

Proceedings of the 9th International Conference for
Science Educators and Teachers
(ICSET 2017)

The Proceedings Team

Actualizing Educational Science in Developing Sovereignty an Competitiveness of the Nation

Advances in Social Science,
Education, and Humanities Research
Vol. 118

Proceedings of the 9th International Conference for
Science Educators and Teachers
(ICSET 2017)

The Proceedings Team

Actualizing Educational Science in Developing Sovereignty and Competitiveness of the Nation

Advances in Social Science,
Education, and Humanities Research
Vol. 118

Proceedings of the 9th International Conference for Science Educators and Teachers (ICSET 2017)

This Conference Proceedings volume contains the written version of all of the contributions presented during the 9th International Conference for Science Educators and Teachers (ICSET 2017). The international conference held by FIP-JIP is a research based conference. The conference is organized to discover the findings, ideas, and the education policies, as a contribution within the national education development, especially in the capacity for producing professional educators and administrators.

In its journey, the forum continues to improve the needs in accordance with independent and dignified nation education. Moreover, when entering the ASEAN Economic Community (AEC), certainly, challenges and hopes from the stakeholders' need to be responded to wisely, as to be a winner in the global competition. The commitment of the forum is to bring quality and dignified educators with acceleration, innovation and strategy which maintain the value of the nation as a cultural power which should be preserved also to enhance the nation to be excellent in the ASEAN global competition. To obtain the goals of the nation, this year the forum continued its biennial agenda in the Universitas Negeri Semarang, Indonesia.

The proceedings of ICSET came from researchers, lecturer, teacher, practitioners, private and public stakeholders, and educators from various fields. ICSET has seven sub themes, Acceleration and Innovation: Educational Administration in Producing Supervisors, Principals, and Professional High Education Manager in the MEA era 2017, Acceleration and Innovation: Psychology and Counseling in Students' Character Development Establishing Indonesian Golden Generation 2045, Actualisation and Innovation: Primary school teachers as cross country educators in ASEAN region, Acceleration and Innovation: The Concept of Early Childhood Teacher Education Based on Local Wisdom and Sociocultural, Acceleration and Innovation in Curriculum and Educational Technology Study Implementing Innovation and Technology to Respond the Dynamics Changes in the ASEAN Economic Community (AEC), Actualization of Non-Formal Education to Meet Society Needs Base on Local Wisdom Uniqueness" by Chairman of Indonesian Academics Non-Formal and Formal Education, The Implementation of Special Educational Needs Children in Global Perspective,

We would like to thank all participants for their contributions to the Conference program and for their contributions to the Proceedings. Many thanks go as well to the all speaker and all of reviewer, our special thanks go to Rector of Universitas Negeri Semarang, Dean of education faculty.

The Proceedings Team

Scientific Committee

| | |
|--|---|
| Prof. Dr. Fathur Rokhman M.Hum | Universitas Negeri Semarang, Indonesia |
| Prof. Dr. Mungin Eddy Wibowo M.Pd., Kons. | Universitas Negeri Semarang, Indonesia |
| Prof. Dr Dwi Yuwono Puji Sugiharto M.Pd., Kons | Universitas Negeri Semarang, Indonesia |
| Prof. Dr. Sugiyono M.Si | Universitas Negeri Semarang, Indonesia |
| Prof. Dr. Fakhruddin M.Pd. | Universitas Negeri Semarang, Indonesia |
| Prof. Dr. Joko Sutarto M.Pd. | Universitas Negeri Semarang, Indonesia |
| Prof. Dr. Haryono M.Psi. | Universitas Negeri Semarang, Indonesia |
| Prof. Dr. Tri Joko Raharjo M.Pd. | Universitas Negeri Semarang, Indonesia |
| Prof.Dr. MV Roesminingsih,M.Pd | Universitas Negeri Surabaya, Indonesia |
| Prof.Dr. Yatim Riyanto,M.Pd | Universitas Negeri Surabaya, Indonesia |
| Prof.Dr.Masitoh,M.Pd | Universitas Negeri Surabaya, Indonesia |
| Prof.Dr. Murtadlo,M.pd | Universitas Negeri Surabaya, Indonesia |
| Prof.Dr.Rusiyono.M.Pd | Universitas Negeri Surabaya, Indonesia |
| Prof.Dr.Mustaji,M.Pd | Universitas Negeri Surabaya, Indonesia |
| Prof.Dr.Wahyu Sukartiningsih,MPd | Universitas Negeri Surabaya, Indonesia |
| Prof. Ahmad Hufad | Universitas Pendidikan, Indonesia |
| Prof. Syamsu Yusuf | Universitas Pendidikan, Indonesia |
| Prof. Udin Saud | Universitas Pendidikan, Indonesia |
| Dr. Dinn Wayudin | Universitas Pendidikan, Indonesia |
| Dr. Djadja Rahardja | Universitas Pendidikan, Indonesia |
| Prof. Dr. Nyoman Dantes | Universitas Pendidikan Ganesha, Indonesia |
| Prof. Dr. Ni Ketut Suarni, M.S. | Universitas Pendidikan Ganesha, Indonesia |
| Prof. Dr. Ketut Dharsana, M.Pd.Kons. | Universitas Pendidikan Ganesha, Indonesia |
| Prof. Dr. Anak Agung Gede Agung, M.Pd. | Universitas Pendidikan Ganesha, Indonesia |
| Dr. I Made Tegeh, S.Pd., M.Pd. | Universitas Pendidikan Ganesha, Indonesia |
| Dr. I Komang Sudarma, S.Pd., M.Pd. | Universitas Pendidikan Ganesha, Indonesia |
| Dr. Desak Putu Parmiti, M.S. | Universitas Pendidikan Ganesha, Indonesia |
| Dr. M.G Rini Kristiantari, M.Pd. | Universitas Pendidikan Ganesha, Indonesia |
| Dr. Putu Aditya Antara, S.Pd., M.Pd. | Universitas Pendidikan Ganesha, Indonesia |
| Dr. I Ketut Gading, M.Psi. | Universitas Pendidikan Ganesha, Indonesia |
| Prof. Dr. Wenny Hulukati, M.Pd | Universitas Negeri Gorontalo, Indonesia |
| Prof Dr. Abd. Kadim Masaong, M.Pd | Universitas Negeri Gorontalo, Indonesia |
| Prof Dr. Abd. Haris Panal, M.Pd | Universitas Negeri Gorontalo, Indonesia |
| Prof. Dr. Ansar, S.Pd, M.Si | Universitas Negeri Gorontalo, Indonesia |
| Prof Dr. Ruslin Badu, M.Pd | Universitas Negeri Gorontalo, Indonesia |
| Dr. Phil. Ikhfan Haris, M.Si | Universitas Negeri Gorontalo, Indonesia |
| Dr. Roskina MAS, M.Pd | Universitas Negeri Gorontalo, Indonesia |
| Dr. Fory Naway, M.Pd | Universitas Negeri Gorontalo, Indonesia |
| Dr. Asrin, M.Pd. | Universitas Negeri Gorontalo, Indonesia |
| Prof. Drs. Yalvema Miaz, MA,.Ph.D | Universitas Negeri Padang, Indonesia |
| Prof. Dr. Rakimahwati, M.Pd | Universitas Negeri Padang, Indonesia |
| Dr. Taufina Taufik, M. P.d | Universitas Negeri Padang, Indonesia |
| Dr. Alwen Bentri, M.Pd | Universitas Negeri Padang, Indonesia |
| Dr. Daharnis, M.Pd. Kons | Universitas Negeri Padang, Indonesia |
| Dr. Yanti Fitria, M.Pd | Universitas Negeri Padang, Indonesia |
| Dr. Afdal, M.Pd. Kons | Universitas Negeri Padang, Indonesia |
| Dr. Netrawati. M.Pd. Kons | Universitas Negeri Padang, Indonesia |
| Dr. Yaswinda Amzah, M.Pd. | Universitas Negeri Padang, Indonesia |
| Prof. Dr. Mega Iswari, M.Pd | Universitas Negeri Padang, Indonesia |
| Dr. Irdamurni, M.Pd | Universitas Negeri Padang, Indonesia |
| Dr. Marlina, S.Pd.,M.Pd | Universitas Negeri Padang, Indonesia |
| Prof.Dr. Hafid Abbas | Universitas Negeri Jakarta, Indonesia |
| Prof.Dr. Martini Jamharis | Universitas Negeri Jakarta, Indonesia |
| Prof.Dr. H.B. Sitepu | Universitas Negeri Jakarta, Indonesia |
| Prof.Dr. Nurdin Ibrahim | Universitas Negeri Jakarta, Indonesia |
| Prof.Dr. Burhanudin Tolla | Universitas Negeri Jakarta, Indonesia |
| Prof. Dr. Zulela, M.Pd | Universitas Negeri Jakarta, Indonesia |

