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Exploring Inter-Regional and International Cooperation in Indonesia
The 2016 International Indonesian Forum for Asian Studies (IIFAS) Conference
in collaboration with SebelasMaret University (UNS)
FOREWORD

A flourishing society has a starting point in the freedom and autonomy of the individual to advance the community. By flourishing is meant the instinct to live and progress with adequate sustenance, shelter, the comfort of feeling safe, and a satisfactory level of social relationships for psychological well-being and physical health. The elements of attentiveness, decision making capability, and emotional capacity are found in human beings perhaps just as much as across many of the branches of the evolutionary tree. This suggests advancing a tolerance to the diverse individual moral and social spheres within a community. It is perceived that it is the individual who will initially flourish or perhaps suffer on occasions, not necessarily a particular group, race, gender, tribal group, or state. Challenging but worthy proven ideas or behaviour from an individual, might become the basis for other individuals or group to follow.

Cooperation starts therefore at a personal level and the drive to progress in a community is part of the human essence. The freedom to pursue the fulfillment of that essence is a natural universal drive which enhances community building. Individual cooperation goes beyond the colour of the skin, gender, association in intimate relationships, or spheres of religious or political affiliation, to create merited capacity in a broad inclusive society.

Individuals are social, who are first and foremost a person within social groups, and therefore cooperation ought to start at a personal level before cooperation can be explored at an effective collective level. Viewing the world in separate geographical regions with a rational eye suggests that cooperation is best conducted without preconceived sentiments across borders. History has shown that alienation among groups or nations has usually only temporarily halted the capacity of cooperation or decreased the opportunity to flourish as individuals, or in the community, for perhaps the length of one or only several generations. An example of this would be how armed foes from the past have later become cooperative partners in social and economic development. When it is decided to leave the past behind and turn old animosities into new opportunities of cooperation, we possess the social skills, intelligence and reasoning capacity which can bring about closer cooperation and sustainable prosperity.

The gathering at this international conference, Exploring Inter-Regional and International Cooperation in Indonesia, at SebelasMaret University in Solo has brought together scholars from as far away as Japan, Taiwan, North America, India, the Philippines, Malaysia, and Australia. They represented different professional backgounds from academic to government, and included also the interests of community groups. The academic partnership of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate Program at the Faculty of Teacher Training and Education of SebelasMaret University (UNS) can be seen as efforts to build bridges between community and government, and to become part of a diverse global community.
We thank the presenters, speakers, organisers, including volunteer students, and S. Prof. Dr. Joko Nurkamto, M.Pd., Dean of the Teacher Training and Education Faculty, for the generous use of the campus and fine facilities that were provided for this IIFAS conference. These contributions assured the success of the Second IIFAS Conference in Surakarta. May all delegates and participants have treasured the interaction derived from this academic endeavour.

Johan Richard Weintré, M Ed, PhD,
Chair of the International Indonesian Forum for Asian Studies

Professor Dr. Sariyatun, M Ed,
Head of the Post Graduate History Study Program,
Sebelas Maret University
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Yudi Pratama
Improving Junior High School Students' Character Through The Colestvia Learning Model

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Abstract: This research aimed (1) to develop the COLESTVIA model as a tool to improve the teaching of social science and (2) to test the effectiveness of the COLESTVIA model in the teaching of the subject. This paper was conducted with research and development approach which consisted of three stages: preliminary studies, model development and model testing. The data were collected through observations, interviews, questioners and documentations. The data collected from the preliminary studies were analyzed using qualitative analysis. Then, the data collected from the model testing stage were analyzed using quantitative analysis. This research used t-test to measure the different level of effectiveness between teaching using the COLESTVIA model and lecturing model. This research concluded that (1) the COLESTVIA model which was validated by experts and tested in SMP 19 could be implemented in other schools. After being tested in quasi experiment in SMP 2 and SMP AL Muayyad, students who were taught using the COLESTVIA model successfully improved their cognitive and affective skills. They acquired better scores than those taught using the lecturing model. (2) The effectiveness test, which was carried out in SMP 9, SMP 24 and SMP Kristen 1 Surakarta, showed that again, if compared to the lecturing model, the COLESTVIA model more significantly improved the students' academic skills and strengthen their characters. Thus, it could be concluded that the COLESTVIA model is more effective than the lecturing model.

Keywords: social science learning, learning models, competence, characters and identity

Introduction

Law No. 20/2003 on the National Education System (2007: 8) rules that the national education functions to develop the students' skill and character so that in the future they can become citizens who have faith in God and have noble personal qualities. The national education system is also expected to prepare students to be citizens who are smart, creative, independent, responsible and democratic. The law, indeed, provides noble ideals of the national education system. However, in reality, the ideals
have yet to be achieved. There are still abundant moral injustices as well as problems concerning the nation’s social, political, economical and cultural sector. In addition, currently, the nation also faces a crisis of identity. This reality check signifies that the current Indonesian national education system still fails functioning as expected by the aforementioned law (Rokhman, Nurhadi & Muhsinatun, 2006: 116).

