PROCEEDINGS INTERNATIONAL CONFERENCE ON INDONESIAN ISLAM, EDUCATION AND SCIENCE (ICIIES) 2017

Theme:

The Prospects and Challenges in the East and the West

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Venue:

Laras Asri Hotel Salatiga Campus 3 IAIN Salatiga

PROCEEDINGS INTERNATIONAL CONFERENCE ON INDONESIAN ISLAM, EDUCATION AND SCIENCE (ICIIES):

The Prospects and Challenges in the East and the West

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Publisher

FTIK IAIN Salatiga Jl. Lingkar Salatiga Km 2. 50716. website: iies.iainsalatiga.ac.id

ISBN. 978-602-50751-0-0

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THE VALIDITY OF HOLISTIC MATHEMATICS EDUCATION MODEL BASED AMONG SYSTEM IN THE LOW GRADE ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this research is to produce a Holistic Mathematics Education (HME) model based among system in the low grade elementary school wich valid, practical and effective. This research produces products in the form of model books, teacher manuals, and student books. Research type used is desaign research developed by Plomp with three stages, namely preliminary research, development or prototyping phase, and Assessement Phase. Preliminary research stages are analyzed by needs analysis, student analysis, curriculum analysis, and concept analysis. Phase of development or prototyping phase by doing self evaluation, expert validation, one-to-one evaluation, and small group evaluation. In the Assessement Phase, a large group field test was conducted through a Holistic Mathematics Education (HME) model based on amongst the lower grade students. Based on the results of product validity by expert validation, obtained data that the resulting product is at very valid criteria.

Introduction

Some studies show that math is a subject that is less favored because learning is done is still abstract, causing boredom for students who eventually affect the poor performance of student learning (Maryunis (1989), Nirwana (2003); Ruseffendi (2009); Wahyudin in Martunis (2014); Fauzan (2002)). Furthermore, the Directorate of Training Program Profession in Widdiharto (2004: 1) also revealed that most teachers in teaching is still less attention to students' thinking skills, or in other words do not do meaningful learning, the method used less varied, the lack of cultivation of character values in students, and as a result a lack of interest and motivation, as well as the character values in students, so the impact on learning outcomes. This is confirmed by the opinions Mayer (1998) and George (2010), Munoz and Judi (2006); Beninga; et al (2003), and Watson (2006), which states that interest and motivation, as well as character development is very influential on student learning outcomes. Furthermore, Lovat, et al (2010); Newmann and Associates (1996); Bryk et al (1993); Bryk and Schneider (2003); Benninga et al (2003); Berkowitz et al (2008), also explains that values education can provide an opportunity to deepen the relationship of teachers and students, making learning more effective, and can create the atmosphere of a good learning environment.

Problems in mathematical learning can also be seen from the survey results Trends in International Mathematics and Sciences Study (TIMSS) and the Program for International Student Assessment (PISA) (Rival and Munir (2009: 49); Kunandar (2007: 2), Compass (2013)) which proves lack the literacy skills math and science compared with other countries. From the survey data showed that Indonesia ranks only the top 5 countries that follow the bottom of the test starting in 2003 until 2012. The study TIMSS and PISA core strength lies in students' mathematical reasoning and the ability to apply them in everyday life. Based on these problems, hence the importance of instilling early math concepts in class early so that students have a solid mathematical foundation when entering a higher level, as described by Stylianides (2007).

Concept of Holistic Education

Holistic Education is the concept of education that develops the potential of the child's physical, emotional, social, spiritual aesthetic, and intellectual (Latifah and Neti (2009), Miller (2005)). Holistic paradigm can be defined as a holistic perspective in perceiving reality (Heriyanto, 2003). Minded holistic view overall aspect means more than the parts, patterned systemic, integrated, complex, dynamic, non-mechanical, and non-linear. Thus a holistic is a point of view which states that overall as a whole is more important than its parts, while in education, holistic is an educational philosophy that comes from thinking that is basically an individual can find the identity, purpose, meaning of life through his relationship with society, spiritual values and the natural environment.