| | |
|--------------------------------|---|
| Prof.Dr. Rugaiyah, M.Pd | Universitas Negeri Jakarta, Indonesia |
| Dr. Awaludin Tjalla, M.Psi | Universitas Negeri Jakarta, Indonesia |
| Dr. Arita, M.Pd | Universitas Negeri Jakarta, Indonesia |
| Dr. Sumantri, M.Pd | Universitas Negeri Jakarta, Indonesia |
| Dr. Farurozi, M.Pd | Universitas Negeri Jakarta, Indonesia |
| Dede Rahmat, Ph.D | Universitas Negeri Jakarta, Indonesia |
| Prof.Dr.Anita Yus, MPd | Universitas Negeri Medan, Indonesia |
| Prof.Dr.Rosmala Dwi | Universitas Negeri Medan, Indonesia |
| Dr.Naeklan Simbolon, MPd | Universitas Negeri Medan, Indonesia |
| Prof. Dr. Ali Imron, M.Pd. | Universitas Negeri Malang, Indonesia |
| Dr. Hardika, M.Pd. | Universitas Negeri Malang, Indonesia |
| Dr. Ahmad Yusuf Sobri, M.Pd. | Universitas Negeri Malang, Indonesia |
| Dr. Ach. Rasyad, M.Pd. | Universitas Negeri Malang, Indonesia |
| Dr. Adi Atmoko, M.Si. | Universitas Negeri Malang, Indonesia |
| Prof. Dr. Moh. Efendi, M.Kes. | Universitas Negeri Malang, Indonesia |
| Dr. Sulthoni, M.Pd. | Universitas Negeri Malang, Indonesia |
| Prof. Dr. Sakdun Akbar, M.Pd. | Universitas Negeri Malang, Indonesia |
| Dr. Hj. Salwa Mahalle | University Brunei Darusalam, Brunei |
| Dr. Rebecca J. Adderley | University of Hull, UK |
| Prof. Datuk Rahim Sail. P.hD | Universiti Putra Malaysia, Malaysia |
| Dr. Nurul 'Ain binti Mohd Daud | Universiti Pendidikan Sultan Idris, Indonesia |
| Heidi Bacon, Ph.D | Shouthern Illinois Uinversity Carbondale, US |

Organizing Committee

| | |
|------------------------------------|--|
| Prof. Dr. Fathur Rokhman, M.Hum | Universitas Negeri Semarang, Indonesia |
| Prof. Dr. Rustono, M.Hum | Universitas Negeri Semarang, Indonesia |
| Dr. S. Martono M Si | Universitas Negeri Semarang, Indonesia |
| Dr. Bambang Budi Raharjo, M.Si | Universitas Negeri Semarang, Indonesia |
| Prof. YL Sukestiyarno, MS, Ph.D | Universitas Negeri Semarang, Indonesia |
| Prof. Dr. Fakhruddin, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Dr. Sungkowo Edy Mulyono, M.Si | Universitas Negeri Semarang, Indonesia |
| Amri Hana Muhammad S.Psi., M.A. | Universitas Negeri Semarang, Indonesia |
| Dr. Edy Purwanto, M.Si. | Universitas Negeri Semarang, Indonesia |
| Moh. Iqbal Mabruhi, M.Si. | Universitas Negeri Semarang, Indonesia |
| Dra. Sinta Saraswati, M.Pd., Kons. | Universitas Negeri Semarang, Indonesia |
| Nining Wahyuningsih, S.E., M.Si. | Universitas Negeri Semarang, Indonesia |
| Dian Kurnia Sari, S.E. | Universitas Negeri Semarang, Indonesia |
| Dr. Achmad Rifai RC., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Dr. Yuli Utanto, M.Si. | Universitas Negeri Semarang, Indonesia |
| Sunawan, M.Si., Ph.D. | Universitas Negeri Semarang, Indonesia |
| Luthfi Fathan D, S.Psi., M.A | Universitas Negeri Semarang, Indonesia |
| Dr. Catharina Tri Anni, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Dr. Amin Yusuf, M.Si. | Universitas Negeri Semarang, Indonesia |
| Farid Ahmadi, M.Kom., Ph.D. | Universitas Negeri Semarang, Indonesia |
| Mulawarman, M.Pd., Ph.D. | Universitas Negeri Semarang, Indonesia |
| Rina Windiarti, M.Ed. | Universitas Negeri Semarang, Indonesia |
| Wulan Adiarti., S.Pd., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Dr. Deni Setiawan S.Sn., M.Hum. | Universitas Negeri Semarang, Indonesia |
| Bagus Kisworo, S.Pd. M.Pd | Universitas Negeri Semarang, Indonesia |
| Eem Munawaroh, S.Pd., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Ana Undarwati, S.Psi., M.A. | Universitas Negeri Semarang, Indonesia |
| Akaat Hasjiandito, S.Pd., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Diana, S.Pd., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Imam Shofwan, S.Pd., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Hendra Dedi K, S.Pd., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Novi Setyasto, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Edi Subkhan, S.Pd., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Eko Nusantoro, M.Pd. | Universitas Negeri Semarang, Indonesia |

| | |
|---------------------------------------|--|
| R. Agustinus Arum Eka N., M.Sn. | Universitas Negeri Semarang, Indonesia |
| Dr. Deasylina Da Ary , M.Sn | Universitas Negeri Semarang, Indonesia |
| Atip Nurharini, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Putri Yanuarita Sutikno, S.Pd., M.Sn. | Universitas Negeri Semarang, Indonesia |
| Dr. Sri Sularti Dewanti H., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Ghanis Putra Widhanarto, S.Pd., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Abdul Malik, S.Pd., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Sigit Hariyadi, S.Pd., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Niam Wahzudik, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Edi Waluyo, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Amirul Mukminin, S.Pd., M.Kes. | Universitas Negeri Semarang, Indonesia |
| Dr. Utsman, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Drs. Ilyas, M.Ag | Universitas Negeri Semarang, Indonesia |
| Dr. Tri Suminar, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Drs. Sugeng Purwanto, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Drs. Sukirman, M.Si. | Universitas Negeri Semarang, Indonesia |
| Drs. Sugeng Hariyadi, M.S. | Universitas Negeri Semarang, Indonesia |
| Sugiariyanti, S.Psi., M.A. | Universitas Negeri Semarang, Indonesia |
| Drs. Isa Ansori., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Drs. Sukardi, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Kusnarto Kurniawan, M.Pd., Kons. | Universitas Negeri Semarang, Indonesia |
| Drs. Suharso, M.Pd., Kons. | Universitas Negeri Semarang, Indonesia |
| Drs. Tri Esti Budiningsih, M.A. | Universitas Negeri Semarang, Indonesia |
| Dra. Liliek Desmawati, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Dra. Emmy Budiartati, M.Pd. | Universitas Negeri Semarang, Indonesia |
| Muslikah, S.Pd., M.Pd. | Universitas Negeri Semarang, Indonesia |
| Rulita Hendriyani, S.Psi., M.Si | Universitas Negeri Semarang, Indonesia |