Scholars have argued that the Indonesian education system is oriented only to develop students’ cognitive skills. Thus, it has failed to develop the student’s moral (Suyanto, 2000: 153). This is proven by much social illness emerging in the society including drugs abuse, free sex, crimes and violence among other things (Lubis, 2009: 5). The current group of young generation also has failed to behave accordingly in front of the older generation. The younger generation is losing the grip of the nation’s cultural identity, for example politeness, tolerance, humbleness and helpfulness among others (Supriyoko, 2003: 3).

The failure of the national education system as argued above specifically illustrates the failure of social science teaching in Indonesia because besides serving as an academic instrument, social science is supposed to function to equip students with knowledge to solve social problems. Social science, for instance, should provide students with knowledge concerning on moral education, independence, responsibility, discipline and it should nurture entrepreneurial souls on students (Rokhman, Nurhadi & Muhsinatun, 2006: 117). Therefore, teachers have the responsibility in not only transferring the knowledge but also transferring the values. Teachers should not only focus on the cognitive education but also in skill and morality education so that students may become better future citizens (Sardiman, 2002: 123).

In a bid to achieve a better social science teaching, scholars have called for a better paradigm in social science teaching. Cholisin and Hiyam (2006) for instance have argued that social science’s curriculum should develop student’s behavior, attitude, skill and knowledge (BASK). The paradigm of social science teaching should be changed from behaviorist to constructivist. According to Vygostky, knowledge could be built based on interaction with others. This notion provides the ground for the development of the COLESTVIA cooperative model of learning. This model incorporates Student Team Achievement Division (STAD) and Team-Games-Tournaments (TGT) as well as Values Inculcation Approach (VIA). The cooperative learning method, which is characterized by group cooperation model, is expected to improve students’ activity and creativity, increasing their interpersonal relations and improve their achievement. Then, the VIA can be used to internalize moral education to students.

This research was conducted in some junior high schools (SMP) in Surakarta, Central Java, Indonesia because since 2011/2012 academic year, all educational institutions in the city were supposed to implement character education in their daily learning process (Widiastuti, 2011: 4).

Research Methodology

This study used research and development approach. This research developed COLESTVIA as a learning model that incorporates character education in the teaching of social science at SMP level. This research tweaked a theory coined by Borg and Gall (2007). Instead of following their 10 steps of research, this research simplified them into only three steps of research which included exploration, model development and testing model’s effectiveness.

The subject of this research included all teachers of state and private SMPS in Surakarta. The sample included state SMPS, namely SMPN 2, SMPN 9, SMPN 19 and SMPN 24, and private SMPS, namely SMP AL Muayyad and
SMP Kristen 1 Kota Surakarta. This research used a random sampling, choosing a random class in each school. This research also used quantitative analysis in treating the data obtained from experiments. In conducting the experiment, this research employed the Classroom Action Research experiment. This research also used quasi experiment to test the impact and the effectiveness of the COLESTVIA model. The results of the experiments were finally calculated using the t-test.

Results and Discussion

The learning process of social science of students at the SMP level in Surakarta mostly focused only in transferring the knowledge. This fact defied the national curriculum as well as the aim of the national education system i.e. striving to develop not only students' knowledge but also their behavior, attitude and skill (BASK). Therefore, this research proposed to experiment the COLESTVIA learning methodology as a potential instrument to bring back the teaching of social science to its designated aim set by the curriculum and the national education system.

The COLESTVIA learning methodology is basically a cooperative learning model which incorporates two learning strategies namely the Student Team Achievement Division (STAD) and the Team-Games-Tournaments (TGT). In addition to them, the COLESTVIA model incorporates the Values Inculcation Approach (VIA), an educational approach aiming to instill certain values in students. Such values include religious, nationalism, honest and hardworking. The other values are expected to make students able to respect others' values and achievements, love reading, being critical thinkers, being disciplines and independent individuals. These should be integrated in social science's syllabus and the Learning Implementation Plan (RPP) so that teachers can conduct the Integrated Social Science teaching.

In the preliminary step of research, the draft of the COLESTVIA learning model went through the PTK experiment in which experts on character education and educational technology as well as social science teachers in various junior high schools in Surakarta were asked for opinions on the drafted model. After reviewing the draft, they deemed that the COLESTVIA model could improve the teaching and learning quality of social science subject. They considered that the COLESTVIA model could a) improve students' cognitive skills and b) improve students' affective achievements including their skills and behaviors.