Among system

Among System is how education is used in the Taman Siswa education system requires teachers for the purpose of considering and importance that nature-iradatnya children without forgetting all the circumstances surrounding it. The cornerstone of the system lies in the motto among Tutwuri Handayani which means providing freedom, opportunity, attention and guidance that allows the child or the young generation at the initiative themselves and on their own experience to develop along the lines of the personal nature of each (Reksohadiprojo, 1989). Tutors only an impact from the rear when there are students out of education. If it is associated with the learning of mathematics then by the application of methods among students will be guided and given the freedom to solve the problems they encounter in math as long as it does not get out of math concepts. With this kind of learning will enhance students' understanding in mathematics for students directly experience the learning process. As described by DePotter (2004) that the provision of direct experience will improve and facilitate students to the learning content. This concept is grounded in humanistic theories because, according to this theory, the purpose of learning to humanize humans. Humanistic theories including the Constructivists, because this theory involves cognitive and affective behaviors (Schunk, 2012).

The Concept of Holistic Mathematics Education Model Based Among System In The Low Grade Elementary School

HME model based among systems education is a concept that is most appropriate to the lower grade elementary school students. Basically the age range of low-grade primary school students still see everything as a whole (holistic) so that learning is still dependent on concrete objects and experiences that happened. By looking at the nature of education low grade primary school students are then mathematics must be taught in concrete terms to students so that students are able to interpret the purpose of learning mathematics. For that we need a model that is able to develop the full potential of students, and foster the values of character for students so that learning mathematics becomes meaningful for students. One model that suits characteristic low grade primary school students is a model-based HME Among Systems.

HME models based on this system will be awarded among the corresponding mathematical problems with the potential of students, so that the problem is given not only able to develop the cognitive aspects but also the spiritual, emotional, social, aesthetic, and psychomotor. In solving the problems of a given student is given the freedom to solve problems. From the problems students are able to work closely with members of the group and mutual appreciation and respect his fellow group members. In this case the student is guided to be honest, tolerant, disciplined, democratic, creative, communicative, curious, as well as learning to interpret their lives later on. With the character is formed, it will be able to develop the full potential of students, whether intellectual, social, emotional, psychomotor, aesthetic, and spiritual. Furthermore, with a system based among the learning of mathematics will be more meaningful and attractive to students because the foundation of the among system lies in the motto *"Tutwuri Handayani"* which means providing freedom, opportunity, attention and guidance that allows the child or the young generation on the initiative himself and on his own experiences to developing along the lines of the personal nature of each. Teachers act as guardian.

Based on these explanations, then the model HME among systems based on low-grade primary school students is grounded in behaviorist theory, cognitive, and humanistic. In behaviorist learning theory, to learn whether or not a person depends on factors conditionally granted by the environment. For it was on this model building knowledge from the environment is the first phase of which should be applied in teaching teachers. Furthermore, in the cognitive learning theory more emphasis on learning is a process that occurs in the human mind. Learning is a process of one's efforts to acquire a new behavior changes as a whole as a result of his own experience in interaction with the environment (Slameto, 2010). Humanistic theory also strongly supports this model, because this model emphasizes the goal is not only cognitive aspects but also create human character. In humanistic theories explained that humans are basically different from each other, so that they can be independent and choose and organize their lives as among the system concept underlying this model.



Figure 1. Procedure Development HME Model-based Among System (Modification of Plomp, 2013)

Methods

Development of holistic mathematics education model based among system in the low grade elementary school uses a design development Plomp (2013: 19), which has three stages or phases, namely: 1) *Preliminary Research; 2) Development or Prototyping Phase;* and 3) Assessment *Phase.* In this study, the researcher only discussed until the stage of doing formative evaluation, that is by doing validity test to some experts consisting of language experts, design experts, character education experts, early childhood education experts, and mathematics education experts.

Discussion

The results showed that the resulting product is at a very valid criteria. Here are the results of the validation by 6 validator which is composed of experts in the fields of mathematics, Indonesian, Design, early childhood education, and experts in the field of character.

