

PROCEEDING

2014 EDUCATION INTERNATIONAL SEMINAR

“Strengthening Teachers & Education Personnel
Competence in Scour Change”



Universitas Negeri Padang in collaboration with IPG Kampus Ilmu Khas Cheras
supported by: Union of Faculty of Education/Department of Education, Indonesia, and Union of Faculty of Education, Malaysia

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*“Strengthening Teachers and Education
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DITERBITKAN OLEH :
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS NEGERI PADANG

**PROCEEDING
2014 EDUCATION INTERNATIONAL SEMINAR**

*“Strengthening Teachers and Education
Personnel Competence in Scour Change”*

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Foreword

Developments in science and technology in many developed and developing countries trigger changes in areas directly related to the provision of education, such as curriculum and learning, teachers and education personnel, facilities and infrastructure, finance, and organizational structures.

These changes need to be assessed, anticipated and addressed by proactive measures, so that they had a positive impact on the development of nation. Assessment of changes in the scientific side, is a positive step that can be done by scientists, experts in the field of education to make the provision of education and scientific development to be more grounded in accordance with the facts and practices of education.

The International seminar conducted at Universitas Negeri Padang has collected thoughts, positive ideas that have extraordinary usefulness to the development of science and technology in a practical or implementation of education in many countries. All those positive thoughts need to be documented in the form of proceedings.

On this occasion, we would like to thank Rectors and Deans of the colleges who have supported the scientific tradition through the International Seminar on Education, from the Universitas Negeri of Padang, Institut Pendidikan Guru Kampus Ilmu Khas Cheras, Malaysia, Union of Faculty of Education/Department of Education, Indonesia, and Union of Faculty of Education, Malaysia.

We would like to thank all the writers who have contributed positively to writing articles. Let us also highly appreciate to the seminar organizers, in particular to the proceeding team at the Universitas Negeri Padang and at IPG Khas Cheras Malaysia who have worked extra hard so that the proceeding be realized as it is today. May all that we do get a reward deserving of Allah, the results collected in the proceeding of the seminar are beneficial for all. Amien.

Padang, 22nd November 2014
Committee Leader,

dto

Hadiyanto



**SAMBUTAN
DEKAN FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS NEGERI PADANG**

Assalaamu'alaikum warahmatullaahi wabarakaatuh.

Bidang pendidikan merupakan sektor utama dalam pengembangan sumber daya manusia (SDM) di era globalisasi. Perubahan pendidikan mencakup segi kuantitas dan kualitas, sejalan dengan pertumbuhan ekonomi menuju kesejahteraan umat manusia. Keberlangsungan pelaksanaan pendidikan di Indonesia sangat ditentukan oleh pendidik dan tenaga kependidikan sebagai ujung tombak di Sekolah/ Lembaga Pelatihan/ Masyarakat. Peningkatan dan pemantapan kemampuan profesional pendidik dan tenaga kependidikan merupakan jaminan bahwa penyediaan sumberdaya manusia yang dibutuhkan masyarakat dapat berlangsung dengan baik.

Peranan pendidik dan tenaga kependidikan sangat penting artinya dan merupakan salah satu kunci utama keberhasilan pembangunan pendidikan. Sejalan dengan era globalisasi, ilmu pengetahuan dan teknologi berkembang sangat cepat dan makin canggih, dengan peran yang makin luas maka diperlukan pendidik dan tenaga kependidikan yang profesional. Tantangan pendidik dan tenaga kependidikan dewasa ini tidak ringan. Di sisi lain, tugasnya tidak sederhana tetapi semakin kompleks dalam menghadapi tantangan yang semakin berat dan kompleks sehingga profesionalisme pendidik dan tenaga kependidikan harus dapat ditingkatkan dari yang sudah ada selama ini.

Fakultas Ilmu Pendidikan Universitas Negeri Padang (FIP UNP) Indonesia bekerjasama dengan Institut Guru Pendidikan Khas (IPGK) Kualalumpur Malaysia bekerjasama melaksanakan Seminar Internasional Pendidikan, dengan tema 'Penguatan Kompetensi Pendidik dan Tenaga Kependidikan dalam menyelusuri Perubahan. Melalui seminar ini diharapkan para peserta memperoleh wawasan baru dalam pengembangan guru serta tenaga kependidikan lainnya di kedua negara. Seminar ini merupakan realisasi dari nota kesepahaman antara Rektor UNP dengan Ketua IPGK Kualumpur yang dilakukan beberapa waktu yang lalu.

Kami mengharapkan kerjasama ini dapat dilanjutkan dengan berbagai kegiatan, diantaranya: penelitian, pertukaran dosen/pensyarah, penulisan buku bersama serta kegiatan Tridharma Perguruan Tinggi lainnya. Kerjasama UNP dengan IPGK diharapkan dapat meningkatkan kualitas pelayanan kedua Perguruan Tinggi dalam menyiapkan guru serta tenaga kependidikan lainnya di kedua negara.

Terima kasih atas perhatian serta sumbangan pikiran dari berbagai pihak, demi terselenggaranya pertemuan dan seminar ini. Semoga kerjasama ini bermanfaat hendaknya dalam peningkatan kualitas pendidikan di Indonesia dan Malaysia.

Wasalaamu alaikum warahmatullaahi wabarakaatuh.

Padang, 22 November 2014
Dekan FIP Universitas Negeri Padang

dto

Prof. Dr. Firman, MS. Kons



SAMBUTAN REKTOR UNIVERSTAS NEGERI PADANG

Bismillahirrahmaanirrahiim

Assalaamu'alaikum warahmatullaahi wabarakaatuh,

Di era globalisasi, kondisi sosial budaya yang sebelumnya bersifat lokal berkembang menjadi global dan pendidikan bangsa merupakan faktor utama penggerak perubahan tersebut. Pembaharuan bidang pendidikan menjadi salah satu ciri dunia modern, dan ukuran perkembangannya dewasa ini mengikuti standar internasional.