E-Media Development as an Effort to Improve Primary School Student Learning Results in Semarang

Farid Ahmadi, Fakhruddin

The Implementation of Song and Motion Learning Through the Model of Beyond Center Circles Time(Bcct) to Improve Early Childhood Creativity

Retno Tri Wulandari

Role of Community Leaders in Efforts to Preserve Literacy Tradition

Alim Harun Pamungkas

Educational Philosophy as Social Agent of Changes

H.M. Zainuddin

The Strategic Role of Teacher Training Institute (LPTK) In Building Professional Teacher

Fathur Rokhman, Farid Ahmadi, Ratna Dewi Kusumaningtyas

Parenting Styles of Single Parents for Social Emotional Development of Children at Early Childhood

Gunarti Dwi Lestari, Rezka Arina Rahma

Spiritual Moral Leadership of Head Ece in Improving Character Learning Through Outing Program

Imron Arifin

Parenting Cooperative Model

Syur'aini Syur'aini

The Impact of Basic Literacy Program to Create a Learning Society

Heryanto Susilo

The Planning of Learning Model for Students with Hearing Impairments in the Elementary School Inclusion

Indina Tarjiah

The Influence of Group Leadership and Climate Group to the Empowerment of Farmer Group in the Village of Sumber Rejo Beringin Subdistrict Deli Serdang Regency

Yusnadi, Silvia Maria Handayani

Supervision Participatory of Training Model Nonformal Education

Abdul Rahmat, Halim K. Malik

Students Learning Result of Social Science Subject between Full Day School and not Full Day School Program

Indra NurFajrah Bolonan, Haris Mahmud

Self-Assessment to Assess Student's Performance in Academic Task to Improve Metacognition

Siti Ina Savira, Hermien Laksmiwati

Parents Perception About Sexual Education for Adolescence With Autism

Atien Nur Chamidah, Santiana Nur Jannah

The School Strategy in Multiple Intelligence Based Students' Character Building

Arifin Sukung, Rismawaty Tajuddin

Science Instructional Media in the Form of Magic Game on Concept of Solid in Early Class of Primary School

Irvin Novita Arifin

The Psychological Condition Differences Between the Rural and Urban Poor Society

Puput Noviawati, Siti Nuzulia, Marlina, Anna Undarwati

Teacher's Effort in Improving Student'S Character (A Study on Primary School No. 85 in Gorontalo City)

Asni Ilham, Saleha Litololi

Relationship Between Educational Level of Students' Parent with Students Achievement at Elementary School
Fatmah Djumuli, Isnanto

Developing an Islamic-Based Leader Characters for 5 To 6 Years Old in Gorontalo
Pupung Puspa Ardini

Preparation of Strategic Plan at State Vocational High School 26 Jakarta
Desi Rahmawati, Suryadi, Dirgantara Wicaksono, Fasya Aziza Khairina, Fatkhuriyah

Study Learning Style for Early Childhood Age
Izzati

Elementary School Teachers' Readiness in The Implementation of Full-Day School Program in Gorontalo Regency
Gamar Abdullah

Literacy Media Development in Improving Reading and Writing Skill of Early Class Students in Elementary School Padang Utara Padang
Elfia Sukma, Ritawati Mahjuddin, Rizky Amelia

Postmodernism Educational Science (Teachings of Pancasila and Bhinneka Tunggal Ika as a Basis Tolerance to the Dynamics of Modern Society)
Ketut Dharsana

The Implementation of Assessment Character Education Results in Secondary School
Gendon Barus

Lesson Study in Blended Setting: Comparative Study on Students' Skills in Producing Educational Electronic Cinema
Luh Putu Putrini Mahadewi, I Made Teguh

Kinesthetic Game Model to Improve Early Mathematical Ability in Early Childhood
Setiyo Utoyo

Learning Fraction With Indonesia Realistic Mathematics Education (pmri)
Melva Zainil

The Effectivitness of Total Quality Management (TQM) Principles in the School (A Case of SMK Negeri 2 Kota Gorontalo, Indonesia)
Forry A. Naway, Djariana Dai

Career Guidance Program to Raise the Employability Skills of Vocational High School (SMK) Students
M. Amirullah

Quality Profile Questions of PGSD Students in Learning
Harti Kartini, Sri Estu Winahyu, Yuniawatika, Lilik Bintartik

Adaptive Physical Education Model for Increasing Physical Fitness of Children With Intellectual Disability
Euis Heryati, Een Ratnengsih

The Effectiveness of Group Solution-Focused Guided Imagery Counseling Model to Overcome Problems of Primary School Students
M. Raml

Hypothetical Model of Guidance and Counseling Career Program Based Social Class of Vocational High School Information and Communication Technology in Tangerang
Dede Rahmat Hidayat, Rika Kartikawati, Susi Fitr

The Importance of Infrastructure Facilities in Counseling Services

Verlanda Yuca, Daharni, Riska Ahmad, Zadrian Ardi

Narcissism and Aggression in Counselor Candidates: A Challenge for Counselor Education in Indonesia

Budi Purwoko, Fifi Khoirul Fitriyah

Local Wisdom-Based Entrepreneurial Training for Women Empowerment

Dayat Hidayat

Development Learning Tool Modification of Music and Dance to Increase Physical Development in Early Childhood on the Cluster Jempiring Denpasar

MG. Rini Kristiantari, I Gusti Agung Oka Negara

Teacher's Attitude and Peer Acceptance to Children with Special Needs in Inclusive Primary Schools

Marlina

Developing College Students' Soft Skills through Generative Learning Model

Yetti Ariani

Community Empowerment Based on Local Potential Resources in Bukit Aren Village, Pulubala, Gorontalo Regency

Misran Rahman

Student's Self-concept Profile Based on Gender: a Rasch Analysis

Sisca Folastris, Itsar Bolo Rangka, Mr. Ildil

Teacher as a Moral Agency: An Idea of Pedagogy Teaching Profession Ethics-Critical Consciousness Based

Babang Robandi, Mamat Supriatna, Pupun Nuryani, Teguh Ibrahim

Management of Inclusive School Curriculum in Indonesia

A.K. Mudjito, Sujarwanto, Muhammad Nurul Ashar

The Role of Classroom Behavior Management in Enhancing Student Emotional Intelligence

Munawir Yusuf, Sasmoko

Primary School Teacher Education Students' Cognitive Ability in Solving Mathematical Question

Ni Luh Sakinah Nurain, Suhartono

Adult Interest On Following English Course at BEC Kampung Inggris Pare Kediri

Wiwin Yulianingsih, Supriyono, Ach. Rasyad, Umi Dayati

A Study of Career Adaptability and Career Planning of Faculty of Education Students of Universitas Negeri Malang

Muslihati

The Development of Community Based's Guidelines for 0-5 Aged Children Detection and Stimulation

Nur Hayati, Atien Nur Chamidah, Arumi Savitri Fatimaningrum

Prototype Analysis Of Elementary School Teacher Of Kecamatan Pariaman Tengah Kota Pariaman

Rifma

The Effect of Organizational Culture and Work Motivation on Teachers Performance of Public Senior High School in Tebing Tinggi

