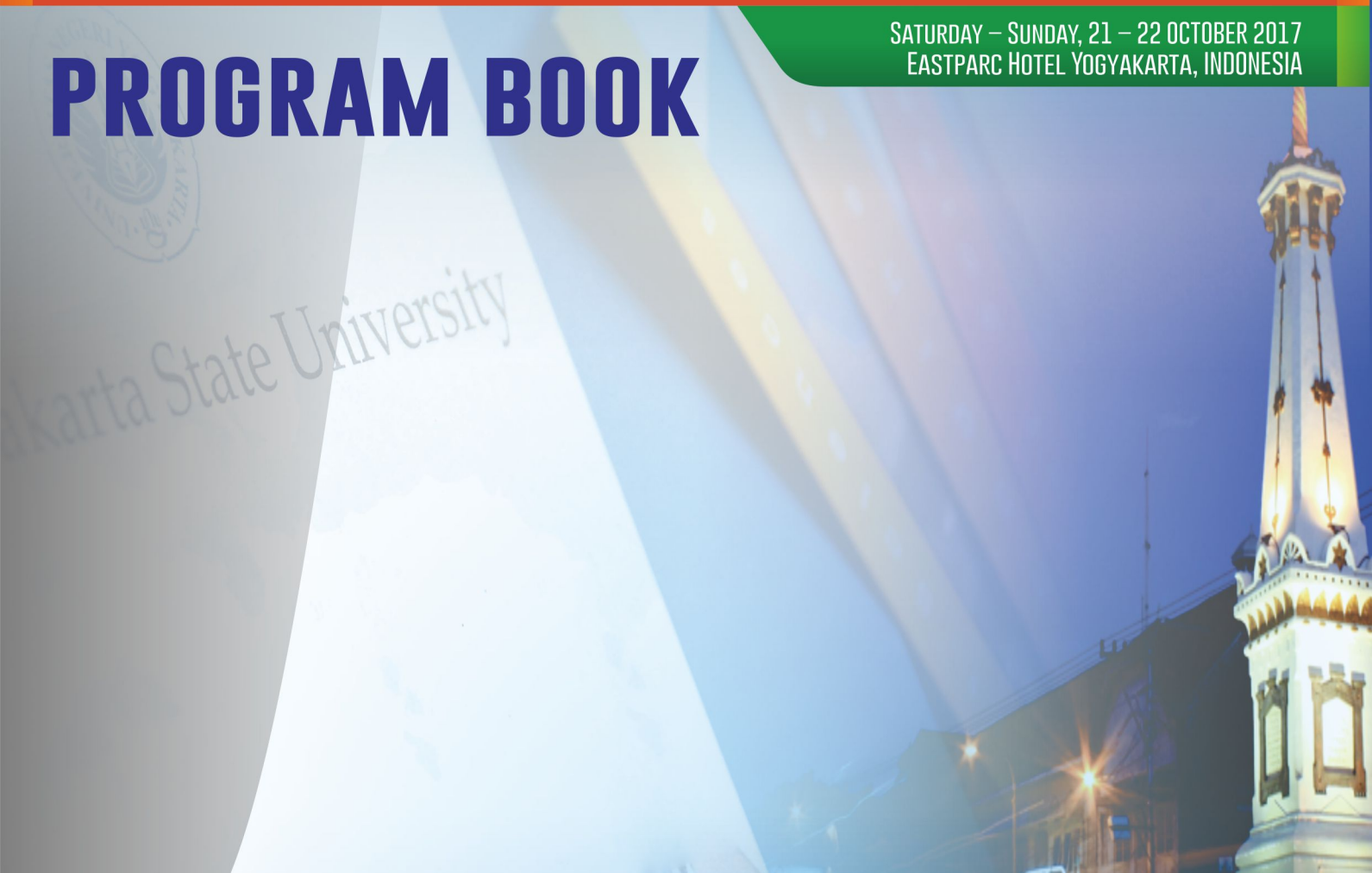# The 2nd InCoTEPD 2017

INTERNATIONAL CONFERENCE ON TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

CHARACTER EDUCATION FOR 21ST CENTURY Global Citizens

SATURDAY – SUNDAY, 21 – 22 OCTOBER 2017
EASTPARC HOTEL YOGYAKARTA, INDONESIA

PROGRAM BOOK

UNIVERSITAS NEGERI YOGYAKARTA

InCoTEPD

Contents

Message from The Conference Chair

Assalamualaykum warahmatullahi wabarakatuh,
May peace and God's blessing be upon you all

Dear Colleagues and Friends,

On behalf of the organizing committee, we extend our warm welcome to all participants of the 2nd International Conference on Teacher Education and Professional Development which is hosted by The Yogyakarta State University. The conference is held in Yogyakarta on 21-22 Oktober 2017.

This Conference is a unique opportunity for educators, scholars and researchers around the globe to share their latest research findings and insights in the fields of values for 21st century global citizens, preparing teachers for integrated education, teacher professional development for character education, curriculum/learning materials development for integrated education, developing learning activities/strategies for character education, assessing students character development, managing school culture to character education and parents and public involvement in character education. In addition to the papers from the invited speakers, the scientific committee has reviewed 123 papers that are qualified for international publication. The proceeding of the conference will be published by CRC Press/Balkema indexed by Thomson Reuters/Scopus.

We have invited Prof. Mohamad Nasir, Ph.D., Ak. (Minister of Research, Technology, and Higher Education of the Republic of Indonesia) as a keynote speaker. Moreover, we also have invited Prof. Azyumardi Azra, Ph.D., Prof. Dr. Wiel Veugelers, Asst. Prof. Dr. Betania Kartika Muflih, Emeritus Prof. Dr. Terrence Lovat, Prof. Dr. Kerry John Kennedy and Prof. Suyanto, Ph.D as invited speakers. They will share their insights and knowledge with the conference delegates in their presentation. We also have more than one hundred participants who will present their work in thematic oral presentation sessions. We hope that by the end of the conference, educators, scholars and researchers around the globe have conducted studies to develop and/or identify effective principles and models of character education in different levels of education and contexts.

We would like to express our sincere appreciation to the speakers, the organizing committees, the administrative staff and helpers for their efforts and contributions. We also thank all the participants for their support and participation in the Conference. Hope this conference fruitful and increase the quality of teachers, educators and professional development.

Wassalamualaykum warahmatullahi wabarakatuh,
On behalf of the Organizing Committee

Conference Organizer

The 2nd International Conference on Teacher Education and Professional Development
Saturday – Sunday, 21 – 22 October 2017

Institute of Educational Development and Quality Assurance

(LEMBAGA PENGEMBANGAN PENDIDIKAN DAN PENJAMINAN MUTU (LPPMP))

Yogyakarta State University

Colombo Street No. 1, Karangmalang, Yogyakarta, Indonesia

Website: http://lppmp.uny.ac.id

Email: incotepd@uny.ac.id

Keynote Speaker

Mohammad Nasir, Ph.D., Ak, is presently the Minister of Research, Technology, and Higher Education of the Republic of Indonesia. He was elected for rector of Diponegoro University back in 2014 but he was appointed to lead the Ministry of Research, Technology, and Higher Education by the president before he was inaugurated. Two years after completion of his bachelor degree at Economy Faculty in Diponegoro University, he became a lecturer at the same department in the same university in 1990 to 2014. He completed his magister degree at Gadjah Mada University and doctoral degree at Universiti Sains Malaysia in 1993 and 2004 respectively. He is also a certified professional accountant. Management Control Systems, Management Accounting, Strategic Management, Organizational Behaviour, Behavioural Accounting and Property Management are some of his lectures. He has been the secretary of Accountant Department in 1996, the Head of Accountant Magister Program in 1999, Vice Rector II in 2006 and the Dean of Economy and Business Faculty, all are in Diponegoro University. He has several publications on Management and Accounting. He has two papers published in MAKSI, Management, Accounting and Information System Journal in Diponegoro University, One of them is "Dimensi Motivasi para Manajer Pada Perusahaan Go Publik Di Indonesia (Dimension of Go Public Managers' Motivation in Indonesia)" in 2009.

Invited Speakers

Azyumardi Azra, Ph.D., is a senior Professor of Islamic History and Culture at the Faculty of Adab and Humanities, Syarif Hidayatullah State Islamic University (UIN) of Jakarta. He studied at Colombia University, United States of America, and received an MA in Middle Eastern Studies, and a Ph.D. in history. He became Rector of Syarif Hidayatullah State Institute for Islamic Studies (IAIN), Jakarta in 1998 and served as the first Rector (2002-2006) when the Institution transformed into State Islamic University (UIN). He chaired the International Association of Historians of Asia from 2010 to 2012, and also played various important roles in international academic and research institutions. Currently, he is the editor-in-chief of the Indonesian Journal for Islamic Studies, Studia Islamika, which is published by Center for the Study of Islam and Society or Pusat Pengkajian Islam dan Masyarakat (PPIM) UIN Syarif Hidayatullah Jakarta. For his strong initiative in promoting international academic exchange and cross-cultural and cross-religious dialogue, and his outstanding contribution to mutual understanding between the Islamic world and the non-Islamic world, he received the Academic Prize of the Fukuoka Prize 2014 form the Fukuoka City, Japan. He wrote "The Origins of Islamic Reformism in Southeast Asia" in 2004. Beside this book, he is the sole author of more than 10 books, and co-author and editor of a great many more books and academic papers.

Wiel Veugelers, Dr., is a professor of education at the University for Humanistic Studies in Utrecht (Netherlands). He studied developmental psychology at the University of Amsterdam. From 1979 till May 2015 he was working at the Graduate School of Teaching and Learning of the University of Amsterdam, recently as associate professor. Since 2002 he has a chair as Professor of education at the University of Humanistic Studies in Utrecht, in particular in the area of sense giving and humanity and on humanist ethical education (HVO). His research and teaching is in the areas of citizenship education, moral development, teachers' pedagogical professionalism, educational change, networking between educational institutions, identity and citizenship development, youth studies and youth subcultures. He has received research grants of the Dutch Organisation for Scientific Research (NWO); The Ministries of Education, Law and Social Affairs; the National Pedagogical Centres, The National Curriculum Development Institute, etc. He has done several evaluation and review studies on research of citizenship education, active participation of citizens, and local citizenship for the Dutch Council of Scientific Research (1999; 2003; 2008) and the Dutch Government (2004; 2011). He has been invited as speaker in academic conferences and universities in Europe, USA, Africa, Latin America and Asia. He was a visiting professor in 12 universities worldwide.

Terrence Lovat, Dr., was appointed Professor Emeritus in 2011 at the University of Newcastle Australia, having retired from the position of Pro Vice-Chancellor (Education & Arts) and member of the Executive Committee of the University, a position held since 2001. He served continuously from 1997-2009 on the Board of the Australian Council of Deans of Education, including as President between 2004 and 2005, and as an Executive member of the Deans of Arts Social Sciences and Humanities from 2006-2009. He currently teaches and researches in the discipline area of Philosophy, Religion and Theology in the School of Humanities and Social Science, as well as with the University's theological partner organization, The Broken Bay Institute, Sydney. During his research career, Professor Lovat has secured over A$2m of research funds through the University and/or other public bodies. He remains active in research, research training and publications, having published a number of academic books (including translations) and over 100 refereed journal articles and book chapters. He currently has in excess of 300 Scopus citations and over 1000 Google Scholar citations. Professor Lovat is currently a Visiting Fellow at the University of Bristol, UK, and Senior Research Fellow in the Department of Education at the University of Oxford, UK, where he is a member of the Philosophy, Religion and Education Research Group.

Kerry John Kennedy, Dr., is currently Advisor (Academic Development) and a Senior Research Fellow in the Centre for Governance and Citizenship having previously been Chair Professor of Curriculum Studies and Director of the Centre for Governance and Citizenship at the then Hong Kong Institute of Education. Prior to that he was Dean of the Faculty of Education and Human Development and Associate Vice-President (Quality Assurance). Before joining the Hong Kong Institute of Education in 2001 he was Pro Vice-Chancellor (Academic) at the University of Canberra, Australia. His research interests are in curriculum policy and theory with a special interest in citizenship education. He has won research grants from the Australian Research Council, the Hong Kong Research Grants Council and the Hong Kong SAR Government's Central Policy Unit. He authored and co-authored large numbers of books and research papers. His most recent book, co-editied with Professor John Lee, is Theorizing Teaching and Learning in Asia and Europe-A Conversation between Chinese Curriculum and European Didactics (Routledge, 2017). He is working with Professsors Beata Krzywosz-Rynkiewicz and and Anna Zalewska on a new book, Young People and Active Citizenship in Post-Soviet Times: A Challenge for Citizenship Education, expected to be published in 2017.

Suyanto, Ph.D., is a professor and technocrat from Indonesia. He had been a rector of Yogyakarta State University and Director General for Management of Primary and Secondary Education in Indonesian Ministry of Education and Culture. He is also known as a writer and speaker in education. His current positions are as a Vice Chairman of Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah and Chairman of Alumni Association of Yogyakarta State University. He obtained his Doctor of Philosophy at Michigan State University in 1986. Prior to his work as the Rector of Yogyakarta State University in 1999, he was a consultant of World Bank from 1994 to 1996 and of Asia Development Bank from 1997 to 1998. He was a part of Indonesian Ministry of Education and Culture, served as Director General for Management of Primary and Secondary Education (2005-2010) and Acting Director General for Primary Education (2010-2013). The most recent book he wrote is "Betapa Mudah Menyusun Tulisan Ilmiah (How Easy to Write Scientific Paper)" in 2016. He has many International publications as well. He wrote "Bringing Voluntary Financial Education in Emerging Economy: Role of Financial Socialization During Elementary Years" in The Asia-Pacific Education Researcher, Volume 22/2013 - Volume 26/2017 and indexed by ISI-Thomson. He also wrote "Evidence of Private Wage Returns to Schooling in Indonesia from Labor Force Surveys" in Actual Problems of economics No. #2 (188), 2017, Indexed by Scopus.

Dr. Betania Kartika, M.A. is currently associate professor from Malaysia. She has been a lecturer in International Islamic University, Malaysia. She had researched "Production and Quality Parameters of Halal Local Ingredients and Natural Products", "Charaterization of Alcohol Content and the Impact of Its Physicochemical Properties In Various Types of Halal Vinegar Products" and "The Comprehensive Study on Al-Jallalah Animals and Its Impact on Malaysian Aquaculture Industry". Moreover, she had published "The importance of halal consumption in forming a civilized Muslim" in International Conference on Empowering Islamic Civilization in the 21st Century (ICIC 2015). She graduated from International Islamic University Islamabad (Bachelor and Master Degree) and Universiti Malaya (Doctoral of Philosophy).

Program
The 2nd International Conference on Teacher Education and Professional Development

Venue : **Eastparc Hotel, Yogyakarta**
Day/Date : **Saturday, 21 October 2017**

Time	Location	Agenda	Detail
07.30 – 08.00	Lobby Grand Ball Room	Registration and Attendance check	
08.00 – 08.30	Grand Ball Room	Opening Ceremony	Welcome by, Prof. Dr. Anik Ghufron (Head of LPPMP) Prof. Dr. Sutrisna Wibawa (Rector)
08.30 – 09.15	Grand Ball Room	Keynote Speech	Prof. Mohamad Nasir, Ph.D., Ak. (Minister of Research, Technology, and Higher Education of the Republic of Indonesia)
09.15 – 09.30	Coffee Break		
09.30 – 10.30	Grand Ball Room	Plenary Session 1 Chairperson: Prof. Suwarsih Madya, Ph.D.	**Prof. Azyumardi Azra, Ph.D.** (Universitas Islam Negeri Syarif Hidayatullah, Indonesia) Character Education In The Global Age: The Role Of School And Family
10.30 – 11.30			**Emiritus Prof. Terrence Lovat, Ph.D.** (The University of Newcastle, Australia) Values Education as Good Practice Pedagogy: Evidence From Australian Empirical Research
11.30 – 12.30			**Assoc. Prof. Dr. Betania Kartika, M.A.** (International Islamic University, Malaysia) The Importance of Halal Education in Forming The Civilized and Exemplary Global Citizen
12.30 – 13.30	Lunch Break & Dhuhr Prayer for Muslim		
13.30 – 14.45	Parallel Rooms	Parallel Session 1	Parallel Presentations (Check on **Schedule for Parallel Presentation**)
14.45 – 15.15	Coffee Break & Asr Prayer for Muslim		
15.15 – 17.00	Parallel Rooms	Parallel Session 2	Parallel Presentations (Check on **Schedule for Parallel Presentation**)

Venue : Eastparc Hotel, Yogyakarta
Day/Date : Sunday, 22 October 2017

Time	Location	Agenda	Detail
07.30 – 08.00	Lobby Grand Ball Room	Attendance check	
08.00 – 09.15	Grand Ball Room	Plenary Session 2 Chairperson: Joko Priyana, Ph.D.	**Prof. Wiel Veugelers** (University of Humanistic Studies in Utrecht, Netherland) Moral and Citizenship Education in 21st century: The role of parents and the community
09.15 – 10.30			**Prof. Kerry Kennedy** (Education University of Hong Kong, Hong Kong) Character Education for Troubling Times: Global Citizens for the Future
10.30 – 10.45	Coffee Break		
10.45 – 12.00	Grand Ball Room	Plenary Session 3 Chairperson: Ashadi, Ed.D	**Prof. Suyanto, Ph.D.** (Universitas Negeri Yogyakarta, Indonesia) Strengthening Character Education: An Indonesian Case
12.00 – 13.00	Lunch Break & Dhuhr Prayer for Muslim		
13.00 – 14.45	Parallel Rooms	Parallel Session 3	Parallel Presentations (Check on **Schedule for Parallel Presentation**)
14.45 – 15.15	Coffee Break & Asr Prayer for Muslim		
15.15 – 16.45	Parallel Rooms	Parallel Session 4	Parallel Presentations (Check on **Schedule for Parallel Presentation**)
16.45 – 17.00	Lobby Parallel Rooms	Certificate Collection and Farewell	

Schedule for Parallel Presentation Session 1
ROOM 1

(Orchid Room 3rd floor)

Day/Date   : Saturday, 21 October 2017

Time   : 13.30 – 14.45

Topics   : Values for 21st Century Global Citizens

Session chair : Ashadi

No.	Title	Author (s)	Institution
1.	HOW TO CONTROL HATE SPEECH AND HOAX: CHARACTER LANGUAGE FOR CHARACTER CITIZENS	Jumanto	Universitas Dian Nuswantoro
2.	PRESENTING INDONESIAN CHARACTER IN ELT MATERIALS: IS IT POSSIBLE?	Siti Sudartini	Universitas Negeri Yogyakarta
3.	QUESTIONING WESTERN CHARACTER HEGEMONY IN INDONESIAN AESTHETICS BOOKS	Kasiyan	Universitas Negeri Yogyakarta
4.	THE SEAFARERS' CHARACTERS STANDARD FOR INTERNATIONAL SHIPPING INDUSTRY	Wegig Pratama, Pardjono, and Herminarto Sofyan	Akademi Maritim Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
5.	TOWARD 21ST CENTURY GLOBAL CITIZENSHIP: ECOHUMANISM IN LANGUAGE AND LITERATURE TEACHING	Novita Dewi	Universitas Sanata Dharma

Schedule for Parallel Presentation Session 1
ROOM 2
(Magnolia Room 3rd floor)

Day/Date   : Saturday, 21 October 2017

Time   : 13.30 – 14.45

Topics   : Values for 21st Century Global Citizens

Session chair : Saefur Rochmat

No.	Title	Author (s)	Institution
6.	CONSTRUCTING GLOBAL CITIZENSHIP: KINDERGARTEN AND PRIMARY SCHOOL TEACHERS' UNDERSTANDING OF GLOBALIZATION AND EDUCATION	Hani Yulindrasari and Susilowati	Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia
7.	*LAWAS* ORAL LITERATURE IN SUMBAWA AS A CHARACTER DEVELOPMENT MEANS	Nur Ifansyah and Kundharu Saddhono	Universitas Sebelas Maret and Universitas Sebelas Maret
8.	SIGNIFICANCE OF CHARACTER BUILDING EDUCATION IN INDONESIA AND JAPAN: NATIONAL AND INTERNATIONAL PERSPECTIVES	Junita W. Arfani and Nakaya Ayami	Hiroshima University and Hiroshima University
9.	CAN STUDENTS DEVELOP SELF-REGULATED LEARNING THROUGH WORKED EXAMPLES?	Siti Nurhayati, Endah Retnowati and Yosa Alzuhdy	SMP Negeri 5 Depok, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
10.	STRENGTHENING CHARACTER VALUES THROUGH SHADOW PUPPETS SHOWS	Linda Eka Pradita, Wawan Hermawan and Kundharu Saddhono	Universitas Islam Majapahit, Universitas Islam Majapahit, and Universitas Sebelas Maret

Schedule for Parallel Presentation Session 1
ROOM 3
(Carnation Room 3rd floor)

Day/Date   : Saturday, 21 October 2017

Time   : 13.30 – 14.45

Topics   : Values for 21st Century Global Citizens

        Preparing Teachers for Integrated Education

Session chair : Ezi Apino

No.	Title	Author (s)	Institution
11.	VISUAL CHARACTERISTIC OF PAGELARAN POTTERY AS THE LOCAL WISDOM BASED LEARNING SOURCES IN CULTURAL ART SUBJECT	Iriaji	Universitas Negeri Malang
12.	THE RATIO OF ADDITIONAL LEARNING RESOURCE AND ACTIVITY FACILITIES IN E-LEARNING OF SEBELAS MARET UNIVERSITY, INDONESIA	Daru Wahyuningsih, Suyanto and Anik Ghufron	Universitas Sebelas Maret, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
13	TEACHERS' INTENTION TO IMPLEMET INSTRUCTION INNOVATION: DO ATTITUDES MATTER?	Basikin	Universitas Negeri Yogyakarta
14.	CONSTRAINTS ON THE PHYSICS PRACTICUM FOR THE VISUALLY IMPAIRED STUDENTS IN INCLUSION JUNIOR HIGH SCHOOL	Janu Arlinwibowo Heri Retnawati and Rian Galih Pradani	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta and SMA Negeri 1 Gebog
15.	TEACHER COMPETENCY TO DESIGN AND ASSESS THE CRAFT AND ENTREPRENEURSHIP LEARNING BASED ON NATIONAL CURRICULUM IN INDONESIA	Endang Mulyani Anik Widiastuti and Tejo Nurseto	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 1
ROOM 4
(Heliconia Room 3rd floor)

Day/Date   : Saturday, 21 October 2017

Time   : 13.30 – 14.45

Topics   : Preparing Teachers for Integrated Education

Session chair : Marzuki

No.	Title	Author (s)	Institution
16.	CHANCES FOR THE INDONESIAN QUALIFICATIAON FRAMEWORK (IQF) BASED RECRUITMENT OF HUMAN RESOURCES IN THE INDUSTRIES AND PROFESSIONS AS PRODUCTIVE TEACHERS OF VOCATIONAL HIGH SCHOOLS (VHS)	Badrun Kartowagiran, Amat Jaedun, Heri Retnowati, and Faridl Musyadad	Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Institut Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia Wates
17.	OPTIMIZING THE DEVELOPMENT OF TEACHERS' MOTIVATION TO TEACH IN DISADVANTAGED AREAS IN INDONESIA	Hanggara Budi Utomo	Universitas Nusantara PGRI
18.	ROLE MODELS IN LANGUAGE ACQUISITION AND CHARACTER EDUCATION	Sugirin	Universitas Negeri Yogyakarta
19.	STUDY OF INDONESIAN NATIONAL CULTURE FROM CIVIL ENGINEERING STUDENTS' PERSPECTIVE	Peter .F. Kaming	Universitas Atma Jaya Yogyakarta
20.	ONLINE LEARNING AS INNOVATION MODEL OF TEACHER PROFESSIONAL DEVELOPMENT (TPD) IN DIGITAL ERA	Wuryaningsih and Adi Cilik Pieriawan	Universitas Gadjah Mada and Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 1
ROOM 5
(Tulip Room 3rd floor)