Perubahan dalam bidang pendidikan di Indonesia dan Malaysia mencakup segi kuantitas dan kualitas seiring dengan pertumbuhan dalam bidang ekonomi, sosial dan budaya menuju kesejahteraan masyarakat. Kami menyambut baik pelaksanaan seminar ini, yang diselenggarakan oleh Fakultas Ilmu Pendidikan Universitas Negeri Padang bekerjasama dengan Institut Pendidikan Guru Khas (IPGK) Kualalumpur, sebagai wujud kerjasama dan tindak lanjut nota kesepahaman yang sudah ditanda tangani oleh Rektor UNP dengan Ketua IPGK. Seminar ini tentunya berguna bagi kemajuan pendidikan guru di Malaysia dan Indonesia, karena melalui seminar inilah para Pendidik/Dosen/Pensyarah di Perguruan Tinggi dan para guru serta praktisi pendidikan lainnya dapat bertukar pikiran dengan berbagai permasalahan pendidikan beserta solusinya yang telah diperoleh melalui hasil-hasil penelitian di Malaysia dan Indonesia.

Pendidik dan tenaga kependidikan sebagai aktor utama perbaikan kualitas SDM Indonesia dan Malaysia, dituntut melaksanakan tugas pendidikan dan pembelajaran dengan menguasai dan menerapkan ilmu pendidikan. Kendala utama yang sering mendapat kritikan dewasa ini berhubungan dengan kualitas dan profesionalisasi pendidik dan tenaga kependidikan dalam menjalankan tugasnya. UNP sebagai Universitas yang sudah lebih setengah Abad menyiapkan guru dan tenaga pendidik lainnya, tentu punya pengalaman tersendiri, begitu juga sebaliknya IPGK dalam penyiapan guru di Malaysia. Kedua Perguruan Tinggi diharapkan dapat berbagi pengalaman yang berbeda untuk memperkaya kemampuan dalam penyiapan guru dan tenaga kependidikan di masing-masing negara. Kerjasama UNP dengan IPGK untuk masa datang, diharapkan tidak hanya melalui seminar saja, tetapi melalui kegiatan penelitian, pertukaran pelajar/dosen/pensyarah, publikasi ilmiah serta penulisan buku bersama untuk saling menimba pengalaman berbeda antara dua perguruan tinggi tersebut.

Upaya peningkatan kualitas pendidikan di Indonesia dan Malaysia, UNP dan IPGK bekerjasama melaksanakan Seminar Internasional Pendidikan, dengan tema 'Penguatan Kompetensi Pendidik dan Tenaga Kependidikan dalam menyelusuri Perubahan,' mendatangkan nara sumber dari Indonesia dan Malaysia yang akan membentangkan kertas kerja. Peserta yang mengikuti seminar diperkirakan berasal dari Indonesia, Malaysia serta Negara lainnya. Kami mengharapkan peserta seminar memanfaatkan seminar ini untuk memperoleh wawasan dalam menemukan pola serta arah pengembangan pendidikan di masing-masing negara.

Terima kasih atas partisipasi dan dukungan pakar pendidikan serta peserta seminar lainnya, baik berasal dari Indonesia maupun Malaysia serta negara lain yang sengaja datang membahas permasalahan pendidikan tersebut. Diharapkan pertemuan ini menghasilkan solusi untuk peningkatan profesionalisasi guru dan tenaga kependidikan dalam menghadapi persaingan global.

Wassalaamu alaikum warahmatullaahi wa barakaatuh,

Padang, 22 November 2014
Rektor Universitas Negeri Padang

dto

Prof. Dr. Phil. Yanuar Kiram

DAFTAR ISI

Foreword	v
Kata Sambutan Dekan Fakultas Ilmu Pendidikan Universitas Negeri Padang	vii
Kata Alu-aluan	ix
Pengarah Institut Pendidikan Guru Kampus Ilmu Khas, Kuala Lumpur, Malaysia	
Kata Sambutan Rektor Universitas Negeri Padang	xi
<i>Strengthening Teachers and Education Personnel Competence in Scour Change</i>	
Transforming Education and Improving Outcome: Change Management Perspective <i>Simin Ghavifekr</i>	1-15
Profesionalisme Perguruan Malaysia <i>Abdul Rashid Mohamed</i>	16-26
Cabaran Pendidikan Alaf 21: Perancangan Pembangunan Pendidikan Untuk Menyelusuri Pembangunan Modal Insan <i>Roziah binti Abdullah</i>	27-39
Revolusi Pembelajaran Bermuatan Karakter – Cerdas <i>Prayitno</i>	40-52
Pendidikan Multikultural dalam Perkembangan Teknologi Informasi dan Komunikasi di Lingkungan Masyarakat Majemuk Indonesia <i>Firman</i>	53-62
<i>Sub-Theme 1: Psycho-Educational Studies in The Implementation of Inclusive Education</i>	
Model Program Bimbingan Karir Bagi Siswa Berkebutuhan Khusus Di Smkn Kota Padang <i>Asep Ahmad Sopandi dan Nurhastuti</i>	63-74
The Role of Teachers to Prepare Children With Hearing Impairment for Success in Inclusive Education <i>Elsa Efrina</i>	75-79
Preventing Students With Behavioral Disorder Toward Succes in Inclusive Education Setting <i>Ganda Sumekar</i>	80-93
Implementation of Training Model Professional Competence to Improve Held in Primary Teacher Inclusive Education <i>Irdamurni</i>	94-103
Operation Management Inclusive SDN 06 Padang City <i>Kasiyati</i>	104-114
Increasing Social Skills Through Peer-Mediated Interventions at The Children With Learning Disabilities at Inclusive Elementary Schools <i>Marlina</i>	115-127