Table 1. Results of Validation Books HME Model-Based Among System In The Low Grad	de
Elementary School	

No.	Early drafts	Research		
	Early drafts	Quantitative	Qualitative	
1	Theory Support	4	Very Valid	
2	Syntax	4.2	Very Valid	
3	Social System	4.1	Very Valid	
4	The reaction was	4.05	Very Valid	
5	System Support	4.2	Very Valid	
6	Impact Instructional and Accompaniment	4,07	Very Valid	
7	Implementation of Learning Model	4.08	Very Valid	

Table 2. Results of the Validation of Teacher Handbook for HME Model-Based Among System In The Low Grade Elementary School

No.	Early drafts	Research		
		Quantitative	Qualitative	
1	Interest	4.45	Very Valid	
2	Syntax	4.2	Very Valid	
3	Mechanical Ratings	4.4	Very Valid	
4	Lesson	4	Very Valid	
5	Languages	4.3	Very Valid	
6	Physical Form	4.2	Very Valid	
7	Benefits	4.4	Very Valid	

Table 3. Results V	Validation Stude	nt's Book for	HME	Model-Based	Among System	In Th	ne Low
		Grade Elem	entary S	School			

No.	Early drafts ·	Research			
		Quantitative	Qualitative		
1	Interest	4.55	Very Valid		
2	Lesson	4	Very Valid		
3	Worksheet	4.27	Very Valid		

4	Language	4.2	Very Valid
5	Physical Form	4	Very Valid
6	Benefits	4.2	Very Valid

Table 4. Categorizatio	n Criteria validit	y for HME	Model-Base	d Among Syste	m In The Low	Grade
		T1 (011			

	Elementary School			
Interval Score Validity Category				
	$4 \le VR \le 5$	Very Valid		
	$3 \leq VR < 4$	Valid		
	$2 \leq VR < 3$	Less valid		
	$1 \leq VR < 2$	Invalid		

Based on the results of the research, it is seen that the resulting product is at very valid criteria. Thus, the resulting product has good quality. This is according to what Nieveen describes, a number of common criteria that must be met in order to produce good quality products, namely validity, practicality and effectiveness (Plomp & Nieveen (2013: 28). According to Nieveen aspects of validity can be seen from: 1) whether the developed curriculum or learning model is based on a strong theoretical rationale, and (2) whether the various components of the learning tool are consistently linked to one another.

In the model book, it appears that supporting theories, syntax, social systems, reaction principles, support systems, instructional impacts, and accompaniment, as well as the implementation of learning models, are very valid criteria. This suggests that the developed model book describes the theories supporting the relevant model and corresponds to the characteristics of low-grade elementary students. Furthermore, the components developed in the model are also interrelated and able to develop all potential student as expected in the HME model-based among system.

In teacher manuals book, it is also seen that the objectives, syntax, assessment techniques, materials, language, physical form, and benefit of books are on very valid criteria. This means that the teacher manual book has included things that are in line with the stages of the development of low-grade elementary students, and can develop all students' potential, that is intellectual, emotionally, socially, psychometrically, aesthetically and spiritually. In the student book, it also appears that the objectives, materials, worksheets, language, physical form, and benefits of books are on very valid criteria. This means showing that the components described in the student's book have been able to develop all the expected potential in the model, and the student's books are also in line with the stages of development of low-grade elementary students.

Thus it can be concluded, that the resulting product can be used for low-grade elementary school students. Based on the characteristics of low-grade primary school students, the HME model based among system of this is suitable to be developed because through this model students can develop their potential, either intellectual, social, emotional, psychomotoric, aesthetic, and spiritual. Based on the among system, learning will be more meaningful for the students, because the concept of the among system educating children by giving independence to students, keep children away from the pressing and compulsive learning methods, and inculcate the freedom that is very important to make the students more courageous in learning (Firdiansah and Agus, 2013). Furthermore, some studies also explain that holistic education can make learning effective, and help students who have diversity to be successful (Bernold et al., 2000; Lovat et al., 2010). Through the model book, teacher manual book, and student book which is a support system model, it is expected to make it easier for teachers and students to apply HME model based among system the low-grade elementary students so that the learning of mathematics becomes meaningful for the students.

CONCLUSION

Based on the results of research and discussion can be concluded that the development of HME model based among system reside in criteria is very valid. Thus, the HME model -based among system in the low grade elementary school can be used in accordance with the syntax and components that have been designed in the HME model-based among system.

ACKNOWLEDGMENTS

The completion of the study must not be separated from the support of various parties. Therefore, the authors would like to thank:

Strengthening the Directorate General Research and Development of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia who have given doctoral dissertation research grants to researchers

Prof. Dr. Ahmad Fauzan, M.Pd, M.Sc as Promoter 1

Prof. Dr. Mega Iswari, M. Pd as Promoter 2

Afriva Khaidir, SH, M. Hum, Ph.D as Promoter 3

Various parties that can not be mentioned one by one

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