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PROCEEDINGS

INTERNATIONAL TEACHER EDUCATION CONFERENCE
(ITEC) 2013

**“Redefining Teacher Education:
Building Milestones for Global Partnerships
and Development in Education”**

June 30th - July, 3rd 2013

Bandarlampung Indonesia

Organized by:
Faculty of Teacher Training & Education
University of Lampung

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"Building Milestones for Global Partnerships and Development in Education"
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PREFACE

Praise to the presence of the Almighty God who has given us *hidayah* and helps for the arrangement of international conference with the theme "Building Milestones for Global Partnerships and Development in Education". International Teacher Education Conference, ITEC, is a conference on education, teaching and learning that is held annually by teacher education institutions in Indonesia, also called as LPTK. This conference is initiated by the Faculty of Teacher Training and Education University of Lampung, FKIP Unila, as one of Indonesian teacher education institutions. As an education institution that serves pre-service teacher training, teacher education institutions have to play important roles in teacher development programs that help teachers improve their professional and substantial skills to educate learners in a proper way. The conference is addressed to teachers, academicians, researchers, government institutions, private institutions, professional associations, educational institutions as well as graduate students who have high interest of grounded issues in education, teaching, and learning.

Paper published in the proceedings have come from various universities, across disciplines, and across Indonesia as well as overseas, both from the results of the study as well as from the study of secondary data. Keynote speakers of the conference such as Prof. Bruce Waldrup (Monash University), Associate Prof. Rebecca Fanany (Deakin University), Rebecca Johnson, Ph.D (Columbia University), Prof. Rosnani Hashim (IIUM), as well as Dr. Bujang Rahman, M.Si (University of Lampung) have participated in the conference. Ideas, insights and innovations presented in this proceedings are expected to contribute to the development of educational science and advances worldwide, especially to the development of teacher education in Indonesia. Thanks to all parties who have made this conference possible and cannot be mentioned one by one. *Constructive critics and suggestions for future refinement are always welcome.*

Bandar Lampung, June 2013

ITEC Committee

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DEVELOPING TRAINING DEVICE OF SCIENTIFIC WRITING ON THE BASIS OF LEARNING FOR ELEMENTARY SCHOOL TEACHERS IN LAMPUNG

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Abstract

The aim of this study was to produce a training device of writing scientific papers on the basis of learning in accordance with the needs and characteristics of elementary school teachers in the Province of Lampung. The product of developing training device included 1) learning media, 2) teaching materials of scientific writing, and 3) teachers' activity sheet in writing scientific paper on the basis of learning. The method used in this development research was R & D model which consisted of, the stages of searching and collecting information, planning and developing the format of the initial product. The subjects were the teachers of elementary schools in South Lampung, Pesawaran, Bandar Lampung and Central Lampung in 2012-2013 academic years. The study was conducted from November 2012 to May 2013. The results of this study were 1) draft of instructional media in the form of examples of scientific work about CAR (classroom action research), 2) draft of scientific paper teaching materials for individual learning, and 3) draft of teachers' activity sheets for individual learning.

Key words: training device, training-based learning

INTRODUCTION

Based on the interviews and observations of teachers at SDN 1 and SDN 2 Fajar Baru Jati Agung South Lampung, SDN Labuhan Ratu, and Gotong Royong Bandar Lampung in January 2012, it was found that the teachers generally did not have the ability to write a scientific papers. Furthermore, the teachers stated that their disability to write a scientific paper was one reason which made them had difficulty to rise to the class IVa. As it was known that one of the requirements needed to be raised to the next class was used a scientific paper. To overcome the problem, the teacher in East Lampung purchased a scientific paper to the people who have understanding on the field (Lampung Post, 18 April 2013). This way was certainly not needed to be done by the teacher, but on one side, teachers did not have the ability to write scientific papers.

Other empirical evidence suggested that based on the results of community service performed by lecturers who were members of the devotion team of PMIPA FKIP Unila (2011) showed that it was so difficult for the teachers at SDN 1 and SDN 2 Jati Agung Lampung Selatan in preparing proposals of classroom action research (CAR), so that the workshop activities conducted by the devotion team for six days had not achieved the expected results. This evidence suggested that the role of lecturers of FKIP Unila was needed more than just providing a scientific writing workshop course.

Various attempts had been done by the relevant institutions, in order to improve the teachers' knowledge and skills in writing scientific papers. One effort that had been done was by giving education and training (Training) to accomplish its purpose. However, based on interviews with the teachers of elementary schools in South Lampung and Bandar Lampung (2012), it was revealed that the current model of training had not helped them to be able to make scientific writing. One factor contributing to this problem was

the model of the training being held was still *training*-oriented. The same opinion was expressed also by the Health Training Centre of Indonesia (20012). The empirical evidence showed that it was needed some improvements in education and training program of writing scientific papers for teachers. Training should no longer be oriented on *training* but needed to be changed to *learning*.