	Developing Social Competence Held In Primary Teacher Inclusive Education <i>Mega Iswari</i>	128-134
13.	Tahap Efikasi Guru Pelatih jQAF Pendidikan Khas dan Hubungannya dengan Kualiti Penyeliaan Pengajaran dan Pembelajaran Guru Pembimbing <i>Norlela Ali dan Mohd Munaim Mahmud</i>	135-143
14.	Psychological Approach for Children Learning Disabilities Read and Write in School Inclusion <i>Zulmiyetri</i>	144-154
	<i>Sub-Theme 2: Educational Innovation in Character Building</i>	
15.	Pengembangan Model Bahan Ajar Sastra Berbasis Cerita Rakyat dengan Pendekatan Contextual Teaching & Learning untuk Pendidikan Karakter (Penelitian Pengembangan di SD Kota Bengkulu) <i>Abdul Muktadir</i>	155-168
16.	Role of Citizenship Education Teacher Coaching and Developing Character in Students in School <i>Caterina Lo</i>	169-176
17.	Character-Based Education Through Storytelling <i>Damaiwati Ray</i>	177-183
18.	Inovasi Pendidikan dalam Pembentukan Karakter <i>Demina</i>	184-194
19.	Character Education for Environmental Awareness at Minangkabau Natural School in Padang <i>Ernawati</i>	195-201
20.	Changing Character Through School Management <i>Hadiyanto</i>	202-212
21.	Model of The Character Education in Civic Education Subject at The Primary School in Padang <i>Junaidi Indrawadi</i>	213-225
22.	Membangun Karakter Siswa SD Melalui Pembelajaran Matematika <i>Melva Zainil</i>	226-235
23.	Peran Pendidik Anak Usia Dini dalam Mengembangkan Karakter Anak <i>Nasriah</i>	236-246
24.	The Impacts of Classroom Interaction to Students' Learning Attitude <i>Ratmanida</i>	247-259
25.	Science Learning Tool Development Using Integrated Model Based on Characters in State Elementary School 15 Subdistrict Lubuk Begalung Padang City <i>Risda Amini</i>	260-271

26.	Student's Problems and Developing Materials of Guidance & Counseling Based on Building Character <i>Riska Ahmad</i>	272-280
27.	Innovation in Building Character for Early Childhood Through Language and Literature <i>Rismareni Pransiska</i>	281-227
28.	Collaboration of Formal Education, Nonformal Education, and Informal Education to National Character Building <i>Syur'aini</i>	228-294
29.	Developing Thematic Learning Using Multiple Intelligences as an Attempt to Form Students' Dimensions of Strength at The Lower Grade of Elementary <i>Taufina</i>	295-304
30.	The Role of PAUD Teachers in Character Building of Disaster Preparedness in the Context of Disaster Mitigation <i>Vevi Sunarti</i>	305-314
31.	Model Konseling Kelompok Adlerian untuk Meningkatkan Karakter Siswa Sekolah Dasar <i>Wirda Hanim</i>	315-324
32.	Developing Character Building Learning Model for Students of Education Equality Program (Paket C) at Learning Activity Community Centre (PKBM) <i>Wirdatul 'Aini</i>	325-335
33.	Development Text-Based Learning of Indonesian Language in Formation of Character Students <i>Yadi Sutikno</i>	336-344
34.	Penerapan Pendidikan Karakter Melalui Kurikulum Muatan Lokal <i>Zuwirna</i>	345-353
	<i>Sub-Theme 3: Improvement of Competence and Skills of Educators and Education Personnel Facing the Change</i>	
35.	Readiness Teacher Competence in Implementation Curriculum 2013 in Padang <i>Abna Hidayati</i>	354-360
36.	Peningkatan Kompetensi Pendidik dalam Menghadapi Perubahan Melalui Pendekatan Kepemimpinan Transformasional Kepala Sekolah <i>Aman Simaremare</i>	361-374
37.	Perencanaan Pengembangan Sekolah <i>Anisah dan Rifma</i>	375-386
38.	Hubungan Antara Perlakuan Proaktif dan Suara Pelajar Guru disalah Sebuah IPG Zon Utara <i>Anpalakan A/L Vadiappan</i> <i>Lavaneesvari A/P Manogaran</i>	387-398

39.	Hubungan Antara Kepimpinan Transformasional Guru Besar dengan Komitmen Organisasi Guru Pendidikan Khas Integrasi di Kedah <i>Awang bin Lokey dan Tan Cheng Im</i>	399-412
40.	Improvement of Principals' Transformational Leadership Competency Trough Implementation of Action Learning Based Training Model <i>Bambang Budi Wiyono</i>	413-419
41.	The Use of Thinking Maps in Teaching Practice <i>Chiang Ee Fong, Ph.D,</i> <i>Teh Chiew Lan, Ph.D,</i> <i>Chan Fun Ho, M. Mgmt.</i> <i>Ng Weng Tut, M. Ed.</i> <i>Lee Sui Sum, M. Ed.</i>	420
42.	Entrepreneurship Training In Increasing The Independence of Learners of Independent Entrepreneurial Literacy (IEL) at PKBM Harapan Sukamulya Village District of Cilamaya Kulon Regency of Karawang <i>Dayat Hidayat</i>	421-430
43.	Model Rancangan dan Implementasi Pengukuran Kinerja Jurusan dengan Menggunakan Integrated Performance Measurement System (IPMS) pada SMK N 1 Painan <i>Desmi Irianti</i>	431-440
44.	Ilmu Pendidikan dan Profesionalisasi Pendidik <i>Eldarni</i>	441-458
45.	Pelatihan Penelitian Tindakan Kelas Bagi Guru pada Sekolah Dasar Negeri Kecamatan Gunung Talang Solok <i>Elizar Ramli</i>	459-465
46.	Interpersonal Communication and Employee Performance of Staff at The Office of Education, Youth and Sports Solok District <i>Ermila</i>	466-476
47.	Keterikatan Siswa pada Pelajaran Matematika ditinjau dari Persepsi Siswa tentang Kompetensi Pedagogik Guru dan Efikasi Diri Akademik <i>Farah Aulia</i>	477-489
48.	Sikap Guru Pelatih j-QAF Bahasa Arab Terhadap Penggunaan Lughatul Fasli dalam PDP <i>Firdaus bt Abdul Fatah</i>	490-496
49.	Hubungan Gaya Pembelajaran dengan Pencapaian Akademik dalam Kalangan Pelajar PISMP Tahun 3 di Institut Pendidikan Guru Kampus Ipoh, Perak <i>Habibah binti Mohd Samin</i>	497-509
50.	Isu-Isu Peribadi Pelajar Bermasalah Pembelajaran daripada Perspektif Guru Bimbingan dan Kaunseling, Guru Pendidikan Khas dan Ibu Bapa <i>Hanani Harun Rasit, PhD</i> <i>Hasnah Toran, PhD</i> <i>Salleh Amat, PhD</i> <i>Rahmah Mohd Maulot</i>	510-519

