EMPOWERING
THE PRIMARY EDUCATION FOR
THE BRIGHTER GENERATION

PROCEEDING
Proceeding
International Seminar on Primary Education (ISPE) 2013

Publishing Institute
Yogyakarta State University

Director of Publication
Dr. U dik Budi Wibowo, M.Pd.
Dr. Muhammad Nur Wangid, M.Si.
Dr. Ali Mustadi, M.Pd.

Board of Reviewers
Prof. Sodiq A. Kuntoro
Prof. Pardjono, Ph.D.
Prof. Zuhdan Kun Prasetyo, Ph.D.
Dr. Siti Irene Astuti D
Suhaini M. Saleh, MA.

Secretary
Supartinah, M.Hum
Titik Sudartinah, M.A.

Editors
Aprilia Tina Lidyasari, M.Pd

Lay Out
Rohmat Purwoko

Administrator
Pramusinta Putri Dewanti

Address
Faculty of Education, Yogyakarta State University
@ 2013 Yogyakarta State University
All right reserved. No part of this publication may be reproduced without the prior written permission of Yogyakarta State University

Printed in Yogyakarta
By primary education and elementary school teacher education

All articles in the proceeding of International Seminaron Primary Education (ISPE) 2013 are not the official opinions and standings of editors. Contents and consequences resulted from the articles are sole responsibilities of individual writers.
# Table of Contents

**FOREWORD OF THE RECTOR**  
1

**FOREWORD OF THE CHAIRPERSON**  
iii

**TABLE OF CONTENTS**  
iv

**INVITED SPEAKERS**

Empowering Primary Education for a Brighter Generation  
*John Hope*  
1

Opportunities and Challenges for Primary Education in Indonesia  
*Runbir Singh Malik*  
5

Some Notes on Curriculum Development for Primary Education (A Strategy for Planning, Development, and Implementation of Primary Education Curriculum)  
*Soedjijarto*  
21

The Primary Education Betterment Policy, Uncertain to Go: Indonesian Cases  
*Suyata*  
25

**PARALEL SESSION SPEAKERS**

Socio-cultural Based Thematic-Integrative Teaching and Learning Model for Elementary Schools  
*Ali Mustadi*  
31

A Brighter Generation in a New Light  
*Anna Dall*  
37

Building "Self Concept" PGSD Student through Experience Learning Theory (ELT)  
*Aprilia Tina Lidysari*  
45

Creative Sports Education Foundation  
*Bayu Nugraha*  
49

An Analysis of Students' Creative Thinking Process and Ability in Mathematics through Open-Ended Tasks  
*Dini Kinati Fardah*  
53

Yoremes of Sinaloa and their Inclusion to the Information Society  
*Ernesto Guerra Garcia, Jose G. Vargas-Hernandez, Fortunato Ruiz Martinez*  
59

Investment Policies in the Implementation of the National Character Value of Indonesia; Review Before Application of Curriculum 2013  
*Isep Ali Sandi, Mulyawan Safwandi Nugraha*  
67

Strategic Management in Basic Education Institutions in Mexico  
*José G. Vargas-Hernández*  
75

The Strategy of Educational Management for Elementary School of Orang Rimba through Education Based on Local Culture  
*Murfuati*  
83

Genesis of Education and Primary Educational System and Educational Policy in India  
*S. Saravanakumar*  
89
Developing Cultural Competence in the Policy of Primary Education Decentralization

Siti Irene Astuti D

Mainstreaming of School-Based Management at Elementary School Teacher Education Studies Program (MBS-PGSD) Open University

Suhartono, Evan Sukardi, and Ngadi Marsinah

Reflections on the New Paradigm in Education and its Post-Reformation System and Praxis: Investigation on Elementary Education in Salatiga

Wasitohadi

Improving Teaching Skills FOR Student of Primary Teacher Education Program Through Supervision During Field Teaching Experience Practice