Day/Date   : Saturday, 21 October 2017

Time   : 13.30 – 14.45

Topics   : Teacher Professional Development for Character Education

Session chair : Hasan Djidu

No.	Title	Author (s)	Institution
21.	BEING PROFESSIONAL OR HUMANISTIC? TEACHERS' CHARACTER DILEMMAS AND CHALLENGES TO HELP OR NOT TO HELP THEIR STUDENTS	Adi Suryani, Soedarso, Zainul Muhibbin and Usman Arief	Institut Teknologi Sepuluh Nopember, Institut Teknologi Sepuluh Nopember and Institut Teknologi Sepuluh Nopember
22.	DO ETHICS EDUCATION AND RELIGIOUS ENVIRONMENT MITIGATE CREATIVE ACCOUNTING?	Ratna Candra Sari, Mahfud Sholihin and Dwi Ratmono	Universitas Negeri Yogyakarta, Universitas Gajah Mada and Universitas Diponegoro
23.	NEED ANALYSIS FOR DEVELOPING TRAINING MODEL FOR OFFICE ADMINISTRATION VOCATIONAL SCHOOL TEACHERS	Muhyadi, Sutirman and Rr. Chusnu Syarifa Dyah Kusuma	Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
24.	PERCEPTION OF PRE-SERVICE SM3T TEACHERS OF ACCESS, PARTICIPATION AND CONTROL: A GENDER ANALYSIS	Wahyu Setyaningrum, Lusi Nurhayati and Kokom Komariah	Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
25.	BUILDING THE NATION THROUGH EVALUATION OF TEACHER EDUCATION'S CURRICULUM	Rosidah	Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 2
ROOM 1
(Orchid Room 3rd floor)

Day/Date   : Saturday, 21 October 2017

Time   : 15.15 – 17.00

Topics   : Teacher Professional Development for Character Education

Session chair : Kasiyan

No.	Title	Author (s)	Institution
26.	THE IMPROVEMENT OF STUDENTS' LEARNING INDEPENDENCE THROUGH THE USE OF VIRTUAL LABORATORY IN CHEMISTRY HYBRID LEARNING	Jaslin Ikhsan, Kristian H. Sugiyarto and Desy Tri Kurnia	Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
27.	BUILDING PROFESSIONAL CHARACTERS BASED ON TEACHERS' UNDERSTANDING OF PROFESSIONALISM OF WHAT?	Rosita Endang Kusmaryani, Juke R.Siregar and Hanna Widjaja	Universitas Negeri Yogyakarta, Universitas Padjajaran and Universitas Padjajaran
28.	CHARACTER EDUCATION MANAGEMENT MODEL BASED ON MULTIPLE INTELLIGENCES	Arfan Arsyad, A.K. Masaong and Asrin	Universitas Negeri Gorontalo, Universitas Negeri Gorontalo Universitas Negeri Gorontalo
29.	INTEGRATING VALUES IN EFL TEACHING: THE VOICE OF STUDENT TEACHERS	Ashadi	Universitas Negeri Yogyakarta
30.	A COMPARATIVE STUDY ON CHARACTER EDUCATION APPROACH FOR DEVELOPING THEORETICAL FRAMEWORK OF PRE-SERVICE TEACHERS PERSONALITY	Ikhwanuddin, Retna Hidayah, and Sudiyatno	Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
31.	THE PREVENTION STRATEGY OF NEGATIVE IMPACTSFOR USING THE SOCIAL MEDIA WITH A HUMANISTIC APPROACH TO CHARACTER EDUCATION	Siti Nurhayati	Universitas Pekalongan
32.	CAN CHEMISTRY STUDENTS DEVELOP HIGH ORDER THINKING SKILLS?	Sri Handayani and Endah Retnowati	Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 2
ROOM 2
(Magnolia Room 3rd floor)

Day/Date   : Saturday, 21 October 2017

Time   : 15.15 – 17.00

Topics   : Teacher Professional Development for Character Education

                 Curriculum/Learning Materials Development for Integrated Education

Session chair : Junita W. Arfani

No.	Title	Author (s)	Institution
33.	TEACHER'S UNDERSTANDING ON CHILDREN CONSENT IN RESEARCH PROCESS: A PHENOMENOLOGY APPROACH	Lutfatulatifah, Vina Adriany, and Euis Kurniati	Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia, and Universitas Pendidikan Indonesia
34.	SOCIAL COMPETENCE OF TEACHERS COLLEGE GRADUATES INSIDE AND OUTSIDE SCHOOL COMMUNITIES	Siane Indriani	Universitas Pelita Harapan
35.	THE EFFECTIVENES OF CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHER	Nurkolis, Yuliejantiningsih, and Sunandar	Universitas PGRI Semarang, Universitas PGRI Semarang, and Universitas PGRI Semarang
36.	CHARACTER-BASED REFLECTIVE PICTURE STORYBOOK: IMPROVING STUDENTS' SOCIAL SELF-CONCEPT IN ELEMENTARY SCHOOL	Ali Mustadi, Endah Sri Susilaningrum, Rohmatul Ummah, Prabantara Esti Wijayanti and Maylina Purwatiningtyas	Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
37.	DEVELOPING PICTURE STORYBOOK BASED ON SCIENTIFIC APPROACH THROUGH INQUIRY METHOD	Nurul Hidayatunnisa and Zuhdan Kun Prasetyo	Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
38.	DEVELOPING PICTURE STORYBOOK BASED ON SCIENTIFIC APPROACH THROUGH PROJECT-BASED LEARNING METHOD	Lucia Yuni Nawangsih and Zuhdan Kun Prasetyo	Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
39.	PANCASILA EDUCATION SYSTEM AND RELIGIOUS SKILLS	Saefur Rochmat	Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 2
ROOM 3
(Carnation Room 3rd floor)

Day/Date   : Saturday, 21 October 2017

Time   : 15.15 – 17.00

Topics   : Curriculum/Learning Materials Development for Integrated Education

Session chair : Basikin

No.	Title	Author (s)	Institution
40.	PICTURE-STORY BOOK BASED ON SCIENTIFIC APPROACH THROUGH DISCOVERY LEARNING METHOD TO IMPROVE STUDENT'S CREATIVE THINKING AND COLLABORATIVE SKILL	Annisa Yulistia and Harun Rasyid	Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
41.	DEVELOPING A PICTURE STORY BOOK BASED ON SCIENTIFIC APPROACH THROUGH PROBLEM-BASED LEARNING METHOD	Christin Setyaningrum and Harun Rasyid	Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
42.	THE QUALITY OF THE CHILD'S TRANSLATION SONG AS AN EARLY CHILDHOOD LEARNING MATERIAL	Suharto	Universitas Negeri Semarang
43.	DEVELOPMENT OF KKNI FASHION-BASED INSTRUMENTS FOR CUSTOM MADE COMPETENCE TEST IN UNIVERSITIES	Emy Budiastuti and Widihastuti	Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
44.	AS LINGUISTIC IS SEPARATED FROM LITERARY DOMAIN: QUESTIONING THE BLURRED PORTRAIT OF ENGLISH LANGUAGE INSTRUCTION IN SENIOR HIGH SCHOOLS IN INDONESIA	Sugirin, Kasiyan and Siti Sudartini	Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
45.	MODEL OF SUPERFLEX LEARNING: LIMITED TRIAL	Huriah Rachmah, Jajang Hendar Hendrawan and Rudy Gunawan	Sekolah Tinggi Keguruan dan Ilmu Pendidikan Pasundan, Sekolah Tinggi Keguruan dan Ilmu Pendidikan Pasundan and Universitas Muhammadiyah Prof.Dr. Hamka
46.	CREATIVE PROBLEM SOLVING FOR IMPROVING STUDENTS' HOTS AND CHARACTERS	Ezi Apino Heri Retnawati	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 2
ROOM 4
(Heliconia Room 3rd floor)

Day/Date   : Saturday, 21 October 2017

Time   : 15.15 – 17.00

Topics   : Curriculum/Learning Materials Development for Integrated Education

Developing Learning Activities/Strategies for Character Education

Session chair : Adi Cilik Pierawan

No.	Title	Author (s)	Institution
47.	CULTIVATING CHARACTERS FOR JUNIOR HIGH SCHOOL STUDENT IN INDONESIA THROUGH SUBJECT OF ISLAMIC RELIGIOUS EDUCATION AND CHARACTER IN 2013 CURRICULUM	Marzuki	Universitas Negeri Yogyakarta
48.	TEMBANG MACAPAT TEXTS - BASED CHARACTER EDUCATION LEARNING MATERIALS FOR SECONDARY SCHOOL STUDENTS	Dwi Bambang Putut Setiyadi and Purwo Haryono	Universitas Widya Dharma and Universitas Widya Dharma
49.	ENHANCING CHARACTER OF STUDENT'S RESPONSIBILITY THROUGH CONTEXT-BASED CHEMISTRY LEARNING IN VOCATIONAL HIGH SCHOOL	Antuni Wiyarsi Heru Pratomo and Erfan Priyambodo	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
50.	AN EXERCISE MODEL TO DEVELOP THE BIOMOTOR ENDURANCE OF TEENAGE MARTIAL ART ATHLETES	Novia Aulia Rahman Siswantoyo	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
51.	THE IMPLEMENTATION OF LOCAL WISDOM-BASED CHARACTER EDUCATION MODEL AT PRIMARY SCHOOL IN BANTUL YOGYAKARTA	Rukiyati L. Hendrowibowo Murtamadji	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
52.	CULTURE-BASED-CHARACTER SCHOOL MODEL DEVELOPMENT IN ELEMENTARY SCHOOL IN NGAGLIK SUB-DISTRICT	Suwarna Dwijonegoro, Suwardi and Nurhidayati	Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
53	ANALYSIS OF THE NATURALIST INTELLIGENCE POTENTIAL OF CHILDREN (CASE STUDY ON ONE PAUD IN BANDUNG REGENCY)	Mubiar Agustin Heny Djoehaeni Asep Deni Gustiana	Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia

Schedule for Parallel Presentation Session 2
ROOM 5
(Tulip Room 3rd floor)

Day/Date   : Saturday, 21 October 2017

Time   : 15.15 – 17.00

Topics   : Developing Learning Activities/Strategies for Character Education

Session chair : Sudiyatno

No.	Title	Author (s)	Institution
54.	DEVELOPING THE CULTURE OF QUALITY IN LEARNING: CASE STUDY IN INDONESIA	Anik Ghufron	Universitas Negeri Yogyakarta
55.	INDIVIDUAL STUDENT PLANNING: COUNSELOR'S STRATEGIES IN DEVELOPING ACADEMIC SUCCESS FOR MIDDLE SCHOOL STUDENTS	Agus Ria Kumara, Caraka Putra Bhakti, Budi Astuti and Suwardjo	Universitas Ahmad Dahlan, Universitas Ahmad Dahlan, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
56.	A NEEDS ASSESSMENT TO DEVELOP LEARNING SET FOR IMPROVING STUDENTS' HOTS AND SELF-CONFIDENCE	Erni Kurnianingsih Heri Retnawati	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
57.	CULTURAL VALUES-INTEGRATED MATHEMATICAL LEARNING MODEL TO DEVELOP HOTS AND CHARACTER VALUES	Hasan Djidu Heri Retnawati	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
58.	CULTURE-BASED CHARACTER EDUCATION IN NATIONAL CHARACTER EDUCATION COURSES	Dyah Kumalasari	Universitas Negeri Yogyakarta
59.	THE INTEGRATION OF CHARACTER EDUCATION VALUES IN INDONESIAN EFL TEXTBOOKS: DO THEY STILL EXIST?	Syahara Dina Amalia	Universitas Muhammadiyah Surakarta
60.	DEVELOPING ANDROID APPLICATION AS MEDIA IN MATHEMATICS AND CHARACTER LEARNING: A NEED ASSESSMENT	Nurul Fitrokhoerani Heri Retnawati	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 3
ROOM 1
(Orchid Room 3rd floor)

Day/Date   : Sunday, 22 October 2017

Time   : 13.00 – 14.45

Topics   : Developing Learning Activities/Strategies for Character Education

Session chair : Sukisman

No.	Title	Author (s)	Institution
61.	DEVELOPMENT OF CHARACTER EDUCATIONAL MODEL OF BEHAVIOR DISCIPLINE AND CLEANLINESS CULTURE IN HIGHER EDUCATION	Mutaqin	Universitas Negeri Yogyakarta
62.	THE NATIONALISM CHARACTER VALUES EMBEDDED IN THE ELECTRONIC TEXTBOOK OF INDONESIAN LANGUAGE FOR PRIMARY SCHOOLS	Tabah Subekti, Kho Lidya Merina and Kundharu Saddhono	Universitas Sebelas Maret, The University of Auckland and Universitas Sebelas Maret
63.	IMPLEMENTATION OF WORK-BASED LEARNING MODEL TO IMPROVING THE STUDENTS' WORK ATTITUDES AND LEARNING ACHIEVEMENTS IN VOCATIONAL EDUCATION	Dwi Rahdiyanta Asnawi	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
64.	STUDENT'S CHARACTER LEARNING THROUGH INTERNALIZATION OFCHARACTERS VALUES IN WAYANG FIGURE	Burhan Nurgiyantoro	Universitas Negeri Yogyakarta
65.	THE INFLUENCE OF DISCOVERY LEARNING STRATEGY ON CHILDREN CREATIVITY IN MAKING A MIND MAP	Rudiyanto	Universitas Pendidikan Indonesia
66.	PEER TEACHING MODEL IN FUTSAL TOWARDS SOCIAL BEHAVIOUR	Muchamad Ishak	STKIP Pasundan Cimahi
67.	THE PRACTICE OF EARLY CHILDHOOD MUSICALITY EDUCATION IN GERMANY	Leli Kurniawati	Universitas Pendidikan Indonesia

Schedule for Parallel Presentation Session 3
ROOM 2
(Magnolia Room 3rd floor)

Day/Date   : Sunday, 22 October 2017

Time   : 13.00 – 14.45

Topics   : Developing Learning Activities/Strategies for Character Education

Session chair : Anwaril Hamidy

No.	Title	Author (s)	Institution
68.	THE EFFECT OF SCIENCE FAIR INTEGRATED WITH PROJECT BASED LEARNING ON CREATIVITY AND COMMUNICATION SKILLS	Irma Dwi Tantri Nurfina Aznam	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
69.	THE IMPLEMENTATION OF INTEGRITY VALUES IN THE GROUND SCHOOLS: PROBLEMS AND POTENTIAL SOLUTIONS	Sisca Rahmadonna Suyantiningsih Richo A. Wibowo	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta Universitas Gadjah Mada
70.	MODEL OF PANCASILA EDUCATION WITH FEMINIS PERSPECTIVE	Caritas Woro Murdiati R, Bernadus Wibowo Suliantoro and MD Susilawati	Universitas Atma Jaya Universitas Atma Jaya Universitas Atma Jaya
71.	GROUPING METHOD FOR COLLABORATIVE LEARNING IN HIGHER EDUCATION	Silfia Mona Aryani Anis Ichwati Nur Rochmah	Universitas Sebelas Maret Sekolah Menengah Kejuruan Negeri 1 Pundong
72.	THE IMPLEMENTATION OF THE SCIENTIFIC APPROACH IN ENVIRONMENTAL EDUCATION IN KINDERGARTEN	Heny Djoehaeni Asep Deni Gustiana Mubiar Agustin	Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia
73.	THE DETERMINANTS OF SUPERVISION SUCCESS FOR THE IMPROVEMENT OF EDUCATORS' PROFESSIONALISM IN THE ERA OF ASEAN ECONOMIC COMMUNITY (AEC)	Slameto	Universitas Kristen Satya Wacana Salatiga
74.	WATER SAFETY AS PREVENTIVE ACTION AND CHILDREN CHARACTER BEHAVIOR DEVELOPMENT ON AQUATIC LEARNING	Ermawan Susanto	Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 3
ROOM 3
(Carnation Room 3rd floor)

Day/Date   : Sunday, 22 October 2017

Time   : 13.00 – 14.45

Topics   : Developing Learning Activities/Strategies for Character Education

Session chair : Soni Nopembri

No.	Title	Author (s)	Institution
75.	TRADITIONAL GAME APPLICATION IN DEVELOPING THE VALUE OF CHILD CHARACTER (A QUASI EXPERIMENTAL RESEARCH ON PRESCHOOL CHILD GROUP B TK LABORATORIUM UPI AND TK LA TANZA PERIOD OF TIME 2015-2016)	Asep Deni Gustiana Mubiar Agustin Heny Djoehaeni	Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia
76.	HISTORIOGRAPHY: HOW TO CREATE YOUR OWN HISTORY	Rudy Gunawan	Universitas Muhammadiyah Prof. Dr. Hamka
77.	THE COOPERATIVE BLENDED LEARNING IMPACT TO THE HIGHER ORDER THINKING SKILLS USING THE MOBILE APPLICATION	Dwi Sulisworo, Mutammimah and Parwiti	Universitas Ahmad Dahlan, Universitas Ahmad Dahlan and Madrasah Aliyah Negeri Wonokromo
78.	THE VALIDITY OF INTERACTIVE INSTRUCTIONAL MEDIA ON ELECTRICAL CIRCUITS AT VOCATIONAL HIGH SCHOOL AND TECHNOLOGY	Sukardi Deno Puyada Rizky Ema Wulansari Doni Tri Putra Yanto	Universitas Negeri Padang Universitas Negeri Padang Universitas Negeri Padang Universitas Negeri Padang
79.	INSTILLING CHARACTER VALUES THROUGH THE LOCAL WISDOM-BASED SCHOOL CULTURE: AN INDONESIAN CASE STUDY	Suwarsih Madya Ishartiwi	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
80.	THROUGH APPLYING PROPAGANDA RHETORIC IN SPEAKING SKILL LEARNING AT SENIOR HIGH SCHOOL	Umi Faizah Sawitri Kundharu Sadhono	Universitas Sebelas Maret Universitas Sebelas Maret Universitas Sebelas Maret
81.	DEVELOPMENT OF MUSIC STUDENT'S INTELLECTUAL CHARACTER AS AN ENHANCEMENT IN THE 21ST CENTURY SKILLS	Ayu Niza Machfauzia	Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 3
ROOM 4
(Heliconia Room 3rd floor)

Day/Date   : Sunday, 22 October 2017

Time   : 13.00 – 14.45

Topics   : Developing Learning Activities/Strategies for Character Education

Session chair : Ari Purnawan

No.	Title	Author (s)	Institution
82.	A MODEL DEVELOPMENT OF EXTRACURRICULAR ACTIVITIES-BASED CIVIC INTELLIGENCE IN PRIMARY SCHOOLS OF SEMARANG	Masrukhi Meidi Saputra	Universitas Negeri Semarang Universitas Muhammadiyah Semarang
83.	BEGALAN TRADITION IMPLICATION AS EFFORT TO DEVELOP CHARACTER VALUE IN BANYUMASAN COMMUNITY CENTRAL JAVA	Eko Suroso Kundharu Saddhono Sumarlam	Universitas Sebelas Maret Universitas Sebelas Maret Universitas Sebelas Maret
84.	THE STRENGTHENING MULTICULTURAL VALUES WITHIN CIVIC LEARNING: HOW TEACHERS MAKE IT WORK?	Samsuri Suharno	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
85.	ACQUIRING HIGHER ORDER THINKING SKILLS THROUGH ERRORNEOUS WORKED EXAMPLES	Endah Retnowati	Universitas Negeri Yogyakarta
86.	IMPLEMENTATION OF LITERACY WROTE POETRY WITH NATURE THEME AS A MEANS OF STRENGTHENING CHARACTER LOVE INDONESIA	Fitri Puji Rahmawati Anang Sudigdo Kundharu Saddhono	Universitas Sebelas Maret Universitas Sebelas Maret Universitas Sebelas Maret
87.	HOW UNDERGRADUATE STUDENTS OF MATHEMATICS EDUCATION PERFORM MICROTEACHING WITH TOPIC OF ENCIRCLE AND AREA OF TRIANGLE FOR JUNIOR HIGH SCHOOL GRADE VIII	Marsigit Heri Retnawati R. K. Ningrum	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
88.	THE USE OF VISUAL CUES INSTRUCTION IN SCHOOL TO DEVELOP CHILDREN'S DISCIPLINE AND SELF-RELIANCE	Aan Listiana Anggita Indah Pratiwi	Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia

Schedule for Parallel Presentation Session 3
ROOM 5
(Tulip Room 3rd floor)

Day/Date   : Sunday, 22 October 2017

Time   : 13.00 – 14.45

Topics   : Developing Learning Activities/Strategies for Character Education

Session chair : Rukiyati

No.	Title	Author (s)	Institution
89.	MORAL COGNITIVE-BASED PROJECT LEARNING IN THE DEVELOPMENT OF EARLY CHILDHOOD PROSOCIAL BEHAVIOR	Ernawulan Syaodih Ocih Setiasih Nur Faizah Romadona Hany Handayani	Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia STKIP Purwakarta
90.	MASTERING 21ST-CENTURY SKILLS THROUGH HUMANISTIC MATHEMATICS LEARNING	Djamilah Bondan Widjajanti	Universitas Negeri Yogyakarta
91.	DEVELOPMENT OF GUIDED INQUIRY-BASED ACCOUNTING LEARNING MODULE TO IMPROVE CREATIVE AND DISCIPLINE CHARACTER	Abdur Risman Sigit Santoso	Universitas Sebelas Maret Universitas Sebelas Maret
92.	IMPROVING A CHARACTER EDUCATION BASED INDUSTRIAL ETHICS USING A MODEL OF PRIVATE SECTORS' CONTRIBUTION	M. Khairudin K Ima Ismara Soeharto	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
93.	MORAL TEACHING THROUGH MUSICAL ELEMENTS BASED ON NETHERLANDS' AND INDONESIA' MODEL	Kun Setya Astuti Agus Widyantoro	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
94.	DESIGN OF LEARNING ENVIRONMENT FOR CHILDREN'S BASIC CHARACTER DEVELOPMENT	Rita Mariyana Aan Listiana Badru Zaman	Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia
95.	REVITALIZATION OF BANYUMAS TRADITIONAL GAMES AS MEDIA FOR CHARACTER INSTILLING IN ELEMENTARY SCHOOL	Septi Yuli Yulisetiani Teguh Trianton Kundharu Saddhono	Universitas Sebelas Maret Universitas Sebelas Maret Universitas Sebelas Maret

Schedule for Parallel Presentation Session 4
ROOM 1
(Orchid Room 3rd floor)

Day/Date : Sunday, 22 October 2017

Time : 15.15 – 16.45

Topics : Developing Learning Activities/Strategies for Character Education

Session chair : Heri Retnawati

No.	Title	Author (s)	Institution
96.	NATURE-BASED LEARNING AS AN EFFORT IN BUILDING STUDENTS' CHARACTER EDUCATION VALUES	Ida Yeni Rahmawati	Universitas Muhammadiyah Ponorogo
97.	FINANCIAL WELL BEING AMONG COLLEGE STUDENTS: THE ROLE OF FINANCIAL LITERACY AND FINANCIAL COPING BEHAVIOR	Ratna Candra Sari, Denies Priantinah, and Mimin Nur Aisyah	Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, and Universitas Negeri Yogyakarta
98.	INTEGRATION OF JAVANESE CHARACTERS AND CHEMISTRY CONCEPTS ON DEVELOPING TOKIJO AS CHEMICAL LITERACY LEARNING MEDIA	Sukisman Purtadi Dina Rr. Lis Permana Sari	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta
99.	AN ANALYSIS OF TPM-KURTILAS (TEACHING PYRAMID MODEL-CURRICULUM 2013 FOR EARLY CHILDHOOD EDUCATION) AND CBHE (CHARACTER-BASED HOLISTIC EDUCATION)	Rizka Haristi Aan Listiana Yeni Rachmawati	Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia
100	DEVELOPING YOUNG CHILDREN'S CHARACTERS USING PROJECT-BASED LEARNING	Ocih Setiasih Ernawulan Syaodih Nur Faizah Romadona	Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia Universitas Pendidikan Indonesia
101.	LESSON PLAN CONCEPT BASED ON SMIC (SPIRITUAL, MORAL, INTERPESONAL CULTURAL) LITERACY	Ika Maryani Siti Urbayatun Suyatno Caraka Putra Bhakti and Dwi Sulisworo	Universitas Ahmad Dahlan Universitas Ahmad Dahlan Universitas Ahmad Dahlan Universitas Ahmad Dahlan and Universitas Ahmad Dahlan

Schedule for Parallel Presentation Session 4
ROOM 2
(Magnolia Room 3rd floor)