Analyzing the problems faced by the teachers in Lampung province, indicated that the role of the lecturers of FKIP Unila was needed to solve this problem. The role was to find or design or develop a training model that can help teachers in writing scientific papers and guide them to implement the model, so that teachers can produce scientific writing of papers. The role of FKIP lecturers, especially Science Education (IP) was needed because FKIP lecturers especially IP lecturers had competence in the development of learning models.

To overcome the problems, this research was aimed to develop:

- 1) Media of scientific writing training
- 2) Teachers' activity sheet of writing scientific papers
- 3) Teaching materials of scientific writing

METHODOLOGY

This research was used Research and Development (R & D) as a research design, with the phase of searching and gathering information, planning and developing the initial format. The result of the searching and gathering information activities that had been carried out by the research team in 2011 and 2012 was elementary school teachers in Lampung province had difficulties to make a scientific paper. Besides that, in general, teachers had characteristics of having ever received the knowledge about writing scientific papers acquired through training based on *training*. In order to get the data of teachers' need in more detail, searching and gathering information activities was conducted by using a test in the form of essay to find out the teachers' ability in writing scientific papers. Searching and gathering information activities had been facilitated with literature review activity. Literature that was examined included textbooks, media and teachers' activity sheets which were used during the training that was related to the writing scientific papers. Literature review was also conducted to examine the theories that can be used as a reference in order to improve teachers' ability to write scientific papers.

At the planning stage, activities were formulated as: 1) scientific writing training competency 2) formulated the scientific writing training objectives and determined the sequence of materials. After planning, the next phase was developing the initial product format. At this stage was designing textbooks as the product, media and teachers' activity sheets. All the training device of writing scientific paper was arranged on the basis of *learning*. This research development was conducted since November 2012 until May 2013.

The stages of development were illustrated by the following diagram.

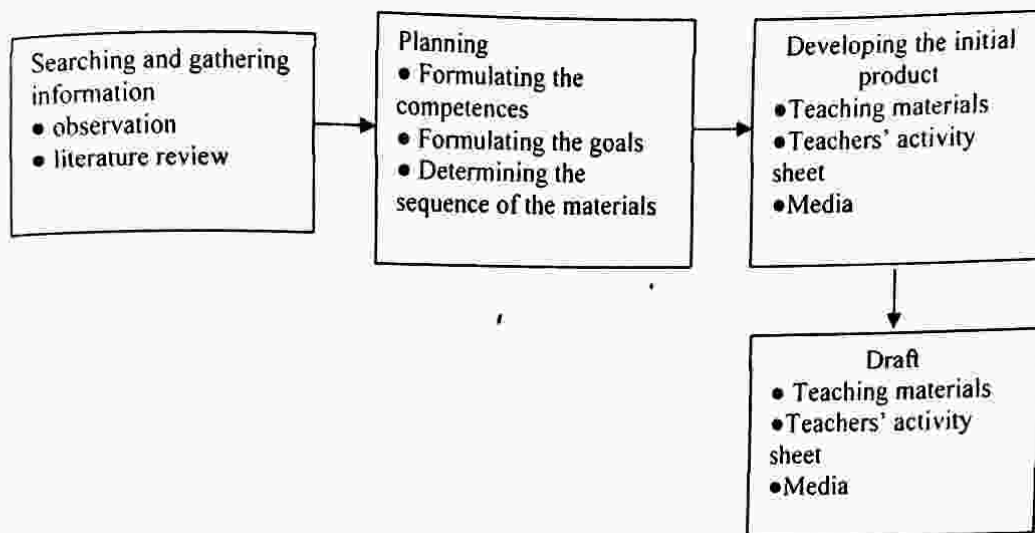


Diagram of Development Stages

The subjects of this study were teachers at elementary schools in Lampung province. The samples were teachers of elementary schools in South Lampung, Bandar Lampung, Lampung Tengah and Pesawaran. Sampling was done by cluster random sampling. The instrument used was a test instrument in the form of essays and questionnaires. Contents that were asked in the test instrument were teachers' understanding of the CAR and writing scientific papers about CAR. Based on the understanding of the teachers, it was used as a reference of teachers' need criteria.

RESULTS AND DISCUSSION

Teachers' understanding about CAR and writing scientific papers about CAR is presented in the following table.