Nasrun, Dody Feliks Pandimun Ambarita

The Learning of Writing Experimental Reports with Scientific Approach at Elementary School

Rizky Amelia

School Culture Development In SMK Negeri 9 Padang

Ranti Meizatri, Rusdinal, Rifma

Planting Value of Character Through School Culture and Learning in Grade School Class System Full Day School Sdit Insan Permata

Imam Nawawi, Putri Mahanani, Aisyah Nabilah

Life Skills Potential Mapping of School Students in Rural and Urban Area

Nurul Ulfatin, Amat Mukhadis

Development of IPS Learning Characterized by PAKEM in Primary School

Zuardi

Relationship between Students' Reading Interest and Vocabulary Mastery with Reading Comprehension ability

Fahrurrozi

Pendidikan Inklusif: studi deskriptif di Kab. Sidoarjo Inclusive Education: a Descriptive Study in Sidoarjo Regency

Wiwik Dwi Hastuti, Anggun Dyah Anjarsari

Effectiveness of Life Skill Training towards Improvement of Self-Business of Society

Abd. Hamid Isa

Efektiveness Jamuran Game to Increase the Children's Gross Skill at Pendidikan Anak Usia Dini Terpadu Tunas Bangsa Bukittinggi

Rakimahwati,, Ridha Fadila Putri

Social Media User Behavior and Implications Based on Social-Applied Psychology Perspective

Mulawarman, Aldila Dyas Nurfitri

The Program Development of Guidance And Counseling Based on Community at Semarang-Indonesia

Sugiyono, Mulawarmanb, Muslikahc, Abdul Kholiq

Model of Independent Intervention Program for Improving Social Skills of Children with Autism Spectrum Disorder

Rudi Susilana, Herlina

Science Learning in Early Childhood Education

I Wayan Utama, Ika Al Mumtahanah

Modularization of Science Instructional in Elementary School on Fourth Grade at 1st Semester

Suhartono

Developing Modified Twister Game to Improve The Ability of Group B Children to Recognize The Concept of Geometric Shapes

Rachma Hasibuan, Nur Ika Sari Rakhmawatib

Unsuitable Majoring: Does the Reorientation Would Help the Student for Revitalize Learning Activities?

Zadrian Ardi

The Early Childhood Learning Approach in The Role Playing Center

Yulsyofriend

Learning Literation for the Children Victims of Sinabung Mountain Disaster in Siosar Relocations

Laurensia Masri Perangin Angin

Evaluation Context of Early Chilhood Teacher Candidate Curriculum at Faculty of Education in Padang State University

Alwen Bentri, Ulfia Rahmi

Efectivity of Expressive Writing Technique to Increase The Emotional Anger Management to 10th Grade Electrical Engineering Student In State Vocational High School 1 Driyorejo, Gresik, East Java
Elisabeth Christiana, Vrysha Novia Ningsih

Family Education Model in Early Childhood Character Building Values for Poor Urban Fishermen Family in Semarang City
Emmy Budiartati, Mintarsih Arbarani

Mapping of Learning Achievement and Profile of Graduates of Bachelor of Education Technology in Several Universities in Indonesia as an Effort to Strengthen Development Profession of Competitive Instuctional Technology
Agus Wedi, Ence Surahman

The Effect of Pesantren-Based Metaphor on Self-Esteem of Santri
Diniy Hidayatur Rahman

Curriculum Development Of Educational Technology Based On The Strengthening Of Courses Expertness Group
Sulthoni, Wedi Agus, Eka Pramono Adi

Early Childhood Education Standard: Towards Euality Early Childhood Education Services in Indonesia
Edi Waluyo, Diana

Models of Enterpreneurship Education in Elementary School
Faris Nur Khulafa

Profile Gender: The Study of Education, Health, Labor, and Social Culture
Edi Widiyanto

Learning Process Based On Character Education In Natural School In Semarang City
Tri Suminar, Liliek Desmawati

Early Childhood Teachers Cooperation with Parents in Implementing Islamic Sex Education for Children
Erhamwilda, Asep Dudi Suhardini, Nurul Afrianti

Developing Enterpreneurship Activity Based on Local Culture in Early Childhood
Diana, Rina Windiarti, Henny Puji Astuti

Developing Vocational Skills for Children of Intellectual Disabilities
Triyanto Pristiwaluyo

Increasing Elementary Students' Behavior Engagement through Applying Token Economy Technique
Aprilia Myda Hapsari, Catharina Tri Anni, Sunawan

The Innovativeness and The Decision-Making Skills of Primary School Principals
Aceng Muhtaram Mirfani

Effect of Inkuiri Learning Model on Learning Outcomes Student Primary Teacher Education in Course Learning Civic Education Elementary School
Putri Maharani, Muchtar

Early Detection of Child Development Deviation Training Program in The Context of Special Needs Children Identification
Febrita Ardianingsih, Siti Mahmudah

Identify and Analysis of Society Opinion about Read Write Arithmetic in Early Chilhood Education
I Made Teguh, Luh Putu Putrini Mahadewi, I Nyoman Jampel

The Development of Early Childhood E-Port In The Implementation Of Authentic Assessment In Early Childhood Institutions

Leni Gonadi

The Link and Match Model of Non Formal Education

Oong Komar

Program Evaluation Basic Education of Special Service Class at Surabaya Primary School

Ganes Gunansyah, Ulhaq Zuhdi, Mochammad Miftachul Huda

Cognitive Apprenticeship Model in The Aesthetics and Ergonomics Material of Entrepreneurship Subject on Students' Creativity in Vocational Higher School

Fajar Arianto, Ulfatun Nikmah

Development of Cooperative Learning Strategy On Mathematics Subject for Students with Learning Disabilities in Primary Schools

Imas Diana Aprilia, Yanti Sam Amir, Tjutju Soendari

The Improvement Application Value of Cultural Character Nation to Students in Civil Learning with Value Clarification Technique Approach List Model in Class IV B SDN 16 Tarok Dipo Bukittinggi

Reinita

Developing Electronic Textbook for Students in Curriculum and Education Technology Department, Faculty of Education, Semarang State University

Niam Wahzudik, Hardjono, Nurussa'adah

Development Game Edutainment Combined with Multimedia Learning to Improve Cognitive and Naturalistic Intelligence At 5–6 Years Old Kindergarten

Evania Yafie

Role of Self-Regulated Learning in Early Childhood Education Learning

Yuli Utanto, Luluk Elyana

Development of Learning Media of Animation Video as Learning Sources of Cultural and Craft Arts

Atip Nurharini, Yuyarti

21st Century Competencies and Its Implications on Educational Practices

Haryono, Edi Subkhan, Ghanis Putra Widhanarto

Development of Cultural Counselor Competency Based On Students Creativogenic Factors

Alizamar Alizamar, Afdal Afdal

The Construction of Biopsychosocial Concept On Video On Demand Technology in Raising Empathy and Improving Communication of Counselor Candidates

Henny Indreswari, Henry Praherdhiono

Identification of Learning Needs of Youth: The case study at the Tourism Village Bejiharjo, Karangmojo, Gunungkidul

Lutfi Wibawa

Strategy of Oyster Mushroom Cultivation in Mushroom House at Urban Village of Siumbut Baru, Sub-District of East Kisaran, District of Asahan

Rosdiana, Noni Afifah

Indigeneous Learning With Local Traditionl Inheritance To The Young Generation Of Ngadas Village Comunnity

Zulkarnain

Students' Social Interaction Ability at Class Viii Of Mts Negeri Gorontalo

Tuti Wantu

Development of Maze Game on Interactive Whiteboard for Fine Motor Learning

Yerry Soepriyanto, Akhmad Fakharuddin Adi, Sihkabuden, Eka Pramono Adi

Freedom Material in Peace Education Based-Local-Wisdom as Hidden Curriculum

Ratih Hidayah, Intan Pritasari Andriyani, Ghanis Putra Widhanarto

Development Electronic Module On Subject Matter Kalor For Junior High School Student