The result of PTK experiment is illustrated below.

Cognitive Aspect

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Average Scores</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>70.69</td>
<td>Good</td>
</tr>
<tr>
<td>II</td>
<td>77.42</td>
<td>Good</td>
</tr>
</tbody>
</table>

Affective Aspect
Then, the research entered the next step i.e. the quasi experiment in SMP 2 and SMP AL Muayyad in Surakarta. After being tested at the schools, the COLESTVIA model was proven to significantly improve the quality of the knowledge being transferred and improve the skills and behavior of the students. This is illustrated in the average scores obtained by students at the experiment group which collected 74.70 as compared to 63.35, score obtained by those at control group. The experiment group recorded an average of 4.47 in affective aspect and 4.36 in psychomotor aspect. Meanwhile, the control group only recorded 3.70 and 3.60 for those two respective aspects. The result below indicates that the tested COLESTVIA model could indeed improve both students’ cognitive and affective aspects.

a. Cognitive Aspect

<table>
<thead>
<tr>
<th>Group</th>
<th>Average Scores</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>76.57</td>
<td>Good</td>
</tr>
<tr>
<td>Control</td>
<td>65.55</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

b. Affective Aspect

<table>
<thead>
<tr>
<th>Group</th>
<th>Average Scores</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>4.47</td>
<td>Excellent</td>
</tr>
<tr>
<td>Control</td>
<td>3.70</td>
<td>3.67</td>
</tr>
</tbody>
</table>

The research also tested the effectiveness of the COLESTVIA learning model in SMP 19, SMP 24 and SMP 9. The result showed that if compared to the existing lecturing model, the COLESTVIA model significantly improved students’ achievement (cognitive aspect) and strengthened their characters (affective aspect and skill). The average score of academic achievement of students taught using COLESTVIA model reached 74.70, higher than the average score of students taught using lecturing model at 64.35. The same pattern is also found in the average scores in affective aspects. One experiment group achieved average score at 4.45, higher than the control group which only achieved 3.65. The other two experiments groups achieved average scores at affective aspects at 4.08 and 4.45, higher than the remaining control groups which secured 3.45 and 3.70.

a. Cognitive Aspect
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<table>
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<tr>
<th>Group</th>
<th>Average Scores</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>74.70</td>
<td>Good</td>
</tr>
<tr>
<td>Control</td>
<td>64.35</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

b. Affective Aspect

<table>
<thead>
<tr>
<th>Group</th>
<th>Average Scores</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>4.45</td>
<td>4.08</td>
</tr>
<tr>
<td>Control</td>
<td>3.65</td>
<td>3.45</td>
</tr>
</tbody>
</table>

Based on the table above, this paper argues that compared to lecturing model, the COLESTVIA model is better at improving students’ achievements as well as making them internalize the values they have learned. Thus, this paper argues that the COLESTVIA model is more effective than the lecturing model.

The COLESTVIA learning model has various advantages compared to other learning model or strategies. In this model, the teachers can implement cooperative learning strategy which combines both STAD and TGT strategies as well as the VIA approach to instill values they teach to students. The teachers also can conduct the Integrated Social Science teaching as mandated by the curriculum developed by each school (KTSP). The teachers, who employed the COLESTVIA learning model, can evaluate their students from various aspects, including not only their intellectual or cognitive aspects but also their behavior (affective aspect) and skills. Besides, the COLESTVIA model also paves ways for students to develop their own creativity and activity in studying social science.

The COLESTVIA model was developed based on various theoretical studies, frameworks as well as findings from other researchers. The model was developed by incorporating the STAD cooperative and Tournament learning strategies as well as values incorporation through the VIA approach. The cooperative learning strategy consists of seven stages that include: 1) achieving goals and motivating students, 2) giving information and holding question and answer sections, 3) organizing study groups, 4) guiding a group of students to study and work, 5) holding Games Tournament, 6) holding evaluations and 7) giving rewards. According to Krathwohl (1964), there are five stages to shape students' characters that include 1) receiving, 2) responding, 3) respecting values, 4) organizing assessment system and 5) characterization, a last stage in which students are expected to have internalized all values teachers have taught them. However, these stages in practices can be simplified in three stages that include 1) receiving and understanding the values transferred in social science teaching, 2) accepting those values and 3) actualizing and practicing the values in their daily activities in school, family and society.

A study by Mattar and Khalil (2010) has stated that there is a significant relationship between character education and the changes in people’s behavior. Character education can help students solidify their self identity. Character education also helps students get a better academic achievement. Character education can also boost students' skills. The last, but not least, is that character
education influences students’ behavior. In alignment with Mattar and Khalil’s argument, Gervani (2006) has stated that sociodrama can be used as a methodology to implement character education practices in students at junior high school levels.