Table 1 Data of Teachers' Understanding

No	Question	Scale			
		1	2	3	4
1.	What is action research?	80%	17%	3%	-
2.	What problems which need to be solved through classroom action research?	81%	19%	-	-
3.	Write down the examples of formulation of the problems for classroom action research?	85%	15%	-	-
4.	What is the purpose of classroom action research?	85%	15%	-	-
5.	Write down the examples of objectives of classroom action research?	85%	15%	-	-
6.	What are the benefits of classroom action research?	85%	15%	-	-
7.	Write down the examples of the uses of classroom action research?	85%	15%	-	-
8.	What are cycles in classroom action research?	86%	14%	-	-
9.	Explain the steps in each cycle of classroom action research?	86%	14%	-	-
10	What is planning in classroom action research?	80%	15%	5%	-
11	What is implementing in classroom action research?	80%	15%	5%	-
12	What is observing in classroom action research?	85%	15%	-	-
13	What reflecting in classroom action research?	86%	14%	-	-
14	Write down the sub chapters that need to be elaborated in the first chapter of the classroom action research manuscript?	86%	14%	-	-
15	Write down the sub chapters that need to be elaborated in chapter 3 of the classroom action research manuscript?	86%	14%	-	-
16	Write down the sub chapters that need to be elaborated in chapter 4 of the classroom action research manuscript?	86%	14%	-	-
17	What is the role of the teacher in classroom action research?	83%	10%	7%	-
18	What is the use of the instrument in classroom action research?	80%	15%	5%	-
19	Who should be involved in classroom action research?	80%	15%	5%	-
20	What is the role of collaborator involved in classroom action research?	85%	15%	-	-

Based on data of the teachers' ability, it was found that teachers need training on writing scientific papers of CAR with the following criteria.

Table 2 Criteria of Teachers' Need

No	The Components of Requirements	Understanding	The Criteria of Requirements
1.	Understanding of classroom action, research	Less	Desperately Need
2.	Understanding of the problems that need to be solved through classroom action research	Less	Desperately Need
3.	The ability to write examples of formulation of the problems for classroom action research	Less	Desperately Need
4.	Understanding of the purpose of classroom action research	Less	Desperately Need
5.	The ability to write the examples of the objectives of classroom action research	Less	Desperately Need
6.	Understanding of the benefits of classroom action research	Less	Desperately Need
7.	The ability to write the examples of the uses of action research	Less	Desperately Need
8.	Understanding of the cycles in classroom action research	Less	Desperately Need
9.	Understanding of the steps in each cycle of classroom action research	Less	Desperately Need
10	Understanding of planning in classroom action research	Less	Desperately Need
11	Understanding of the implementation of the classroom action research	Less	Desperately Need
12	Understanding of the observation in the classroom action research	Less	Desperately Need
13	Understanding of reflection in classroom action research	Less	Desperately Need
14	The ability to write the sub chapters that need to be elaborated in chapter 1 of classroom action research manuscripts	Less	Desperately Need
15	The ability to write the sub chapters that need to be elaborated in chapter 3 of classroom action research manuscripts	Less	Desperately Need
16	The ability to write the sub chapters that need to be elaborated in chapter 4 of classroom action research manuscripts	Less	Desperately Need

17	Understanding of the role of the teacher in the classroom action research	Less	Desperately Need
18	Understanding of the use of research instrument in classroom action research	Less	Desperately Need
19	Understanding of who need to be involved in classroom action research	Less	Desperately Need
20	Understanding of the role of the collaborator involved in the classroom action research	Less	Desperately Need

Based on the data of teachers' needs, it was found that teachers desperately need training on scientific writing about classroom action research (CAR) with the contents as (in Table 2).

Based on the data of teachers' needs, it showed that the elementary school' teachers in the province of Lampung required the knowledge and guidance to be able to organize, manage and write scientific papers about CAR. Based on data on teachers' characteristics, it was found that the teachers who had received knowledge about writing scientific papers obtained through training, did not have the ability to write scientific papers about CAR. It was supported by the fact written in Lampung Post newspapers (18 April 2013) that many elementary school teachers in East Lampung did not have the ability to write scientific papers. The disability gave impact to their difficulties to comply one of the requirements up to the class IVa. Facing the disability, there were teachers who took the dishonourable way by purchasing or asking someone who understand in writing scientific works in education to make the scientific papers for them. This fact showed that the teachers' need to have the ability to write scientific papers was very urgent. The teachers need to be helped and guided in order to have the ability to write scientific papers especially about CAR.

Based on the literature review, it was found that:

- 1) Textbooks used were still focused on the delivery of the theories,
- 2) Media used were still emphasizing the delivery of the theories,
- 3) There were no teachers' activity sheets.

The results of searching and gathering information, it supported the fact that the training which was done all this time was still *training-oriented*. Study of literature on learning theories stated that the learning acquisition would increase if it was centred on the subject of learning. Besides that, according to the constructivist approach, learning is an activity to build knowledge by using all the capabilities we have. This theory of learning can be used as a reference to the scientific writing training activities, especially the training device of writing scientific papers. So the solution to overcome the problems faced by teachers was to develop learning-based training devices. According to the World Health Training Center of Indonesia (20012), a *learning-based* training model has many advantages because it was centred on the participants rather than on the tutor.