Day/Date : Sunday, 22 October 2017

Time : 15.15 – 16.45

Topics : Developing Learning Activities/Strategies for Character Education

Session chair : Ermawan Susanto

No.	Title	Author (s)	Institution
102	FOSTERING STUDENTS' CHARACTER OF PATRIOTISM AND CRITICAL THINKING SKILL	Rusi Yo Niko Sudibjo Agus Santoso	Global Sevilla Puri Indah School Universitas Pelita Harapan and Universitas Pelita Harapan
103	CHARACTER EDUCATION THROUGH INNOVATIVE LITERARY LEARNING USING FILM-BASED TEACHING MATERIAL	Farida Nugrahani Ali Imron Ma'ruf	Universitas Veteran Bangun Nusantara Universitas Veteran Bangun Nusantara
104.	THE BENEFITS OF EDUCATIONAL TALES IN TEACHER AND STUDENT PERSPECTIVE	Muhammad Nur Wangid, Ali Mustadi, Nur Luthfi Rizqa Herianingtyas, Agnestasia Ramadhani Putri, Imroatun Nurhidayah and Tri Mulyani	Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
105	DEVELOPING SOCIAL CARE AND HARD WORK CHARACTERS THROUGH SERVICE LEARNING PROGRAM: CASE STUDY OF NATURAL RESOURCES MANAGEMENT COURSE	Ika Yuli Listyarini Luisa Diana Handoyo	Universitas Sanata Dharma Universitas Sanata Dharma
106.	PRESERVATION OF EDUCATIVE TRADITIONAL GAMES IN THE DEVELOPMENT OF CHAR-ACTER EDUCATION	I Made Sutama I Wayan Mudana Wahjoedi I Putu Panca Adi	Universitas Pendidikan Ganesha Universitas Pendidikan Ganesha Universitas Pendidikan Ganesha Universitas Pendidikan Ganesha
107.	FACTORS INFLUENCING STUDENTS' PERFORMANCE IN SOLVING INTERNATIONAL MATHEMATICS TEST	Anwaril Hamidy and Jailani	Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 4
ROOM 3

(Carnation Room 3rd floor)

Day/Date   : Sunday, 22 October 2017

Time   : 15.15 – 16.45

Topics   : Assessing Students Character Development

Session chair : Ayu Niza Machfauzia

No.	Title	Author (s)	Institution
108.	DEVELOPING ASSESSMENT INSTRUMENTS OF COMMUNICATION SKILLS FOR VOCATIONAL SCHOOL STUDENTS	Suranto	Universitas Negeri Yogyakarta
109.	STUDY ON EARLY CHILDHOOD DICIPLINE IN MAJALENGKA-INDONESIA	Enih Hartiani, Aan Listiana and Yeni Rachmawati	Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia
110.	THE IMPLEMENTATION OF AFFECTIVE DOMAIN ASSESSMENT IN ELEMENTARY SCHOOL	Sujati	Universitas Negeri Yogyakarta
111.	DEVELOPMENT OF THE PSYCHOSOCIAL SKILLS SCALE AND ITS RELATIONSHIP WITH NEGATIVE EMOTIONAL STATES OF ELEMENTARY SCHOOL CHILDREN	Soni Nopembri and Yoshio Sugiyama	Universitas Negeri Yogyakarta and Kyushu University
112.	STUDY ON THE RELATIONSHIP BETWEEN CHARACTER ACHIEVEMENTS AND THE IMPROVEMENT OF LEARNING RESULT OF SCIENCE-BIOLOGY STUDENTS IN KOTA KENDARI	Kasman Arifin	Universitas Halu Oleo
113.	CHALLENGES IN DEVELOPING CHARACTER EDUCATION AT THE RISK SCHOOL IN YOGYAKARTA	Ariefa Efianingrum	Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 4
ROOM 4
(Heliconia Room 3rd floor)

Day/Date   : Sunday, 22 October 2017

Time   : 15.15 – 16.45

Topics   : Assessing Students Character Development

                 Managing School Culture to Character Education

Session chair : Samsuri

No.	Title	Author (s)	Institution
114.	THE ASSESSMENT METHOD FOR BASIC TEACHING SKILLS BASED ON GROUP DECISION MAKING AND FUZZY GRADING SYSTEM	Sri Andayani	Universitas Negeri Yogyakarta
115.	THE MEANING OF CLEVER: ELEMENTARY SCHOOL STUDENTS PERSPECTIVE	Anita Listiara and Diana Rusmawati	Universitas Diponegoro and Universitas Diponegoro
116.	THE DEVELOPMENT OF MARZANOIAN HOTS PHYSICS TEST FOR 10TH GRADE SENIOR HIGH SCHOOL STUDENTS	Ermansah and Edi Istiyono	Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta
117.	STUDENT'S HUMAN FIGURE DRAWING AND EMOTIONAL ANALYSIS OF INTELLIGENCE TEST	Dinni Asih Febriyanti	Universitas Diponegoro
118.	SURVEY ON THE GROWTH OF INDEPENDENCE IN YOUNG CHILDREN IN CIREBON CITY	Fiqih Rachmalia Astrini, Aan Listiana and Yeni Rachmawati	Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia
119.	DO DEMOGRAPHICS REALLY MATTER ON LECTURER PERFORMANCE?	Sukirno	Universitas Negeri Yogyakarta

Schedule for Parallel Presentation Session 4
ROOM 5
(Tulip Room 3rd floor)

Day/Date : Sunday, 22 October 2017

Time : 15.15 – 16.45

Topics : Managing School Culture to Character Education

Parents and Public Involvement in Character Education

Session chair : Kun Setyaning Astuti

No.	Title	Author (s)	Institution
120.	DEVELOPMENT OF VARIABLES AND INDICATORS OF CHILD-FRIENDLY SCHOOL IN THE COASTAL AREA IN YOGYAKARTA INDONESIA	Mami Hajaroh, Rukiyati, Andriani Purwastuti, and Bambang Saptono	Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, and Universitas Negeri Yogyakarta
121.	MENTAL HEALTH AND ENVIRONMENT SUPPORTING TO SHAPE YOUNG CHILD DISCIPLINE	Yeni Rachmawati and Aan Listiana	Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia
122.	THE VALUES OF CHARACTER EDUCATION IN THE TALE OF MALING KENTHIRI IN KENTRUNG PERFORMANCE IN BLORA, INDONESIA	Sutiyono	Universitas Negeri Yogyakarta
123.	THE ANALYSIS OF FATHER'S PERSPECTIVES ON CHILD WITH SPEECH DELAY	Irwan Gunawan and Juntika Nurihsan	Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia
124.	INITIATING INTERCULTURAL COMPETENCIES FOR THE EDUCATION AND TRAINING OF PROSPECTIVE MUSIC TEACHERS IN INDONESIA AND GERMANY CONTEXT	Yudi Sukmayadi and Sandie Gunara	Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia
125.	CREATIVE DANCE MODEL OF TEACHING TO ENHANCE CREATIVE CHARACTER IN EARLY-CHILDHOOD EDUCATION	I Gusti Komang Aryaprasta and Arie Rakhmat Riyadi	Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia

Presentation Guidelines

The 2nd INCOTEPD organizer is very pleased to have you as a parallel session presenter. The following guidelines provide you with basic information about the oral presentation.

I.   Paper Presentations

Parallel sessions are scheduled according to the conference program where each session is chaired by the session chair. All presenters must be in the session room 15 minutes prior to the scheduled presentation to avoid waiting for others and to make sure that the session begins on time.

II.   Time Allocation

Each presenter is given a maximum of 15 minutes to make all presentations include discussion. Each presenter will therefore be assigned approximately 10 minutes or less for presentation only. . .

III.   Room Equipment

Presenter is encouraged to prepare soft-file of Microsoft power point slides ready to be presented. Parallel session rooms are equipped with one computer and LCD projector.

IV.   Language of Delivery

Every presenter is required to present their paper only in English.

V.   Session Chairs

A session chair will be in charged to introduce the presenters, make sure that all presenters remain within the time allotted for their presentation, lead discussions, and close the sessions. To optimize time allocation, the session chair is recommended to organize each session into 2-3 panels where each panel is present for 3-4 presenters and end each panel with discussion.

Abstracts of Invited Speakers

CHARACTER EDUCATION IN THE GLOBAL AGE: THE ROLE OF SCHOOL AND FAMILY

Azyumardi Azra

The current global age began initially with 'liberalization' of the market and was soon followed by globalization of market, finance and economy. Globalization also takes place in the cultural field. But globalization is not only about politics or market and economy, but also about socio-cultural values and life-styles. In Indonesia, some young people have been regarded by many those concerned as having lost their Indonesian identity (*jati diri*); losing their good and noble character. The phenomena of losing identity and character among the youth can be seen for instance in their involvement in mass brawl between one group of students of certain school against another. As a response, character education from preliminary and secondary education to tertiary education has been gaining momentum in Indonesia in the last decade at least. When political, economic, social, cultural and religious lives are not conducive, then it is very difficult to expect that character education in school would be able to succeed. The School and family have important role in character education, ecpecially to facilitate character milieu, modelling and habituation for character building.

THE IMPORTANCE OF HALAL EDUCATION IN FORMING THE CIVILIZED AND EXEMPLARY GLOBAL CITIZEN

Betania Kartika

Moral and ethical have become the fundamental questions facing the humanity of current situation, as how is more effective moral and ethical education to be accomplished? The global education system needs to be designed for the refinement of the moral values and to prevent the immorality. The question is what is best for global human rights and the highest human good? Can the current educational system lead to a world where fundamental decisions could be based upon trust, humility, wisdom and where interactions focused on what is best for all human beings; and in which interactions are characterized by compassion, loyalty, honesty, respect and forgiveness. This paper discusses the integration between *Naqli* (revealed knowledge) and *Aqli* (rational knowledge) in achieving the goal of citizens being civilized, educated and ethical at the same time. One of the disciplines which falls under the integration of *Naqli* and *Aqli* in Islam is the rulings of *Halal* (lawful) and *Haram* (unlawful). Halal and Haram are universal terms that apply to all aspects of human life whether it is related to his *ibadat* (worship), *muamalat* (related to worldly matters such as business/trading/ commerce transactions, lending, borrowing contracts and civil acts or dealings under Islamic law) or *muasharah* (the way he treats others). The concept considers all the physical and spiritual advantages of the product to the humankind. For this, the article also proposes that the Halal knowledge is to be transferred to the students as early as the Primary Level of their education, due to its importance in forming the good characteristics of the global citizens.

VALUES EDUCATION AS GOOD PRACTICE PEDAGOGY: EVIDENCE FROM AUSTRALIAN EMPIRICAL RESEARCH

Terence Lovat

This article focuses on the Australian Government's Values Education Program and, within its context, the *Values Education Good Practice Schools Project* (VEGPSP) Reports and the *Project to Test and Measure the Impact of Values Education on Student Effects and School Ambience,* funded federally from 2003 to 2010. Findings demonstrated the capacity of values education, properly implemented, to impactpositively on a range of educational goals, emotional, social, moral and academic. On these grounds, it is argued that values education possesses largely unrealized potential to constitute good practice pedagogy. Furthermore, the article underpins these claims with recent insights from the neurosciences that explain in part why values education possesses such potential.

CHARACTER EDUCATION FOR TROUBLING TIMES: GLOBAL CITIZENS FOR THE FUTURE

Kerry J Kennedy

Character education originated in the West to fill the values vacuum that many policy makers felt characterised secular education. In particular it was felt that many youth had lost their 'moral compass' in an increasingly complex and demanding social, political and economic context. Yet there was not a consensus on what should comprise character education with views ranging from the recitation of moral precepts and words to consideration of ethical and moral concepts that required deep thinking and reflection.

In an important sense this was a deficit model of young people who as much as anything reflected the outcomes of the values of their own societies as the lack of personal moral values. In Asian contexts, the story is different. There are well established value systems in different parts of Asia whether it is Confucianism in North Asia, Islam in South East Asia or Buddhism in Thailand and Myanmar. Thus moral education does not so much fill a moral vacuum as in the West but seeks to complement local values in its quest to nurture 'good citizens'. Yet the same problem exists as in the West : there are approaches that adopt a very simple view of how good character can be nurtured and there are other views that see character formation as complex requiring innovative pedagogies and engaging content.

In this presentation I shall argue that character education is best pursued in Asian contexts by focussing on 21st century values. Such values will support the development not only of 'good citizens' but 'good citizens who act with integrity". It is the latter who are most needed to meet the challenges of the 21st century.

MORAL AND CITIZENSHIP EDUCATION IN 21ST CENTURY

Wiel Veugelers

Individuals, communities, and societies can have different ideas about moral values and citizenship education: it can be focused on adaptation, individualisation, or on social justice and democracy. There can be differences between goals, practices and learning effects. Also in the concept of global citizenship education (GCE) there are different orientations: on open GCE with openness for other cultures, a moral GCE that supports human development and concern for the world, and a social-political GCE that addresses unequal power relations and is oriented to social justice. We will present data of a small comparative study of how Dutch and Indonesian students of teacher education for moral education and citizenship education think about global citizenship education. These studies show that it is important to recognise that people can think different about moral values and citizenship, that education should stimulate reflection and dialogue about what are relevant values and citizenship education, and create practices that challenge students. What can be the role of parents and communities in it? How can a more inclusive education be stimulated?

Abstracts of Reguler Paper Presenters

HOW TO CONTROL HATE SPEECH AND HOAX: CHARACTER LANGUAGE FOR CHARACTER CITIZENS

Jumanto
(Universitas Dian Nuswantoro)

This research paper explores hate speech and hoax and proposes a character language formulation to control them. This research paper is aimed at identifying principles and values of character language which are expectedly effective in character education for the 21st century global citizens. This qualitative research employs two methods, i.e. grounded theory and autoethnography. The data obtained from theory reviews of hate speech and hoax through interpretive techniques, are then further analysed through a coding technique. The coding technique is used to find out the main characteristics of hate speech and hoax, and the principles and values of character language are applied as a means of controling them, i.e. reducing their textual transactions or avoiding them at all in communication. The control is elaborated into two aspects, i.e. character language to control hate speech, and character language to control hoax. This paper advocates the theories of face works, probabilities in language use, and elaborate types of hearer in the aspects of power and solidarity. This research paper empirically promotes harmony among speakers of languages, thus enhancing character citizen encouragement in the world, especially in cross-cultural verbal and non-verbal communication.

PRESENTING INDONESIAN CHARACTER IN ELT MATERIALS: IS IT POSSIBLE?

Siti Sudartini
(Universitas Negeri Yogyakarta)

The fact that foreign language instruction cannot be separated from foreign cultural domain and that the students come from other cultural domains need to be seen as an entry point to promote intercultural communication in the practice of teaching a foreign language in this country, not to mention English language. This particular study, however, describes the process of integrating one aspect of Indonesian cultural domains that is Indonesian character in English teaching materials. In particular, it tries to answer the questions of types of character to be integrated and how to integrate Indonesian and Western character in English language teaching materials. This is a qualitative study conducted at Yogyakarta Province. This study explores the curriculum and commonly used English textbooks for Grade X of senior high schools. The study revealed that the characters being integrated are those containing Indonesian moral values. These moral values are integrated both implicitly and explicitly in the teaching materials by using texts and pictures. In conclusion, presenting Indonesian character in English teaching materials can be done as one way of introducing foreign language character and Indonesian character to promote intercultural communication in teaching English as a foreign language in this country.

QUESTIONING WESTERN CHARACTER HEGEMONY IN INDONESIAN AESTHETICS BOOKS

Kasiyan
(Universitas Negeri Yogyakarta)

One crucial question in the discussion of aesthetic discourse in Indonesian context is its construction of being under hegemony of Western aesthetic character. This can be easily verified, not to mention, in various aesthetic books. This phenomenon leads to the destruction of particular authentic entity of Indonesian aesthetic, as one of the strategic capital of arts and cultural development. For this reason, this particular study focuses on: describing the construction of Western character hegemony found in aesthetic books in

Indonesia; and identifying various factors leading to that. The hermeneutic approach was used to explain that phenomenon. The analysis of data revealed the following results. First, the construction of Western character hegemony is mainly in terms of 'substance' and 'person'. In relation to the substance, this is easily seen from the content materials of the books that show Western character bias. Meanwhile in terms of the 'person', writers tend to present Western philosophers that are considered as those who construct the theories of art philosophy. Second, the main factor underlying the Western bias is the strong hegemony of orientalism construction in knowledge system of most Indonesian not to mention in art performance today.

THE SEAFARERS' CHARACTERS STANDARD FOR INTERNATIONAL SHIPPING INDUSTRY

Wegig Pratama, Pardjono Pardjono And Herminarto Sofyan
(Akademi Maritim Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

The study aims to identify seafarers' characters as required by International Shipping Industry (ISI) standard, the characters need to be developed for the cadets in Indonesian Maritime Colleges (IMCs) and that have been well or less developed at the IMCs. The descriptive research was employed in this study. Data were collected using the instrument validated by expert review. Subjects consisted of the shipping industry managers, the experienced seafarers of ocean going vessels, IMC managers, and lecturers. The results of the study were: (1) the ISI required 17 characters: discipline, toughness, commitment, responsibility, creativity, integrity, confidence, cooperation, courage, tenacity, work ethics, fortitude, adaptability, independence, problem-solving, sense of humor and vigilance; (2) Determination of the character that needed to be developed, respondents chose 6 characters from the provided such as: discipline, responsibility, confidence, work ethic, problem solving, and cooperation; (3) discipline is a well-developed character in IMCs, on the other hand responsibility, self-confidence, work ethic, problem-solving skills, and cooperative ability are less developed.

TOWARD 21ST CENTURY GLOBAL CITIZENSHIP: ECOHUMANISM IN LANGUAGE AND LITERATURE TEACHING

Novita Dewi
(Universitas Sanata Dharma)

Becoming global citizens in the 21st century requires innovative, collaborative, and intercultural skills to interpret various realities. Besides language fluency, interaction competence is important in facing such global challenges as human rights abuses, radicalisms, and environmental damages. Language and literature teaching should go beyond cognitive transfer, but creating opportunities to explore the whole new world, because, following the natural principle, all things are connected. This paper discusses Ecohumanistic paradigm in language and literature teaching, given that any human activities are responsible for earth resources' sustainability. It firstly explores the theoretical concepts of global citizenship in language and literature teaching in the light of Ecohumanism. The rest of the paper consolidates the concepts through classroom implementation. The conclusion is that the "what, how, why, and what next" in language and literature teaching should seek to respect Earth in all its diversity in this interdependent world.

CONSTRUCTING GLOBAL CITIZENSHIP: KINDERGARTEN AND PRIMARY SCHOOL TEACHERS' UNDERSTANDING OF GLOBALIZATION AND EDUCATION

Hani Yulindrasari and Susilowati
(Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia)

Advanced information technology has made global networks of various sectors such as business, government, education, communities, humanitarian acts, and crime easier to organised and strengthened. The world has become increasingly borderless. Thus, it is inevitable that young generations need to be prepared for the challenge of exposure to different cultures, ethics, values, and way of life. The awareness of global competition has influenced policies in education. The discourse of preparing children for global competition is stated in many of government documents related to education. However, there is a lack of research examining how teachers construct knowledge about global citizenship. Using in-depth interviews with six teachers who teach young children aged 4-12 years old, this study explores teachers understanding of the global citizenship discourse. This study finds complexity and contradictory understanding of global citizenship, especially in term of ethic and morality.

LAWAS ORAL LITERATURE IN SUMBAWA AS A CHARACTER DEVELOPMENT MEANS

Nur Ifansyah and Kundharu Saddhono
(Universitas Sebelas Maret and Universitas Sebelas Maret)

Character deterioration has become a worldwide serious problem. Educational institutions have a responsibility and a strategic role to address the problem. The effort action is to revitalize the role of oral literature based on containing the values of character building. If it has implemented seriously, this program can build the learners' character based on the values of typical cultural wisdom. Therefore, this research objectives is to describe the form and explore the potential value of the characters contained in oral literature as a cultural heritage of the Sumbawa region. The data are qualitative and collected through interviews with Sumbawa culturists. The collected data checked its validity with various theoretical perspectives and member checking. The data analysis used the interactive model. The research findings shown that (1) Lawas form consists of three lines, four lines, and sequential. Lawas prototype is in the form of three lines, each is composed of eight syllables. (2) The character values in the Lawas oral literature in the form of religious, good personality, awareness, humble, love science, courage, egalitarian, brotherhood, maintain self-esteem, and balance personality. These character values reflected the Sumbawa people's life philosophy that oriented towards the development or improvement of physical-material and mental-spiritual dimension in a balanced and simultaneous way. The Sumbawa people viewed the life of the world and the hereafter must go hand in hand which manifests in the way of thinking, speaking, and behaving. The character values in Lawas involved virtue and wisdom in relation to oneself, neighbor, nature, and God.

SIGNIFICANCE OF CHARACTER BUILDING EDUCATION IN INDONESIA AND JAPAN: NATIONAL AND INTERNATIONAL PERSPECTIVES

Junita W. Arfani and Nakaya Ayami
(Hiroshima University and Hiroshima University)

This paper aims to discuss the significance of character building education in Indonesia and Japan from national and international perspectives. It focuses on formal education, from elementary- to high school level, both in curricular and in extra-curricular programs. Based on the literature studies, it provides a comparative analysis by identifying the formal character-building program recommended by policy and the curriculum for character building in both countries from local and national perspectives. It then examines the features of character building in international education in both countries and concludes with a discussion on the significance of character building in the wake of globalization.

CAN STUDENTS DEVELOP SELF-REGULATED LEARNING THROUGH WORKED EXAMPLES?

Siti Nurhayati, Endah Retnowati and Yosa .A. Alzuhdy
(Sekolah Menengah Pertama Negeri 5 Depok, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

This study aimed at comparing the effectiveness of learning through worked example pairs and problem solving strategies in solving word problems on SPLDV with regard to self-regulated learning. Fifty junior high school students who had learned word problems about two-variable linier equation system using graph, substitution, and elimination methods participated in the study. There were 24 students in worked example pairs group and 26 students in problem solving group. To measure the self-regulated learning level, a questionnaire for Measured Strategies for Learning Questionnaire (MSLQ) was adapted. Analyzed using independent sample t-test, the result showed that there was no significant difference of self-regulated learning level between worked example pairs strategy and problem solving strategy. It may be said that both strategies could facilitate the development of self-regulated learning.

STRENGTHENING CHARACTER VALUES THROUGH SHADOW PUPPETS SHOWS

Linda Eka Pradita, Wawan Hermawan and Kundharu Saddhono
(Universitas Islam Majapahit, Universitas Islam Majapahit, and Universitas Sebelas Maret)

Not only does shadow puppet have beatiful shape, but it also own value for the Indonesian or Javanese in particular. It shares deep meaning which provides a depiction of life and living. Puppet as a work of art which is considered as a language symbolizing life and living which emphasize more on spiritual rather than physical. Among the alternative media can be used is be using shadow puppet which carries values, morality and character education. This study aimed at describing (1) carracter values narrated in shadow puppet show; 2) Process of strengthening character after watching shadow puppet show. It is a qualitative research using ecocritism methods. The analyzed data is gained from verbal data related to the from of shadow puppet reinforment and the values found in it. The data analysis techniques used in the present sudy is interactive while the data validation used source, theoretical and method triangulation. The findings indicate that : 1) the values narrated in shadow puppet show includes the values of pancasila. As it seen from activities suchas mutual help, discussion, social activities and for student as the successor to the nation, it equips them the ability to distinguish between what is good , what is right and wrong. 2) the proces of strengthening the character through a puppet show can be done through Pancadria meaning a show, values subtances, values symbolism, values selection and the realization to an integrated attitude in a one time show.

ADAPTATION AND INFLUENCING SYSTEM OF CERAMIC CRAFTING IN PAGELARAN VILLAGE MALANG REGENCY IN THE CONTEXT OF SOCIO-CULTURAL ENVIRONMENT CHANGE

Iriaji
(Universitas Negeri Malang)

Nowadays, the fact of culture shows that the development of socio-culture and physic environments has emerged the phenomenon of philosophy, value and culture symbol shift in the ceramic crafting business. The sustainability and continuity of ceramic crafting in Pagelaran Village, Malang Regency as a social product are influenced by, for example, the crafter's adaptation ability in following the development. This research aims to study the phenomena of an adaptation strategy and influencing system of ceramic crafting in the context of socio-culture change. This research used qualitative research design with phenomenology approach to study holistically and deeply. The field data was obtained through in-depth interview, observation and document study and the researcher was the key instrument. Analysis model used was interpretative and interactive analysis models. Data interpretation is emic and ethics by using the perspective of socio-culture theory, crafting art aesthetic, art education and adaptation theory. Data analysis was conducted through such phases as reduction, presentation, verification, and paradigmatic theory analysis. The study result shows that the ceramic crafting in Pagelaran has been able to maintain and develop its product by duplicating and/or modifying the philosophy, value and culture symbol reflected in the type development, product function, shape structure, decoration element, production technique, material, and finishing technique. The crafter's creativity in Pagelaran is a finding of adaptation conceptualization (sustainability and continuity) through revitalization and/or reinterpretation by using the influencing system from one generation to the next generations.