The developed COLESTVIA model implements three main stages in the learning process. They include 1) introduction, 2) main activities that encompass exploration, collaboration and confirmation and 3) closing. In the introduction stage, which is also called as apperception stage, teachers must provide information to students of materials they are going to learn. The materials include not only the academic contents but also models, values and characters that the teachers try to transfer. As stated, the main stage is divided into three sections. The first section is exploration which requires teachers to divide students into groups. In the groups, students will discuss about how to accept and implement values and characters they have learned. The next section in the main stage is elaboration which refers to students’ activity while discussing their materials in the groups. In confirmation section, the last part of the main stage, students start engaging themselves in tournament activities. In this last section, the groups compete among each other about the mastery of their assigned materials. The result of this competition will determine whether a group belongs to the super group, champion group or good group. In the last stage i.e. closing, teachers will announce the scores and results of each group competing in the tournament activities.

The COLESTVIA learning model will make teachers be more creative in presenting their materials to their students. It will enable teachers to conduct an integrated learning model as stipulated by the existing curriculum. The COLESTVIA model is a cooperative learning model which makes students have to learn together to understand a given subject. Such a model is designed to ease students to achieve the goal of the lesson.

According to Cheong (2010), in cooperative learning students in a class are divided into groups of 5 or 6. Each group is assigned to discuss a different material. This kind of learning strategy is expected to make students more active, independent and able to grasp the concept of the materials they are learning. The prevailing common perception holds that understanding of local values is essential to shape students’ character, preparing them to be more humane and civilized persons. Thus, failure in understanding the values will lead students to be corrupt persons in the future. Therefore, according to Suparno et. al. (2007: 75), moral and value education should be prioritized because, as stated by Sidi (2001: 103), they play crucial roles in building and shaping the characters of the students.

The reformation spirit that has sparked in the nation since 1998 should be used as a momentum to reform Indonesia’s education system. The system should be brought back to its philosophical orientation i.e. education should not only touch the cognitive domain (or the knowledge) but also should touch moral and social action. This reformation is important because education on the moral and social action will prepare students to be future good and responsible citizens. This is the ultimate goal of the nation’s education system (Suyanto, 2006: 140).

Sumaatmadja (2005) has argued that character education is an instrument to prepare younger generations to be pious and morally good future generations, to be tolerant to others and to make them to be future obedient citizen to both their own country and the whole world. The National Education Ministry (2010: 11-22) has asserted that cultural and character education should be implicated in the teaching of social science. The ministry’s idea is supported by Golemen (2001) who has stated that having enough intelligence quotient is useless if not equipped with having adequate both emotional and spiritual quotients. Thus, having said that, character education will help individuals to
recognize what is good, to love the good to desire the good and to act the good. These four factors, according to Lickona (2000: 7), are essentials prerequisites in every educational process. These four terms are known as the 4G.

Understanding the cognitive aspects is not the end line for character education as it has to internalize the real experience of students that they encounter in family and society in general. This concept is in align with a concept coined by Ki Hajar Dewantara which is called “Tringa” that copes ngerti (understand), ngrasa (feel) and nglakoni (act). This will remind people that we all need to really understand, feel and act according to the good deeds we all have learned along the way (Wardani, 2010).

Supardi and Saliman’s research (2010) shows that for so long, teachers just teach social values that include nationalism, a sense of sacrifice, perseverance, honesty, creative, hardworking, critical and discipline through lectures. This is not enough. Thus, to develop the social science teaching in the country, Sardiman (2010) has argued that the teaching should also be supported by these factors: a) setting an example, b) a more active/participative and creative/innovative learning model, c) a more conducive/educative learning environment (which can be obtained by, for example, placing motivating slogans in the classrooms), d) a cooperation between the school, parents and surrounding environment and e) a political will from the government.

**Conclusion**

The learning process of social science in various junior high schools in Surakarta has been carried out in many variations. However, they have been too focused in the transfer of knowledge. This contradicts with the nature of social science itself i.e. developing behavior, attitude, skill and knowledge. Therefore, to bring the teaching of social science back to its nature, this paper has argued that the COLESTVIA learning strategy should be implemented.

The COLESTVIA learning strategy is a cooperative learning methodology which incorporates the STAD and Tournament learning methodologies and the VIA approach. This model has been developed based on the Regulation of the National Education Minister Number 41/2007 which divides learning process in three stages: introduction, main activity and closing. The results of experiments, quasi experiment, large scale experiment and effectiveness test of the COLESTVIA model show that it can improve students’ academic achievement and simultaneously develop their characters. The COLESTVIA model has been proven to be more effective than the lecturing model that is being used.

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