In order to help the teachers for having the ability to write scientific papers about CAR, it was developed the teaching materials, teachers' activity sheet and media. The device was developed based on *learning*, with the understanding that the product was designed to help users, in this case elementary school teachers, to be able to learn independently. In order to help self-learning, the training device was conceived and organized by maximizing the provision of step-by-step guidance. Each of given guidance was provided by examples. The data related to the content and the level of teachers' needs, was used as a reference in the planning stages that included, 1) formulate

competencies, 2) goals, and 3) the sequence of material in the textbooks, teachers' activity sheet and media.

The results from the planning stages were as follows.

1. Formulation of Standard Competences of the Training

The teachers who participate in the training can manage, organize, and write scientific papers about classroom action research.

2. Formulation of Basic Competences of the Training

The basic competence of the training was as follows.

1. Describe the systematic way of classroom action research proposal in sequence and clearly.
2. Describe the introduction chapter clearly and lead to the research objectives.
3. Describe the literature review chapter clearly and support the achievement of the research objectives.
4. Described the research method chapter systematically, clearly and lead to the research objectives.

3. Formulation of Objectives of the Training

After the training activities, teachers were expected to have the ability to:

- 1) Explain systematically of classroom action research proposal.
- 2) Describe the problems that occurred in her class clearly.
- 3) Write down the classroom action research problems in accordance with the applicable rules.
- 4) Write down the objectives of classroom action research clearly.
- 5) Organize the literature review according to the research objectives.
- 6) Write down the contents of the literature review in accordance with the applicable rules.
- 7) Write the framework according to the research objectives.
- 8) Describe the setting of the research.
- 9) Write the setting of the research in accordance with the applicable rules.
- 10) Describe the research procedures.
- 11) Write the research procedure in accordance with the applicable rules.
- 12) Describe the subjects of the research.
- 13) Write the subjects of the research in accordance with the applicable rules.
- 14) Explain the conceptual and operational definitions.
- 15) Write down the conceptual and operational definitions in accordance with the applicable rules.
- 16) Describe the indicators of success.
- 17) Write the indicators of success in accordance with the applicable rules.
- 18) Describe the instruments of the research.
- 19) Write the instruments of the research in accordance with the applicable rules.
- 20) Describe the data analysis techniques.
- 21) Write data analysis techniques in accordance with the applicable rules.

4. The Sequence of Materials

Materials were presented in the following order.

- 1) Systematic classroom action research proposal.
- 2) Background.
- 3) *Formulation of the problems and objectives of the classroom action research.*
- 4) Literature review and conceptual framework.
- 5) Type of research.
- 6) Research procedures.
- 7) Subjects of the research.
- 8) Conceptual and operational definitions.
- 9) *Indicator of success.*

- 10) Instruments of the research.
- 11) Data analysis techniques.

The use of product development in the training of writing scientific paper about CAR, was expected to improve the ability of elementary school teachers in the province of Lampung in writing scientific papers. It was due to 1) the learning device was developed based on the needs of teachers, 2) set of learning was developed by providing structured guidance to the teachers, 3) the systematic presentation in the sets of learning was structurally arranged step-by-step, 4) the training device was designed to be able to learn independently by the teachers. It was very important to consider in developing the training devices, considering that the residences where the teachers had the duties were different, so with the conditions. This condition was likely to be a constraint for the teachers to have the ability in writing scientific papers.

CONCLUSION

The training device as the result of the development was a textbook based on learning, teachers' activity sheets based on learning and instructional media. The training device was developed with the emphasizing on giving a guidance structurally step-by-step provided with examples.

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DEVELOPMENT OF HYPOTHETICAL MODEL OF CHARACTER-BASED LEARNING RESOURCE MANAGEMENT

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Abstract

Character education for students can be familiarized through the utilization of various learning resources in teaching. In its implementation, some problems of learning resource management are: (1) teachers do not understand the importance of learning resources in teaching; (2) teachers' media literacy is limited; (3) teachers do not have sufficient time to prepare learning resources; and (4) teachers have minimum practical experience in managing learning resources. This research is intended to develop the hypothetical model of character-based learning resource management for teachers. This research will be started by describing learning resource management that has been conducted so far. Then, literature review of learning resource management from the perspectives of instructional technology and instructional management will be carried out. Finally, the hypothetical model of character-based learning resource management will be developed.

Key words: learning resource management, character.

INTRODUCTION

The revolution of education which has been in the fifth level has shown us that learning is not teacher-centered anymore. There are many resources accessed by students where the teacher is one of the leaning resources. It is supported by general provisions of Sisdiknas clause 1 (20) 2006 which states that learning is the interaction process of students to teacher and learning resource to environment.

Learning resource made by teachers has direct impact to shape student's character. It is certainly completed by modified learning which activate student (*students centered*). This one hasn't been realized by some teachers because of having no assistance from other sides to organize learning resources either which have been owned by teachers or other sources.