51.	Uji Efektifitas Model Pembelajaran Kalkulus II Berdasarkan Teori APOS (MPK-APOS) <i>Hanifah</i>	520-530
52.	Kondisi Empati Dasar Mahasiswa Bimbingan dan Konseling Se-DKI Jakarta <i>Happy Karlina Marjo</i>	531-539
53.	Pentingnya Konsep Sekolah Ramah Anak Bagi Mahasiswa Calon Guru <i>Irsan</i>	540-549
54.	Keberkesanan Team Teaching dalam Pembelajaran dan Pengajaran daripada Perspektif Pelajar <i>Ismail Hj Raduan</i> <i>Ramesh Rao PhD.</i> <i>Munira Mohsin PhD.</i> <i>Gananathan M. Nadurajah</i>	550-556
55.	Efforts In Developing Independence Teachers in Early Childhood <i>Kamtini</i>	557-564
56.	Meramu Pembelajaran Tematik Melalui Kecerdasan Majemuk <i>Masniladevi dan Yullys Helsa</i>	565-574
57.	Pengembangan Strategi Pembelajaran Akhlak Mulia pada Mata Pelajaran Pendidikan Agama Islam di SMP Kota Padangsidempuan <i>Muhammad Darwis Dasopang</i>	575-581
58.	Pelaksanaan Pengajaran dan Pembelajaran Tamadun Islam dan Tamadun Asia di Institut Pendidikan Guru Kampus Ilmu Khas: Kajian Terhadap Kaedah dan Masalah <i>Mustapha Kamal Bin Ahmad Kassim</i> <i>Zahiah Binti Haris (ā) Harith PhD</i>	582-588
59.	Peningkatan Kemampuan Guru Menggunakan Pendekatan Pembelajaran Praktek Langsung Materi dalam Pembelajaran Melalui Pembinaan Berkelanjutan di Sekolah Binaan <i>Muzwarto</i>	589-599
60.	Pembangunan dan Pengesahan Instrumen 2P2S Untuk Mengenal Pasti Persepsi Guru Matematik dalam Komuniti Pembelajaran Profesional: Lesson Study <i>Nancy Ng Yut Kuan</i>	600-612
61.	Pengaruh Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja dan Kinerja Guru di SMA Negeri Kota Medan <i>Nasrun</i>	613-622
62.	Hubungan Kepemimpinan Kepala Sekolah Dengan Kompetensi Pedagogik Guru Di SMK Negeri 2 Padang <i>Nellitawati dan Yusof Bin Boon</i>	623-630
63.	Peningkatan Aktivitas Mahasiswa pada Mata Kuliah IPA Melalui Pendekatan Problem Based Learning <i>Nelly Astimar</i>	631-640

	Kajian Bimbingan dan Konseling dalam Penguatan Penyelenggaraan Pendidikan <i>Neviyarni S</i>	641-651
65.	Pengembangan Soft Skill Melalui Pembelajaran Sastra Anak <i>Nur Azmi Alwi</i>	652-660
66.	Meningkatkan Kompetensi Guru Dalam Membentuk Karakter Peserta Didik Melalui Implementasi Inovasi Pendidikan <i>Puspa Djuwita</i>	661-666
67.	Model 3D dan Warna Dengan 'Faux Cupcake' <i>Rahmah binti Mohd Maulot</i> <i>Rosmawati Hamzah, PhD.</i> <i>Suraya Hani Zakaria</i> <i>Hanani Harun Rasit, PhD.</i>	667-676
68.	Meneroka Elemen-Elemen Kecerdasan Emosi dalam Kalangan Tiga Kumpulan Pendidik di Wilayah Persekutuan Kuala Lumpur <i>Rajagopal Ponnusamy</i>	677-687
69.	The Early Childhood Development of Creativity in The Creativity Center at Nibras Islamic Kindergarten, Padang-West Sumatera <i>Rakimahwati</i>	688-692
70.	Model Guidance Material Pedagogical Competence Primary Teacher <i>Rifma dan Anisah</i>	693-701
71.	'Paint With Homemade Colours' <i>Rosmawati Hamzah (Phd)</i> <i>Suraya Hani Zakaria</i> <i>Rahmah Mohd Maulot</i> <i>Widay Sini@Siani</i>	702-714
72.	Parenting Style Contribution Toward Learning Achievement of Package B Students <i>Solfema</i>	715-721
73.	Peningkatan Kompetensi Kepala Sekolah Menengah Kejuruan Untuk Menghadapi Perubahan Kebutuhantena Kerja <i>Sufyarma M</i>	722-735
74.	Kefahaman Terhadap Tajuk Geometri Dalam Kalangan Pelajar Sekolah Rendah Di Bandar Padang <i>Syafri Ahmad</i>	736-745
75.	Lembaga Pendidikan Tenaga Kependidikan (Lptk) As Educator Institution Of Educators And Professional Educational Personnel <i>Syafreddin Wahid</i>	746-755
76.	Commitment of Principal In Implementing Tasks In High School First State In Padang <i>Syahril</i>	756-761
77.	Effectiveness of Problem Based Learning to Reduce Stress and Improve Student's Achievement in Statistics <i>Tuti Rahmi</i>	762-768