THE RATIO OF ADDITIONAL LEARNING RESOURCE AND ACTIVITY FACILITIES IN E-LEARNING OF SEBELAS MARET UNIVERSITY, INDONESIA

Daru Wahyuningsih, Suyanto and Anik Ghufron
(Universitas Sebelas Maret, Universitas Sebelas Maret and Universitas Sebelas Maret)

Sebelas Maret University (UNS) using e-learning either as a supplement or complement the learning. The software used in e-learning UNS is Moodle 3.02+ with address http://elearning.uns. ac.id/. The purpose of this research is is to determine the ratios of the used additional learning resource facilities to the amenities offered in the e-learning pages UNS and the used additional learning activity facilities to the amenities offered in e-learning pages UNS. The used research method is the documentation method. The used documents is the use of e-learning UNS report period of 3 March to 7 November 2016 that is 23021 data. Based on data analysis, it is obtained the facilities that are used in e-learning UNS and the amount of use. These facilities consist of additional learning resources and additional learning activities. The additional learning resources, the used facilities are the form of books, files, pages, and URL. The additional learning activities, the used facilities are the assignment, chat, database, forum, lessons, and quiz. The ratio of additional learning resource facilities that are used to the amenities offered is 57.14% and the ratio of additional learning activity facilities that are used to the amenities offered is 46.67%.

TEACHERS' INTENTION TO IMPLEMENT INSTRUCTION INNOVATION: DO ATTITUDES MATTER?

Basikin
(Universitas Negeri Yogyakarta)

Attitudes towards a behaviour have long been suggested to be significant predictors of behavioral in-tention. Individuals with better attitudes are believed to have higher intention to do a behaviour. Using the Theory of Planned Behavior (Ajzen, 1991), this paper presents evidence where specific characteristics of a sam-ple group, and the existence of a psychological constraint lead to different findings from a majority of research and theory. From data collected among 202 Indonesian junior school English teachers, and analyzed using the structural equation modeling (SEM) using AMOS, findings of a three-factor model of teachers' intention sug-gest that teachers' attitudes did not significantly predict intention. Such findings implied the effects of a voli-tional restriction among the teachers on teachers' psychology. It also confirms the low sense of autonomy among the Indonesian teachers indicated by Bjork (2004), resulting in low levels of decision making among teachers.

CONSTRAINTS ON THE PHYSICS PRACTICUM FOR THE VISUALLY IMPAIRED STUDENTS IN INCLUSION JUNIOR HIGH SCHOOL

Janu Arlinwibowo, Heri Retnawati and Rian Galih Pradani
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Sekolah Menengah Atas Negeri 1 Gebog)

This study aims to describing the constraints in the physics practicum on visually impaired students in inclusion junior high school along with the alternative solutions. This study was a descriptive explorative research. The data in this study were qualitative and were attained from the observation and the in-depth interview with 6 visually impaired students and 5 Physics teachers who taught the visually impaired students in the Province of Yogyakarta Special Region, Indonesia. The data were analyzed using the following steps: reducing the data, grouping the data in specific themes, linking the themes, and drawing conclusions. The results of this study show that there have been obstacles in the Physics laboratory for the visually impaired students in the inclusion junior high schools and these obstacles are the lack of special Physics practicum for visualy impaired students, the inavailability of the sense of sight on the practicum instruments owned by the schools, the limited procurement process of the practicum instruments, and the teachers' incapability to independently manufacture the practicum instruments in order to minimzed the impact caused by the limited facilities. The alternative solutions for dealing with these obstacles can be pursuing a synergy between the schools and the government in procuring the practicum instruments, holding the training programs intended to improve the teachers competencies, and establishing cooperation with researchers/academicians.

TEACHER COMPETENCY TO DESIGN AND ASSESS THE CRAFT AND ENTREPRENEURSHIP LEARNING BASED ON 2013 CURRICULUM AT SENIOR HIGH SCHOOLS IN SLEMAN REGENCY

Endang Mulyani, Anik Widiastuti and Tejo Nurseto
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

This research aims at investigating: 1) teacher's competence in designing learning; 2) teacher's competence in implementing learning designs; 3) teacher's competence in designing assessments; and 4) teacher's competence in implementing the assessment designs of craft and entrepreneurship learning. This research is an explorative descriptive research. The research population includes the teacher of craft and entrepreneurship subjects consisting of 17 teachers and the research sample comprises of 7 teachers representing each school. The data were collected using some techniques namely questionnaires, observations and documentations. Data analysis technique used in this research is a quantitative descriptive analysis technique. The findings show that: 1) teacher's competence in designing learning is included in the medium category; 2) teacher's competence in implementing the learning designs is classified in the medium category; 3) teacher's competence in designing assessments belongs to the medium category; 4) teacher's competence in implementing the assessment designs is classified in the medium category.

CHANCES FOR THE INDONESIAN QUALIFICATIAON FRAMEWORK (IQF) BASED RECRUITMENT OF HUMAN RESOURCES IN THE INDUSTRIES AND PROFESSIONS AS PRODUCTIVE TEACHERS OF VOCATIONAL HIGH SCHOOLS (VHS)

Badrun Kartowagiran, Amat Jaedun, Heri Retnowati, and Faridl Musyadad
(*Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and IKIP PGRI Wates*)

The objective of the research was to describe the chances for human resources in the industries and professions with rare expertisein the fields become productive teachers of Vocational High Schools. A survey approach with a cross-sectional survey design. The data were collected utilized documentation, field observation (of schools and industries), interviews, instrument filling-in and/or answering, FGDs (focus group discussions), and seminars. The research results indicate that (1) vocational high schools with studies of rare expertise need productive teachers with high-level practice experience, (2) most human resources in the industries and profession swith rare expertise needed by vocational high schools are willing to become productive teachers at vocational high school as long as they do not have to quit their primaryjob, and (3) their chances for recruitment as productive teachers at vocational high school are sufficiently great. One recruiting strategy is called the Bakti Negeri ('Dedication to the Country'), a mechanism conforming to the principles of gotong royong ('cooperation for a shared goal') by emphasizing education as the responsibility of not only the government but also all society members. A mutually beneficial collaboration among the Directorate of vocational high school, institutions of teacher education, and industries or professional associations

OPTIMIZING THE DEVELOPMENT OF TEACHERS' MOTIVATION TO TEACH IN DISADVANTAGED AREAS IN INDONESIA

Hanggara Budi Utomo *(Universitas Nusantara PGRI)*

The concept of teaching motivation is very important for individual development and refers to the teacher's thoughts and feelings about himself to engage in teaching activities. Previous studies have reported a significant role of teachers motivation to teach who can improve a variety of positive outcomes. Teacher's motivation to teach depends on the fulfillment or non-fulfillment of basic psychological needs, namely basic psychological needs satisfaction for autonomy, competence, and relatedness. Furthermore, basic psychological needs satisfaction can be met if there is support from the social environment, such as a positive school climate. Positive school climate as one source of motivation can motivate teachers to improve teaching competence in schools. This paper is a literature review of several school climate research findings and basic psychological needs satisfaction on teaching motivation. It aims to explore the role of the school climate and basic psychological needs satisfaction, which can serve as the basis for further research in optimizing the development of teacher motivation to teach in disadvantaged areas. The empirical information can be used as a basis in determining the form of guidance for teachers in disadvantaged areas especially in East Java in order to have a high work motivation.

ROLE MODELS IN LANGUAGE ACQUISITION AND CHARACTER EDUCATION

Sugirin *(Universitas Negeri Yogyakarta)*

The success of language acquisition is dependent on comprehensible input in a low affective filter (Krashen, 2009). This input can be provided by a role model who is fluent in speech and understands the condition of the language acquirer. This understanding makes the language acquirer feel comfortable so that acquisition process may run smoothly. This acquisition principle matches the condition demanded in character education as nurturing character will be well facilitated if there is a reliable role model in the family, education institution, and community. The consistency of the role model's words, attitudes, and actions will be clearly perceived, easily understood, and effortlessly internalized by the targeted groups so that without being instructed, they will acquire and voluntarily practice it in their life. It is the intention of this paper to suggest the application of the principle in character education.

STUDY OF INDONESIAN NATIONAL CULTURE FROM CIVIL ENGINEERING STUDENTS' PERSPECTIVE

Peter .F. Kaming (*Universitas Atma Jaya Yogyakarta*)

Culture is very important especially when encountered with the courtesy of relationship among people from various nations. Culture also implied national identity that differentiable between the countries. This study aims at identifying a nation identity through a survey of a university students that had various of background including ethnics and regions. A sample of 76 of civil engineering students from University of Atma Jaya Yogyakarta (UAJY) were obtained in this study. Instruments of culture dimension were adopted from five Hofstede and Hall. Results of the study identified that the national culture of Indonesia based on five dimension from Hofstede and Hall has the scale of 35, 58, 41, 49, and 67 for, power distance, individualism, uncertainty avoidance, masculinity, and long term orientation respectively. The study found that there was no significant different of the five national culture dimensions between the ethnics of Java, Chinese, and other. The study also found that there were no significant different between each culture dimension against ethnics of Java, Chinese and others. This implied that the national identity has been solid among the ethnics. With the diversity of ethnics and sub culture in the region, Indonesia currently considered the lowest power distance among the Asian countries.**ONLINE LEARNING AS**

INNOVATION MODEL OF TEACHER PROFESSIONAL DEVELOPMENT (TPD) IN DIGITAL ERA

Wuryaningsih and Adi Cilik Preriawan
(Universitas Gadjah Mada and Universitas Negeri Yogyakarta)

This paper is attempting to give a literature review of online learning as an innovation model of teacher professional development (TPD) in the digital era. TPD is a necessary element in educational change affecting performance and student achievement. Thus, it is clearly designed to prepare teachers in order to carry out their profession including duty and responsibility as well. Teachers in 21st century undobtedly face recent challange as the result of ICT integration in all aspects of education sector. Moreover, the use of ICT which is integarated is merely a true innovation of teaching and learning activity as an important part of competency profile, professional development and teacher practice. Online learning is developed by a web 2.0 based-technology in order not only to improve the quality of education in the digital age but also to bring positive outcomes by making information more easily acessible, helping to increase knowledge and skill easily, and providing an affordable training more available for teachers and overcomes the barrier of time, space, and cost at the same time. Some studies comparing face to face, online, and blended learning in teacher training have been conducted eventhough the amount of those are not as many as those research conducted at the course level of university with various kinds of approach and methods. In general there is not any significant difference found out on the student performance between learning modalities. What appears is the improvement of knowledge, performance, and belief as well as interaction in the online and blended community enhance effectiveness of TPD.

BEING PROFESSIONAL OR HUMANISTIC? TEACHERS' CHARACTER DILEMMAS AND CHALLENGES TO HELP OR NOT TO HELP THEIR STUDENTS

Adi Suryani, Soedarso, Zainul Muhibbin and Usman Arief
(Institut Teknologi Sepuluh Nopember, Institut Teknologi Sepuluh Nopember and Institut Teknologi Sepuluh Nopember)

Teachers frequently encounter various dilemmatic situations. One of those experiences is an ethical decision to increase students' grade or let them fail. Teachers may feel that they should not increase their student's grade because it is not fair for other students and as teachers, they should be professional by saying the truth and respecting their professional code. However, they also may feel that helping their students is a good conduct since it reflects care, kindness and empathy. This study aims to explore teachers' ethical decision and behavior when they should increase and not increase their students' grade. This is a qualitative, case study grounded on phenomenology. This study is developed on our self-experiences as teachers (educators). The data show that an ethical dilemma forces teachers to weigh some values. Teachers are frequently encouraged to perform humanistic conduct by prioritizing values of respect, being harmony, do not hurt other people and care. However, as teachers, they are also expected to follow values of being fair, principled, respect ethical code, integrity and commitment. Teachers' decisions are affected by some social constraints, including culture, social environment and organizational culture and system. The study also shows that character learning also substantively involves situated learning.

DO ETHICS EDUCATION AND RELIGIOUS ENVIRONMENT MITIGATE CREATIVE ACCOUNTING?

Ratna Candra Sari, Mahfud Sholihin and Dwi Ratmono
(Universitas Negeri Yogyakarta, Universitas Gajah Mada and Universitas Diponegoro)

There are increasing volumes of corporate scandals and declining ethical reasonings of accountants. The credibility crisis of accountants arouses the awareness of educators concerning the importance of instilling ethical values in the context of education because ethics is the most effective way to limit the scope of creative accounting. University learning environment is critical to the development of ethical values. The social norm theory implies that religious institutions will shape people's behaviors. Otherwise, the theory of the sacred canopy argues that religion no longer affects the aspects of life due to the increased level of modern society materialism. The purposes of this study are: first, to examine the effect of ethics education on ethical perception of creative accounting; second, to test the differences of ethical perceptions of undergraduate students in religious and public universities; third, to examine the effects of individual's ethical ideology on ethical perceptions. The data collection method involved a questionnaire to a total of 225 respondents from two religious-based universities and one public university. SEM PLS was used to test the hypothesis. The results show that business ethics education did not influence ethical perceptions on creative accounting. However, there is a significant difference in students' ethical perceptions between the public university and religious-based universities. Individuals' ethical ideology has an impact on ethical perceptions. Educational implication and suggestion for future research are proposed.

NEED ANALYSIS FOR DEVELOPING TRAINING MODEL FOR OFFICE ADMINISTRATION VOCATIONAL SCHOOL TEACHERS

Muhyadi, Sutirman and Rr. Chusnu Syarifa Dyah Kusuma
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

The role of teacher in the teaching learning process is very important, but there are so many teachers lack of competence in mastering pedagogic skill or subject matter. This study aims to identify the need for the development of training model of Office Administration Vocational Schools (OAVS) teachers to increase their competence. This research was conducted by survey method using quantitative descriptive analysis. Research subjects consisted of teachers of OAVS in Yogyakarta Special Region. The data were collected using questionnaires and documentation techniques. Data analysis is done descriptively quantitatively by showing in the form of percentage which is packed in table. The results showed that: a. The necessary training for OAVS teachers is divided into two competencies: professional competence training and pedagogic competence training; b. The importance of training for OAVS teachers is included in the category is very important to do; c. Aspects of learning that need to be given training to OAVS teachers include: development and utilization of instructional media, application of learning strategies, development of teaching materials, classroom action research, evaluation of learning outcomes, and learning theory; d. The form of training expected by OAVS teachers is training in the form of combined theory and practice.

PERCEPTION OF PRE-SERVICE SM3T TEACHERS OF ACCESS, PARTICIPATION AND CONTROL: A GENDER ANALYSIS

Wahyu Setyaningrum, Lusi Nurhayati and Kokom Komariah

(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

The aim of the study was to describe the perception of per-service teacher's in SM3T program toward gender differences. This is a descriptive qualitative study involving 111 participants. The data were collected using survey and interview. Purposive random sampling was employed to select the participants. The quantitative data were collected and analysed by using Harvard Analytical Framework while the data from in-terview were analysed by using interpretive analysis comprising: reduction, display, conclusion drawing, and verification. The results shows that based on female's perception about access, there has been a tendency that access for males is different from females. The males have more access for school fund, sport facilities and electronic devices while females have more access on library, laboratory and books. In term of participation, males are still dominant in self-development and have better chance to be leader. In term of control, males are dominant in the decision-making process.

BUILDING THE NATION THROUGH EVALUATION OF TEACHER EDUCATION'S CURRICULUM

Rosidah
(Universitas Negeri Yogyakarta)

Education is one of the vital aspects of nation-building. Teachers as the main actors of edu-cation have a strategic role in creating human resources that support the nation's development. In the 21st cen-tury, teachers are challenged to have several qualifications including leadership, digital literacy, communica-tion, emotional intelligence, entrepreneurship, global citizenship, problem solving, and team working. Teachers are also required to be more responsive in the face of competitive global education. In the process of teaching and learning, in addition to having social competence, pedagogy, personality, and professionalism, the teacher must also be able to: teach the learning process, illustrate, demonstrate, and inspire students for fu-ture life. To answer the various qualifications of teacher required in the 21st century, evaluation of teacher education's curriculum is required. This paper will discuss the demands of qualified professional teachers that contribute to the development of the nation and its relation to the evaluation of curriculum of teacher education in the 21st century.

THE IMPROVEMENT OF STUDENTS' LEARNING INDEPENDENCE THROUGH THE USE OF VIRTUAL LABORATORY IN CHEMISTRY HYBRID LEARNING

Jaslin Ikhsan, Kristian H. Sugiyarto and Desy Tri Kurnia
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

ICT can support the implementation of virtual laboratory in chemistry hybrid learning (ViCHLab). The use of ViCHLab on Hydrolysis of Salt was studied, by which the improvement of students' learning independence was measured and compared to that of students who did not use it. The virtual laboratory was developed in html format with animations. The ViCHLab contained menus of mainly learning materials, laboratory work topics, and evaluation. Method of research was mixed method with embedded experimental design. Total numbers of samples were of 68 students from Class XI of the senior high school (SMA N 4 Yogyakarta), consisting of 34 students in experiment group and the other 34 students in control group. Students in the experiment group learnt Chemistry through both regularly-scheduled face-to-face session and teacher supervised-online practices through ViCHLab in website, while those in control group only through regularly scheduled face to face without online ones. The data of students' independence improvement were collected at the beginning and the end of learning activities using questionnaire and during the process of learning using observation checklist. The data were analyzed statistically by

independent sample t-test and descriptive analysis. The results showed that the improvement of students' independence of experiment group was significantly higher than that of control group.

BUILDING PROFESSIONAL CHARACTERS BASED ON TEACHERS' UNDERSTANDING OF PROFESSIONALISM OF WHAT?

Rosita Endang Kusmaryani, Juke R.Siregar and Hanna Widjaja
(Universitas Negeri Yogyakarta, Universitas Padjajaran and Universitas Padjajaran)

This research aims at exploring an understanding of professionalism and professional characters frequently used in the teaching profession. The research methods were quantitative and qualitative approaches involving descriptive research. The data were collected using open questionnaires and interview protocol. The subject of this research consisted of 74 teachers chosen from 3 (three) areas namely Yogyakarta Municipality, Sleman and Bantul Regency. This research found that according to teachers' perception, professionalism comprises teachers' expertise, social ability, self-integrity, and productive behavior. These four criterions are the benchmarks of teachers' competence in building their professional characters through professional development.

CHARACTER EDUCATION MANAGEMENT MODEL BASED ON MULTIPLE INTELLIGENCES

Arfan Arsyad, A.K. Masaong and Asrin
(Universitas Negeri Gorontalo, Universitas Negeri Gorontalo and Universitas Negeri Gorontalo)

This study aimed to develop a management model of character education upon the students of junior high schools based on multiple intelligences. This model should give a large autonomy to the schools to manage the character education from planning, implementation and monitoring and evaluation. The method used is the development of the model referred to Borg and Gall model. This research has developed a guidebook of the character education management include: (1) Book I of the basic concept based education management of multiple intelligences; (2) Book II of the guidelines for developing and implementing character education program based on multiple intelligences; and (3) Book III of the guidelines for monitoring and evaluation of character education management based on multiple intelligences. Management model of character education in schools covers four activities as follows: (1) inbound activity, (2) outbound activity, (3) integration activity by learning and (4) habituation.

INTEGRATING VALUES IN EFL TEACHING: THE VOICE OF STUDENT TEACHERS

Ashadi
(Universitas Negeri Yogyakarta)

This paper examined how English Foreign Language (EFL) teacher candidates perceive value integration in their experiences and how it is realized through their practice. An online survey followed by indepth-interviews with 15 student teachers in a teacher professional program was held in a state-owned teacher training college. This study is expected to provide early insights to what extent 18 values in character education enacted by the minister of education can be and have been instilled in a language learning setting. The initial result is projected to benefit teachers with respect to the curricular burden in terms of value integration in their instructional practice. Further implications on English language teaching at large is discussed in the light of 21st century skills.

A COMPARATIVE STUDY ON CHARACTER EDUCATION APPROACH FOR DEVELOPING THEORETICAL FRAMEWORK OF PRE-SERVICE TEACHERS PERSONALITY

Ikhwanuddin, Retna Hidayah, and Sudiyatno

(*Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta*)

Most of countries have been aware of character education position to reinforce young people moral, include the government of Indonesia. Since, Ministry of Education has arranged the character education law in 2015, it become a legal issue in Indonesia's education system. The role of teacher in a classroom for developing student's characters is very important. Therefore, teachers must have personality and social competences. Pre-service teacher curriculums in Indonesia have less attention to those ones. The aim of this study is to construct some principles for developing an approach of pre-service teacher character education. There are three approaches in character education: the traditional approach, cognitive approach, and caring approach. This paper will describe and compare the basic ideas, goals, principles, learning approaches and models of those approaches.

THE PREVENTION STRATEGY OF NEGATIVE IMPACTSFOR USING THE SOCIAL MEDIA WITH A HUMANISTIC APPROACH TO CHARACTER EDUCATION

Siti Nurhayati
(Universitas Pekalongan)

The rapid development of information technology is one indicator of the rapid advancement of education in Indonesia. All people use the Internet for everyday purposes, including in education. For the students, advances in technology have the impacts both positive and also negative impact. The negative impact may influence for the moral development of the students. Many strategies to preventthe negative impacts of the use of social media has been discussed, but most have not been specific with a humanistic approach. Therefore, here the author proposesthe prevention strategy of negative impactsfor using the social media with a humanistic approach. The humanistic approach will distinguish the strategies applied for character education for school-age children and the college students. There are different how to form the character between the school-age children and the college students.

CAN CHEMISTRY STUDENTS DEVELOP HIGH ORDER THINKING SKILLS?

Sri Handayani and Endah Retnowati
(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

In Indonesian schools, science is introduced to students since elementary level. Specifically, chemistry is studied at high school level and only for those in the science major. Recently, there has been an issue of character education and all teachers are expected to implement this character education at schools. It seems that chemistry in high school is regarded as a not important subject because it is unlikely contributing to the development of student's character. However, this paper argues that a good character in science can be a cognitive ability at a higher order of thinking. This cognitive ability guides students to think critically and creatively when solving chemistry problem. Having this character may be important as a scientist and can be achieved while learning chemistry. A topic in high school chemistry requires students to analyse chemical reactions. This article discussess how studying chemistry can facilitate students to develop higher order thinking ability.

TEACHER'S UNDERSTANDING ON CHILDREN CONSENT IN RESEARCH PROCESS: A PHENOMENOLOGY APPROACH

Lutfatulatifah, Vina Adriany, and Euis Kurniati

(Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia, and Universitas Pendidikan Indonesia)

The purpose of this paper is to explore children's rights in a research process. In conducting the research, gaining consent from young children is always perceived to be highly problematic. This paper adopts a phenomenological method with five teachers selected as participants for this study. The findings suggest that all the participants have attempted to observe ethical issue in conducting research with young children though there still problems related to imbalanced power relations, it is because participants play two roles as researchers along with as a teacher.

SOCIAL COMPETENCE OF TEACHERS COLLEGE GRADUATES INSIDE AND OUTSIDE SCHOOL COMMUNITIES
Siane Indriani
(Universitas Pelita Harapan)

In order to prepare the future teachers with a good quality both in skills and character, Teachers College (TC) students are trained in many activities inside and outside the class where they can practice on their social skills. This study investigates deeper into the social competence of TC Graduates in terms of their communication and collaboration skills as well as identifying factors supporting or impeding their involvement in school and outside the school community. This study uses a qualitative research method. The data were collected through interviews, Focus Group Discussions, questionnaires, and fieldnotes. There will data reduction, coding, analyzing before conclusion is made. The results show that TC Graduates are opened to suggestions, willing to collaborate and communicate with the school community, but their contributions outside the school communities are still limited. Teaching load and time management skill are the main issues that impede their contributions outside the school communities.

THE EFFECTIVENES OF CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHER
Nurkolis, Yuliejantiningsih, and Sunandar
(Universitas PGRI Semarang, Universitas PGRI Semarang, and Universitas PGRI Semarang)

The main problem in this research are how: (a) the effectiveness of CPD planning?, (b) the effectiveness of CPD actuating?, and (c) the effectiveness of CPD controling? This study used a qualitative approach to the types of descriptive in three districts namely Demak, Batang, and Purbalingga. Data collection with interviews and documentation. Research result showed that the CPD implementation in three districts have been running effectively. This can be evidenced from satisfy three indicators as follows: (a) there were regulations governing CPD implementation, (b) there were details of the CPD programs and activities, and (c) the actuating of CPD regulation with programs and activities. The planning were stated in district strategis planning and strategic planning of district education office. The actuating and controlling stated in regent regulation and standar of operating procedure. The CPD implementation in the three districts were four forms: (a) structured training activities, workshops, seminars, colloquia, etc.; (b) mentoring to each teacher or headmaster conducted by facilitators; (c) activities at learning community as KKG, MGMP, or independent activities; and (d) induction program or internship of beginners teacher to a senior teachers.