The general definition of learning resource is often interpreted as books or printed materials such as magazine, bulletin, and others. This term is still applied by almost teachers. *Association for Educational Communication and Technology (AECT, 1977)* has given the specific learning resource where it can be message, human, software, hardware, method, and environment which both can be used independently and combined to facilitate the activity of learning. Based on AECT, the definition above explains the kinds of learning resources can be used in teaching such as message, human, software, hardware, method, and environment.

It is explained about the short of the six kinds of resources including their examples based on the design category as follow.

Kinds of learning resources	Definition	Example	
		The design	The use
1. Message	The information transferred by other components like idea, fact, explanation, data	Teaching material	Folktale, fairytale, advice
2. Person	The person who saves or transfers the information but he does not run the function of developing and managing learning resource.	Teacher, actor, child, speaker, player. It is not including technician and curriculum team.	Speaker, local leader, head office, respondent
3. Material	It can be software which can present message through the use of device	Transparence, film, slide, tape, book, picture and others.	Relief, temple, statue, engineering equipment.
4. Device	It can be hardware which can transfer a message which is available in software	OHP, projector, projector slide, film, TV, camera, board	Generator, engine, tools, cars
5. Technique	The procedure such as device, situation, and person used for transferring message in teaching	Lecture, discussion, socio drama, simulation, independent learning	Games, workshop, common/spontaneous conversation
6. Setting	It is the situation where the message is transferred	Classroom, studio, library, auditorium, aula	Park, garden, market, museum, shop

Learning resource has an important function in teaching. Instructional media just functions as transferring a message meanwhile learning resource not only has the function but also has some other functions in terms of strategy, method, and technique. The functions will be discussed as follow:

- to increase the productivity of learning. Learning resource can accelerate the rate of learning and help teacher to use time effectively and reduce the teacher's burden in presenting information so that it can build and develop the interest of children.
- to give the probably individual learning, because learning resource can reduce the awkward and traditional control of teacher and give more chance for students' progress based on their ability.
- to give the basic of scientific learning because learning resource can make the learning program systematic and make the development of material learning based on research study.

- d. to be more consolidate in learning, by learning resource the presenting information and material will be more concrete
- e. enable to have learning in real time, where it can reduce the gaps between verbal and abstract learning with the concrete reality and give direct experience.
- f. enable to present wide learning, with learning resource the presenting information will be able to penetrate the boundaries of geography.

Based on Degeng (1990) the learning resource covers all sources which can be used by the learners so that it can create a learning behavior. In learning process the component of learning resource can be used in single or combination both designed and non designed learning. The various learning resource around students both designed and non designed haven't been used optimally in teaching. Most of teachers tend to use text book and teachers as the main learning resource. It is supported by Parcepal and Ellington in Mhia (2012) where the text book is mostly used as the learning resource. In the use of learning resource, the teacher has a duty to help students study easily, fluently, and directionally. Therefore the teachers are supposed to have special ability related to the use of learning resource.

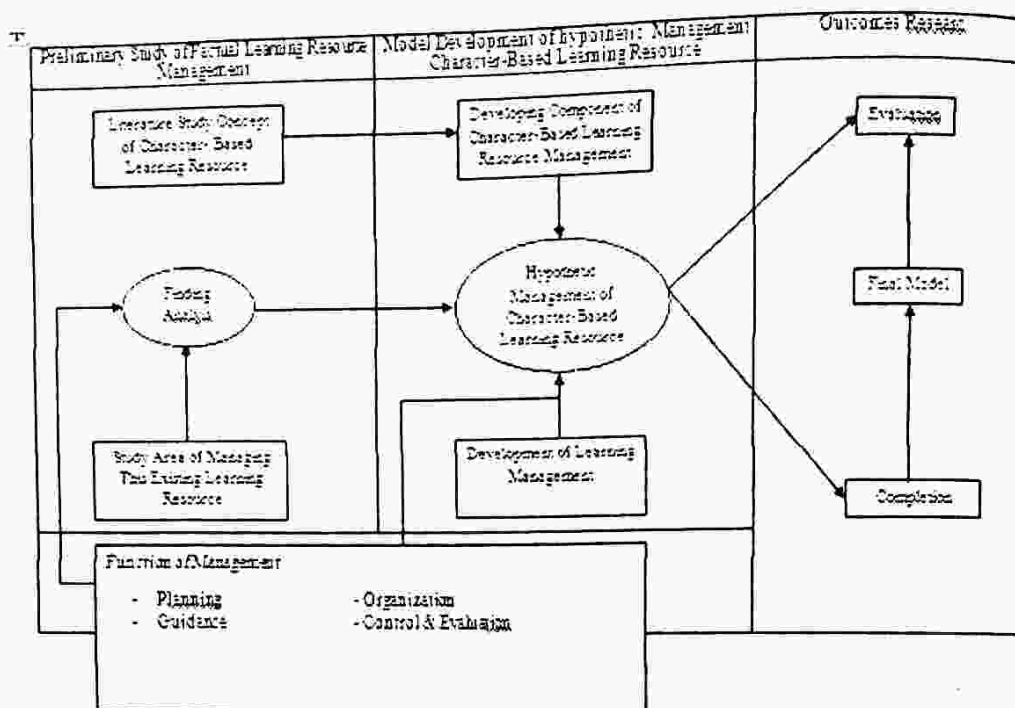
The learning resource has a role in individual, classical, and group learning. Based on the analysis of learning theory, the education of character will be created through group learning. Through the management of learning resource, the students are supposed to be noble, integrated academic competence, and to have intact as well as good personality based on the norms and Indonesia culture.