	Hubungan Amalan Pemakanan Dengan Aktiviti Masa Lapang Dalam Kalangan Murid Obes Sekolah Rendah Daerah Kota Kinabalu, Sabah <i>Windy Binti Sini (a), Siani Ramlee Mustapha, PhD Dalilah Mohd Rubi, Rosmawati Binti Hamzah, PhD</i>	
79.	Social Studies: Global Issues on Elementary Schools Learning Process <i>Yalvema Miaz</i>	780-787
80.	Important Role Pedagogical Content Knowledge (Pck) Of Teacher Quality Learning In The Making <i>Yanti Fitria</i>	788-794
81.	Peningkatan Kompetensi Konselor Dalam Pelaksanaan Konseling Perorangan Berdasarkan Lima Fokus Layanan <i>Yarmis Syukur</i>	795-805
82.	Pengaruh Gaya Kepemimpinan, Lingkungan Kerja, Motivasi Kerjadan Kepuasan Kerja Terhadap Kinerja Dosen (Studi Di PTS Kota Padang) <i>Yeni M</i>	806-817
83.	Development Of The Child's Independence In Kindergarden Sandhy Putra Padang <i>Yulsyofriend dan Nova Afrilia</i>	818-827
	<i>Sub-Theme 4: ICT for Education Providers</i>	
84.	Narrative Writing Learning Model For Elementary Schools <i>Darnis Arief</i>	828-843
85.	Pengembangan Model Pembelajaran Interaktif Berbasis Web: Sebuah Studi Pendahuluan Di Jurusan Teknik Elektro Fakultas Teknik Universitas Negeri Padang <i>Hansi Effendi</i>	844-853
86.	Terapan Teknologi Pendidikan dalam Praksis Kurikulum 2013: Optimalisasi Peran Jabatan Fungsional Pengembang Teknologi Pembelajaran <i>Haryono</i>	854-863
87.	Penerapan Pendekatan Tematik Melalui Penggunaan Media Audio Visual Untuk Meningkatkan Proses Dan Hasil Belajar Siswa Kelas I SDN 4 Batiknau Bengkulu Utara <i>Herman Lusa</i>	864-869
88.	Pengembangan Media Pembelajaran Menggunakan Model Assure <i>Ida Murni Saan</i>	870-878
89.	Garis 4 - 1 Jari <i>Kasnimi Bt Mat Seman</i>	879-888
90.	Kajian Delphi Terhadap Memperkenalkan Homeschooling Sebagai Pendidikan Alternatif Di Malaysia <i>Kavitha Subramamian V. Vijaya Vasudaven</i>	889-898

91.	MOBILE - LEARNING : An Overview for Foreign Language Teachers <i>Melvina</i>	899-907
92.	Implementasi Information Communication and Technology Untuk Pendidikan Dan Pembelajaran Pada Kurikulum 2013 (Antara Peluang Dan Tantangan) <i>Novrianti</i>	908-925
93.	Pembangunan Aplikasi Matrik Kompetensi Pensyarah Dalam Meningkatkan Kualiti Pengajaran Dan Pembelajaran Di Politeknik Sultan Mizan Zainal Abidin (PSMZA) <i>Shafni Mohamad Ali & Raja Intan Sariah Raja Mahmood</i>	926-935
94.	Optimalisasi Penggunaan Website Sekolah Sebagai Sarana Partisipasi Masyarakat Dalam Peningkatan Mutu Pendidikan di SMK Wilayah DKI Jakarta <i>Siti Zulaikha</i>	936-947
95.	A Perception of Social Networking Technologies on Teaching And Learning: A Case Study <i>Teh Chiew Lan, Ph.D</i>	948
96.	Penggunaan Media Sosial ; Facebook Dalam Pengajaran Bahasa Inggris Di Sekolah Menengah Di Malaysia <i>V.Vijaya Vasudaven Kavitha Subramamian</i>	949-956
97.	Pembelajaran Materi Bangun Datar Berbasis IT Pada Siswa Kelas IV Sekolah Dasar <i>Yetti Ariani</i>	957-968
98.	Development of Online Learning Model in the Dasar-dasar Ilmu Pendidikan Course <i>Zelhendri Zen Ulfia Rahmi</i>	969-978
	<i>Sub-Theme 5: Evaluation for quality assurance of education</i>	
99.	Optimalisasi Akreditasi Sekolah Untuk Menjamin Mutu Pembelajaran Di Sekolah Menengah Pertama Inklusif <i>Damri</i>	979-987
100.	Studi Perbandingan Hasil Belajar antara Kelompok Model PBL dan Inkuiri dalam Pembelajaran Tematik Terpadu bagi Siswa SD <i>Feri Noperman dan Endang Widi Winarni</i>	988-999
101.	Pemetaan Materi Sulit Ujian Nasional Ekonomi SMA <i>Friyatmi</i>	1000-1010
102.	Optimalisasi Hasil Belajar dan Pemahaman Konsep Kecerdasan Emosional (Suatu Tinjauan Terhadap Pembelajaran di Sekolah Dasar) <i>Hamimah</i>	1011-1016
103.	Studi Tentang Akuntabilitas Kinerja “Research” di Universitas Negeri Padang - Sumatera Barat <i>Hanif Al Kadri, S.Pd, M.Pd.</i>	1017-1027