Widya Karmila Sari Achmad

Teachers' Confidence and Preparedness in Teaching Science in the Primary School

Bob Chul Seng Yong

Modification of the Primary Level Curriculum for Children with Mental Barriers

Ishartivi

Raising Sense of Belonging to Yogyakarta Culture through Seven C’s Cycle Learning Process in Tarbiyah Project Curriculum

Nisa Shalihah

Joyful Learning in Primary Education: Ideas for Bangladeshi Primary School Leader

Shanta Akther Sheema

Management of Primary Education Curriculum Development Based on Soft Skill

Sri Utaminingsih

Three Basic Principles for Creating a Enjoyfull Learning in Primary Education

Bambang Setyo Hari Purwoko

Sociocultural Based Thematic-Integrative Teaching and Learning Model for Elementary Schools

La ode saftun arilh

Cooperative Learning for Elementary School

Martha Christiani

Incorporating Technology in Primary Classrooms: Personalised Learning Caters for Students’ Success

Nur Amalia

Improving Math Skill in Early Age of Elementary School Through Traditional Game “Lurah-Lurahan”

Nur Cholimah

Many Alternatives to make Joyful, Interesting and Meaningful Primary Education Learning

Rita Singh

Empowering Meaningful Learning through Online Collaboration

Stefanus Christian Relmasira
THREE BASIC PRINCIPLES FOR CREATING A ENJOYFULL LEARNING IN PRIMARY EDUCATION

Bambang Setiyo Hari Purwoko
Mechanical Engineering Education Department
Faculty of Engineering Yogyakarta State University
bambang_shp@yahoo.co.id

Abstract

Primary education is successful if it is able to make students piety, good personality, and still have a high curiosity. This curiosity is innate nature of every child since the child was born, but often curiosity is eroded and become lost when a child's entry to primary education. One reason, learning in primary education is often not stimulate the curiosity of students, but the tendency is just to turn it off.

Curiosity of the child is to be maintained and developed, therefore learning in primary education is designed to facilitate the learners so that the learners' curiosity continues to grow, students are free to express themselves, and enjoy while learning. In order to stimulate the growth of curiosity, freedom of expression, and enjoy learning for learners, instructional design in the primary education should use strategies that combine harmoniously the three principles; (1) the principle of learning is fun (enjoyment learning), (2) individualized and differentiated learning, and (3) the principles of coaching and mentoring, especially for students who are having problems learning motivation, as students who do not want to work hard, fear of making mistakes, do not want to try, not enthusiastic, feeling useless, and the problems associated with personality and devotion.

Keywords: enjoyable learning, primary education

1. Introduction

We realize that the development of science and technology current rapid change has accelerated the social values, in the form of speed and increased levels of thinking, more efficient lifestyle, and relationship patterns that are competitive (Poepowardjo, in Semiaman, 2008:102). All of it is a challenge for the younger generation, which can deal with the necessary skills to compete (competition) and adapt.

Competition and adaptation capabilities is a natural instinct (mechanism) owned organisms including humans in order to survive and grow. As nature in order to survive and grow, the ability to compete and adapt it must continue to man as a living being, and this can only be achieved through the study of environmental changes that are constantly changing.

Strong desire to continue to learn to adapt to environmental changes already possessed child from birth, manifested in the form of a high curiosity of every child. This curiosity is a basic potential of every child in different levels. Curiosity is a psychic energy that drives children to continue learning naturally the interests and concerns.

But many found, the curiosity of children who are born with the potential of it does not continue to grow even larger following the increase in age. Lack of stimulation and opportunity afforded adults to children to do activities that can channel curiosity, create curiosity that continues to decline, and eventually closed altogether. In its place is emerging is passivity, apathy, not interested in doing something (response) although given various stimuli.

Mission of education, especially primary education is to facilitate the learners so that the potential curiosity owned learners channeled into activities of interaction between learners and the environment that has been manipulated as a learning resource. Activity interaction of learners with learning resources should be able to take place in everyday situations (natural), exciting and fun for the kids so that curiosity that continues to grow in line with the development of knowledge, values, interests and talents.