Based on Dick and Carey (2005) there are some criteria how to use the learning resource: (1) student's personality analysis, in the use of learning resource should be appropriate at student's characteristic, content, and presenting it. (2) It should be appropriate at the learning aim; it means that the use of learning resource should focus on formulated learning. (3) It should be appropriate at the content, means that the learning resource should be appropriate at learning material. (4) The use of learning resource should be adjusted to the ability of teacher for achieving the learning aim. (5) The learning resource should cause the response from student. Therefore the teacher should give spirit to the students so that they can give the response to the accepted learning material.

The Management of Learning Resource (MLR) of character-based should be based on the learning design theory and management learning theory. The learning design theory functions to make a decision about the use of managing learning resource which can make the learning effective, efficient, and attractive. The learning management theory functions as plan, management, referral, control, and evaluation toward the character-based learning resource which is applied in the class. Based on that thing, the model of learning resource management should be applied so that it gives the easiness and helps the teachers to run their profession and increase the use of learning resource. Therefore there should be a research to develop the model of learning resource management. So the aim of the research is for developing the model of hypothetic in organizing the character-based learning resource for primary student.

METHODOLOGY

This research was done in two steps: (1) preliminary student, it is for assessing the factual learning resource management and literature study, (2) development of a prototype model of a hypothetical character-based learning resources management, and (3) research product, it is creating the final hypothetic. Here is the picture of research framework.



Picture 1. The picture of research framework

RESULT AND DISCUSSION

The research of developing character based MLR model was done in three steps, those are:

1. The assessment of managing factual / existing and literature learning resources (existing pre assessment)

The assessment of managing the existing learning resource was focused on the aspect of learning resource type used by teacher and for managing learning resource. The assessment of management aspect was done through interviewing the elements which were implicated in managing learning resource as respondents. The obtained information was as follow:

- a. the aspect of learning resource used by teacher

The types of learning resource used by teachers were text books, work sheet, and oneself as models.

- b. learning resource management

The learning resource hadn't been managed well from the planning, management, guidance, control, and evaluation.

Theoretical study/ literature was the descriptive preliminary study, it was for identifying how to develop hypothetical model of character-based learning resource so that it could be predictive material, and could be consideration in developing a model that finally eased the teachers to use the learning resource and improve students' character. The descriptive result of theoretical research was developed based on the behaviorism, social cognitive Vigotsky, information process, Bruner theory of learning, Cybernetic theory, Gagne theory of learning, Reigeluth, and management theory.

The behavior theory of learning emphasizes on the conditioning factor where there should be stimulus that could get a response. To make the result optimally, the stimulus should be designed as good as possible which came from various resources so it could be responded well by students. The learning theory of Social cognitive Vygotsky (1990) assumes that there is a learning if the students try or learn how to do the assignments which have been learned but those should be the reach of their ability (zone of proximal

development). Vygotsky also explains that the learning process happens in two steps: the first step happens when there is a collaboration with another one/ social context level, and the next step is done individually which there is internalization process. During interaction process both teachers and students or students and students, the ability such as appreciating each other, testing the truth of another one's statement, negotiating, adopting each other could develop. Social context level is institutional and interpersonal. It functions as scaffolding. Institutional interaction tells children wide behavioral and social norms to guide their life. Interpersonal level has a direct impact for the children's mental. Based on Vygotsky (1990), the skill of mental functioning develops through social interaction.

The learning theory of Bruner explains how the humans study or get and transform the knowledge. His premise of theory views those humans as processors, thinkers, and information creators. Bruner states that learning is an active process which probably makes human to find the new things outside information given to him. Based on Bruner, the intellectual development of children is depended on these sequential representations, such as: a) enactive, all children's attention depend on their response; b) iconic, the paradigm of children depends on their sensory organization, and c) symbolic, the children have full understanding about anything so that the children can express their idea with a language. The implication of Bruner theory is how to put the children on the confusing situation or problem. With their experience the children will try to adopt or organize again their idea structures in order to get the balance in their mind.

Based on learning theory Cybernetic, study is processing information which explains about processing, saving, and calling back the knowledge from the brain (Slavin, 2000). This theory explain how someone gets a number of information which can be memorized in long time. Therefore it should apply a certain learning strategy which eases all information processed in the brain by some senses.