CHARACTER-BASED REFLECTIVE PICTURE STORYBOOK: IMPROVING STUDENTS' SOCIAL SELF-CONCEPT IN ELEMENTARY SCHOOL
Ali Mustadi, Endah Sri Susilaningrum, Rohmatul Ummah, Prabantara Esti Wijayanti and Maylina Purwatiningtyas

(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

This research aims: (1) to produce a character-based reflective picture storybook to improve social self-concept and (2) to determine the effectiveness of the character-based reflective picture storybook in improving the social self-concept. This research was R & D developed by Borg & Gall (1983). The subjects were the fifth grade students of elementary schools in Bantul District, Yogyakarta Special Region. The data collection techniques were interview, observation, scale, and questionnaire. Data were analyzed by paired t-test and independent t-test at 0.05 significance level. The result of the research shows that: (1) the character based-reflective picture storybook has passed the criteria of feasibility to improve student's social self concept based on expert validation result, teacher response scale, and student response scale with very good criteria; (2) the character-based reflective picture storybook is effective to improve the social self concept based on the t-test result with significance level < 0.05, that is 0.000. Through pictorial stories and reflection activities developed in the character-based reflective picture storybook, elementary students can internalize the values of characters in a more fun way, acquire knowledge in accordance with the curriculum, and add insight into how to interact with others in the environment surrounding.

DEVELOPING PICTURE STORYBOOK BASED ON SCIENTIFIC APPROACH THROUGH INQUIRY METHOD

Nurul Hidayatunnisa and Zuhdan Kun Prasetyo
(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

This paper presents results of research and development of picture storybook based on scientific approach through inquiry method. This study aims to produce a valid picture story book based on scientific approach through inquiry method for used by elementary school jstudent as their learning materials. Research and development procedures in this study adapted by Borg & Gall procedures with steps including: (1) research and information collecting; (2) planning; (3) develop preliminary form of product; (4) preliminary field testing; (5) main product revision; (6) main field testing; (7) operational product revision. This development research is motivated by the unavailability of learning materials based on scientific approach through inquiry method for students. Developed picture storybook are filled with stories based on a scientific approach that requires through the process of observing, questioning, experimenting, socializing and communicating to build student knowledge. Implementation of the scientific approach in the story is presented by applying the steps of inquiry method consisting of engaging, exploring, explaining, elaborating, and evaluating. The results showed that picture storybook based on scientific approach through inquiry method developed is valid to use as an laerning materials based on expert assessment and teacher/student responses.

DEVELOPING PICTURE STORYBOOK BASED ON SCIENTIFIC APPROACH THROUGH PROJECT-BASED LEARNING METHOD

Lucia Yuni Nawangsih and Zuhdan Kun Prasetyo
(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

This study aimed to produce a picture storybook based on the scientific approach using the project-based learning method as learning material for 2th grade students. This research and development referred to the steps proposed by Borg & Gall, i.e.: information collection, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, and operational product revision. The data were collected by means of an assessment sheet for the picture storybook product, teacher response questionnaire, and student response questionnaire. The results of the result of this research showed that the

picture storybook based on the scientific method through the project-based learning method was valid as a learning material for 2th grade students.

PANCASILA EDUCATION SYSTEM AND RELIGIOUS SKILLS

Saefur Rochmat
(Universitas Negeri Yogyakarta)

Religious skill has been eliminated from the revised curriculum 2013, except for subject of Religion. This indicates that the government has not formulated clearly what it means by the Pancasila educa-tion system. This paper aims to formulate religious skill which has been mandated by Pancasila. National education system tends to adopt the corrupted modern Western education as the former does not really train students' critical thinking abilities. This kind of education system has negative contribution to the establishment of modern state of Indonesia. The success of the West on building the modern nation states is due to education system relying on the aspect of ratio supported by strong law enforcement. Actually it is possible to produce religious skills from the modern knowledge as long as the latter is synergized with religion which functions as a sources of value. In this regard I agree with Albert Einstein's jargon that religion without science is lame, science without religion is blind person.

PICTURE-STORY BOOK BASED ON SCIENTIFIC APPROACH THROUGH DISCOVERY LEARNING METHOD TO IMPROVE STUDENT'S CREATIVE THINKING AND COLLABORATIVE SKILL

Annisa Yulistia and Harun Rasyid
(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

Picture story book based on scientific approach was the development of learning material for elementary student. This study aimed to to develop a picture story book based on scientific approach through discovery learning method to improve student's creative thinking and collaborative skill. The kind of this study was part of the development research. Development procedures adapted by Borg & Gall with steps in-cluding; 1) research and information collecting; 2) planning; 3) developing preliminary product; 4) preliminary field testing; 5) main product revision; 6) main field testing; 7) operational product revision; 8) operational field testing; 9) final product revision; and 10) dissemination and implementation. The product implementa-tion consisted of the 1st tryout involving 9 students of the 3rd grade. The 2nd tryout involved 15 students of the 3rd grade. The 3rd tryout involved 50 students in the experimental group and 25 students in the control group. Data collection instruments were questionnaires for picture story book assessment for a material expert and a language expert, teacher response questionnaire, student response questionnaire, questionnaire of collab-orative variable, and test question of creative thinking skill variable. Data were analyzed using MANOVA with significance level of 5%. The result showed that: 1) the picture story book based on scientific approach through discovery learning method developed fitted for use based on an expert assessment and test result at the school; 2) the picture story book based on scientific approach through discovery learning method could be used to improve students' creative thinking skills; and 3) the picture story book based on scientific approach through discovery learning method could be used to improve students' collaborative skills.

DEVELOPING A PICTURE STORY BOOK BASED ON SCIENTIFIC APPROACH THROUGH PROBLEM-BASED LEARNING METHOD

Christin Setyaningrum and Harun Rasyid

(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

This research aimed to develop a picture story book based on scientific approach through problem-based learning method as a teaching material for 4th grade students. This research was a research and development which adopted a model proposed by Borg & Gall. The steps to develop the picture story book consisted of 1) research and information collecting; 2) planning; 3) develop preliminary form of product; 4) preliminary field testing; 5) main product revision; 6) main field testing; and 7) operational product revision. The product implementation consisted of the 1st tryout involving 6 students of the 4th grade of SD A. The 2nd tryout involved 12 students of the 4th grade of SD B. Data collection instruments were rating scale for picture story book asessment for a material expert, rating scale for picture story book asessment for a language expert, teacher response questionnaire, and student response questionnaire. Data were analyzed using validity test analysis with four scales. The result of this research was a picture story book based on scientific approach through problem-based learning method which was valid as a teaching material for 4th grade students.

THE QUALITY OF THE CHILD'S TRANSLATION SONG AS AN EARLY CHILDHOOD LEARNING MATERIAL
Suharto
(Universitas Negeri Semarang)

The purpose of this research is to know the quality of translation of songs from translation books used by PAUD teachers in Indonesia. The method used is descriptive percentage by using musical and lingual approach. Methods of data collection using, document and content analysis. Data were analyzed by using a combination of music composition analysis and language composition. Based on data analysis, the result of the research shows that: One, there are still many words in the song lyrics that include the content words and other words that do not match between the accentuation of the word with the accentuation of the rhythm of the song (39,3%), match of 47.6%. Two, there are a number of words in the emerging translation that are not in the original song lyrics (SL) of 13.1%. The emergence of these words the number of syllables in English (TL) generally fewer than the syllables in the Indonesian language (SL). Three, the lyrical phrases include 17.6% of the songs, 17.6% less equitable, and the unequal 64.7%. The cause of this lace of beauty matches because of the many lyrics of the translation whose accent is not in line with the rhythm of his music. It caused the song to be unbalanced and not beautiful. If these translation songs are used in early childhood then this will interfere with the development of language and musical children.

DEVELOPMENT OF KKNI FASHION-BASED INSTRUMENTS FOR CUSTOM MADE COMPETENCE TEST IN UNIVERSITIES
Emy Budiastuti and Widihastuti
(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

The research aims to: (1) identify aspects needed which develop custom-made competence test in the field of fashion based on need assessment on fashion expertise; (2) to develop instruments of custom-made competence test for fashion expertise in universities; (3) to develop assessment criteria (rubrics) of custom-made competence test for fashion expertise in universities; (4) to develop assessment guidance of custom-made competence test for fashion expertise in universities; and (5) to examine the characteristics of custom-made competence test for fashion expertise in universities. This research employed Research and development Design. The development model of this research is based on Thiagarajan's 4D model. In the Define step, the researcher identified need assessment of KKNI-based competence test for universities. Meanwhile, in the design step, the researcher composed prototype of need assessment-based test instruments. To validate the data, this research

employed expert judgment, involving Lembaga Sertifikasi Profesi (LSP) of UNY and Lembaga Sertifikasi Profesi (LSP) of garment. Meanwhile, to gain the reliability, this research employed Kappa index. The results of this research show that: (1) competence test for universities indicates level 6 on KKNI; (2) the KKNI-based assessments of competence test for universities are composed and consist of: (a) planning and organizing assessment, (b) developing assessment tools, and (c) accessing competence; 3) assessment rubrics are composed; 4) assessment guidance for competence test is composed; and 5) the validation of LSP UNY, LSP of Garment, and measurement experts asserts that the instruments of competence test for fashion are valid.

AS LINGUISTIC IS SEPARATED FROM LITERARY DOMAIN: QUESTIONING THE BLURRED PORTRAIT OF ENGLISH LANGUAGE INSTRUCTION IN SENIOR HIGH SCHOOLS IN INDONESIA

Sugirin, Kasiyan and Siti Sudartini
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

Language instruction performs its strategic substance when it is used as a medium of teaching students communicative domain of the language as well as moral values. In teaching communication domain, language instruction is closely related to the rational domain of language. Meanwhile, its emotional domain is related to moral values represented in literary works. The use of both rational and emotional domains of language in language instructional practices is expected to give valuable contribution in creating a balance of students' mental development. Hence, this study discusses the practice of English instruction conducted in senior high school focussing on the question of whether it serves the integration of linguistic and literary domain of the language and factors leading to that. The method used was the qualitative-naturalistic by analyzing the available textbooks. The study reveals that: 1) the practice of English language instruction conducted in senior high schools, seen from its textbooks, has put its emotional domain aside and mainly has concerned with its rational domain of the language; 2) this phenomenon was caused by the misconception of the communicative function of language as the result of the zeitgeist of this modern era, that tend to put forward rationalism hegemony.

MODEL OF SUPERFLEX LEARNING: LIMITED TRIAL

Huriah Rachmah, Jajang Hendar Hendrawan and Rudy Gunawan
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Model of Superflex Learning is model for students with special needs, especially Emotional and Behavioral Disorder (EBD). The purpose of the study in year 2 is a limited test Superflex learning model. In the 2nd model that has been developed in the first year, tested on a limited basis in three schools. Research method used is exploratory survey. The study is intended to map out their exploration and development Model of Superflex Learning® in inclusion elementary school at Cimahi City. The results of questionnaires and observations indicate a change from learners who suffer from EBD. All teachers argue that the use of animation with various characters, which aims to assist children in social skills and develop flexibility in any social conditions. The success of the Superflex® Learning Model is determined by the teacher's ability to direct learners, especially in distinguishing reality and delusion.

CREATIVE PROBLEM SOLVING FOR IMPROVING STUDENTS' HOTS AND CHARACTERS

Ezi Apino and Heri Retnawati

(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

Recently, in order to achieve success an individual should have good thinking skills and characters. Both matters might be achieved through well-qualified educational system. In mathematics learning process, Creative Problem Solving (CPS) model might be selected as one of the tools for improving students' thinking skills and characters. Therefore, this study aimed at describing students' HOTS and characters improvement in mathematics learning process through CPS model. This study itself was a design research. The subjects in this study were X Grade Students of Natural Science Program from MAN Yogyakarta 3. The data were gathered through test and observation, while the data analysis was conducted in a descriptive manner both quantitatively and qualitatively. The results of this study show that (1) the students' HOTS score improve after CPS model has been implemented into mathematics learning process; (2) the students' characters score improve after CPS model has been implemented in mathematics learning process; and (3) the characters that might be trained through the implementation of CPS model in mathematics learning process include hard-work, curiosity, responsibility, teamwork, tolerance, care, and self-confidence.

CULTIVATING CHARACTERS FOR JUNIOR HIGH SCHOOL STUDENT IN INDONESIA THROUGH SUBJECT OF ISLAMIC RELIGIOUS EDUCATION AND CHARACTER IN 2013 CURRICULUM

Marzuki
(Universitas Negeri Yogyakarta)

Character education can be done in various methods, one of them with the provision of ade-quate textbooks to support the smooth process of learning in the classroom. This study aims to find any pay-load contents of guidelines for the implementation of 2013 curriculum and Textbook of Islamic Religious Ed-ucation and Character Subject to develop character of junior high school students in Indonesia. This research is a content analysis to the 2013 curriculum. The sample is Book of Training Materials Subject of Islamic Reli-gious Education and Character for junior high school teachers and textbooks of Islamic Religious Education and Character, Book of Student for Class VII. Collecting data used documentation techniques supported with interview technique. Data analysis used content analysis techniques with the steps: data collection, sam-pling (unit of analysis), data recording, data reduction, drawing conclusions, and describe the results of re-search. The results of this research as follows. First, Subjects of Islamic Religious Education and Character for junior high school are generally already contain materials that can develop the character of junior high school students. Many of the values of character which strived already grow and flourish among junior high school students through this book.

TEMBANG MACAPAT TEXTS -BASED CHARACTER EDUCATION LEARNING MATERIALS FOR SECONDARY SCHOOL STUDENTS

Dwi Bambang Putut Setiyadi and Purwo Haryono
(Universitas Widya Dharma and Universitas Widya Dharma)

The study aims at developing learning materials containing character education integrat-ed in teaching and learning Bahasa Jawa at secondary schools in Central Java. The model is integrat-ed in the teaching- learning process, curriculum, syllabus, lesson plan, and learning materials. The re-searchers apply a descriptive qualitative method. The objects cover tembang macapat texts contain-ing five character values. Data are collected using library and recording techniques. Data validity is checked using triangulation. Data are analyzed by texts analysis. The result shows that tembang macapat texts contain character education and can be used as learning materials integrated in teaching and learning of Javanese Language given to secondary school students in Central Java. This can be implemented by

singing tembang macapat at the beginning or the end of every lesson. Then, teacher explains the character education beyond the song. Besides, it can be inserted in parts of curriculum, syllabus, lesson plan, and learning materials.

ENHANCING CHARACTER OF STUDENT'S RESPONSIBILITY THROUGH CONTEXT-BASED CHEMISTRY LEARNING IN VOCATIONAL HIGH SCHOOL

Antuni Wiyarsi, Heru Pratomo, and Erfan Priyambodo
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, and Universitas Negeri Yogyakarta)

Enhancement of students' character has become a significant topic in chemistry education today. Responsibility is the one of important pillar in character. Chemistry learning that provides a variety of learning experiences with the optimization of student involvement facilitates the development of the character of student responsibilities. Descriptive studies have been conducted to explore the character of student's responsibility through the implementation of context-based chemistry learning. The samples of research are students in automotive program of vocational education. The results showed that the character of student's responsibility has developed during electrochemical and petroleum subject matter. The analysis shows that most students already have a good responsibility character. There are four indicators including response, earnestness, acceptance and execution. The best character is achieved in the indicator of acceptance of responsibility. The lowest is an indicator of the execution of the task. The implementation of context-based learning opens mind the vocational students' that chemistry is important in supporting vocational competencies. This is fostering responsibility for completing good chemistry learning tasks.

AN EXERCISE MODEL TO DEVELOP THE BIOMOTOR ENDURANCE OF TEENAGE MARTIAL ART ATHLETES

Nova Aulia Rahman and Siswantoyo
(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

An exercise model to develop endurance biomotor in adolescent fighter with specification of motion technique and martial art characteristic as appropriate and expected to help the process of physical formation of adolescent fighter. This study aimed to: (1) produce endurance exercise models for adolescent martial art athletes, and (2) investigate the effectiveness of the developed exercise models to improve the endurance of adolescent martial art athletes. The development procedure in the study referred to the steps adapted from Borg & Gall's model, consisting of a preliminary study, development and expert validation, a small-scale tryout and revision, a large-scale tryout and revision, and final product making. The results of the study were as follows. (1) The results of the development were exercise models to improve the biomotor endurance of adolescent martial art athletes consisting of 10 exercise models in the form of a guidebook and DVD which were appropriate. (2) The result of the test of the endurance exercise effectiveness showed that the result of the t-test for the pretest and posttest data was significant with p = 0.000. Therefore, the exercises were effective to improve the endurance of adolescent martial art athletes.

THE IMPLEMENTATION OF LOCAL WISDOM-BASED CHARACTER EDUCATION MODEL AT PRIMARY SCHOOL IN BANTUL YOGYAKARTA

Rukiyati, L. Hendrowibowo, and Murtamadji

(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, and Universitas Negeri Yogyakarta)

The purpose of this study was to design a model of local wisdom based character education at primary school in Bantul, Yogyakarta. The method used was research development model consisting of 10 stages according to Borg & Gall. In this research, the stage that has been reached is field test phase implementation. The subjects of the research were seven teachers of the fourth grade primaryschool in the subdistricts of Pajangan and Banguntapan, Bantul. The data were obtained by conducting the focused group discussion/FGD, observation, interviews, and documentation. The data were then analyzed using the quantitative and qualitative description. The research concludes that character education model based on local wisdom in primary schools in Bantul DIY has been successfully implemented in the integrated learning by teachers of five primary schools. The character education developed from the local wisdom are the Dolanan song (be careful, love science, cooperation, honesty, harmony, humility, caution, responsibility) and Batik Art (cooperation, perseverance, responsibility, care, cleanliness, creativity).

CULTURE-BASED-CHARACTER SCHOOL MODEL DEVELOPMENT IN ELEMENTARY SCHOOL IN NGAGLIK SUB-DISTRICT

Suwarna Dwijonegoro, Suwardi and Nurhidayati
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

The purpose of this research was to develop references for the implementation of Culture-Based-Character School based on Local Regulation in Yogyakarta no. 5 Year 2011. The R&D design (research and development) was Allesi-Trollip (2001) Model. The Allesi-Trollip R & D model consisted of planning, design, validation and revision steps, to the final product. The results of research and development are (1) the research has succeeded in developing Book I: Plan for Culture-Based-Character School and Book II: Example of Implementation of Culture of Manner Based School Development, (2) the result scores of Book I and II from the material experts is at 4.36 (more than good). The assessment by the user (school principal) is at 4.39 (more than good) The average of the two scores is 3.38 which means more than good, and (3) the main qualitative outcome is that Culture-Based-Character schools is that it will be immediately socialized and implemented in elementary schools with experts from UNY as mentor and will be supported by DIKPORA.

ANALYSIS OF THE NATURALIST INTELLIGENCE POTENTIAL OF CHILDREN

Mubiar Agustin, Heny Djoehaeni, and Asep Deni Gustiana
(Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia, and Universitas Pendidikan Indonesia)

Naturalist intelligence is one of the important components in human life. The ooporotunity of sourced from nature can no longer be avoided. Unfortunately, human consciousness that nature is the integral part of their life is too low so that the damage is moie massive. The main focus of this research is to instill early awarenels gd develop the naturalistintelligence of the child. The method that used in this research is case study. Subjects in this study were some children in one of PAUD in Bandung regency. The results of this study indicate the variety of potential achievements of children in the area of naturalist intelligence such as happy to talk about favorite animals or favorite natural location, visiting zoos or mu-seums archaeological and sensitive to natural forms such as mountains, lakes, oceans, and forests as well as a concem for all forms of natural disasters such as floods, landslides or natural damage. The results ofthis study are expected to produce accurate data about the achievement ofthe naturalist intelligence potential of children that can be used as a based of learning material development. In,aaJition, the results of this study can be used by

academics-practitioners in forirulating programs or learning guidelines that can help develop the potential of naturalist intelligence of children As for the institution, the results of this research can be used as input to develop various training or workshop in assisting school or govement institutions in developing the potential of naturalist intelligence of children. Categorized in Developing learning activities/strategies for character education.

DEVELOPING THE CULTURE OF QUALITY IN LEARNING: CASE STUDY IN INDONESIA

Anik Ghufron
(Universitas Negeri Yogyakarta)

Qualified learning has become everyone's desires. This type of learning is believed to be used in order to prepare the Greatness Indonesian human resources. However, the problem is "how do we create the good learning that is in line with the wishes of many people?" There were some ways which was taken by the nation, the people, and the country of Indonesia and even the issue of quality was raised to be one of the educational development strategies. Based on the study of various views on improving the quality of learning, the activities of developing the culture of quality in learning is interesting to be reviewed. Developing the culture of quality in learning can be done through portraying the work culture in learning activities, formulating the focus of improving the quality aspects of learning, motivating all parties to improve the quality of learning, observing the behavior of excellent performance in learning, and assessing the excellence culture of learning.

INDIVIDUAL STUDENT PLANNING: COUNSELOR'S STRATEGIES IN DEVELOPING ACADEMIC SUCCESS FOR MIDDLE SCHOOL STUDENTS

Agus Ria Kumara, Caraka Putra Bhakti, Budi Astuti and Suwardjo
(Universitas Ahmad Dahlan, Universitas Ahmad Dahlan, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

Students' academic success includes aspects of academic achievement, achievement of learning outcomes, skills acquisition & competencies, satisfaction, persistence, and postcollege. The purpose of guid-ance and counseling in schools plays a role in the optimal development of student potential. Guidance and counseling use multiple services to develop student academic succes. Individual student planning services aid to learners to be able to formulate and conduct activities related to future planning based on an understanding of their strengths and weaknesses, as well as an understanding of the chances and opportunities available in their environment. Development of student academic success in middle school, counselors facilitate students by helping to understand their potential with interventions as individual appraisal, helping students interpret their self-potential test results, and providing information on further study and work according to student po-tential. Individual planning service strategies can be made through classroom guidance, group and individual settings, and may involve other relevant stakeholders

A NEEDS ASSESSMENT TO DEVELOP LEARNING SET FOR IMPROVING STUDENTS' HOTS AND SELF-CONFIDENCE

Erni Kurnianingsih and Heri Retnawati
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The research was a needs assessment to develop learning set for improving students' higher order thinking skill (HOTS) and self-confidence in junior high school. Higher order thinking skill is student's ability to connect new information by means of information stored in their memory and ability to rearranges and/or extends this information to achieve a purpose or find possible answer from a complicated situation. This ability include decide what to believe, decide what to do, create new idea, a new object, or an artistic expression, make prediction, and solve a non-routine problem. This research was a descriptive research by means of qualitative approach. Data were collected by means of observations, interviews, and focus group discussion. Subjects in this research was ten 8th grade students and two junior high school mathematics teachers in Sleman Regency. Data were analyzed qualitatively. The result of the study are described as follows. First, students had difficulties in solving HOTS problems. The reason is because they were unwilling to solve problems in long and complicated form. They also did not have self-confidence to solve those problems. Second, the problems that students usually use to practice were routine problems. Third, lesson plans and students worksheets teachers had were not HOTS oriented. Although, lesson plans and students worksheets are kinds of learning set that has the most important role to determine the orientation of the lesson. Based on those result, it is necessary to develop learning set (lesson plan and students worksheet) to improve students' HOTS and self-confidence integrated to problem solving approach.

CULTURAL VALUES-INTEGRATED MATHEMATICAL LEARNING MODEL TO DEVELOP HOTS AND CHARACTER VALUES

Hasan Djidu and Heri Retnawati
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Higher-order thinking skills (HOTS) and characters are two main competencies that students should master in order to deal with the challenges in the 21st century. The development of HOTS and characters might be facilitated through mathematical learning process by designing the learning environment that supporting both competencies. This study aimed at generating a cultural values-integrated mathematical learning model to develop HOTS and character values of students. The study was a design research. The learning model designed by means of three main methods namely preliminary study, development phase, and assessment phase. The data in the study were attained through test, observation, and interview. The results of the study show that the cultural values-integrated mathematical learning model has met the criteria of practicality in its implementation and effectiveness toward the development of students' HOTS and characters. The character values of students' that have been developed through the implementation of the learning model were responsibility, tolerance, and positive attitudes toward mathematics learning process.

