The Mapping of Learning Outcomes of Course of Learning and Instruction based on Value of Struggle of Local Heroes Primary School Teacher Education Program

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Abstract

The present study is intended to develop the mapping of learning outcomes of course of Learning and Instruction based on value of struggle of local (Sukoharjo) heroes consisting of one semester-learning outcomes and indicator matrix based on value of struggle of local heroes. To achieve the target, Thiagarajan’s (1974) development method was applied, which involves four stages: (1) define, (2) design, (3) develop, and (4) disseminate. Such model is known as 4-D (four D Model).

The study in general aims at developing instructional equipment in course of Learning and Instruction based on value of struggle of local (Sukoharjo) heroes to build characters of students of Primary School Teacher Education, however, if focuses on the mapping of learning outcomes. Vision and mission of Universitas Veteran Bangun Nusantara Sukoharjo serve as bases of the mapping of instructional materials targeted in one semester.

Students are expected to be able to describe the nature of Learning and Instruction, instructional development theories, factors influencing instruction, and characteristics of primary school instruction. Also, they are expected to be capable of making a variation of models of primary school instruction, constructing strategies in primary school instruction, creating media for primary school instruction, building instructional evaluation system, preparing e-learning, as well as integrating theories of primary school learning and instruction (C5, P4, A4).

Keywords: learning outcomes, instruction, and heroism
A. Introduction

It cannot be denied that instructional equipment belongs to one of supporting tools to achieve success during instruction. Each higher education lecturer is obligated to arrange complete instructional equipment in such a systematic way that the instruction can be interactive, inspiring, fun, challenging, and can motivate students to actively participate, be creative and independent according to students’ talents, interest, as well as physical and psychological development (Department of National Education, 2010).

In higher education level, Learning and Instruction is a compulsory course which students of Primary Teacher School Education must pass. However, according to in-depth studies, syllabus and Lesson Plans (RPP—Rencana Pelaksanaan Pembelajaran), such course has not yet depicted vision and mission of Universitas Veteran Bantara Sukoharjo, one of which relates to the value of struggle. Much instructional equipment used has not developed the value of struggle to build students’ characters (Aqib Zainal 2002).

In addition the mismatch between syllabus and Lesson Plans and the university’s vision and mission which lift up the value of struggle, common instructional materials are found, meaning that the materials on Learning and Instruction used for students of Primary School Teacher Education are unspecific. Furthermore, such materials are also used by students of other programs aside from Primary School Teacher Education. Such fact emphasizes the inappropriate use of the instructional materials.

Building characters of students of Primary School Teacher Education involves not only integration of Lesson Plans and instructional strategies, but also internalization the value of struggle of local heroes. Students as younger generation should be able to follow the examples of the heroes’ struggles by keep fighting, being brave, and doing without ulterior motives. In addition, they should improve their willingness to make sacrifices and unyielding integrity when encountering problems. They have to demonstrate their spirit of confidence instead of selfishness.

B. Literature Review

Instructional equipment is important in an instructional process since they serve as guidelines for both lecturers and students. Instructional equipment, in this case, includes a set of materials, equipment, media, or facilities used by lecturers and students as references and guidelines in an instructional process at class. However, it is an undeniable fact that many lecturers having no instructional equipment are still found. Even more concerning is the fact that instructional equipment is used for administrative procedures and formality, meaning that teachers make use of instructional equipment for different uses (Wahyana, 2001; Akbar, 2013).
Heroism, heroic conduct of a hero, is defined as an individual’s attitude which is associated with bravery, courage, valor, and willingness to make sacrifices in defending truth and justice. An individual with heroism has such characteristics as being responsible and willing to make sacrifices. Heroism refers to a knight’s attitudes: being brave and doing commendable action of defending justice. Heroism was shown by our ancestors when they expelled colonizers to gain independence (Badrun, 2006).

With spirit of independence, every citizen of Indonesia should be able to contribute ideas and energy to maintain the Unity of the Republic of Indonesia. Internalization of heroic values is expected to raise the spirit of people of Indonesia to unite to give substance to independence by trying hard to contribute all ideas, energy, and materials to deal with nation’s problems to strengthen our beloved Unitary Nation of the Republic of Indonesia.