The information will determine how the process or learning way is running. An information probably will be learned by a student with one kind of learning process, and the same information probably will be learned by another student through a different learning process. Based on Ausubel (1960) acquisition of new knowledge is the function of cognitive structure which has been owned by someone. Reigeluth and Stein (1983) said that the knowledge is arranged in cognitive structure hierarchically, the more general and abstract knowledge which is firstly obtained by someone can ease the obtaining of new more detailed knowledge. In another word, if the way of structuring knowledge as a basis of future knowledge gets better, the search and occurrence of the knowledge will be easier when it is necessary in the right time.

Based on the study above, Reigeluth (1983) developed a structuring strategy of content or learning material related to four problem areas, like: selection, sequencing, summary, and synthesizing which have the condition that (1) if the content of the subject is arranged with the sequence from general to specific, so the content or learning material in general stage will be framework to associate other more detailed contents. It is appropriate at the structure of information representative of Long Term Memory (LTM), so that it will ease the process of searching again the information. (2) if the summary is integrated to be content sequence or learning material, so it will function to show which information should be given to students beside saving the capacity of Working Memory (WM).

Based on Gagne (1979), there is a receiving the information in a learning process, then it is treated so that it bears the learning product. In processing the information, there is interaction between internal conditions and external conditions of individual. The internal condition is the condition of individual where it is necessary to achieve learning product and cognitive process which happen in individual. Meanwhile the external condition is the stimulation from the environment which affects the individual in learning process. Based on Gagne, there are eight phases of learning process like, (1) motivation;

(2) understanding; (3) acquisition; (4) storage; (5) returned memory; (6) generalization; (7) treatment; and (8) feedback.

Essentially, learning is described by Gagne (1979) as an effort to help people study. The learning process happens if the students interact actively with the learning material which has been designed by teacher. In the learning interaction, every student should be treated as a dignified one where his interest and potency should be improved optimally. The quality of learning is affected by learning method like the strategy of organizing the micro and macro learning, the strategy of delivering learning, and the strategy of managing the learning with certain conditions like goal's characteristic, content's characteristic, barrier, and student's characteristic. The learning product can be classified to be three sides which are: (1) effectiveness, (2) efficiency, (3) appeal. The effectiveness of learning is usually measured with the student's achievement, such as: (1) error rate, (2) performance rate, (3) studying rate, (4) retention rate. The efficiency of learning is measured with ratio between effectiveness and time allocation used by students or total cost of learning. The learning appeal is measured with observing the student's tendency to keep studying. The learning appeal is related to the appeal of subject where the learning quality usually affects both of them.

Learning resource is the resource where someone studies something which covers all resources which can be used individually or in combination both by design and by utilization learning resources. The existing learning resource is aimed to make learning easier, more effective, more efficient, and lead to the goal of learning.

2. Developing the prototype of Hypothetic model in the character-based learning resource management.

Based on the theoretical study, there are prototypes of hypothetic model character based MLR which are:

a. Planning

the planning activity of character-based PSB covers:

a) choosing the learning resource

the planning of learning resource is formulated between teacher and facilitator.

b) Management

management is done by holding the training for teachers to choose, design, and use character based learning resource.

c) class management

Class management is done by providing class room designed for group learning, and probably make students to study together. Every classroom should be completed with facilities such as: tables, chairs, LCD, Wifi internet, AC, board, marker, and CCTV. All activities can be monitored by CCTV together.

d) students management

Students are given preparation before having the learning. Students are arranged into some groups which consist of 5 students per group.

b. Organization

Organization is done by forming the organizer of MLR unit where the memberships are as follow: leader/ facilitator or coordinator as responsible one, observer, and recorder.

c. Guiding class

Teacher is as the practitioner of MLR activity to get the guidance from the facilitator.

d. Control

The control aims to equalize the perception between facilitator and teacher, as well as post test about character-based MLR

e. Evaluation

Evaluation is done both for students and teacher. The used instrument can be questionnaire. The evaluation from facilitator is done through meeting forum. There

are six aspects of measurement which can be used for knowing PSB management, they are Character Based Learning (CBL), Character-Based Assessment (CBA), Character Clear Goal (CCG), Character Value (CV), and Quality Learning Resource (QLR). The answer of respondents is given in the scale of 1-5 with the provision as follow: STS = disagree much (score= 1), TS= not always (score= 2), N= Netral (score= 3), S = always (score= 4), SS= is always (score= 5).

(a) The aspect of Character Based Learning (CBL)

The aspect of Character-Based Learning (CBL), is one of the elements in assessing the learning. There are 7 indicators used to measure the aspect of character-based learning.