Utari Dewi, Sulistiowati

Environment-Based Curriculum Management In Primary School

Nunuk Hariyati, Apriliani Hartini Namat

Implementation Cooperative Learning Happy Cooking To Improve Social Emotional Skill Children Ages 5-6 Years

Safira Nurannisa Pulungan, Tomas Iriyanto, Tegariyani putri S. Sandy

Model of Integrated Disaster Awareness Community To Community Learning Center (CLC) in Bantul and Sleman Distric

Iis Prasetyo, Entoh Tohani, R.B. Suharta

Model of The Social Capital Based Community Entrepreneurship Education (CCE) For Empowering Community: A Initial Theoretical

Entoh Tohani

Inclusive Education Training Model Based On Need Assessment And Andragogy For Elementary School Teachers

Irdamurni

The Influence Of Group Leadership And Climate Group To The Empowerment Of Farmer Group In The Village Of Sumber Rejo Beringin Subdistrict Deli Serdang Regency

Yusnadi, H. Silvia Mariah

Increasing Teacher Performance for School Quality Improvement

Nurhizrah Gistituati

Interaction Between Technology With Learning Activity

Sihkabuden

The Effect of Betengan Game On the Socio-Emotional Skills of Pre-School Children

Sri Maryati Deliana, Ummi Khaedaroh Jazilah, Hartono

Out of School Learning in Study Tour Program For Improving Social Competence Students in Gembira Loka Zoo

Sujarwo, Trisanti

Early Childhood Education Teachers' Effective Communication Based Teaching Skill

Yuliani Nurani, Ade Dwi Utami

The School Principals' Strategies for Effective School Development in Primary Schools in Bulango Timur, Gorontalo

Novianty Djafri, Risnawati R. Ibrahim

Academic Procrastination of Undergraduate Students: The Role of Academic Self-efficacy and The Big Five Personality Traits

Yogi Swaraswati, A. Rachmad Djati Winarno, Haryo Goeritno

The Improvement Of The Guidance And Counselling Teachers Or Counsellors' Understanding On The Five Focuses Of Individual Counselling Service And Their Application

Yarmis

Teaching Character Education to Primary School Students through Javanese Ethnolinguistics

Oktaviani Adhi Suciptaningsih, Suwarno Widodo, Titik Haryati

Evaluation Study of the Small and Medium Business Assistance Program to Increase the Life of the Community-Based People

Anan Sutisna, Arifal Isnain Herginanto

Teacher Guidance and Counseling Efforts to Prevent Cheating Behavior

Riska Ahmad

The Development Of Elementary School Headmaster's Managerial Performance-Assessment Model Based On Competence Standard

Wahyu Sri Ambar Arum

Measuring The Quality of Pedagogy Infrastructure in Web Based Instruction Using Learning Object Framework (LORI) to Promoting Student's Writing Skill in Indonesian Language Subject

Taufik Ikhsan Slamet

The Life of Women's Entrepreneurs Case Study of Women Empowerment in Education Tourism Kampung Coklat Blitar District

Roesminingsih, I Gusti Lanang Putra Eka Prisma

Strengthening Quality Of School Based On Accreditation At Boarding School

Sitti Roskina Mas, Yulan Radjia

Application of 'say yes or no' Game in Instilling Character Education in Early Childhood

Samsiah, Rapi Us Djuko

The Implementation of School-based Management for School Effectiveness

Nurkolis

Understanding Profession Identity of Junior High School Counselor in Malang City

Arbin Janu Setiyowati

The Effect Of Pogil Assisted With Mind Mapping Toward The Science Learning Outcomes

Desak Putu Parmiti, I Gede Margunayasa

Developing College Students' Soft Skills through Generative Learning Model

Yetti Ariani

Developing Literacy Reading Teaching Materials by Using Big Books as an Effort to Build the 2nd Grade Students' Characters in Elementary School

Taufina Muhammadi

Scientific Article Education Evaluation Of Inclusion Of Junior High Schools In Central Java

Eka Sari Setianingsih, Widyaningrum

Increasing Learning Result of Student IV Students Using Constructiveness Approach

Zaiyasni

Developing The Big Questions And Bookmark Organizers (Bqbo) Strategy-Based Literacy Reading Learning Materials In The 4th Grade Of Elementary School

Taufina, Chandra

Material Writing Characterized Narration For Elementary School

Darnis Arief

Validity Analysis of the VARK (Visual, Auditory, Read-Write, and Kinesthetic) Model – Based Basic Reading and Writing Instructional Materials for the 1st Grade Students of Elementary School

Mayarnimar, Taufina

Career option and its problem

Wenny Hulukati

Inclusive Education: a Descriptive Study In Sidoarjo Regency

Wiwik Dwi Astuti, Anggun Dyah Anjarsari

Processing Skills in Science Instruction as a Means to Increase Elementary School Students' Mental, Physical and Social Basic Skills

Silvinia

Revitalization of Javanese cultural values system: An idea of character education based multicultural

I.M. Hambali

The Readiness Of Institution, Supporting And Inhibiting Factors As Well As Strategy In Enhancing The Quality Of Students' Scientific Work Publication

Achmad Supriyanto, Burhanuddin, Raden Bambang Sumarsono

Integrative and Collaborative Education Models in Primary School Teacher Education Department

Wahyu Sukartiningsih

A Study of Career Adaptability and Career Planning of Faculty of Education Students of Universitas Negeri Malang

Muslihati

Urgency cognitive-behavioral counseling based on local wisdom for junior high school counselor in East Java

Nur Hidayah, M. Ramli, Husni Hanafi

Evaluation of Student Training Implementation in MSK Course At Educational Technology, Universitas Negeri Padang: Perspektif Training Participants

Zuwirna, Yeni J Fetri, Ulfia Rahmi

Guidance And Counseling Services For Women Victims Of Domestic Violence

Afdal Afdal, Alizamar Alizamar, Ildil Ildil, Erlamsyah Erlamsyah, Taufik Taufik

Life Skills Potential Mapping of School Students in Rural and Urban Area

Afdal Afdal, Alizamar Alizamar, Ildil Ildil, Erlamsyah Erlamsyah, Taufik Taufik

Comprehensive Supervision Model And Professional Competences Of Prospective School Counselors

Agus Taufiq

School Principal Competence in Developing School Culture to Complete Facilities and Infrastructure Supporting Curriculum Implementation in Primary School

Nina Lamatenggo, Nurlina Panigoro

Enhancing Teaching Skills Towards Lesson Study

Ahmad Supriyanto, Ferril Ilham Muzakki

Management of Educational Technology Implementation In Learning Praxis

Budiyono, Haryono, Niam Wahzudik

Differentiated Learning Model For Student With Reading Difficulties

Aldjon Dapa

Enforcement of Student Discipline Character, What School Principal Acts?