104.	Evaluasi untuk Penjaminan Mutu Pendidikan <i>Ike Sylvia</i>	1028-1039
105.	The Implementation IPOO (Input, Process, Output dan Outcome) Evaluation in Organizing Course Program <i>MHD. Natsir</i>	1040-1048
106.	Amalan Kepimpinan Instruksional Guru Besar Dan Hubungannya Dengan Komitmen dan Kepuasan Kerja Guru <i>Nor 'aishah Ahmad dan Jamalullail Abd Wahab</i>	1049-1060
107.	Tajuk: Kepimpinan Berintegriti Guru Besar Dan Kepuasan Kerja Guru-Guru <i>Ruzita Md Hassan dan Jamalul Lail Bin Abdul Wahab</i>	1061-1071
108.	Pro Kontra Ujian Nasional Ditengah Masyarakat Dalam Perspektif Budaya Pendidikan <i>Sulastri</i>	1072-1079
 <i>Sub-Theme 6: Multicultural education supporting the changes</i>		
109.	Model Pembelajaran Agama Islam Berbasis Multikultural sebagai Alternatif (Studi pada SMA Negeri kabupaten Pasaman Barat) <i>Adrianto</i>	1080-1091
110.	Praktis Pidato Umum Dalam Ketrampilan Bertutur Sub Topik Negara Dan Kewarganegaraan Subjek Wajib Kemahiran Dinamika <i>Asmawati Mohamad Ali, Noraihan Ismail, Norizal Abdul Karim ^{ca}, SAB dan Anita Mohamed</i>	1092-1103
111.	Membudayakan Amalan Penyelidikan Dan Inovasi Dalam Memperkasa Generasi Ulul Albab <i>Asmawati Mohamad Ali & Prof. Dr. Abd Jalil Borham</i>	1104-1114
112.	Studi Implementasi Muatan Lokal Pembelajaran Bahasa Rejang Di Kabupaten Bengkulu Utara <i>Daimun</i>	1115-1122
113.	Pengaruh Budaya Organisasi Terhadap Motivasi Kerja Guru BK SMA Negeri Se-Kota Medan Tahun Ajaran 2013/2014 <i>Edidon Hutasuhut</i>	1123-1133
114.	Life of Vegetables Traders Woman in Pasar Raya Padang <i>Fatmawati</i>	1134-1142
115.	Kearifan (Wisdom) Konselor Multikultural Kerangka Pikir Ke Arah Pengembangan Kearifan Konselor Multikultural Pada Program Pendidikan Konselor Di Indonesia <i>Herdi, Sunaryo Kartadinata dan Agus Taufiq</i>	1143-1154
116.	The Effect of Health Education About Knowledge of Tuberculosis and the Action of Precautions about Tuberculosis Transmission in the Family At Health Center in Muara Panas District of Solok on the 2014 <i>Nentien Destri, dan Dedi Irawan</i>	1155-1164

117.	Development Of Integrated Learning Model Based On Local Culture In Enhancing The Competence And Character Education Of Kindergarten Children <i>Sariana Marbun</i>	1165-1181
118.	Kajian Keberkesanan Program Diploma Pengurusan Peruncitan Dalam Kalangan Lulusan Latihan Industri Sesi Disember 2013 Politeknik Sultan Azlan Shah (PSAS) <i>Shareaha Binti Din dan Faizatul Absharizan Binti Abu Bakar</i>	1182-1189
119.	Implementasi Pendidikan Multikultur Untuk Menyongsong Perubahan Sosial Budaya Di Era Globalisasi <i>Siti Fadjarajani</i>	1190-1198
120.	Pembelajaran Shalat Lima Waktu Anak Usia Dini Berbasis Keteladanan Keluarga <i>Yarmis Hasan</i>	1199-1207
121.	Konseling Modifikasi Kognitif Perilaku Dengan Latar Budaya Minangkabau Untuk Meningkatkan Motivasi Belajar Siswa <i>Yeni Karneli</i>	1208-1214
122.	Kesan Pembelajaran Program Pra Vokasional Ke Atas Pelatih Orang Kurang Upaya (OKU) <i>Zaharah Binti A. Wahid. dan Zaharah Binti Hussin</i>	1215-1228
 <i>Sub-Theme 7: Curriculum Development For Continuous Education</i>		
123.	Instructional Management in Implementing Curriculum 2013 <i>Fetri Yeni J</i>	1229-1236
124.	Pelatihan Implementasi Kurikulum 2013 Bagi Guru Pada Sekolah Dasar Negeri Kecamatan Gunung Talang Solok <i>Nelfia Adi</i>	1237-1242
125.	Pemberdayaan Pusat Pembelajaran Masyarakat Dalam Pengembangan Pendidikan Untuk Pembangunan Berkelanjutan <i>Yusnadi</i>	1243-1252
126.	Cadangan Pensyarah Pendidikan Islam Untuk Meningkatkan Kualiti Pengajaran Dan Pembelajaran Kurikulum Pendidikan Islam Di Institut Pendidikan Guru Malaysia <i>Zahiah Binti Haris 'a; Harith Mustapha Kamal Bin Ahmad Kassim</i>	1253-1266
127.	Manajemen Implementasi Kurikulum 2013 Di Kota Padang <i>Ahwen Bentri</i>	1267-1273
128.	Ilmu Pendidikan Kontemporer Terlupakan, Dan Dibutuhkan Hadirkan Generasi Emas Yang Berkarakter <i>Arwildayanto</i>	1274-1283

129. **Pengembangan Model Konseling Karir Berbasis Media Film Animasi untuk Meningkatkan Kompetensi Karir Peserta Didik Sekolah Dasar** 1284-1293
Louise Siwabessy dan Gantina Komalasari
130. **Persepsi Pelajar Terhadap Elemen Campuran Peruncitan Dalam Penggunaan Kiosk Sebagai Tempat Simulasi** 1294-1306
Shareaha bt Din

SOCIAL STUDIES: GLOBAL ISSUES ON ELEMENTARY SCHOOLS LEARNING PROCESS

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Abstract

Social Studies is able to teach the students to recognize many aspects in life, and to have logical and critical skills to have establishments on current condition of local, national, and global constellation. A global education is an attempt to instill some perspective about the world to the students, by focusing on a fact that there is a connection between cultures, mankind, and the state of being on earth. Also emphasizing on student's skills to think critical on various worldwide subjects and characterizing on pluralism. Today, the world is circulated with global problems and issues through rapid information and communication. In Social Studies, the students is demanded not only to be familiar about the previous problems and issues, but also on how they can be a part of that issues and to be able to give contribution on the resolving process as well.

Keyword: Global issues, critical capabilities, and student analysis

INTRODUCTION

Learning is a process of activities undertaken in implementing the curriculum in an educational institution. To achieve it, teachers played an important role to affect the students in order to achieve educational goals.

Based on National Education Goals as stated in the legislation of the Republic of Indonesia Number 20 of 2003, Chapter II, Section 3, which reads:

National education serves to develop the ability and character development and dignity civilization in the context of the intellectual life of the nation, aims to develop the potential of students to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, and being a good citizen

M. Sobry (2009:88) revealed that learning is all efforts made by educators to enable the learning process on students. Learning in this case is a business or activity that is both deliberate and unconscious in obtaining an issue. Therefore, learning is a process of change induced behavior of individuals in response to environmental conduct

School is a place where students would gain formal knowledge. More than that, school is also a place where the students can gather, play and share various cheerfulness among their peers so they can create a healthy interaction. School is also where interaction between teachers and students take place.