CULTURE-BASED CHARACTER EDUCATION IN NATIONAL CHARACTER EDUCATION COURSES

Dyah Kumalasari
(Universitas Negeri Yogyakarta)

Character education in History Education Study Program, Social Science Faculty, UNY uses monolithic approach, it means that the character education is presented as a stand-alone course and is not integrated into other relevant courses by the name of National Character Education. National Character Education courses is held on second semester students with two credits. Culture-based character education becomes the basis of National Character Education courses implementation. Cultural base means culture of society exist in Yogyakarta. National Character Education courses held in History Education Study Program is developed with activity-based means that learning process in order to planting, practicing, and habituating these values is conducted through selected and designed activities, in addition to the presentation of concepts via lecture, question and answer, and other learning methods. Lectures is started by (1) stipulation of lecture contract by building hope and commitment; (2) find and determine prioritized words of wisdom which is obtained from community figures of Yogyakarta and put it in classroom and strategic places in campus; (3) students observe and tell goodness in the surrounding environment (story telling); (4) lecturers note goodness in their environment and tell it; (5) develop appreciative atmosphere; (6) improve cleanliness and tidiness of the classroom; (7) start the lecture by praying; (8) concerned with society problem and disaster victims; (9) watching film together with Charater Education theme based on the values of Yogyakarta society local culture, the history of struggle and humanity; (10) reflection to build habit of doing introspection or self-examination, encourage all class member to improve virtue, improve honesty to ourself.

THE INTEGRATION OF CHARACTER EDUCATION VALUES IN INDONESIAN EFL TEXTBOOKS: DO THEY STILL EXIST?

Syahara Dina Amalia
(Universitas Muhammadiyah Surakarta)

Prior to the implementation of the 2013 Curriculum which was later partially postponed and its main focus on the scientific approach, Indonesian government once drafted 18 values that were considerably abstracted from Pancasila and UUD 1945. These values which were often known as the National Character Building or the Character Education of the Nation were aimed to promote the betterment of Indonesians' characters, especially the younger generation. As the scientific approach has become the spotlight of the latest curriculum, the character education issue seems to be evaporated from either the classroom activities or the textbooks used in schools. To remind us of how the formulation of the 18 values of character education could have been of another importance besides the scientific approach in the latest curriculum, my previous study regarding the 18 characters depicted in some English commercial textbooks have proven that the characters can help learners understand themselves and express their identities according to the philosophical and ideological foundations of Indonesia. However, the result also reveals that some authors of the textbooks did not fully understand the 18 values which can be seen from some ambiguous samples found in the textbooks being scrutinized. Based on the similar topic of my previous research, I attempt to investigate the representation of the character education in other English textbooks by making use of the same data collection and data analysis methods and some alternatives of learning activities that can be applied in class, especially by EFL (English as a Foreign Language) teachers. This paper elaborates the two aforementioned topics by providing comparisons to my previous study.

DEVELOPING ANDROID APPLICATION AS MEDIA IN MATHEMATICS AND CHARACTER LEARNING: A NEED ASSESSMENT

Nurul Fitrokhoerani and Heri Retnawati
(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

This study was a preliminary study in the development of android applications based on problem solving approach as a learning media in mathematics learning to develop hard work and curiosity of 10th grade high school students. Android application is a program or a software used on smartphone with android system. This research used survey approach. Data were collected through literature review, interview, observation, and focus group discussion. Subjects for the interview included 10 students and 3 math teachers in Kabupaten Karawang. Data were analyzed qualitatively. The findings suggested that (1) the use of smartphone with android system can support the mathematics learning to develop hard work and curiosity's students; (2) many teachers and students have not utilized android applications as a learning media; (3) limited application of mathematics learning for smartphone with android system; and (4) the media integrated problem solving approach will make students curious and work harder. These findings served as the basis for consideration in developing android application as media in mathematics learning to increase curiosity and hard work of 10th grade high school students.

DEVELOPMENT OF CHARACTER EDUCATIONAL MODEL OF BEHAVIOR DISCIPLINE AND CLEANLINESS CULTURE IN HIGHER EDUCATION

Mutaqin
(Universitas Negeri Yogyakarta)

Behavior of discipline and cleanliness culture of students in education higher support the quality of the learning process. This study aims, first, to know the character behave discipline and cleanliness culture among students. The second, to produce a model of character education to behave discipline and cleanliness culture in education higher. The research method used observation technique, questionnaire and Forum Group Discussion (FGD). The subjects of the study were Yogyakarta State University (YSU) students. The data analysis used qualitative descriptive technique. The results showed that (1) the implementation of character education behaved in discipline and cleanliness culture of education higher students showed that most of them (63,33%) had good category tendency, while in terms of cleanliness culture behavior, most of them (53.33%) Have a tendency in the category of less, (2) The character education model of disciplined behavior and cleanliness culture of students in the education higher environment, composed of three main parts, namely the values of character developed, the process of habituation and empowerment, and the behavior of discipline and students cleanliness culture.

THE NATIONALISM CHARACTER VALUES EMBEDDED IN THE ELECTRONIC TEXTBOOK OF INDONESIAN LANGUAGE FOR PRIMARY SCHOOLS

Tabah Subekti, Kho Lidya Merina and Kundharu Saddhono
(Universitas Sebelas Maret, The University of Auckland and Universitas Sebelas Maret)

Electronic Textbook (BSE) is a school textbook that can be accessed and downloaded from the government's official website. BSE consists of all the nationalism of the country's generation, making BSE as a learning material for the school subjects within the levels of primary and secondary education. BSE as school's teaching materials have a vital role in forming students' character. This is in line with the current situation where teaching materials are needed to be investigated in terms of content, especially the nationalism values. This study is aimed at explaining the content of the nationalism character values within a BSE on the school subject of Indonesian Language for the primary school level. The methods used in this study were literature review and content analysis. Literature review was done to acquire the appropriate book through the detailed and accurate searching all of the

BSEs. Meanwhile, the content analysis was performed through analyzing the content of nationalism character values in the BSE for the school subject of Indonesian Language, which covers (1) religiosity, (2) honesty, (3) tolerance, (4) discipline, (5) hard-work, (6) creativity, (7) self-reliance, (8) democracy, (9) curiosity, (10) national spirits, (11) nationalism, (12) respect toward achievement, (13) friendliness/communicativeness value, (14) peace-loving, (15) literacy – love of reading, (16) caring for the environment, (17) social care, and (18) responsibility. The results of the content analysis of the Indonesian Language for the BSE for the Primary School level show that the content for the nationalism character values in the BSE has not been fully and proportionally covered. Besides, the content was still dominated by the aspect of knowledge and has not emphasized on comprehension, value internationalization, and its implementation.

IMPLEMENTATION OF WORK-BASED LEARNING MODEL TO IMPROVING THE STUDENTS' WORK ATTITUDES AND LEARNING ACHIEVEMENTS IN VOCATIONAL EDUCATION

Dwi Rahdiyanta and Asnawi
(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

This research aims to find the impact of work-based learning model of students' work attitudes and learning achievements in machining practice on vocational education. This experiment study was conducted in two manufacturing industries in Yogyakarta Special Region and in Machine Workshop in Mechanical Engineering Department, Faculty of Engineering, Yogyakarta State University. The research population included all students undertaking the course of Complex Machining Process with the total number of 85 students. The research sample consisted of 32 students, determined by purposive sampling technique. The experiment was conducted using posttest-only control design. The data collection techniques were questionnaires, observation sheets, documentation, and learning output assessment. Data was analysed with descriptive analysis and different-test with significance level of 0,05. Before the analysis of test-different, first tested the normality and homogeneity of the research data. The research results revealed that there are significant differences in students' work attitudes and learning achievements in the class using the work-based learning model (experimental class) with the class that did not use the work-based learning model (control class). The students' work attitudes and learning achievements in experimental class are better than those in control class.

STUDENT'S CHARACTER LEARNING THROUGH INTERNALIZATION OFCHARACTERS VALUES IN WAYANG FIGURE

Burhan Nurgiyantoro
(Universitas Negeri Yogyakarta)

Wayang is one cultural fact which is recognized as one of characters buildingin Indonesia since it encloses glorious value andplays an important role in human civilization. It is also recognized by UNESCO as Masterpiece of Oral and Intangible Heritage of Humanity in 2003. The content of wayang value's aspect can be seen in the characterization of the character, story, and other good elements which referable to the student's character learning.The story of wayangprovides many characterizations of the character which can be used as learning source, such as the loyal attitude when we have promise. The promise which is expressed to other must be fulfilled whatever the risk.Data resources of the studies were taken from story and character of Sumantri, Kumbakarno, Karna, and Bhisma. The data collected through discourse analysis and it analyzed by using descriptive qualitative. The four wayang characters which are investigated held on to something although the life is insecure. The internalization of character learning in wayang story can be learned through telling a story, role play, and rewrite the story which must be continued with reflection and affective questions.

THE INFLUENCE OF DISCOVERY LEARNING STRATEGY ON CHILDREN CREATIVITY IN MAKING A MIND MAP

Rudiyanto *(Universitas Pendidikan Indonesia)*

This research is intended to determine the influence of the use of discovery learning strategies towards children`s creativity to make a mind map in Kindergarten. The research method used in this research is quasi experimental method at significance level α = 0,05. This research was conducted in two classes, namely (a) experimental class, and (b) control class. Both classes are treated differently, the control class treated with conventional learning strategies while the experimental class implemented the discovery learning strategy. The data in this research was obtained through observation with mind map worksheet and document study. The instrument used is the instrument of creativity. The result showed that creativity of mind mapping in experiment class with discovery learning strategy was higher than control class that implemented conventional learning strategy. Learning activities that used discovery strategies can enhance children's creativity in finding ideas and developing imagination through mind mapping.

PEER TEACHING MODEL IN FUTSAL TOWARDS SOCIAL BEHAVIOUR

Muchamad Ishak
(Sekolah Tinggi Keguruan dan Ilmu Pendidikan Pasundan)

This research aims to analyze the influence of peer teaching in learning passing towards social behavior in futsal. The researcher used experimental method in pretest – posttest design. The instrument used was questionnaire. The population taken was the tenth grade students of SMAN 1 Cililin that consisted of 10 classes. The total population was 320 students. Based on the sample's characteristic and generalization, the researcher chose 40 students as sample by using random sampling technique. According to the data analysis, it was obtained t test of peer teaching group as many as 5.87 that placed outside the t table area in possibility 0.05 that is 2.093. It means that the implementation of peer teaching model gives significant influence. The result of t test from conventional model as many as 6.09 that placed outside the t table area in possibility 0.05 and degree of freedom 39 that is 2.093. It means that the implementation of conventional model gives significant influence. The result of calculation showed that the value of derived t from peer teaching model group and conventional model group as many as 3.09 that placed outside t table area 2.021 (degree of freedom 38). It means that Ho is rejected. The conclusion is learning using peer teaching model in futsal gives more significant effectiveness towards the changes of social behavior. This is based on the analysis of hypothesis that showed that the mean score of the implementation of peer teaching model is 15.50 meanwhile the mean score of the implementation of conventional model is 12.25.

THE PRACTICE OF EARLY CHILDHOOD MUSICALITY EDUCATION IN GERMANY

Leli Kurniawati *(Universitas Pendidikan Indonesia)*

This article describes how is the practice of early childhood musicality education based on the concepts of Carl Orff; one of Germany's leading composers who focus on developing the concept of early childhood musicality education. The focus of this research is how musicality concept through the unity of music, language, and movement can stimulate the potential of the children. The results indicated that musicality education for early childhood is directed to build the competence of child's musicality in order to train the musical sensitivity, and implicted positively to develop the children's basic potential. The result of the research through its praxis analytics, Orff-Schulwerk can be implemented to musicality education for early childhood in Indonesia, which does not purposively to apply Europe music system, but based on the introduction of local musical aspect that can be found in Indonesia.

THE EFFECT OF SCIENCE FAIR INTEGRATED WITH PROJECT BASED LEARNING ON CREATIVITY AND COMMUNICATION SKILLS

Irma Dwi Tantri and Nurfina Aznam
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta)

This research aims to reveal the effect of science fair integrated with project based learning on student's creativity and communication skills. This research used quasi-experimental design with pretest-posttest non-equivalent control group design. The population in this research were all grade eight students of SMP Muhammadiyah 3 Yogyakarta. Samples of this research were class VIII F students as experimental group and class VIII E students as control group. Experimental group implemented science fair integrated with project based learning, while control group implemented conventional learning. Samples were selected by means of cluster sampling technique. The data were collected through test and non-test. Data of creativity were collected by using test and the data communication skills were collected by using observation sheet. The data were analyzed using multivariate analysis of variance (manova). The results indicated that science fair integrated with project based learning has significant effect on creativity and communication skills based on manova with sig. 0.000<0.05.

THE IMPLEMENTATION OF INTEGRITY VALUES IN THE ELEMENTARY SCHOOLS: PROBLEMS AND POTENTIAL SOLUTIONS

Sisca Rahmadonna, Suyantiningsih, and Richo A. Wibowo
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, and Universitas Gadjah Mada)

This preliminary research evaluates the implementation of delivering integrity values from the teachers towards their students in several elementary schools in Yogyakarta province. This study adopted the descriptive quantitative method. The subject of this research was 33 teachers in eight schools. The data was acquired by document study, observation, interview and questionnaire. This research found that although almost 85% teachers who participated in this research claimed that they understood about integrity values, only one-fifth of them who could elaborate it comprehensively. It indicates that they have been facing obstacles to deliver integrity values toward their students. Therefore, this research attempts to explain why that problem could exist and to discuss the potential solution to cope the matter.

MODEL OF PANCASILA EDUCATION WITH FEMINIS PERSPECTIVE

Caritas Woro Murdiati R., Bernadus Wibowo Suliantoro, MD Susilawati
(Universitas Atma Jaya Yogyakarta, Universitas Atma Jaya Yogyakarta, and Universitas Atma Jaya Yogyakarta)

Pancasila education is a medium of determining the character of students, but unfortunately the teaching materials that have been used still contain gender bias. The value of womens struggle as well as national and international conventions that lead to gender equality awareness has not received reasonable attention. The learning process in the classroom is still less gender sensitive. This study aims to create new innovations in the form of teaching materials and teaching methods of Pancasila Education that is fairer and concerning more in gender equality, and further will be applied in Higher Education. The research model was conducted by combining literature research with field research, collected data was analyzed using elements of philosophical method in the form of: interpretation, internal coherence, holistic, historical continuity and heuristic. The result of the research showed that the limitations of information, the reversal of historical facts, the political struggle and the strength of the patriarchal culture are the root of the problems causing the substance of Pancasila education becomes gender biased.

GROUPING METHOD FOR COLLABORATIVE LEARNING IN HIGHER EDUCATION

Silfia Mona Aryani and Anis Ichwati Nur Rohmah
(Universitas Sebelas Maret and Sekolah Menengah Kejuruan Negeri 1 Pundong)

Collaborative learning is considered effective to be implemented on higher education including in the interior design department. By learning in group, students are expected to exercise based on teamwork, both as a leader and a member on different occasion. Unfortunately, grouping may create a problem that reduces the effectiveness of the learning process. The disadvantage of grouping can be found in self-arranged grouping that brings homogeneity. In order to provide heterogeneity inside the group some methods of group making were done in this research. First, by nominating the students whom the lecturer may approve, modify, or reject the nomination. The second was by appointing some students as the leaders and letting them choose the members of their groups. The last was by pointing the fast learners as the leader of the group and some low-level students who will choose which leaders they want to work with. This article is aimed at explaining how the four group making methods are implemented. The research was conducted using the qualitative method. The data were collected by interviewing purposive samples which are the lecturer and students who involved in the implementation of group making methods. The result was analysed with Milles and Huberman model which were the data display and data reduction continuously done that lead to the conclusion. The final result revealed that self-arranged grouping may lead to homogeneity on the team. The grouping method which the lecturer appointed leaders who will choose the members and then nominated them to be chosen by low level students presents the positive result. It has heterogeneity in groups, ensures equal intelligent personal in each group and encourages the low achieving student to contribute in group work. In conclusion, the fourth method can be recommended and developed to be applied on group making for collaborative learning.

THE IMPLEMENTATION OF THE SCIENTIFIC APPROACH IN ENVIRONMENTAL EDUCATION IN KINDERGARTEN

Heny Djoehaeni, Asep Deni Gustiana, and Mubiar Agustin
(Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia, and Universitas Pendidikan Indonesia)

In early childhood education the introduction of the scientific process is done by involving the child directly in the activities of conducting and experiencing information seeking by asking questions, finding answers to understand the world with amazing ideas. Pleasant learning will depend on the selection of activities that match the needs and characteristics of the child. In order to implement scientific approach optimally, a thorough understanding of teachers is required so that every stage of the scientific approach can be performed optimally and suitable with the needs and characteristics of the child. In every stage of the scientific approach there are some character values that will be appears along with the learning process. This discussion will be focused on how the scientific approach can be implemented by teacher in order to develop the character values of children in daily learning activities.

THE DETERMINANTS OF SUPERVISION SUCCESS FOR THE IMPROVEMENT OF EDUCATORS' PROFESSIONALISM IN THE ERA OF ASEAN ECONOMIC COMMUNITY (AEC)

Slameto
(Universitas Kristen Satya Wacana Salatiga)

This study aimed to 1) describe steps were taken by a seminar to apply a Classical Model to ensure a success, 2) to extend the rate of successful of the seminar for the development of teacher's professionalism, 3) to determine among the 10 independent variables, which one are determinants. The seminar development using classical model which consist 5 steps, that is assessed from its efficiency and effectiveness. The success of the seminar and the

determinant factor were measured on the basis of the data from 71 persons (out of 183 seminar teacher participants) by way of self-rating scale. This model is proved to be efficient and effective. The seminar is success at the high rate. It was found there were 2 determinant models that effected the variables on the success of the seminar: provisioning received as a means to develop teachers' professionalism, and quality of presentation and materials.

WATER SAFETY AS PREVENTIVE ACTION AND CHILDREN CHARACTER BEHAVIOR DEVELOPMENT ON AQUATIC LEARNING

Ermawan Susanto
(Universitas Negeri Yogyakarta)

Pool accidents can happen to everyone, whether they can swim or not. The frequent accidents in swimming pools are drowning and are one of the biggest risks in aquatic activity. For this reason, this research is conducted to develop the water safety model and to develop the character behavior in primary school aquatic learning. To achieve these targets, research is conducted through Research & Development (Borg & Gall, 1983) through 5 stages: (1) product analysis; (2) developing the initial product; (3) expert validation; (4) field trials; and (5) product revisions. The correlation test was performed by inter rater test. Data analysis using Anova-General Multifacet Model from Thorndike (1982) to test two variables of ordinal type and scale with normal / parametric distribution. The instrument validity test was tested against 10 subjects / students. The data of the observed validity test showed a high degree of correlation (r = 0.961; P = 0.001; valid). Reliability test between rater using correlation coefficient test between classes (r = 0.985; reliabel). The results showed that the product has been made in the form of 28 guidance forms of water safety activity. These 28 water safety activities have been tested on a small scale to measure the implementation of the model. The contents of the water safety manuals include: Name of Activities, Drawings, Purposes, Equipment Used, Water Depth, Site Arrangements, Participants, and Implementation Guidelines.

TRADITIONAL GAME APPLICATION IN DEVELOPING THE VALUE OF CHILD CHARACTER

Asep Deni Gustiana, Mubiar Agustin, and Heny Djoehaeni
(Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia, and Universitas Pendidikan Indonesia)

This research is conducted for the most fundamental problem which are still found some preschool teachers who are too academic oriented in learning process and tend to ignore the psychological aspect also the character value that actually happened to be the main needs of the preschool age children. Those character values are honest, tolerance, disciplined, friendly, communicative, and hard working. In fact, now a days the character value of the nation has become in critical level. This phenomenon is seen from a lot of fight among student, fight averrel among villagers and the like. Such problem needs an exact and integrative solution also useful for many parties. One of the solution is by building the character value since early childhood. Dealing with the character value building, further more the learning application by traditional game for preschool age is seemingly appropriate. The method applied in this research is an experimental quasi where the subject of the research is about 36 participants. Based on the result of both groups gain data analysis, it is reached sig. score (0.04) < □ (0.05), so Ho is rejected meaning that there significant difference of character value between experimental and control group. Observed from the everage gain, the experimental group who applies traditional game is more effective in developing the character value of preschool age child. The result of this research can be used in developing the character value of preschool children.

HISTORIOGRAPHY: HOW TO CREATE YOUR OWN HISTORY
Rudy Gunawan
(Universitas Muhammadiyah Prof. Dr. HAMKA)

Historical writing is often regarded as an unpleasant activity for students. In fact, historiography means historical writing. Historical writing can mean a lot. Starting from the simplest, students can be taught to write their history, then expand to the history of their place of residence, and so on. The research method is case study to the final student in History Study Program, University of Muhammadiyah Prof. Dr. Hamka, Jakarta. The objective of the research is to familiarize the students as teacher candidates in writing history so that when they interact with students in school, they are able to familiarize students to write history and record their own history in a simple way. Historical writing can be done by anyone, remember the jargon of the first President of Indonesia, Soekarno, "Never forget history" because by knowing the history of self and nation then the character of students can be built more easily.

THE COOPERATIVE BLENDED LEARNING IMPACT TO THE HIGHER ORDER THINKING SKILLS USING THE MOBILE APPLICATION
Dwi Sulisworo, Mutammimah and Parwiti
(Universitas Ahmad Dahlan, Universitas Ahmad Dahlan and Madrasah Aliyah Negeri Wonokromo)

Nowadays, many schools in Indonesia and also in others countries in the world are encouraging the use of mobile technology in learning for many reasons. But there is only limited research that examines the fit learning strategies by utilizing mobile applications for improving learning performance in accordance with today's learning competencies. This study aims to see the impact of cooperative blended learning using the mobile application to increase higher order thinking skills in terms of motivation. The structure of learning activities at the mobile application is embedded a certain cooperative learning strategy. This research uses ex-post facto non-controlled group design. Data were analyzed quantitatively by using linear regression. The results show that motivation is not a significant determinant of higher order thinking skills (HOTS) on cooperative blended learning. The interaction of students, teachers, and materials through activities which use mobile application lead to the improvement of the higher order thinking skills among students as indicated by the smaller standard deviation values at the end of the learning activities.

THE VALIDITY OF INTERACTIVE INSTRUCTIONAL MEDIA ON ELECTRICAL CIRCUITS AT VOCATIONAL HIGH SCHOOL AND TECHNOLOGY
Sukardi, Deno Puyada, Rizky Ema Wulansari, and Doni Tri Putra Yanto
(Universitas Negeri Padang, Universitas Negeri Padang, Universitas Negeri Padang, and Universitas Negeri Padang)

Media was everything about something that could be used to deliver a massage from sender to receiver, so that it can stimulate mindset, treatment, feeling and the student interest that make the learning prosess was happened. Media and teaching materials was closely related in the learning process. The media can influence the aim of learning that will be achieved. Based on observation, the researcher found that lack of innovative of instructional media, so that teacher had not found the way to teach about material beside with lecture method and notes. These phenomena can bring negative effect for student, so that the student must reply the material, and spend all time twhich should be used to discuss about next material that be able to improve student's knowledge. It makes students do not active in the learning process, because the student just listen what teacher said. This research aimed at develop interactive instructional media on Electrical Circuits at Grade X of Electrical Engineering. The model in this research was 4D (four-D) model that was developed by S. Thiagarajan et al. There were four steps in this 4D (four-D) model, were follows: define (define phase), design

(design phase), develop (development phase), dessiminate (dessiminate phase). Validity was used with instrument of validity that had been validated. The result was obtained from this research are follows: (1) The validity of interactive learning media that was expressed valid for the validation of the content with total value were 0,89 and 0,91 with category of valid was very high, and value of validitation of the design were 0,90 and 0,88 with category of valid was very high. So that, it was concluded that interactive instructional media for Electrical Circuits was valid to be used as a learning media.

INSTILLING CHARACTER VALUES THROUGH THE LOCAL WISDOM-BASED SCHOOL CULTURE: AN INDONESIAN CASE STUDY

Suwarsih Madya and Ishartiwi
(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

This single-site case study examined the local wisdom-based school culture in instilling character values in senior secondary school in Yogyakarta Special Territory, Indonesia. Data were collected through observations, indepth interviews, a survey, and document analysis. The findings indicated that the school culture is characterized by (1) a clear vision and policy communicated in local genre, (2) interactions among school members in local and national languages, (3) opportunities for students to (a) engage themselves in various types of learning activities inside and outside the classroom, (b) learn to cooperate, compete, and share with others, and organize activities, (c) express ideas in local, national, and international languages; and (4) a clean, safe and orderly environment. The culture seems conducive to instilling the values of religiosity, tolerance, discipline, hard-working, mutual respect, creativity, independence, democracy, national spirit, love for own culture, pursuing achievements, environmental concern, solidarity, responsibility, honesty, curiosity, friendship, and communicativeness.