Syunu Trihantoyo

Mother Factory Worker's Parenting Style and its Implication for Early Childhood Islamic Education*

Enoh, Erhamwilda, Nurul Afrianti

Performance Difference Of Paud Teachers Certified With Non-Certified Teachers At Paud Institution In Kecamatan Medan Tembung T.A 2014/2015

Aman Simaremare, Adiyani Shintarini

Implementation Of Sq4r Model To Increase Reading Comprehension Ability Of Elementary Students

Naeklan Simbolon, Inrasari Marbun

Self Acceptance In Adolescent Teachers As A Result Of Pregnancy (Case Study In Kebonbatur Demak Village

Anis Syahadatil Laili

The Ability Of Teachers To Organize Science Learning For Early Childhood

Anita Yus

Implementation of Total Quality Management in Higher Education (A Case of State University of Gorontalo, Indonesia)

Ansar

Analysis Of Supervisor Competencies In Implementing School Based Management Towards Quality Improvement Of Secondary Schools

Arfan Arsyad

Implication Of Organizational Climate On Strengthening The Organisational Commitment

Besse Marhawati

Implementating The Lecturer'S Inspirative Values In Faculty Of Education Semarang State University

Fakhruddin Fakhruddin, Joko Sutarto, Edy Mulyono Sungkowo, Sinta Saraswati

The Effect Of Learning Methods And The Ability Of Students Think Logically To The Learning Outcomes On Natural Sciences Of Grade Iv`S Student

Ary Kiswanto

Use of Damar Kurung Media in Science Learning in Primary School to improve Learning outcomes

Mintohari, Budiono Sadiman, Pamela Ayu Larasati

The Effect Of Education Background On The Teachers' Morale In Conducting Their Profession Duties

Bambang Budi Wiyono

Analysis of Teacher Performance on Learning Management in Primary School

Roos. M. S. Tuerah

The Effect of 360° Performance Appraisal in Decreasing Social Loafing in a Team

Olievia Prabandini Mulyana

Creating a safe school for children and teachers to teach them to become smart and competitive human resources

Anak Agung Gede Agung

Optimizing the Counselors' Role in Senior High School and Higher Education

Daharnis, Zadrian Ardi

The Effect of POGIL Assisted with Mind Mapping toward the Science Learning Outcomes

Desak Putu Parmiti, I Gede Margunayasa

Development of SAVI (Somatic Auditory Visual and Intellectual) Learning Model with Audiovisual to Increase Writing Skill of Elementary Student

Hartati, Nugraheti Sismulyasih

Utilization of mentoring and counseling services between hope and solutions

Rena L. Madina

Student's social interaction ability at class VIII of MTS Negeri Gorontalo

Tuti Wantu

Effectiveness Of Video Media Development Learning Skills Teaching On Micro Teaching Course

Eldarni

Cultural Study of Counselors and Counselees in Counseling

Elia Flurentin, Djoko Budi Santoso

Needs Aseessment of Inclusive Education of Vocational High School in Yogyakarta

Haryanto, Suparno, Deni Hardianto, Sukinah

Developing Moral Values-Based Character Ingrade IV of Primary School

Rusmin Husain, Yulyanty

Autonomy And Community Participation On The Implementation Of School-Based Management In The City Of South Tangerang

Hadiyanto, Yulianto Santoso Suryadi, Siti Zulaikha

Developing a Moral Behavior Learning Model Through Regular Practices at Playgroups

Wirdatul 'Aini

Describing To Improvement Of Students' Skill In Relief Print By Using Explicit Instruction

Harni

Developing Autonomy through the School Extra Feeding Program: Experimental Research of 7 Years Old Children in Elementary School

Tasu'ah Neneng

Early Intervention Model to Enhance Communication Skills Social Interaction and Children with Autism Spectrum Disorders

Oom Sitti Homdijah, Tjutju Soendari

Virtual Colonies Between Teacher with Student

Susilaningsih

Modeling Android-Based Camcorder Simulator Application as A Learning Media for Cinematography Course

Heri Triluqman, Mulyoto, Leo Agung Sutimin

Learners Interaction In Learning With Audio On Demand

Zainul Abidin, Arafah Husna

Developing a Moral Behavior Learning Model Through Regular Practices at Playgroups

Wirdatul 'Aini

Nonformal Education Departement
Universitas Negeri Padang
Padang, Indonesia

Corresponding e-mail: wirdatul.aini@yahoo.co.id

Abstract

The research aimed at developing a model which could shape children's moral behavior through activities at the Playgroups in Padang. Moreover, the research was also to describe the effectiveness of the learning model that was used to shape children's moral through their regular practices. The design of the research was Research and Development using the limited test. The test design was experiment one group pretest-posttest design, without control class. Then, in terms of a wider scope, the test was given also to three more playgroups occupying with control and experiment class. The measuring indicators used were moral development, religious values, and social, emotional and independence development. The effectiveness was also described based on the teachers' observation. The data were obtained through instrument test and observation sheets. Then the data were analyzed by using t-test. The model is a combination of teaching model proposed, they are information-processing and behavioral. The information processing focuses on mastery aspect and information processing done by the students during the learning process. The findings of the research showed that the implementation of the learning model significantly shaped the children's moral, religious values, and their social and emotional development. Then according to the teachers, the implementation of the model improved children's creativity.

Keywords: learning model, building moral character children, through activities.

1. INTRODUCTION

The education in Indonesia aims at developing human resources. The implementation of its every stage should assist the students to gain knowledge and understand technology, to have morals, and to be skillful that, later, lead them to be a human. The curriculum developed should refer to the education constitution No. 20 the year 2003 about the national system of education. In verse 1, it is stated that "Education is a conscious and deliberate effort to create an atmosphere of learning that learners are actively developing their own potential to be religious, to have self-control and good personality, to be intelligence, and to gain skills needed in the society, nation, and state [1].

Based on what is stated in the constitution, it can be explained that the arranged education system should be able to build students' character. How the character is meant, then, is reflected in the vision and mission of any

education institutions. Students, including early childhood students, should be taught since the very beginning, so that later, in their future they come to be, human with good character.

The character education for early childhood students based curriculum as stated in the school, includes morals development, religious values and social and emotional development and independence [2]. By teaching the students morals and religious values, it is expected that the students will be faithful toward the God Almighty. Teaching social development aims at helping the students to have good self-control so that they can interact with their peers, adults, and people around them. Then, the character education for students ranged from 3-4 years old includes responding to things related to religious values, morals, ability to control emotion, the students can be taught to understand religious values about how to express their deep gratitude toward Allah (dua, shalat, and sadaqoh), respects parents, and do what their parents tell them to do [3].

The success of learning process in order to shape the students' morals in any early-childhood education institutions is determined by various factors, such as learning environment, students' characteristics, supports, and education policy at schools. Teachers are one major factor to gain the education goals. A creative and innovative teacher can turn learning activities into meaningful yet fun, and conducive toward the development of knowledge, personality, and morals of the students.

Based on an interview done to teachers of playgroup, it is found that there is a moral crisis among the students. Their cares toward the others are declined, they fewer respects to the elders, they are intolerant and do not follow teachers' orders. This condition occurs due to the declining of moral and religious values, social and emotional development.

In line with that, from the experience and research result, finds that character education in many playgroups are not as what it is expected; students are not familiar with shalat, they do not obey the orders and sometimes use hate words [4]. This shows that the students have not yet had positive character as how the society expects them to behave.

The fact that the development of morals characters has not yet been optimum may be due to the fact that teachers do not yet apply a proper learning model that can help them reach the curriculum purpose. Therefore, so that the teachers can carry out their responsibility, they need a learning model that they can use as a reference in the classroom. A model is a systematic procedure, with that procedure, the teacher can design a learning activity assisting them to reach the purpose of the lesson [5].

A character education learning model is a reference for the teachers in order to conduct teaching and learning that include moral and character development. The model of use is a combination of teaching model information-processing and behavioral [6]. The Information-Processing focuses on mastery aspect and information processing done by the students during the learning process. It functions to develop students' cognitive process. The Behavioural aims to change the students' behavior. It refers to the theory of stimulus-respond and reinforcement. The combination of these two models is expected to help the students develop their skills so that they can

behave in a proper acceptable way in the society.