Learning outcomes will be obtained from students learning process in school that carried out both formally and informally. In the process of learning, changes in behavior are expected in terms of cognitive, affective, and psychomotor of students. As stated Benjamin (in Sri, 2008: 2.19).

According to Dimiyati (2002), the result of learning can be viewed in two sides of student and teacher. In student's side, the learning result constitutes a better developed mentality compared to before learning. Those mentality development materialized in cognitive, affective and psychomotor sphere. Whereas in teacher's side, the completion of learning materials.

Based on the above presentation, learning outcomes are the changes that experienced by the students after activities that involves cognitive, affective and psychomotor. This should includes in every subject at school as well as having an understanding and application of knowledge and skills that are useful for the rest of his life. Attitudes, critical and creative thinking is very useful in order to achieve high quality human that responsible for themselves, their community, state and nation as well as responsible to God Almighty.

Learning IPS is essentially reviewing a set of events, facts, concepts and generalizations which related to social issues. At primary school level, social studies contain material such as geography, history, sociology, and economics. Through social studies, students are directed to become a democratic and responsible, as well as the peace-loving citizens of the world. Social studies also connects the interaction between humans, humans and their environment, and also with the Creator.

When viewed on its territory scope, including what happens to the local situation, national, and global regional. In regard to the progress of science and technology with the broad dissemination of information are events and issues of public life. In this context students need to be given sufficient knowledge in the era of globalization.

In addition, the purpose of Social Studies is also to educate and to give provision of basic skills for the students so they can develop themselves accordance with their own flair, interest, ability and environment, and also as provision to continue to higher level of education. Gross (in Etin, 2005: 14) explained to develop student's ability using reasoning in decision making on every problems they faced. Moreover, Social Studies goals explained more specifically (Department of National Education 2006: 575) is to:

Know the concepts related to people's lives and the environment

Have the basic ability to think logically and critically, curiosity, inquiry, exemplifies the problems and social life skills

Have the skills and awareness of social and human values

Having the ability to communicate, work together and to be competent in a pluralistic society whether at local or global levels

Human beings was created by God with original nature as an independent nature, and also has rights and freedoms that have been automatically attached to him/ her. Humans have the right to life, right to vote, freedom of expression and other rights long as those rights does not conflict with religious social norms.

And so on as well in the teaching and learning activities, in which the student has the right and freedom of speech, thought or giving argument related to the subject matter in the classroom. Therefore, in the course of teaching and learning, besides the teacher, students should be encouraged to be active. Students should not be considered as a passive object, which only listens and obeys what is delivered by the teacher.

A jointly established and active interaction should be created among teacher and students. These circumstances will lead to a creative, innovative and fun learning process among students so they can have a maximum collective learning experience.

Social studies in elementary school, according to Sumaatmadja (2000), to develop skills, particularly social skills and intellectual skills. Social skills are related to the interests of community life, such as working together, helping others in need and to act quickly to solve social problems in society. Intellectual skills related to dexterity and speed when utilizing the mind, quick response in dealing with social problems in society.

Social Studies as an education serve to develop students' attention to life in the community and how to be in a society. Therefore Social Studies serve to equip students with useful social knowledge, social and intellectual skills, in fostering student's social concerns as they are the nation's next in charge, and also to realize national goals. Based on this, social studies would teach students to recognize the various aspects of life, and have the ability to logically and critically address the current situation of local, national and global constellation.

In the curriculum of 2013, the purpose of social studies in elementary education described so that students as learners have the following abilities:

- a. Know the concepts related to people's lives and the environment.
- b. Have the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in life
- c. Having the commitment and awareness of social and humanity values. Has the ability to communicate, cooperate and compete in a pluralistic society, locally, nationally, and globally.

Furthermore, the scope of Social Studies in Elementary School includes the following aspects: a) Persons, Places, and Environment, b) Time, Sustainability, and Change, c) Social and Cultural Systems, and d) Economic Behavior and Welfare.

Therefore, Social Studies education in elementary school is intended to foster the next generation of young age in order to understand their own potential and their role in life, appreciate the importance of social relationships with togetherness, and proficient when participate in the social environment as a human being and a good citizen.

By studying Social Studies in social / community issues, students can directly observe and learn the norms / regulations and good practices prevailing in the society, so by that students get hands-on experience of the reciprocal relationship of mutual influence between private and public life. Thus, the benefits derived after studying

social studies not only to preparing the students when they have to join the public life, but also to established itself as a good member of society by obeying the rules.

Social studies early education (Elementary School age) should to be introduced to the students from the smallest things in the environment, from the closest to the broader, to local, regional and international level. In the globalization era, where the information and communication technology are rapidly developed, students can follow various events in a transparent manner through increasingly sophisticated information network. In the dissemination of such information, a variety of information about worldwide problems and issues appears. Those problems and issues would influence of the world community directly or indirectly, including to the students. Therefore, every student should be equipped with a global education.

Global education is an attempt to provide an understanding of the views (perspective) of the world to the students by the focusing to the fact that cultures, humanity and earth conditions are interwoven. Instructional emphasis on students' ability to think critically in matters that increasingly characterize global and pluralism.

The purpose of global education is to develop knowledge, skills and attitudes to effectively live in a world of dwindling natural resources and is characterized by ethnic diversity, cultural pluralism, the mutual dependence.

The discussion on global issues in teaching social studies should be able to provide knowledge and understanding to students in the context of them as a citizens of the world community. Students are expected to think critically and find solutions to the problems of the world are very precisely related to environmental issues and the nation in which it is located. Furthermore, the discussions of the following promote some important issues that could be use as subject of discussion for the students in school

ISSUES AND GLOBAL PROBLEMS

Today's world is filled with problems and global issues that broadcasted through rapid information and communication, the students certainly know what is going on in the world where they lived. In social studies the students are required not just to know the problems and issues mentioned before, but also how they can be part of the issues and contribute as a solution in the process of completion.

