personality steady, stable, mature, wise and dignified to be role models for

students and the community. Educator competencies are detailed as follows:

#### 2.2.1 Pedagogical competence

a. Mastering the learner characteristics of the physical, moral, social, cultural, emotional, and intellectual.
b. Mastering the learning theories and principles of learning that educates.
c. Developing curriculum-related subject / field of teaching development.
d. Conducting educational learning.
e. Using information and communication technology for the sake of learning.
f. Facilitating the development of students' potentials to actualize their potential
g. Communicate effectively, empathic, and manner with the students.
h. Organizing and the process of assessment and evaluation of learning outcomes.
i. Utilizing the results of assessment and evaluation for the sake of learning.
j. Taking action to improve the quality of reflective learning.

#### 2.2.2 Personal Competence

a. Act in accordance with the norms of religious, legal, social, and national culture of Indonesia.
b. Present themselves as being honest, noble, and role models for students and the community.
c. Present themselves as being steady, stable, mature, wise, and authoritative
d. Shows the work ethic, high level of responsibility, a sense of pride to be a teacher, and self-confidence.
e. Uphold the professional code of ethics teacher.

#### 2.2.3 Social Competence

a. Be inclusive, act objectively, and not diskriminatif due consideration of gender, religion, race, physical condition, family background, and socioeconomic status.
b. Communicate effectively, empathetic, and courteous to fellow educators, staff, parents, and community.
c. Adapt on duty in the entire territory of the Republic of Indonesia, which has a social and cultural diversity.
d. Communicate with the community and other professions themselves orally and in writing or other form.

#### 2.2.4 Professional Competence

a. Mastering the material, structure, concepts, and scientific mindset that supports the subject matter.
b. Mastering the competency standards and basic competencies mastered basic subject / field of teaching development.

### 2.3 Experiential Learning Theory

Experiential Learning Theory (ELT) was developed by David Kolb. This lesson emphasize on a holistic model of learning (cognitive, affective and konasi) in the learning process. Training materials in the self-concept is a material that aims to develop better cognitive skills, affective, and konasi. Experience also has a major role in learning experiential. Experiential learning theory defines learning as the process whereby knowledge is created through the transformation of experience, (Kolb. 1984).

This learning model consists of four stages: concrete experience, reflection, conceptualization / abstract thinking and the application / implementation. The final goal of the training is that trainees have the transfer of learning, so hopefully they can transfer a positive self concept into situations outside training or in daily life.

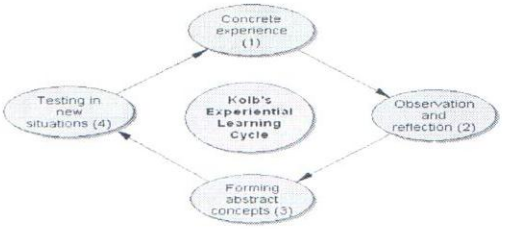


Figure 1. Kolb's Experiential Learning Cycle.

(http://www.learning-theories.com/experiential-learning-kolb.html)

This picture shows that the learning process starts from concrete experiences that experienced by a person. Concrete experience is then reflected in the individual. Through the process of reflection, someone will try to understand what is happening or happened. Reflection is a process of conceptualization or basic understanding of the process underlying principles as well as the experience of forecasting the possibility of its application in the context of the situation or the other (new).

## 3. CONCLUSION

Self-concept owned by any individual, including for PGSD students. PGSD students are candidates for educators who would be the "motor" in educating the nation's children in accordance with the objectives set forth in Law No. 20 of 2003. As future generations of the nation's educators, PGSD students should have a mature self-concept as a "teacher". The self concept in literally is an individual perspective to themselves overall that is

covering aspects of attitudes and attributes that distinguish themselves and others.

The self-concept of PGSD students implicit in four basic competencies of an educator include pedagogical, professional, social, and personality competence. Pedagogical competence is a must-have skill of teachers in teaching the material to students. Professional competence includes mastery learning material is broad and deep. Social competence includes effective communication both to fellow educators of students, staff, parents and the community. Personal competence includes personality that steady, stable, mature, wise and dignified to be role models for students and the community.

The self concept of PGSD students can be improved through intervention techniques experience learning theory (ELT) model of David Kolb (1984) through four stages: concrete experience, reflection, conceptualization / abstract thinking and the application / implementation. Learning through ELT allows students to learn have a positive self concept through real experiences then reflected by reviewing the experience.

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