Tabel 1. Indicator of Character Based Learning (CBL)

No	Statement	Total
1	Teacher is motivated to give character value	1
2	Teacher spare their time to help student study character value	1
3	Teacher explain the character value very well	1
4	Teacher tries to help students who find difficulty in studying character value	1
5	Teacher give feed back to the value of students' character	1
6	Teacher shows disinterest toward the value character showed by students	1
7	PSB actually wants to get the best character value for students	1
Total		7

(b) The aspect of Character-Based Assessment (CBA)

The right aspect of assessment is one of the elements to judge the effectiveness of character-based PSB. There are six indicators which measure this aspect, like in the table 2.

Table 2. The aspect of Character-Based Assessment (CBA)

No	Statement	Total
1	Teacher often gives impression that there is no character value learned by student	1
2	Teacher prefers student who have higher intelligence in the learning process	1
3	Teacher prefers testing what has been given to attitude	1
4	In the learning process, teacher focus on the material more than attitude	1
5	The feedback of students' performance is usually given in the form of symbol, score, or grade	1
6	To get better learning result but it is just test component	1
Total		6

- (c) The aspect of Character Clear Goal (CCG)
 Before teaching, teacher should deliver the goal which will be achieved.
 There are three indicators to measure this aspect.

Table 3. The indicator of Character Clear Goal aspect (CCG)

No	Statement	Total
1	The easiness of understanding the goal of learning which will be achieved.	1
2	The learning aim is clear	1
3	Teacher helps student understand clearly toward result which will be achieved in the learning.	1
Total		3

- (d) The Aspect of Character Value (CV)
 The learning target which will be achieved is not only from knowledge aspect but also from the values owned by students. There are eight indicators in measuring this aspect, like in the table 4.

Tabel.4. The Aspek of Character Value (CV)

No	Statement	Total
1	The learning for helping to develop appreciation value	1
2	The learning for helping to,develop teamwork value	1
3	The learning for helping to develop honesty value	1
4	The learning for helping to develop creativity value	1
5	The learning for helping to develop accepting critique/suggestion value	1
6	The learning for helping to develop responsibility value	1
7	The learning for helping to develop confidence value	1
8	The learning for helping to do reflection, to be aware of weakness/strength	1
Total		8

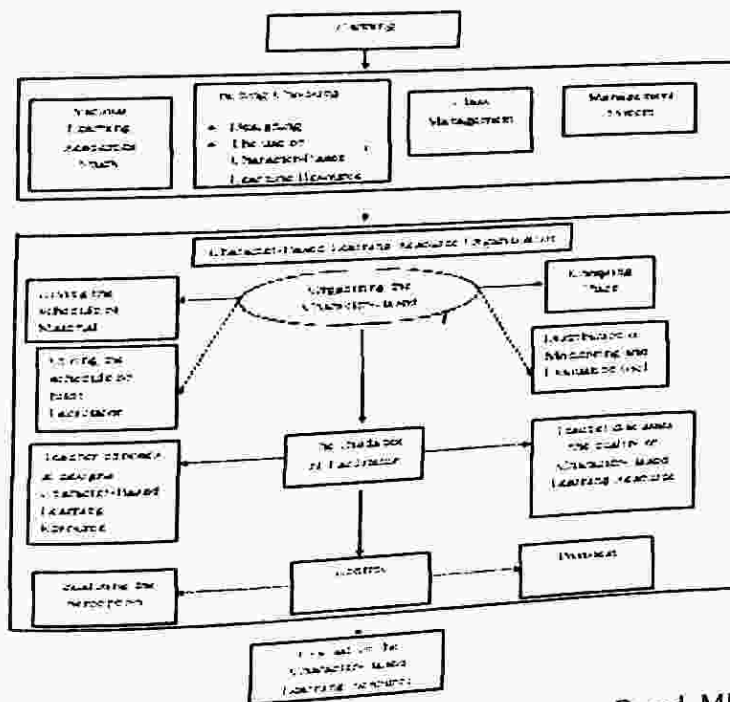
- (e) The Aspect of Quality Learning Resource (QLR)
 Study is a process which delights student. With the learning resource management the students are given to use various learning resource for studying the problem which is being learned. So it will make students fell comfortable and flexible.
 There are nine indicators to measure this aspect like in table 5.

Table 5 The Aspect of Quality Learning Resource (QLR)

No	Statement	Total
1	The learning resource provided by teacher make me happy	1
2	The learning resource provided by teacher make me easy to study	1
3	Many learning resource that should be found to solve the problem beside the the learning resource of teacher	1
4	Another learning resource which I find for solving the problem should be consulted first to the teacher	1
5	We are given many options of which activity that should be done by us	1
6	We are often given a chance to discuss with the tacher related to the learning resource which used by us	1
7	We still struggle to understand learning resource from teacher	1
8	Learning resource provided by teacher to develop my interest in studying	1
9	In study, there is a chance to choose learning resource which will be studied	1
Total		9

3. Hypothetic Model of Character Based MLR

Here is the picture of hypothetic model of character based MLR



Picture 2. Hypothetic Model Of Character Based MLR

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