Therefore, this research describes a learning model that combines both Information-Processing and Behavioural. It relates to students' understanding of morals and its implementation in their daily life activities. Also, the model is tested to find its effectiveness.

2. METHODS

The process of designing the model referred to the steps of Research and Development (R&D) were conducted in the two phases: uses descriptive-qualitative approach and the experiment method was used [7]. The first phase uses descriptive-qualitative approach; 1) formulating the problem, 2) conducting needs analysis, 3) collecting data and analyzing empirical findings, 4) designing the learning model to shape students' characters, 5) doing FGD, 6) revising the design, 7) validation the model, and 8) revising the model.

Furthermore, in the second phase; the experiment method was used. The test was done both limited and elaborated. The test, first, was done to Cahaya Ilahi playgroup and Al-Ikhlis playgroup using one group pretest-posttest design, without control-class, each playgroup consisted of 23 children. Then, the next test was done to Al-Amin, Taruko 1 and Bahari playgroup using pretest-posttest experiment design. In each play group, there was one control-class and experiment-class. Each consisted of 30 children. The data were collected by doing interviews and observing children's behavior in their daily life. The analysis techniques used was statistics t-test.

3. RESULT

Based on the research findings related to the learning process in the playgroup, some literature reviews about theories of psychology, learning, teaching, and character and a Focus Group Discussion, a learning model of Information-Processing and Behavioral is designed. The model is a hypothetic model tested through quantitative approach using one group pretest-posttest design without control class. Then, the model was tested again using

experiment one group pretest-posttest design occupied with experiment and control class.

The research showed the effectiveness of the implementation of the learning model at Al-Ikhlas playgroup and Cahaya Ilahi playgroup. The test was done to each playgroup by giving pretest and post test. First, the pretest was given to Al-ikhlas playgroup, then the model was implemented, then the post-test was conducted. The same activity was also given to Cahaya Ilahi playgroup. The result showed that the scores for morals development at Al-Ikhlas playgroup was higher (96.83>81.74), they were significantly different with the t-count 31.26> t-table 2.021. The mean score of morals character at Cahaya Ilahi playgroup was higher (96.04>76.70), and they were also significantly different with the t-count 37.99>2.02. Thus, it is concluded that the implementation at Al-Ikhlas playgroup and Cahaya Ilahi shows effectiveness in shaping children's morals significantly.

Moreover, the test was also done by using pretest-posttest design occupied with experiment and control class. The sample was obtained from three playgroups; Al Amin, Bahari and Taruko 1. The sample was taken by considering the age of the students, and the students' background. Then, each playgroup was divided into two groups, class control A, and class control B. Each class consisted of 30 students.

The learning process was done by the teachers who had been assisted and introduced with the teaching model proposed. In experiment class, the teachers implemented the model while in the control class; the teachers conducted the class as usual. In the experiment class, the teachers involved the students actively, using various media provided, the children were given task based on the set program. While, in the control class, the teachers used media, the learning was not well-programmed and traditional. Once the learning process finished, the children were interviewed, and their behaviors were observed.

To see the effectiveness of the implementation, the indicators used were the description of children's behavior after the treatment had been given. The data obtained in the research were data about children's moral including moral, religious, social and emotional development. Data about children's moral were obtained through interviews done to the children, by observing their daily behavior

during teaching and learning at the playgroups. The scores of moral development at the three playgroups; Bahari, Al Amin and Taruko 1 was done by giving pretest, then implementing the model, then giving the posttest.

Based on the teachers' observation about the implementation of the model, it was found that the highest score obtained from the teachers was 97 and the lowest was 93, while the ideal score should be 104. Based on the observation also, the effectiveness of the model done by doing regular practices was above the mean score; 3.62.

Based on the mean score obtained by the teachers, the implementation of the learning model was in a good category. It indicates that the model may help the teachers to shape students' moral values. The learning process was implemented based on the model. It showed that the children's behavior changed positively. This proves that the model developed provided opportunities for the students to well behave. It was due to the fact that the teachers let the students participate more actively during the learning process.

The result is in line with statements, the information-processing model and behavioral encourage the students to be more motivated to accept information from the teachers about morals, religious values and their social-emotional development which are explained through examples and have them practiced regularly [6]. This model is also oriented to the realm of the behavioral system model. The principle of the model is that a human is a self-correction system. A human can change the behavior when they respond to the information telling how successful their work is. Then, it is possible to say that children behave as how they are told about morals.

The strategy of the model consisted of syntax, social system, reaction principle and supports system. The systematic orders of the model consisted of five phases; preparation, accusation, elaboration, formation and integration. The phase 1; preparation was the teachers prepare to learn materials including content that related their previous and their current lesson. The teachers, here, asked the students to recall what they have studied about moral values. In the phase 2; accusation, the children were given tasks to relate series of pictures with their appropriate moral values. Phase 3, that was elaboration, the teachers

explored the children's background knowledge and relate them to their current information; the children talked about their moral behavior that they did daily. Then, in phase 4, that was formation, the teachers applied a method or a technique that could strengthen children's understanding; such as repetition method by giving lessons and praises. The phase 5; integration, the teachers combined various moral values that children could apply in their daily life.

During the implementation, it was seen that children and teachers relationships were closer and harmony. The teachers asked the children about what moral values that they had to do when they played with their friends. The children answered that they should not fight, they should share toys, and be tolerant. The children's social-emotional was getting more improved.

The reaction principle occurred due to the teachers' way in providing treatments for the children during teaching and learning process. The children behaved as how the teachers showed them to behave, the children used proper languages as for how their teachers used the language.

Body gestures and language influence children's psychic. Using good utterance influences children's positive reaction and vice versa. Positive reaction given by the children influences the teachers positively. It is in accordance with the principles of Total Physical Response (TPR) in her hypothesis, that treat the body well, that way it learns as well as the mind [8]. In this approach, the teachers were prepared to create the positive relationship with the children, cooperative the learning environment; teachers ask the children to do things with a good manner.

Moreover, the children's moral behavior improved positively significant after the treatment had been given. It was because the teachers had well lesson plan, the implementation was conducted using integrated learning material which had been formulated and reflected in daily activities plan. Children's moral was developed at schools, within their families, and in the daily routines through regular practices. Regular practices can be defined as an effort to shape children's morals by doing such activities repeatedly. A regular moral practice shapes children's character. The research findings showed that children's

character shaped due to the regular practices applied at an early-childhood education institution.

Theoretically, to shape children's moral, the teachers and the parents should be the model for the children. The teachers and the parents are expected to behave in accordance with the moral and the religious values. Children look for figures and self-identity, they tend to see their parents as the model to imitate. In line with opinion that states that children learn from their environment [9]. Therefore, it is necessary to provide good environment for children so that they are only to imitate good things. The environment includes teachers and parents as role models.

Then, the children's moral is shaped by inviting, informing and explaining to the children about morals and religious values, social and emotional. Giving information and explanation to the children are one simple and easy way. One of the functions of education is a transformation about values; religious, morals, and social-emotional [10]. During teaching and learning process, the teachers always repeatedly explained, talked about morals, religious and social emotional values; including worship to the Almighty.

Furthermore, the third way to shape the children's moral is by giving rewards to the children. Giving rewards by giving compliments psychologically provides reinforcement to the children. Compliments are a sign that the children have done expected behavior. It also encourages them to behave better. A compliment can be given both verbally and non-verbally. A verbal compliment is given by stating words or sentences, while non-verbally can be through gestures, nods, or facial expression. Compliments given by the teachers are supports for the children to learn better in order to have their morals shaped [11].

Also, the morals are influenced by the teaching strategy used by the teachers. The teaching strategy can both motivate and shape students' behavior. The teaching strategy should be concrete allowing the students to interact with the teaching materials and learning resources, it helps them to reach the intended basic competency and indicators; it is reflected in the lesson plan.