THROUGH APPLYING PROPAGANDA RHETORIC IN SPEAKING SKILL LEARNING AT SENIOR HIGH SCHOOL

Umi Faizah, Sawitri, and Kundharu Saddhono
(Universitas Sebelas Maret, Universitas Sebelas Maret, and Universitas Sebelas Maret)

Propaganda Rhetoric Learning is relevant with strengthening students' character at school. One of characters that can be strengthened is religious character. Religious character education can be seen either in general school or in religion-based school. Then, the purposes of writing this paper are (1) to describe propaganda rhetoric learning on speaking competency at SMA, (2) to describe the relevance of propaganda rhetoric learning in students' book of Indonesian Language and Literature. The interest toward Language Sciences and Culture XII (Twelfth) Grade which is compatible with 2013 Curriculum. This research belongs to descriptive qualitative research. Data of this research are propaganda rhetoric utterances made by students. Data are collected by means of taking notes, selecting compatible data and taking notes on data cards. Data validation technique uses source and technique triangulation. Data are analyzed by means of analyzing participant's perspective with strategies which are interactive and flexible. The results of this research are (1) XII Grade 2013 Curriculum with the interest of Indonesian Language subject is speaking (formal and non-formal), teachers can give an assignment to speak in the form of propaganda (propaganda rhetoric), (2) Learning speaking is relevant with KD (Basic Competency) in 2013 curriculum. The new thing in this paper is that not all schools apply rhetoric containing propaganda theme. Only religion-based school apply the theme more dominantly. Therefore, students can obtain more character strengthening in Islamic-based school on interest of majoring language and culture science. Then, it needs to be followed by other general schools, as a form of religious character strengthening.

DEVELOPMENT OF MUSIC STUDENT'S INTELLECTUAL CHARACTER AS AN ENHANCEMENT IN THE 21ST CENTURY SKILLS

Ayu Niza Machfauzia
(Universitas Negeri Yogyakarta)

This study aims to find and describe the students's intellectual character in the interpretation of music learning as an improvement in 21st century skills. The types of intellectual characters that want to be observed and known are open minded, curiousity, and metacognition. Someone who has the ability of a good mindset, can be said to have a good intellectual character as well. This is needs to be developed and built on students, especially in music interpretation learning. Qualitative research method is used for phenomenology, with the subject of the research of the students who took the course of Guitar 4 major instrument practice which amounted to 15 people. The students were observed while playing guitar instruments, interviewed, and documented. Finding indicate that intellectual character has contributed in the learning of musical interpretation. As an improvement in creative thinking and critical thinking skills, music student thinking skills that include open minded, curiousity, and metacognitive is need to be develop and built in the musical interpretation learning. It is due to the lack of critical thinking and lack of open-minded, and lack of good sense of curiosity towards the knowledge behind the work of the music being played.

A MODEL DEVELOPMENT OF EXTRACURRICULAR ACTIVITIES-BASED CIVIC INTELLIGENCE IN PRIMARY SCHOOLS OF SEMARANG

Masrukhi and Meidi Saputra
(Universitas Negeri Semarang and Universitas Muhammdiyah Semarang)

The purpose of this study is to obtain an effective model development extracurricular activities-based civic intelligence in primary schools of Semarang. This design of this study is research and development with the research subjects, namely the primary schools in Semarang Municipality. This research technique is the Delphi technique. The findings of the study shows that, firstly civic intelligence of primary school students was lower. Secondly, all primary schools implement adequate extracurricular activities. Thirdly, the model development extracurricular activities-based civic intelligence in primary schools can be implemented by democratic methods such as search efforts and joint activities, modelling, simulation, live-in and value clarification.

BEGALAN TRADITION IMPLICATION AS EFFORT TO DEVELOP CHARACTER VALUE IN BANYUMASAN COMMUNITY CENTRAL JAVA

Eko Suroso, Kundharu Saddhono and Sumarlam
(Universitas Sebelas Maret, Universitas Sebelas Maret and Universitas Sebelas Maret)

Implication is the use of meaning behind literal meaning (non-natural meaning). Begalan tradition is a local culture in the area ofBanyumas Central Java held when members of the community carry out marriage for first daughter, the eldest daughter with the youngest son, the youngest daughter with the eldest son, the eldest daughter with the eldest son, or youngest daughter with youngest son. The implication of this Begalan tradition is very effective to develop character values to community because there are many non-natural symbols that imply the development of characters for audience of the Begalan tradition in this Banyumas. The problems that arise are 1) what are implications that arise from the Begalan tradition in Banyumas? 2) what are the implications of this Begalan tradition in the development of character values of Banyumas community? This study was conducted with a qualitative descriptive approach. The data of this research is Begalan tradition in Sokarajasubdistrict of Banyumas district. Technique of taking data was done by observation and interview technique. Observation techniquewas conducted to see how the Begalan tradition was performed in Banyumas. Interview techniquewas conducted to see how the

origins and responses of people who performed and saw the Begalan tradition in Banyumas. The data analysis was done by describing the Begalan tradition in Banyumas and explaining the implications of the Begalan tradition as efforts to develop the character values of Banyumas community. The result of this research shows that in the Begalan tradition in Banyumas there is conversation implication and conventional implication. From eighteen national character values, there are fifteen character values that can be developed through the Begalan tradition in Banyumas. The fifteen character values found in the Begal tradition in Banyumas include: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) Love of homeland, 10) appreciate achievement, 11) friendly / communicative, 12) love of peace, 13) environmental care, 14) social care, and 15) responsibility.

THE STRENGTHENING MULTICULTURAL VALUES WITHIN CIVIC LEARNING: HOW TEACHERS MAKE IT WORK?

Samsuri and Suharno
(Uniersitas Negeri Yogyakarta and Universitas Negeri Yogykarta)

This study aims to elaborate the understanding and experience of civic education teachers when they implemented multicultural values in Bhinneka Tunggal Ika (Unity in Diversity) concept, which is one of the main subjects of Pancasila and Civic Education (Pendidikan Pancasila dan Kewarganegaraan, PPKn), in Indonesias schools. The strengthening of multicultural values becomes a necessity in the formation of civic competences. This research involved teachers of Civic Education in two junior high schools in Yogyakarta, Indonesia. They have been trained to use the civic competence development model which developed by the research team. The results find out that, firstly, the teachers understood the academic content of developing citizenship competence in the Curriculum Year 2013, which stated in the subject of PPKn in the schools. The model covered the aspect of civic attitude/disposition, knowledge and skill competences. Secondly, the values of nationalism and the teachings of local wisdom in multicultural societies have been implemented by teachers as the main subject of PPKn in schools with various innovations in their respective schools. Some prolems exercising the model program discussed.

ACQUIRING HIGHER ORDER THINKING SKILLS THROUGH ERRORNEOUS WORKED EXAMPLES

Endah Retnowati
(Universitas Negeri Yogyakarta)

Higher order thinking skills have been regarded as valuable cognitive character in our community. However, it is questioned how students learn such skills at school, particularly when studying problem solving in mathematics. Mathematics problem solving may be categorised as complex learning material. Based on a cognitive load theory, studying complex learning material for novices will stimulate extraneous cognitive load which hinder learning. Accordingly, worked examples are suggested because these provide explicit guidance on how to solve the problem. Commonly, worked examples consists of correct steps of the problem solution. Errorneous worked example contains intended incorrect solution steps. The errors can be placed in the conceptual base where the solution is grounded or in executing the algorithm or the computation. Students are instructed to study the errors by identifying, explaining or correcting. This paper discusses designs of errorneous worked example for studying mathematics problem solving and how it could possibly facilitate students to acquire higher order thinking skills.

IMPLEMENTATION OF LITERACY WROTE POETRY WITH NATURE THEME AS A MEANS OF STRENGTHENING CHARACTER LOVE INDONESIA

Fitri Puji Rahmawati, Anang Sudigdo and Kundharu Saddhono
(Universitas Sebelas Maret, Universitas Sebelas Maret and Universitas Sebelas Maret)

This riset aimed to describe the characteristics of the nature-themed nursery rhymes, describes an implementation of nature-themed literacy writing poetry, and describes the role of that as a suggestion to strengthen the character of love Indonesia. This type of research is descriptive qualitative research.Data collection techniques using observation, interviews, and documentation. The results showed that the characteristics of nature-themed poems written by students consists of a theme of the mountain, sea, and trees.Implementation literacy write poetry implemented in several stages: playing the country's natural Indonesian movie, writing sentences that describing nature as a result of listening to the movie, then put them together into a nature-themed poetry.The role of nature-themed literacy write poetry to strengthening the character of love Indonesia can be seen in the work of student poems:the encourages to admire the natural wealth of Indonesia, the desire to conserve nature, and grateful of Indonesia.

HOW UNDERGRADUATE STUDENTS OF MATHEMATICS EDUCATION PERFORM MICROTEACHING WITH THE TOPIC OF ENCIRCLE AND AREA OF TRIANGLE FOR JUNIOR HIGH SCHOOL GRADE VIII

Marsigit, Heri Retnawati and R. K Ningrum
(*Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)*

The study aimed to describe how undergraduate students of Mathematics Education Study Program performed microteaching with the topic of encircle and area of triangle for VIII grades students of Junior High School. The study was descriptive qualitative research. The population in this study were all of 6th semester undergraduate students of mathematics education study programe, academic year of 2016/2017 and one of undergraduate students selected randomly to be the sample of this study. The data were collected through observation, interview, and documentation and analyzed in descriptive. The results showed that through a lesson plan guiding process, revision, and teaching practice using guided inquiry learning based on scientific model, undergraduate students could construct the students knowledge about the topic of encircle and area of triangle actively.

THE USE OF VISUAL CUES INSTRUCTION IN SCHOOL TO DEVELOP CHILDREN'S DISCIPLINE AND SELF-RELIANCE

Aan Listiana and Anggita Indah Pratiwi
(Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia)

This study aims to find out how the use of visual cues instruction to build discipline and independence in Bandung's kindergartens. This study used case study method with data collection from teachers, principals, and students. The instrument of data collection was observation records, teacher notes, and interviews. The data were analyzed continuously during data processing and research, so that finally the study can draw conclusion. The result shows that visual cues instruction gives positive impact to change children's discipline and self-reliance. Therefore, the use of visual cues instruction is recommended for use in schools.

MORAL COGNITIVE-BASED PROJECT LEARNING IN THE DEVELOPMENT OF EARLY CHILDHOOD PROSOCIAL BEHAVIOR

Ernawulan Syaodih, Ocih Setiasih, Nur Faizah Romadona, and Hany Handayani
(Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia, and STKIP Purwakarta)

Prosocial behavior is an act done by someone to provide benefits to others. Prosocial behavior aims to help increase the well-being of others because a person who performs prosocial acts contribute to the prospering and happy life of people or recipients of aid. Prosocial behavior includes action: sharing, cooperative, donating, helping, honesty, and generosity. Prosocial behavior can be developed from early childhood through a cognitive moral-based project learning process. Project learning provides opportunities for children to improve skills that have been mastered individually or in groups, fostering a childs interest in what has been done in the project, manifesting creativity, working with others and responsible for the success of group goals and gaining a complete understanding of a concept. Project learning activities based on cognitive morals encourage children to understand moral dilemmas so that children can build a cognitive understanding of a prosocial behavior. The steps taken in cognitive moral-based project learning are: 1) start with the essential question, 2) design a plan for the project, 3) create a schedule, 4) assess the outcome, and 5) evaluate the experience.

MASTERING 21ST-CENTURY SKILLS THROUGH HUMANISTIC MATHEMATICS LEARNING

Djamilah Bondan Widjajanti
(Universitas Negeri Yogyakarta)

The 21st-century skills can be developed through good education, including the learning of mathematics in the classes. One of recommended mathematics learning approaches is humanistic mathematics learning. In principle, humanistic mathematics learning is a learning approach that it is able to treat students as human beings, that human beings can learn, can find something, can solve the problem, can work together, and can appreciate the beauty and usefulness of mathematics. Such a humanistic learning is not easy. The teachers should really get to know their students, prepare what materials to learn, and plan a learning scenario in detail. Humanistic learning is potential to build teacher-student and student-student harmonious relationship. With a harmonious relationship, the student will be more enthusiastic in the math lesson. Mathematics classrooms, in which every student enthusiastically attends the lessons, will give rooms for teachers to develop student curiosity, critical and creative thinking skills, problem-solving skills, collaborative skills, and positive attitude toward mathematics. These characters are one's main capital to open up to change. This willingness to open up to change is what is necessary to master 21st-century skills.

DEVELOPMENT OF GUIDED INQUIRY-BASED ACCOUNTING LEARNING MODULE TO IMPROVE CREATIVE AND DISCIPLIN CHARACTER

Abdur Risman and Sigit Santoso
(Universitas Sebelas Maret and Universitas Sebelas Maret)

This study aims at producing a guided inquiry-based accounting learning module to improve students' creative and discipline character and to know its effectiveness. This research belongs to research and development which refers to Borg & Gall model. The subject of this research is the eleventh grade accounting students at SMK Negeri 1 Karanganyar. The subject is divided into three: subject for preliminary test consisted 10 students, subject for field test consisted of 25 students who do not involve in the initial test, and subject for operational field tests consisted of 36 students. The product of this study is a guided inquiry-based accounting learning module. The results show that the developed accounting learning

modules is feasible according to material experts, media experts and learning experts with excellent rating categories. Accounting learning module is considered effective because the results of t test on the creative character for 4,854 and the discipline character of 1,926 greater than t table that is 1,999 so it shows there is a significant difference of creative character and discipline between students who follow the learning with the developed module of accounting learning and those who do not.

IMPROVING A CHARACTER EDUCATION BASED INDUSTRIAL ETHICS USING A MODEL OF PRIVATE SECTORS' CONTRIBUTION

M. Khairudin, Ismara and Soeharto
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, and Universitas Negeri Yogyakarta)

This study presents to identify private sectors' contributions for improving a character education based industrial ethics at technical vocational education and training. This study explored a co-operation program that is conducted between vocational high school and industries. This study was description qualitative involving the vocational high schools and related industries. The subjects were 32 final year students of vocational high schools that were sampled using a proportional purposive technique. Data were collected using questionnaires and analysed qualitatively using descriptive statistics in the form of percentages. Findings of this study showed that (1) mostly students with a number of 30 students said that work experience of industrial Practice in very good category with percentages of 93.75 %. (2) Students' competence based on assesment of industrial instructor can be explained that several students with number of 58 % have a competence to make a corporation with others, ready for under pressured work and have a good soft skill.

MORAL TEACHING THROUGH MUSICAL ELEMENTS BASED ON NETHERLANDS' AND INDONESIA' MODEL

Kun Setyaning Astuti and Agus Widyantoro
(Universitas Negeri Yogyakarta, and Universitas Negeri Yogyakarta)

This article is based on the two-year study entitled "Developing the music thematic teaching model based on teaching implementation in the Netherlands". One of the objectives is to describe the children' character building using the elements of music. This research used experimental design. The data collection methods were literature review and observation in the Netherlands and Indonesia. The data were analyzed using t-test.The findings of the research are: 1) The Netherlands' and Indonesia's music teaching used element of music to build children character; 2) rhythm element could shape self-discipline, 2) the changes of major and minor scale elements could develop sensitivity, 3) the dynamic changes and tempo could enhance tolerance, 4) both inward and canon singing could improve students' ability to focus, 5) t-test analysis presented that musical elements are able to control students' attitude with significance level of 0.05%.

DESIGN OF LEARNING ENVIRONMENT FOR CHILDREN'S BASIC CHARACTER DEVELOPMENT

Rita Mariyana, Aan Listiana, and Badru Zaman
(Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia, and Universitas Pendidikan Indonesia)

The objective of this research is to obtain an overview of the impact of learning environment structuring on children's basic character development using the teaching pyramid model based on the 2013 Curriculum. The approach used in this research was the Research and Development (R & D) method by Borg & Gall because the aim was to develop a model that can improve the social and spiritual characters as the basic characters of children regulated in the 2013 Early Childhood Education curriculum. The research was conducted in Bandung

City Indonesia, using descriptive qualitative approach. Data collection techniques were questionnaires, observations, documentation, and literature studies. Data analysis was done qualitatively. The results show that the design of a conducive and integrated learning environment can support children's basic character development through the application of teaching pyramid model based on the 2013 Curriculum.

REVITALIZATION OF BANYUMAS TRADITIONAL GAMES AS MEDIA FOR CHARACTER INSTILLING IN ELEMENTARY SCHOOL

Septi Yulisetiani, Teguh Trianton, Kundharu Saddhono
(Universitas Sebelas Maret, Universitas Sebelas Maret, and Universitas Sebelas Maret)

Traditional games are part of culture that can form noble intelligence. They have flourished in Banyumas. They have distinctive characteristics and play role in creating egalitarian Banyumas society. However, today the existence of them has been replaced by modern games. Therefore, traditional games need revitalization effort to foster children positive characters early. Parents and teachers play role in it. This article is the result of qualitative descriptive study; the aims are to inventory and revitalize the diversity of traditional games as character planting media in schools. The research data are traditional games, obtained by observation and interview. It uses content analysis. The results are analytic descriptions of the traditional games can be implemented through language learning in elementary school. The traditional games in Banyumas can foster the sense of solidarity, honesty, ability, unity, skill, and courage. In addition, the traditional games have role in shaping egalitarian society. This is the new finding of this study.

NATURE-BASED LEARNING AS AN EFFORT IN BUILDING STUDENTS' CHARACTER EDUCATION VALUES

Ida Yeni Rahmawati
(Universitas Muhammadiyah Ponorogo)

Nature-based learning is a conceptual framework, which basically describes a concrete structure of learning experience by utilizing nature as the material, the media, and the learning environment. This learning process is designed to promote the natural environment as natural environment preservation. The key of nature-based learning approach is the material that is fascinated for children learning process. In addition, it is taken from their surroundings. Therefore, promoting character-building values for children will be more effectively delivered by a pleasure learning process. This article aims to describe nature-based learning as an approach to promote character-building values for children. Based on this approach, proposed activities will also relate to surroundings, the locals, and those are developed according to local wisdom. These activities are certainly beneficial for daily life as well as local society characteristics. The nature-based learning is a proper choice for various children learning styles and it is more central than class-based learning process. Character education value aims to develop national character values, which are highly intelligent, well cultured, and able to contribute for human life development. There are many education character values promoted to children such as values of environmental care, social, brave, tolerance, religiosity, cooperation, love, curiosity, etc. Therefore, the nature-based approach can be certainly used to embed character education value for children through an innovative, effective, and pleasant activity.

FINANCIAL WELL BEING AMONG COLLEGE STUDENTS: THE ROLE OF FINANCIAL LITERACY AND FINANCIAL COPING BEHAVIOR

Ratna Candra Sari, Denies Priantinah, and Mimin Nur Aisyah
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, and Universitas Negeri Yogyakarta)

College students are in a transition phase from financial dependence to financial independence. Current phenomena, however, show that college students have low levels of financial literacy and to be impulsive buyers. The first objective of this present study is to examine all possible financial socialization agents that have the potential to affect financial literacy. The link between financial literacy and financial well-being has obtained very limited attention. Lower financial well-being/high financial distress effects health and is related to absenteeism and loss productivity which means that students miss classes and have poor academic performance. However, the mechanism to improve financial well-being in adolescents is not yet clear and thus providing opportunity for researchers to identify appropriate strategies to improve financial well-being in adolescents. The second objective of this present study is to understand the effects of a financial literacy and well-being through coping behavior. This study included the responses of 206 students from public and private universities who joined a financial seminar held by Financial Services Authority. Hypothesis testing used a structural equation modeling with partial least squares (PLS). Based on the results of the factor-analysis test, financial socialization agents affecting financial literacy are parents and family, teacher, financial professional and formal education. The results support hypothesis that financial literacy is positively associated with financial well-being and that financial literacy significantly influences financial well-being directly as well as through coping behaviors. Implication and suggestion for future research are proposed.

INTEGRATION OF JAVANESE CHARACTERS AND CHEMISTRYCONCEPTS ON DEVELOPING TOKIJO AS CHEMICAL LITERACY LEARNING MEDIA

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Character education in chemistry teaching and learningis still a big problem for teacher. Character education is seen as education in general, not integrated in every subject. Character education would be great if it was contextual. The use of culture elements wellknown to students will make character education more acceptable. TOKIJO are imaginary figures created to represent the integration of cultural elements and chemistry concepts. This article reports on the preliminary research process aimed at developing TOKIJO and evaluating it. This article describes the results of need assessment and development of TOKIJO based on the character of the elements and its correspondence to the character of cultural elements, namely wayang (javanesse traditional puppets). The result of need assessment analysis reveals that wayang characters are spread known but not yet developed as character education deliverer that is integrated to chemistry concepts. The development of TOKIJO figure representing the properties of the elements that are featured on javanese character is done as the initial step of this research.

AN ANALYSIS OF TPM-KURTILAS (TEACHING PYRAMID MODEL-CURRICULUM 2013 FOR EARLY CHILDHOOD EDUCATION) AND CBHE (CHARACTER-BASED HOLISTIC EDUCATION)

Rizka Haristi, Aan Listiana, and Yeni Rachmawati
(Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia, and Universitas Pendidikan Indonesia)

Early Childhood Education becomes a strategic institution in organizing character education. This is so because in addition to children being in the sensitive period, the inculcation of characters from an early age will be much more effective than when entering adolescence or adulthood. Two character education models that have been developed and implemented in Indonesian early childhood institutions, include TPM Kurtilas (Teaching Pyramid Model-Curriculum 2013 for Early Childhood Education) and CBHE (Character-Based Holistic Education). However, the unique characteristics of both models have not been studied in-depth. So, this article explains an analysis of both models, based on the character values promoted, the strategies used, and the instructional media of each model. Using literature study as the research method, this article describes the uniqueness of the two models, and the findings show that the two models are different in terms of the foundation of character value development, the strategy focus applied, and the instructional media used. It is expected that this article can be made a reference for evaluation and consideration in implementing the models.

DEVELOPING YOUNG CHILDREN'S CHARACTERS USING PROJECT-BASED LEARNING

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(Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia, and Universitas Pendidikan Indonesia)

It is important to start character eduction as early as possible. Young children aged 0-6 years old experience rapid growth and development of their brain. They can absorb enormous information without any ethical filterirng. Thus, teaching moral values become very crucial in early childhood education to assist children growing with characters highly expected by society. The success of character education depends on teacher's pedagogical skills and well-developed appropriateness of the learning method used in the pedagogical process. One learning approach that is effective to build children's character is project-based learning approach which was first introduced by Dewey and Kilpatrick (1920). This approach opens up opportunities for children to develop their own curiosity, creativity, confidence, acceptance, team work ethics and cooperation, respect,and other important social skills. The present paper writing uses a literature study examining and analyzing text books and journal articles on character education and project-based learning approach. This paper serves as reference for teachers of early childhood education to apply a project-based learning approach to develop young children's character.

LESSON PLAN CONCEPT BASED ON SMIC (Spiritual, Moral, Interpersonal, Cultural) LITERACY

Ika Maryani, Siti Urbayatun, Suyatno, Caraka Putra Bhakti, and Dwi Sulisworo
(Universitas Ahmad Dahlan, Universitas Ahmad Dahlan, Universitas Ahmad Dahlan, Universitas Ahmad Dahlan, and Universitas Ahmad Dahlan)

Lesson Plan is the most important component of learning. Teachers are expected to design a meaningful learning and internalize values into students. Students' understanding of values has been measured by the implementation. It is called literacy. Literacy is not only in reading but also spiritual, moral, interpersonal, and cultural (SMIC) aspects that become

problems in education today, especially in the formation of personality in critical ages i.e. adolescents in high school. This study aims to explain the concept of the lesson plan based on SMIC-literacy. SMIC-literacy is the previous finding of our research and development. The integration of learning model based on SMIC literacy becomes the key concept in lesson plan designing. A literature review is needed to find relevance about the concept of a lesson plan with prior findings. The results show that in the lesson plan based on SMIC literacy, all aspects coloring in each indicator, learning objectives, learning activities, and evaluation system. Consistency between lesson plan components and SMIC-literacy will help teachers in presenting a good quality of learning.

FOSTERING STUDENTS' CHARACTER OF PATRIOTISM AND CRITICAL THINKING SKILLS

Rusi Yo, Niko Sudibjo and Agus Santoso
(Global Sevilla Puri Indah School, Universitas Pelita Harapan, and Universitas Pelita Harapan)

Patriotism and critical thinking are two significant factors in preparing the young generations in facing globalization in order to build our nation. However, the negative impacts of globalization either diminish people's patriotism or escalate chauvinism. As a result, critical thinking serves as an important filter to reduce those negative impacts. The purpose of this study was to analyze the implementations of the Creative and Productive Learning (CPL) model to enhance the students' patriotism and critical thinking skills in their Civics lessons. The action research design, performed among the seven Grade 8 students at Global Sevilla Puri Indah School, Jakarta, was carried out in the classroom in three cycles. The qualitative data were collected through observations, interviews, field notes, video recordings, photos, and school documentations. The study obviously suggests that the CLP model has enhanced the sense of patriotism and critical thinking skills among the students involved. In the CLP model, both the teacher and students are more engaged in reaching their learning objectives. More importantly, the teacher, as a facilitator and motivator, may perform an important role in stimulating the teaching-learning interactions while the students may take more ownership in exploring the learning materials presented in their lessons.