However, many teachers in primary education has not fully developed the design of instructional strategies that facilitate learners' curiosity so often this curiosity to be lost when a child's entry to primary education. The learning process in basic education often do not maintain the curiosity of students, but rather turn it off. One reason, teachers are less able to develop learning strategies that make children happy and busy interacting with learning resources.

2. Enjoyed learning

According Permentikan Nomor 41 Tahun 2007 Tentang Standar Proses, learning is a process of interaction of learners, teachers and learning resources in a learning environment. Expressed also in Permentikan that learning in each unit of primary and secondary education, implemented with certain conditions, one of which is having fun (Permentikan Nomor 41/2007).
Until recently enjoyed learning sense is interpreted in various ways. Most people, interpret enjoyed learning, is the atmosphere and learning environment that brings a sense of comfort, fun, and exciting. Fun in this sense is the state of the environment (factors outside themselves) that can lead to a sense of enjoying.

Enjoyed learning the terminology of this paper, is defined as a condition satisfactory, as unsatisfactory according to the terminology of the law of readiness Thorndike. According to Thorndike in Hergenhahn and Olson (2008:64), satisfying defined as a state that has made someone did not do anything to avoid the situation, often to do something to get that situation again, and keep trying to defend it.

Enjoyed the term, which means equated satisfactorily, understood as a condition that causes a person to want to remain in that state, always trying to get a situation like that, and always try to keep it in any longer. Thus meaning that enjoyed learning is a learning process that brings a sense of fun learning, always trying to get a sense of fun learning state, and maintain a sense of fun to learn it in a much longer time.

At enjoyed learning, growing sense of enjoy learning, at the learners themselves. Various attempts were made by the students to be able to continue to enjoy learning in a subsequent learning, and continue to strive to maintain that sense of fun learning on subsequent learning again. And so on, so as to enjoy learning, will continue to lead the growth of the desire to learn, self-learners in a sustainable manner, in every lesson.

Learners who enjoy learning, will continue to appear in his desire to interact with learning resources. If the impulse from within is owned by each learner in a learning class, then the class has created individuals who continue to learn, so it can be said that learning is enjoyed, will encourage the creation of individual learners, which is the basis for the establishment of a learning organization (Senge, 2000, 24).

There are three factors or principles to be implemented, when we want to apply enjoyed learning. The third principle is to be implemented; theoretical models of enjoyment learning, individualized and differentiated learning, and guiding and mentoring.

3. Theoretical Model of Learning Enjoyment

Theoretical Model of Enjoyment Learning, developed from the law of readiness, which is written by Thorndike, who adapted to the context of learning. The readiness of the law states: (1) if the person is ready to take action, then do it, it will be satisfactory, (2) if a person is ready to take action, but do not do it, it would seem annoying, (3) a person who is not ready to commit action, but do it, it gets annoying (Thorndike, in Hergenhahn and Olson, 2008:64).

In the context of learning, someone who is ready to learn, so if someone is learning, would satisfy him. Someone who is ready to learn, then do not learn, will annoy him, and someone who is not ready to learn, then if that person will learn annoying him.

According to Piaget, learning should be built around the cognitive structure of learners. Learners in a learning class, usually consisting of age and culture that is relatively the same, but has a cognitive structure is different, and therefore requires the type and levels of different materials. Learning materials which can not be assimilated in the cognitive structure of the learner, not be meaningful to him, but the learning materials that can be fully assimilated, learning does not occur in self-learners (Piaget, in Hergenhahn and Olson, 2008:324).

It said further by Piaget, that learning can take place, then the material or learning materials need to be partially known, and the other half is not. Parts that have been known to be assimilated, and part of that is not known to cause modifications in the child's cognitive structure. This modification is called accommodation, which according to Piaget, meaning the same as learning.