Teaching strategy should be arranged systematically so that the learning materials can be effectively and efficiently mastered by the

students [5]. In the research, the strategy used could shape students' morals whether they were at schools or at home. The strategy implemented was interactive where the teachers built conducive communication that encouraged the children to follow all the activities. During the lesson, the children were given many opportunities to do deeds; such as dua before and after doing any work, greets, worships to the Almighty. Then, in every lesson, the children were treated to be independent. To help them to be more developed socially and emotionally, the children were taught to mutual help, and work and play together.

Then, the learning media used also influenced learning activities. In terms of scope, the media were grouped into two. First, learning media was used in a specific term where they only could be used effectively during well-planned teaching and learning process. Second, in a wider term, the media used did not only cover complex electronic communication, but also covered simple slides, photos, diagrams, real objects, and visits.

Learning media should be able to provide 1) meaningful message for the students, 2) various learning method, 3) opportunities for the students to actively participate in various actions, 4) more interesting learning, and 5) unlimited learning score, 6) motivations to study, 7) students to grow in accordance with their interests and talents, 8) direct interaction with the environment, 9) stimuli to have more experiences [5].

In the research, learning media used by the teachers were media that stimulated children to act more active. They were concrete that the children could observe. The media had been set in line with the purpose of teaching and learning. In the research, the media helped the teachers to shape children's morals, religious and social emotional values. The media were character media designed based on the theme and sub-theme of the lesson.

The learning evaluation was done during and after the teaching and learning process. The evaluation should consider the following principles; 1) providing opportunities for the children to have self-evaluation, 2) the teachers should invite the students to evaluate the learning outcomes which are set based on the learning criteria [3]. The evaluation did in the research was in form of non-test. It was due to

the fact that morals were observed daily at schools.

Referring to the elements and series of learning activities in class, some possible statements made were; first, the model designed could motivate and encourage the children to be actively involved in the learning process. Each activity set could help the children to follow the learning steps systematically. The children were used to have doa before and after doing the acts, they greeted and they studied better with a good manner.

Second, the learning model provided chances to have good communication between the children and the peers, and the children and the teachers. This model assisted children to do the activities in order to shape their morals. The teachers' questions were well responded by the children, and they had equal opportunity to interact with the teachers. In the class, it was seen that the children showed respects among their peers and the teachers.

Third, the learning model also let the children developed their independence. The children could work alone and finished the task given by the teachers. The dependency of the children toward the teachers' assistance was declined. Then, the children started to be responsible for the work they had.

Fourth, the media used during the learning process stimulated the children's curiosity, they were eager to know what pictures were displayed. The children were eager to participate telling the teachers what they thought about the pictures. The pictures were about children's morals. Generally, the children could deliver the moral messages contained in the pictures. Using media in the classroom has always influenced students' behavior. Learning media plays important role in motivating students to learn better, it provides opportunities for the students to directly interact with the environment [5].

Fifth, the learning media developed helped the teachers to be able to select an appropriate teaching strategy in order to integrate morals in the lesson. The selected strategy related to the approach in managing the class systematically, so that the children mastered the lesson both effectively and efficiently. In the research, it was seen that teachers used an appropriate strategy. The children were motivated, they actively participated, and they worked creatively in the class. Learning strategies are combination

of orders, the organization of the lesson, learning tools, and time-management [5].

Sixth, the learning model developed focused on how the teachers evaluated the learning process. Evaluation is an effort to obtain various information routinely and continuously about how the process is conducted and how far the learning outcomes are achieved. In the evaluation, the teachers gathered information about the children's achievement from test and non-test; observing the children's behavior and interviewed them about their activities at the school.

4. DISCUSSION

The learning model to shape the children's moral behavior through regular practices through by combining Information-Processing and Behavioural model. This model helped the teachers to integrate moral lessons in the teaching and learning process. The test was done to two playgroups, and both showed significant differences in terms of pretest and posttest result. Similarly, the test was done to the other three playgroups; occupying control and experiment class were significantly different.

The teaching strategy consisted of, respectively, social system, reaction principle and supports system. The orders of this learning model consisted of five phases; preparation, accusation, elaboration, formation and integration. The learning model developed was found to be effective because it could apply various effective and innovative learning principles that optimized children's involvement and was responsive toward children's needs.

Based on the research findings and discussion, some possible suggestions were proposed. First, the success of learning activities at playgroups was determined by the teachers, the teachers should apply the model of Information-processing and behavioral. This model helped the teachers to shape children's moral behavior by regular practices and was effectively tested. Second, the managers, the

headmasters of the playgroups were expected to provide a chance for the teachers to conduct teaching and learning process that was based on the model and facilitated them the learning media and tools.

5. REFERENCES

- [1] *Undang-Undang Sisdiknas Nomor 20 tahun 2003*: Jakarta: Fokus Media, p. 95, 2005.
- [2] *Sujiono, Nurani. (2005). Menu Pembelajaran Anak usia Dini. Jakarta: yayasan Citra Pendidikan Indonesia, pp.115-200.*
- [3] *Sjarkawi. (2008). Pembentukan Kepribadian Anak. Jakarta: Bumi Aksara, pp. 37-41.*
- [4] *Yuhelmi. (2014). Pendidikan Karakter Anak Usia Dini Melalui Strategi Mendongeng. Jurnal Ilmiah Pedagogi FIP UNP. XV (2) 55-61.*
- [5] *Trianto. (2010). Mengembangkan Model Pembelajaran Tematik. Jakarta: PT Prestasi Pustakaraya, pp. 74-78.*
- [6] *Joyce. b & Weil, M. (1994). Models of Teaching. New Jersey: Practice-Hall, Inc, pp. 213-230.*
- [7] *Richey, Rita C & Klein, James D. (2007). Design and Development Research Lawrence Erlbaum Associates Inc: New jersey, pp. 178-190.*
- [8] *Wikanengsih. (2013). Model Pembelajaran Neorolinguistic Programming Beroeientasi Karakter bagi Peningkatan Kemampuan Menulis Siswa SMP. Jurnal Ilmu Pendidikan Malang, 19 (2): 177-186.*
- [9] *Montessori, Maria, dkk. (2013). Pengembangan Model Pembelajaran Antikorupsi di Sekolah Menengah Atas. Kota Padang. UNP Padang, pp. 81-90.*
- [10] *Tirtarahardja, Lasulo. (1994). Pengantar Pendidikan. Jakarta: Direktorat Jendral Pendidikan Tinggi, pp. 177-180.*
- [11] *Rusman. (2011). Model-Model Pembelajaran (Mengembang-kan Profesioname Guru). Jakarata: Rajawali Press, pp. 84-85.*



Certificate

No. 9897/UN37.1.1/TU/2017

Awarded to

Dra. Wirdatul Aini, M.Pd.

as presenter in the International Conference for Science Educators and Teachers (ICSET) 2017
"Actualizing Educational Science in Developing Sovereignty and Competitiveness of the Nation "

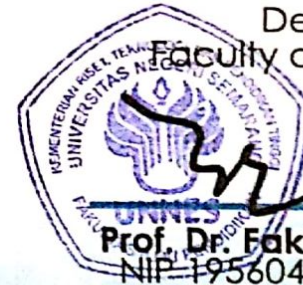
Held in UNNES Training Center, Semarang, Indonesia
September 13th -15th 2017

Organized by The Faculty of Education, Universitas Negeri Semarang



Rector of
Universitas Negeri Semarang

Dr. Fathur Rokhman, M. Hum.
NIP 196612101991031003



Dean of
Faculty of Education

Prof. Dr. Fakhruddin, M. Pd.
NIP 195604271986031001