CHARACTER EDUCATION THROUGH INNOVATIVE LITERARY LEARNING USING FILM-BASED TEACHING MATERIAL

Farida Nugrahani and Ali Imron Ma'ruf
(Universitas Veteran Bangun Nusantara and Universitas Veteran Bangun Nusantara)

A The purposes of this study are to describe (1) the character values in the film-based teaching materials, (2) the role of teachers in character education through innovative literary learning using film-based material, (3) suc-cess indicators of character education through innovative literary learning. This study used descriptive and qualitative method. Data were collected by document analysis, observation, and in-depth interview. Data analysis was performed inductively with interactive model. The results showed that: (1) The dominant charac-ter values contained in film-based literary materials are trustworthiness, caring, and citizenship; (2) The role of teachers in innovative literary learning is as managers, compilers of teaching materials, motivators, as well as models for students in finding their characters; (3) The success of character education at schools can be meas-ured by the following indicators: (a) Promoting ethical values as the basic character; (b) Interpreting the char-acter in thought, feeling and behavior; (c) Supporting curriculum; (d) Encouraging the development of motiva-tion; (e) Supports character findings; and (f) Provide the opportunity to display good characters.

THE BENEFITS OF EDUCATIONAL TALES IN TEACHER AND STUDENT PERSPECTIVE

Muhammad Nur Wangid, Ali Mustadi, Nur Luthfi Rizqa Herianingtyas, Agnestasia Ramadhani Putri, Imroatun Nurhidayah, and Tri Mulyani
(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, and Universitas Negeri Yogyakarta)

This study aims to analyze teacher and student perspectives on educational fairy tales as instructional learning materials. The research was a survey study which involving 20 teachers and 400 students of grade IV of elementary school in Yogyakarta Province. The data collection techniques used were questionnaires and interviews. In data processing, researchers used descriptive statistical data analysis techniques. This technique was used because the data collection was done by spreading quesioner and the way of processing with percentage calculation. The results show that teachers and students have a high positive perspective on the presence of educational fairy tales as learning support teaching materials. It is known that the teacher gives a percentage of 91.50% and 98.00% students in terms of attractiveness of educational fairy tales. While on the aspect of the utilization of educational fairytale books as teaching materials, teachers and students provide a percentage of 92.50% and 93.00%. In its usefulness for build character value, the teacher gives the percentage of 97,75% and the student equal to 86.00% with the category of Very Good, then on the utilization aspect of educational fairy tale to the development of cognitive ability of the child, the teacher gives the percentage of 92.00% and for the student is 88.75% included in the category of very good. This means that both teachers and students, both have a high perspective that a fairy tale containing educational elements can generate a sense of interest, usefulness in learning, can be a medium of character values in children and can stimulate the development of cognitive abilities of children.

DEVELOPING SOCIAL CARE AND HARD WORK CHARACTER THROUGH SERVICE LEARNING PROGRAM: CASE STUDY OF NATURAL RESOURCE MANAGEMENT COURSE

Ika Yuli Listyarini and Luisa Diana Handoyo
(Universitas Sanata Dharma and Universitas Sanata Dharma)

Currently, the character of social care and hard work among students is declining. This is important to develop the characters that are integrated into the lecture. One method that can be used for developed student's character is Service Learning (SL). SL is a learning method that combines lecture materials with the problems that exist in the community. Students can apply the knowledge they have learned in lectures to help solve problems in the community. This method is applied in the course of Natural Resource Management (NRM). From this lecture, students are expected to be able to master the concepts, principles, and applications of biological knowledge in the fields of food, health, environment, and biological resources in the management and utilization. This study aims to describe the development of the hard work and social care characters in the course of NRM. This research using a qualitative and quantitative method, with 76 participants from the NRM students as a subject. Data collecting using observation, questionnaire, and documentation techniques. The result shows that from the activities, the application of SL in NRM courses can develop a social care and hard work characters. This is because students are dealing directly with the problems that exist in the community and they can solve it by applying the knowledge they have gained in the classroom directly.

PRESERVATION OF EDUCATIVE TRADITIONAL GAMES IN THE DEVELOPMENT OF CHARACTER EDUCATION

I Made Sutama, I Wayan Mudana, Wahjoedi, and I Putu Panca Adi
(Universitas Pendidikan Ganesha, Universitas Pendidikan Ganesha and Universitas Pendidikan Ganesha)

This study aims at describing the ethnography of the form of Balinese traditional games, the character values contained in the games, the contribution of the games to the development of the characters of the young generation through sport lessons on the elementary school in Bali, and constructing design model of teaching materials. To study them, qualitative research methods were applied. The determination of the informants was conducted purposively by snow ball technique. The data were collected by observation, interview, and document study, and analyzed by triangulation. It revealed that ethnographically the traditional games in Bali have been an entertainment medium related to the use of leisure time in the life of agriculture society. The makers of the games are anonymous. The Balinese have wealthy at traditional games, but it is only a few of them are still known by elementary school students. The games contain some character values. These values can inspire and support the development of characters of the elementary school students in the future. Based on the reason, the innovative sport teaching materials that provide space for traditional games in the development of the character of students in elementary schools were developed.

FACTORS INFLUENCING STUDENTS' PERFORMANCE IN SOLVING INTERNATIONAL MATHEMATICS TEST

Anwaril Hamidy and Jailani
(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

This study was aimed to examine effects of implemented curriculum by schools and national examination success towards students' performances in solving international mathematics tests. This study was carried out with 600 samples consisted of 300 8th and 300 9th graders of East Kalimantan students. The chosen samples represent type of implemented curriculum (Curriculum 2006 and Curriculum 2013) and category of mathematics national examination result on 2016 (high, moderate, and low). The study used 16 items PISA-like mathematics (Cronbach Alpha = 0.835) and 28 items TIMSS-like mathematics (Cronbach Alpha = 0.837). Then, the data were analyzed using two-ways analysis of variance. Our data analysis revealed that there were significance effect of implemented curriculum and national examination success towards students' performances in solving PISA-like mathematics tests. But, there was no significantly interaction effect between of implemented curriculum and national examination success toward students' performances in solving PISA-like mathematics tests. And, there were significant effect of implemented curriculum, national examination success, and their interactions between of them toward students' performances in solving TIMSS-like mathematics tests.

DEVELOPING ASSESSMENT INSTRUMENTS OF COMMUNICATION SKILLS FOR VOCATIONAL SCHOOL STUDENTS

Suranto *(Universitas Negeri Yogyakarta)*

This research aims to develop assessment instruments which are feasible for assessing communication skills of vocational school students. The criteria of the instruments feasibility consist of validity, reliability, readability, effectiveness and practicality. The data collection techniques include focus group discussion and questionnaires. Descriptive data analysis

technique was employed to reveal the quality of an instrument in terms of its practicality, readability, and effectiveness. Moreover, the content validity was applied using Aiken V formula to know the validity of the instruments. In addition, the reliability was tested using Cronbach's Alpha coefficient. The assessment instruments for assessing the communication skills which have been developed must accomodate the noble characters such as politeness and tolerance as indicators.

STUDY ON EARLY CHILDHOOD DICIPLINE IN MAJALEN GKA-INDONESIA

Enih Hartiani, Aan Listiana and Yeni Rachmawati
(Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia)

Being disciplined is an important quality that children should possess because it is very useful for their life, their daily activities and their future. However, discipline education carried out by teachers and parents nowadays, especially in early childhood, seems to be insufficient. As a pilot study, the researcher is interested to discover how disciplined are the children in Majalengka city. The population of this study was 9,545 playgroup students in Majalengka city, West Java, Indonesia, with the sample of 1,506 children spread in 26 sub-districts and 412 institutions; the sample was chosen using random sampling; the data was analyzed using descriptive analysis to identify the mean and standard deviation on each measured discipline method; and questionnaire was used to measure the children's discipline and independence level, consisting of 35 items, but only 22 items to measure the categorized discipline were used (Listiana and Amanah, 2017). Based on the result of data analysis, the children's level of discipline are as follows: (1) Students in very high category were 7.30%, (2) Students in high category were 49.80%, (3) Students in moderate category were 30.428%, (4) Students in low category were 11.29%; and (5) Students in very low category were 1.13%.

THE IMPLEMENTATION OF AFFECTIVE DOMAIN ASSESSMENT IN ELEMENTARY SCHOOL

Sujati
(Universitas Negeri Yogyakarta)

Affective domain assessment is considered to be more advanced compared to cognitive and psychomotoric ones. This study aims at describing the implementation of affective domain qualitatively in Percobaan IV Elementary School, Wates Kulonprogo, Yogyakarta Province, Indonesia. This research employed qualitative approach with teacher as the research subject. The data were collected through interview and observation. The number of research subjects was determined by snowball sampling method. The validity test of data was done by member check and triangulation technique. The collected data were analyzed using flow methods from Miles and Huberman. The results of this study showed that the teacher has set various attitudes in the design of learning at the planning stage. However, the teacher has not yet elaborated the attitudes that will be measured into indicators for subsequently developed into an assessment instrument. In the framework of attitude assessment, teachers did not develop assessment instruments. They used the instruments which were already available in the teacher's book. At the appraisal level, teachers used only a single technique, i.e. observation. Teachers also have not involved the relevant parties so that the subjectivity of teachers in the assessment became high. At the level of data processing, teachers used the application program so that the results were less clear to describe the state of each individual.

DEVELOPMENT OF THE PSYCHOSOCIAL SKILLS SCALE AND ITS RELATIONSHIP WITH NEGATIVE EMOTIONAL STATES OF ELEMENTARY SCHOOL CHILDREN

Soni Nopembri and Yoshio Sugiyama
(Universitas Negeri Yogyakarta and Kyushu University)

The current study aims to develop a Psychosocial Skills Scale (PSS) and examine the relationship between psychosocial skills and negative emotional states of the elementary school children. The first study involved four experts in the educational and psychological field and 745 fourth through sixth-grade at nine elementary school children. The second study involved 810 fourth through sixth-grade at fifteen elementary school children. The scale development process (DeVellis, 2003) was conducted to develop the PSS in the first study. In the second study, the students have completed the Depression Anxiety Stress Scale (DASS) and the valid version of PSS. Exploratory and confirmatory factor, multiple correlations, and Cronbach's coefficient (Alpha) analysis in the first study and Pearson correlation analysis used in the second study. The PSS with four-subscale structure (stress coping, communication, social awareness, and problem-solving skills) were validated and reliable which indicated by a good fit in construct validity, internal validity, and internal consistency/reliability. These results provide some support for using the scale to measure children's psychosocial skills in Yogyakarta, Indonesia. Furthermore, in the second study, Pearson correlation analysis suggested that the relationship between negative emotional state and psychosocial skills is fragile and tended no connection between them.

STUDY ON THE RELATIONSHIP BETWEEN CHARACTER ACHIEVEMENTS AND THE IMPROVEMENT OF LEARNING RESULT OF SCIENCE-BIOLOGY STUDENTS IN KOTA KENDARI

Kasman Arifin
(Universitas Halu Oleo)

SMPN science-teachers in Kota Kendari faced difficulties in implementing the 2013 curriculum because the attitudinal competence assessment is considered too complicated and requires a lot of time to manage. This study aims at obtaining empirical information about the relationship extent between the character achievement with the increase of science-biology learning outcomes of class VII-SMPN-students in three categories. The character achievement is obtained by the technique of attitude competence assessment. Learning is done through seven multimodel learning variations throughout one semester (18 meetings) which have been developed through lesson study activity. Improvements in learning outcomes were obtained by the gain formula using the pre-experimental One-Group Pre-test-Posttest Design. The data analysis results show that, in general, there is a significant relationship between the character aspects achievement obtained through observation, self-assessment and peer assessment as well as the total average with improvements in student learning outcomes in each school category. Exceptions were obtained on the specific character in medium-grade schools that did not correlate significantly with improvements in student learning outcomes. In addition, there is no significant relationship between the value of the portfolio with the improvement of student learning outcomes, both in each school category as well as the overall analysis.

CHALLENGES IN DEVELOPING CHARACTER EDUCATION AT THE RISK SCHOOL IN YOGYAKARTA

Ariefa Efianingrum
(Universitas Negeri Yogyakarta)

This study aimed at describing social practices, implementation of school rules, and challenges in developing character education at the risk school in Yogyakarta. This study used qualitative method. This research was conducted at Gadjah Mada senior high school. The subjects of this research were: school adminis-trators, teachers, and students. Data collection techniques were observation and interviews. The results show that school faced difficulties in developing character. Students in this school have low academic achievement, less discipline, and potentially as violence or bullying perpetrators. The condition of students does not allow the implementation of school rules. School is a field of contestation of values. The challenges in developing character education can be categorized into structural challenges and cultural challenges. Structural challenges related to school policies in developing school programs that are appropriate to the student's condition. While cultural challenges related to the development of character values to students.

THE ASSESSMENT METHOD FOR BASIC TEACHING SKILLS BASED ON GROUP DECISION MAKING AND FUZZY GRADING SYSTEM

Sri Andayani
(Universitas Negeri Yogyakarta)

The assessment of education is the process of providing the decision on the performance, quality or student achievement. Many cases indicate that the educational assessment involves many criteria of uncertain value, and therefore fuzzy assessment studies have grown rapidly in recent years. In this paper, a method is proposed to assess the basic teaching skills of prospective teachers in Microteaching course by using fuzzy grading system. This method is also based on group decision making (GDM) because it involves several decision makers who give preferences in the assessment process and negotiate to determine the criteria and sub-criteria for the assessment. The result of the method is a fuzzy value which is represented by a letter grade for Microteaching course and letter grade for each of basic teaching skills. By using this method, students may have the same final grade, but their mastering of teaching skills is very different.

THE MEANING OF CLEVER: ELEMENTARY SCHOOL STUDENTS PERSPECTIVE

Anita Listiara and Diana Rusmawati
(Universitas Diponegoro and Universitas Diponegoro)

In family life and school setting the labelling of clever or not clever becomes one of risk factors that can interfere students' character and learning experience. The descriptive study was conducted to explore the elementary school students' views about the meaning of clever. A total of 67 second graders were involved as participants. This study utilized an open-ended questionnaire. Data analysis was done by descriptive analysis method. Results revealed that the concept of clever children is not only related to academic or school activities, but also related to moral-related activities, strategies for self-development, orientation towards social life, and the need to get help from parents, teachers or significant others who are deemed to be more competent. This phenomenon is discussed in this paper.

THE DEVELOPMENT OF MARZANOIAN HOTS PHYSICS TEST FOR 10TH GRADE SENIOR HIGH SCHOOL STUDENTS

Ermansah and Edi Istiyono

(Universitas Negeri Yogyakarta and Universitas Negeri Yogyakarta)

Research was conducted to develop a Marzanoian Higher Order Thinking Skills Physics Test for 10th grade Senior High School students. Blue print was developed based on Marzanoian higher order thinking skills (HOTS) consisting of 13 indicators, which was used for crafting items. The instrument consists of two sets of tests that each have 35 items there are seven anchor items and have been validated by an expert of measurement in physics education, a physics education expert, and practitioners. Instruments were tried out on 437 students from five SHS in Sleman District. Polytomus data were analyzed using the Partial Credit Model (PCM). The results show that all of the items by as much as 63 and instruments proven fit with PCM, the reliability of the instruments of 0.77, item difficulty index starting -0.89 up 0.74 which means all the items in the good category. Thus the Marzanoian HOTS Physics test eligible used to measure HOTS in physics of SHS students.

STUDENT'S HUMAN FIGURE DRAWING AND EMOTIONAL ANALYSIS OF INTELLIGENCE TEST

Dinni Asih Febriyanti

(Universitas Diponegoro)

Assessment of student's intelligence is an essential part of conducting effective learning strategies. Previous researchs showed that WISC as an individualized intelligence test not only providing a comprehensive description of students cognitive capacities, but also presenting emotional tendencies that influenced the learning process. According to projective theories, children would attempt to express their uncounsciouss emotional condition in ways which safe from conflict with their surroundings. One of that ways is projective drawing. Previous researchs showed that children's drawing, spesifically children's human figure drawing delivering varieties informations about children's psychological functions. Nevertheless, there still were controversion about correlation between children's drawing and children's intelligence capacities. This study is aimed to see different point of view about the correlation between children's drawing and intelligence scores. Basic assumption underpinning this study is there is a correlation between emotional aspects of childrens drawing with personality aspects according to WISC test. Participants of this study consist of 71 students from elementary schools located in Semarang whom had been agreed to join with this study. All participant completing WISC test and Koppitz's human figure drawing test. Results show that some further researchs are needed to exploring this correlation even there are some aspects of WISC have significant corellation with HFD score.

SURVEY ON THE GROWTH OF INDEPENDENCE IN YOUNG CHILDREN IN CIREBON CITY

Fiqih Rachmalia Astrini, Aan Listiana and Yeni Rachmawati

(Universitas Pendidikan Indonesia, and Universitas Pendidikan Indonesia)

Independence is an important thing that children in early childhood must have because independent is often used in daily life and can affect the performance that serves to achieve success, achievement and quality of life. But there are still many parents or teachers who have not given serious attention to the development of disciplinary attitude of children. As a pilot study the researchers are interested to get an overview of the level of independence in young children in Cirebon City. This research used descriptive quantitative approach with

survey method. The population in this study were children in kindergarten of Cirebon City amounted to (6610) children with sample (1016) children spread in (85) kindergarten institution, from (36) districts by using random sampling. The data analysis used was quantitative descriptive technique. The tool used to measure the level of independence in young children was questionnaire compiled by Listiana and Amanah 2017. Based on the study, the results obtained that children with low level of independence category amounted to 1% (15 children), less category 1% (8 children), moderate category 18% (181 children), high category 68% (695 children) and very high category 12% (117 children).

DO DEMOGRAPHICS REALLY MATTER ON LECTURER PERFORMANCE?

Sukirno
(Universitas Negeri Yogyakarta)

As a developing country, Indonesia is facing problems regarding low lecturers' performance. This study is intended to explore demographics on lecturer performance in higher education institutions in Indonesia. A total of 347 usable questionnaires were obtained which is about 46.3% rate of return. Descriptive statisctics by crosstables were employed to explore characteristics of demographics on detail related to lecturer performances among universities. Regression analysis was employed to test research hypothesis. This study shows that effect of demographics vary among raters on lecturers' reward and performance. Results are discussed and later recommendations are also provided.

DEVELOPMENT OF VARIABLES AND INDICATORS OF CHILD-FRIENDLY SCHOOL IN THE COASTAL AREA IN YOGYAKARTA INDONESIA

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(Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, and Universitas Negeri Yogyakarta)

The objective of the research is to develop the variables and indicator of child friendly school in accordance with the cultural context of coastal area of Yogyakarta. The research is development stage include define and design. The Define stage includes: a) Preparing educational culture concepts in coastal areas and b) Drafting a Child Friendly School Indicator in coastal culture context. The design stage includes: a) Designing a Child Friendly School Indicator in coastal cultural context, the data collected by Focus Group Discussion. b) Design's validation is performed by expert judgement and exploratory analysis; and c) the verivication of the fit-model of the indicator child friendly school in coastal cultural area by confirmatory test using Lisrel analysis The results showed that exploration of child friendly school indicator was done with teacher, principal and school supervisor found 14 variables and indicators of child friendly school in coastal area of DIY are fit models. These variables include: 1. Contextual Learning; 2. Child-centered Method and Media; 3. Paying attention to Individuals; 4. Master's model; 5. Child Friendly School Regulation; 6. Healthy Environment; 7. Safe Environment; 8. School policy for a child friendly environment; 9. Parenting; 10. Parent participation; 11. Community Participation and Government Apparatus; 12. Government policy, local government, foundations; 13. Openess to Children with Special Needs; 14. Open in New Student Admission.

MENTAL HEALTH AND ENVIRONMENT SUPPORTING TO SHAPE YOUNG CHILD DISCIPLINE

Yeni Rachmawati and Aan Listiana
(Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia)

Teaching discipline of young children is not independent, But also requires others support to build it. Some of the supported are mental health condition, physical and psychological environment. However, many parents and educators tend to train discipline with hard training and punishment. Eventually, firm training and punishment were being ineffective. Even, this pattern leads to the new negative behavior in children. Discipline is an abstract issue on young children, so the environmental support is needed to facilitate children easier to follow the norm of discipline. The purpose of this paper is to explain the importance of mental health support, psychological environment and physical environment to build discipline in early childhood.

THE VALUES OF CHARACTER EDUCATION IN THE TALE OF MALING KENTHIRI IN KENTRUNG PERFORMANCE IN BLORA, INDONESIA

Sutiyono
(Universitas Negeri Yogyakarta)

This paper is about to reveal the character education value of a Maling Kenthiri fairy tale in Blora regency, Central Java, Indonesia. Maling Kenthiri fairy tale, originally spoken by parents to children and grandchildren. In the development of Maling Kenthiri fairy tale, it is staged in the art of kentrung. In the story, it is mentioned that Maling Kenthiri committed theft in the house of rich people, but the stolen goods were not for himself, but were used to help the poor. In the course of his life, then he stop to plunder other people's property, and become a devout human worship to God. To reveal the value of character education is used interpretation of the tale text of Maling Kenthiri life, especially the interaction with the poor in the rural areas of Blora, Central Java, Indonesia. Since the fairy tales of Maling Kenthiri are always read in kentrung performance, the kertrung performance is also described in this paper. The results of this paper show that in the Maling Kenthiri fairy tale there are values of character education. These values are revealed in the course of Maling Kenthiri's life, which is social care for the poor, and contains a religious message that is realize to repentance.

THE ANALYSIS OF FATHER'S PERSPECTIVES ON CHILD WITH SPEECH DELAY

Irwan Gunawan and Juntika Nurihsan
(Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia)

This research aims to understand father's perspective in children with speech delay problem. Many research claim that father has crucial roles in early young learners' development socially and cognitively. Thus, this research is trying to explore fathers' perception on their child who has speech delay problem. Qualitative approach research was employed in this research and Interpretative Phenomenological Analysis (IPA) is used to analyze the data. Three respondents are involved in this research; two are based in Bandung and one respondent is based in Jakarta, Indonesia. In-depth interview is chosen to collect the data which then being transcribed and analyzed. The results show that first; all respondents have inadequate knowledge of speech delay problem. Second, the respondents thought that their child interaction with gadget is detected as the cause of speech delay. To conclude, there is a need to improve fathers' understanding both on the speech delay issue and their roles in parenting.

INITIATING INTERCULTURAL COMPETENCIES FOR THE EDUCATION AND TRAINING OF PROSPECTIVE MUSIC TEACHERS IN INDONESIA AND GERMANY CONTEXT

Yudi Sukmayadi and Sandie Gunara
(Universitas Pendidikan Indonesia and Universitas Pendidikan Indonesia)

This paper is the result of a preliminary study aimed at designing intercultural competence models for education and training of music teacher prospective based on the Indonesian and German context. This design begin with field studies to discover what is needed for music students to be competent and effective to teach in a diverse class. The method that used to obtain the data in this research is grounded theory. This method is used as a strategy to acquire concepts or theories based on a needs analysis of intercultural competence through a process, action and interaction from the point of view of music students. This method will be designed in order to obtain the characteristics of, 1) the constant comparisons between data needs of intercultural competence based on field studies, 2) theoretical sampling of the different participants to acquire and maximize the similarity from the difference of information. All of that becomes a reference to develop the concept, design and implementation of the intercultural competency models. Through this research, the data that relates to the analysis of music students' needs in order to have intercultural competence will be achieved. The formulation of intercultural competence concept is to be designed for implementation in the education and training of music teachers at the college level. These competencies are trained in order to ensure the students' success as teachers in the classroom.

CREATIVE DANCE MODEL OF TEACHING TO ENHANCE CREATIVE CHARACTER IN

EARLY-CHILDHOOD EDUCATION

I Gusti Komang Aryaprasta; Arie Rakhmat Riyadi
(Universitas Pendidikan Indonesia)

ABSTRACT: The importance of creativity in the competitive era of globalization lead educators thinks more to create a model of teaching. Even in early childhood education. Dance is one of the areas that promising to stimulate creativity. Not just dance for kids, but the kids create the dance to sure of steps. This research aimed to create original dance model of teaching to enhance creative character in early childhood education. The method of the research uses collaborative action research. The samples took place in two kindergartens. The results were quite fascinating that the student has an improvement in their creativity.

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