Enjoyed learning is defined as learning that can bring a feeling of enjoying, exciting, and comfortable. Such feelings, its essence can be equated with the satisfying feeling, as it was intended by Thorndike, the law of readiness. Feeling enjoy or satisfy it, will come when a student is ready to learn, then he learned.

Can be explained, every student has a cognitive structure as a learning experience that has past. Such learners, said to be ready to learn. When given a new learning materials, at about the development of cognitive structures, the learners, can connect new learning materials and learning experiences, resulting in assimilation and accommodation, which would lead to intellectual growth. This means, the students are ready to learn with a learning experience that has been owned, so when given the new learning material around the past experience, there will be assimilation and accommodation (learning), it will bring a feeling of satisfying or enjoyable.

Enjoy the conditions, it would appear that the students feel has learned that generate intellectual growth. The emergence of a sense of excitement caused by this study, followed by an increase in the confidence that he has the ability. Enjoying and feeling confident, will be multiplied by the given praise as reinforcement, and will be repeated if the prize (reward). This is one of the principles of learning, namely "the response will be repeated, if unpleasant consequences"
Enjoyed learning occurs when students are ready to learn, he then had to learn. So that learning can be experienced by all learners, then learners are different cognitive structures, should be facilitated, making it easier to study the occurrence of self-learners. This can be done in a way:

1. Organize teaching materials in such a way, the degree of difficulty is set to increase by a small increment, sorted from simple to complex, and organized into instructional materials with a high difficulty level, medium, and low.

2. Analyzing the characteristics of learners in learning, especially related to the development of cognitive structures, namely the speed of learning. Identification results, then grouped, so that learners know anyone who belongs to a group learning fast, medium and slow. The purpose of this grouping is for teachers to be able to determine appropriate instructional materials for each group.

3. Delivering learning, as the learning progress of each learner. Each level of teaching materials, prepared for learners with learning characteristics appropriate learning pace. The goal is that the students in learning materials, learning will experience a moderate load, did not encounter difficulties and obstacles that make students feel anxious, when trying to understand the teaching material, or otherwise become bored, because it feels too easy teaching materials. Teaching materials that are too easy, often making students bored, while teaching materials that is too difficult, potentially making the students anxious. Teaching materials with the appropriate level of difficulty with the development of cognitive structures, or past learning experience, for students, will bring a feeling of enjoying.

The third case, a minimal basis for the implementation of learning, which can help students succeed in learning. Often learners, was not facilitated, thus decreasing enthusiasm for learning. Learners when learning with instructional materials that are too easy, would quickly get bored and lose interest following study. While the instructional materials that are too difficult, will lead learners feel anxious, do not enjoy, and in a short time, will decrease attention and enthusiasm in participating in learning.

If the implementation of a learning conditions enjoyed by unnoticed, so many learners will feel and think, that learning is boring, because it does not provide a challenge. While other students said that learning was "scary", making it difficult worried because their subject. Both conditions are learning together will result in ineffective learning.

4. Individualized and differentiated learning

According to the cognitive paradigm, especially as represented Piaget and the behaviorists, although for different reasons, they realize that learning must be done individually, or individualized. That is, although the learning done in the classroom, and in the same time a number of learners consisting of various backgrounds and characteristics. together learning, service learning and facilitation should be individualized to each learner.

In Piaget's view, the optimal learning requires a challenging experience for students, so that the process of assimilation and accommodation can produce intellectual growth. To create that kind of experience, the teacher must know the level of learners cognitive structure functions, because the ability to assimilate, varies between learners and the other one, which therefore, learning materials must be tailored to the cognitive structure of individual learners.

The behaviorists, also realize that reinforcement should rely on proper behavior, and proper distribution amplifier, requiring face-to-face relationship between one teacher and one student, or between learners and learning materials. Thus, every student should obtain appropriate amplifier proper behavior are made to meet with the teacher, which means giving the amplifier, must be individualized.