According to Sapriya (2009:133) the characteristics of global issues are, *first*: are transnational in scope, origins and consequences of the problem across more than one country. *Second*: issues and problems can only be resolved through multilateral action. Completion and improvement can not be achieved only by a single country. *Third*: the conflict comes from disagreements about the nature and causes of distinguishing values and goals on how to find the appropriate and necessary measure to ensure the expected results. *Fourth*, the problem and the issue has continuous nature, problems and issues have evolved as ongoing problems and issues. *Fifth*, the contents and the problems associated with other things. Completion of an issue will affect on several other factors. The most important issue of global education (Kniep, Sapriya 2009: 135), there are four

peace and security, development, environment and issues of human

10.1.1.1 Peace and Security

It has been declared that the world we live in is inhabited by 7 billion people scattered in different continents. The number world population moving 100 million per year. And every year, the countries in world also spend \$ 750 billion. 1.5% of the world GNP's to pay for arsenal or weaponry. This amount is \$ 150 per person that is on earth. Since the World War II, there has been conflicts and as many as 16 million people lost their lives. It's not even there would be a bigger conflict later the world, since now many nations weapons that can be used as a mass killing instrument.

Global issues that we faced today, ranging from international security and human rights issues that concerning human rights. Those emerged issues demanded an immediately response in their foreign policy.

International law knows the importance of a sense of security. World interest to be engaged from "the protection of human rights and national autonomy to economic freedom. Creating and maintaining the security of the peace has been thought throughout history, since the international system has no central authority to implement the law and resolve conflicts with the sovereignty of nations.

In Social Studies studies, this issue can be raised through a discussion about international peace in the context security issues. What is a security? Are there any security threats? Can the security of the state affect other problems? And how a security issues would impact on the environment, and how can an individual would affect a nation's security policy.

10.1.1.2 Development Issues

Discussions about development issues in the Social Studies aimed to invite students to understand how people and the nation tries to provide their basic necessities, and to achieve national economic growth, expanding political, economic and social freedom. The textbooks materials mainly focused on a number of issues and problems on the gaps of the rich and the poor and the injustices and sufferings. In elementary social studies, the concept can be embedded on a number of dimensions about life gap between the rich and poor by sorting the richest and poorest in the world.

These gaps can be related to the problems of hunger, infectious disease and injustice, that would include threat to global security and the environment. It is also closely related to the cause of high debt on third world countries. A country's state debt is not always a burden if not managed properly, in fact it can be a cause for setback.

In social studies, discussions about development could begin with questioning students whether it has been successful or not. By reviewing these topics students required to be able to identify and solutions to the world's problems such as over-population, hunger,

deforestation, environmental degradation, the north-south and the west-east relations. In the discussion, it should also discuss the problems of technology, the global economic crisis and a third country debt. Therefore, students can be involved to solve the problems with a sense of responsibility as citizens of their country, and as citizens of the world at the same time.

Environmental Issues

Environmental issues starting from the consequences of human resource exploitation and utilization of Earth's resources. As a result of world's population rapid development, in the year 2011 has been announced that the world population has reached 7 billion. By reviewing the population explosion problem, hunger, deforestation, environmental degradation resulting in disaster everywhere, floods, landslides, global warming, the advent of the global economic crisis, the use of technology in defiance and followed by coverage by the media.

In the environmental issues learning context, students are stimulated to associate the development with the environment. Due to errors of development planning, it can cause harm to a nation. Here students are involved in the search for solutions to these problems. Global education will provide the opportunity for them to see their role in global issues and problems, as well as the role of other people and other systems

Human Rights Issues

In post World War II, there seems appears a great attention to human rights around the world. This issue is originated by concerns on human atrocities committed against another human being during the war. Similarly, the cruelty of the invaders against the colonies were already beyond humanity. UN Declaration on human rights issued as a direct reaction to all these events. The existence of a large great care and modern country where there is a kind of awareness about the issues of human rights through a global communications network and they feel responsible as a member of the world community and reject the neglect of human rights. The emergence of attention on this issues from large and modern countries, where there is a kind of awareness about the issues of human rights through a global communications network, and they feel responsible as a member of the world community and reject the neglect of human rights.

In addition to the declaration and other efforts, the international agency has seen so many incidents on the earth's mass murderers case, for example, the case of the Moammar Gaddafi government in Libya, in Myanmar, and in some African countries in conflict. There is still exist persistence of political repression, detention, torture of residents. Social Studies as a global education can discuss how human rights were guaranteed in the face of the earth, so there are no more act of violation to the human rights.

In learning process, a good method that can used is constructivist, because it can be performed on all topics and subject matter. Teachers can use this approach while discussing and reviewing the topics raised by both teachers or students when learning

process takes place. Therefore, the discussion's material covered in class should not always be the same as in the lesson plans, or other programs that have been previously developed.

The constructivist approach can also be used in developing teaching materials in the classroom. All these times, social studies teaching still using the traditional approach and just put more emphasis on the cognitive aspects and ignore social skills.

Similarly, the evaluation stage is not only to be done at the end of the activity, but also needs to be implemented in the process. Portfolio models need to be developed, considering this model is one of many effective tools for assessing the success of a comprehensive student learning, and it also can be used to record almost all aspects of teaching and learning activities. Besides all that, Social Studies teachers can use an objective test tool and compiled it in the form of Student Worksheet. However, we must remember, this tool is sometimes in some ways unsatisfactory because students are only required to memorize and recall facts with a low cognitive domain.

Conclusions

1. Social studies essentially examine a set of events, facts, concepts and generalizations related to social issues. The implementation of those issues and problems should start from a small scope (environment) and leads to regional and international.
2. Social studies also associate human relations with other humans, the environment, as well as the Creator in order to become a complete human beings.
3. Global education is an attempt to instill a view (perspective) of the world to the students by focusing that there are interconnections between culture, humanity and planet Earth conditions. The learning process should emphasize on students' ability to think critically in global matters and pluralism
4. Discussions about global problems and issues will make the students think critically and find solutions to the problems of the world, which actually very precisely related to environmental issues that near around us.

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