Several heroes who came from Sukoharjo are: a) KH. Samanhudi (born in 1868 and died on December 28, 1956), the founder of Serikat Islam (SI); (b) Prof. Mr. Dr. Soeptomo, the national hero of Indonesia who formulated the 1945 Constitution together with Muhammad Yamin and Soekarno; (c) Kanjeng Gusti Pangeran Adipati Arya Mangkunegara VIII (born on April 7, 1925 and died in Surakarta on August 2, 1987 in the age of 62 years), the last ruler of Praja Mangkunegaran who began to rule in 1944 and therefore experienced both colonization and independence.

Character means nature, attitude, mental quality, moral, and manner distinctive to an individual. However, it is terminologically described as human nature in general in which human has distinguishing characteristics depending on their own life factors. Character refers to typical mental quality, moral, and manner of individuals or a group of people (Abdul Majid & Dian Andayani, 2001).

C. Research Method

Development research was applied in the present study. According to Hobri (2010), development research is oriented on product development in which product development process is described as thoroughly as possible and the products obtained are evaluated. The products developed include such instrumental equipment as syllabus, Lesson Plans, instructional materials, and worksheets.

Plomp’s (2001) development model uses 5 stages: (1) preliminary investigation, (2) design, (3) realization/construction, (4) test, evaluation, revision, and (5) implementation. Development research in fact requires longer period of time. The present research had gradually been carried out for 2 years.
D. Research Results

Before mapping the learning outcomes of course of Learning and Instruction, the researchers examined vision and mission of the university which will be bases of the mapping. The learning outcomes of course of Learning and Instruction are figured out below.
Students are able to describe the nature of Learning and Instruction, instructional development theories, factors influencing instruction, and characteristics of primary school instruction. They are capable of making a variation of models of primary school instruction, constructing strategies in primary school instruction, creating media for primary school instruction, building instructional evaluation system, preparing e-learning, as well as integrating theories of primary school learning and instruction (C5, P4, A4).

Students are able to explain theories of Learning and Instruction as the bases of primary school instruction, and to integrate them.

Mahasiswa mampu

Students are able to explain the nature of Learning and Instruction.

Students are able to explain instructional development theories.

Students are able to explain factors influencing instruction.

Students are able to explain characteristics of primary school instruction.

Students are able to build an instructional evaluation system.

Students are able to prepare instructional media for primary schools.

Students are able to construct strategies in primary school instruction.

Students are able to compile a variation of models of primary school instruction.

Students are able to prepare e-learning.

Students are able to integrate theories of primary school learning and instruction.
By referring to the above mapping, the learning outcomes were converted into a syllabus. The syllabus is described as follows: The course aims at providing theoretical bases of the nature of Learning and Instruction, instructional development theories, factors influencing instruction, and characteristics of primary school instruction. Students are capable of making a variation of models of primary school instruction, constructing strategies in primary school instruction, creating media for primary school instruction, building instructional evaluation system, preparing e-learning, as well as integrating theories of primary school learning and instruction. After the lecture, students are expected to gain an understanding of adequate materials of Learning and Instruction, and to implement in primary school learning.

Afterwards, the description of the syllabus was adjusted to the value of struggle of local (Sukoharjo) heroes considering that it is important to respect local potentials as reference sources of instructional materials. Such potentials, therefore, will be developed to be instructional equipment.

In addition to lifting up value of struggle of local (Sukoharjo) heroes, the implementation of instructional process builds such characters as: 1) religiosity; 2) creativity; 3) responsibility; 4) honesty; 5) communicativeness; 6) tolerance; 7) respect for diversity; 8) confidence; 9) modesty; 10) discipline. It can be concluded from the results that the instructional process can bring character instruction for students of Primary Teacher School Education into existence.

E. Conclusion

The research results and data analysis have proved that the use of instructional equipment (map of learning outcomes, syllabus matrix, Lesson Plans, instructional materials, and worksheets) based on value of struggle of local heroes is highly useful for students to equip them with hopefulness and respect, and to show them that local heroes existed and all of heroes have positive attitudes towards value of struggle and nationalism.

Appropriate learning outcomes reveal apparent characters of learner in instructional equipment of course of Learning and Instruction, such as religiosity, communicativeness, respect for value of struggle of local heroes, hopefulness, honesty, and high value of struggle. However, uneven distribution of character overview is detected: some are found unapparent. Therefore, guidance from all parties, including parents, is required.
References


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