In addition to individualized, differentiated learning too. Rationale, for anyone, especially parents and teachers, hoping that every student be successful in school, and develop to the fullest potential. Hope this becomes a difficult challenge, especially for basic education teachers, elementary school because the model we have always require teachers to merencanakam learning, for learners who are grouped according to age, but with very diverse characteristics. This situation requires teachers to differentiate instruction proficient.

In differentiated teaching, the teachers still have to focus on the essential standards of competence. However, teachers need to modify what is taught and fitting methods, strategies, and materials to the needs and ability of certain learners. Needs of learners is determined by cognitive development, style, and learning preference.

In general, the learning that takes place in a classroom in a regular school, many teachers teach the same materials, the same way for all students. In a differentiated classroom, the teacher will begin by learning based on their interests, needs, learners' readiness to learn, and then use the models and structuring of learning to ensure that learners are growing their learning potential.

Differentiate teacher learning, using the planning process to respond to the needs of individual learners and to ensure the success of all
learners. It is a challenge for teachers of basic education. To overcome this challenge, teachers must find ways to differentiate instruction so that every student can learn to the maximum. Carol Ann Tomlinson identifies the essential elements of differentiation, namely: (1) the teacher to focus on the things that ensnarl, (2) teachers pay attention to students' differences, (3) melihat asmen teachers and teaching as inseparable; (4) all students participate in an honorable job (5) teachers and students collaborate in learning, (6) the teacher to balance between the norms of the group and the individual; (7) teachers and students work together flexibly; (8) teachers modify content, processes, and products (Carol Ann Tomlinson in Arends, 2008:124).

5. Tutoring and Mentoring

Every child has the enthusiasm to meet life. They love what is around, the desire to explore, develop skills, and strength. Encouragement of the child to know what is around it, is fundamental, owned since the time of his birth. Therefore, we need to ask, how a kid who started active life, have a strong desire to know what's around it, it can turn into a lethargic child and give in, do not want to try when in the classroom.

Many school-age children experiencing learning problems, so it is perceived, learning or school that is a burden, whose activities are boring and drab. Children who at the beginning of active age, high sense of intending him, has now become apathetic, do not care, and loss of self-confidence. Teacher's task is to provide guidance and mentoring to students on an individual basis in order to return the interest, I am confident, and feel respected.

Jean Robb and Hillary Letts (2004: vii), identify a number of problems faced by many primary school aged children, who need guidance and mentoring of teachers, so that children can overcome the problems it faces. These problems, among them: (1) do not bother to, (2) fear of making mistakes, (3) do not want to try, (4) loss of self-confidence and enthusiasm, (5) feeling useless, (6) do not assume anything importantly, (7) does not want to become an adult, (8) loss of passion, (9) easy menterah, and (10) does not want to cooperate.

Teachers in primary education, in carrying out the study, in addition membing learners to master the teaching materials are delivered using methods and learning strategies that suit learners' learning progress, should also guide and provide assistance, to students who experience problems, as stated Jean Robb and Hilary Letts is. With the guidance and assistance expected, students will again have the enthusiasm to learn.

6. Conclusion

1. Curiosity is the basis of the potential of every child from birth, in different levels. Task of education, especially primary education, is to facilitate that potential learners curiosity, channeled into activities of interaction between learners and learning resources. Interaction of learners with learning resources, should be able to take in the atmosphere exciting and fun for students, so called learning enjoyable.

2. At enjoyed learning, growing sense of enjoying the learning of the learner. If the impulse from within is owned by each learner in a learning class, then the class has created individuals who continue to learn, so the learning fun will encourage the creation of individual learners, which is the basis of the formation of a learning organization.

3. There are three factors or principles that should be implemented when we want to develop a learning process fun. The third principle is to be implemented: theoretical models of enjoyment learning, individualized and differentiated learning, and guiding and mentoring.

REFERENCES


