PROCEEDING
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“Be The Leading Entity in Education”

FACULTY OF TEACHER TRAINING AND EDUCATION
SATYA WACANA CHRISTIAN UNIVERSITY
Salatiga, Central Java, Indonesia
JUNE 27th-28th, 2012

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PREFACE

Message by Dean of Faculty of Teacher Training and Pedagogy
Satya Wacana Christian University

Dr. Bambang S. Sulastono, M.Si.
Dean of Faculty of Teacher Training and Pedagogy

Distinguished speakers and honorable presenters and participants

First of all, I would like to say thank you very much to Mr. Jonan Donaldson, Dr. Megawati Santoso, Mr. Ajar Budi Kuncoro, Mr. Mark Woodward, and Mr. Pradeep Gupta. Thank you very much for your willingness to present in this International Seminar. This seminar would not be that wonderful without your presence here.

In this opportunity, allow me to highlight some important points of this seminar. First, from Ibu Megawati we learn that to be a leading entity in Education in globalization era is mean that we must fulfill national qualification standard in order to succeed in international competition in a global world. The main implication is that all education institutions should redesign their curriculum in order to better prepare their students to be qualified in international job competition. But the most important implication of that policy is that all students, parents, and stakeholder should be aware that the education process is not just a process of earning a degree/title, but it is really a process of producing qualified and certified person. Because in the global era, whoever we are, we must run, run, and always run to be the winner in the global competition, and it means that we should be the leading entity in education.

Second, from Mr. Jonan Donaldson presentations we learn about
a. Educators nowadays should change their paradigm from traditional one to more contemporary one; giving more chances/opportunities to students to be more creative and innovative. Educators should create environments where mistakes are seen as parts of the learning process. Students should have higher levels of power over their own learning, and should be allowed to be intrinsically motivated. In turn, educators should remove grades as extrinsic motivation, remove reward and punishment, replace tests with projects, and use student-made rubrics to assess their grade mastery. To do these, educators should use project based learning, collaborative learning and inquiry based learning in their teaching-learning processes.

b. The teachers must make students have critical thinking about everything that happen around them through media and digital literacy without leaving traditional literacy. It is important for LPTK (Faculty of teacher’s training and education) to facilitate the students to understand better about media and digital literacy.

Third, from Bapak Ajar Budi Kuncoro’s presentation we learn about the importance of active learning. We have to realize that active learning is not just a program from the government, but it’s also something that we must do. Pak Ajar points out three things for the sustainability of active learning:
1. The role of principals and supervisors: monitor, supervise, and provide assistance for teachers.
2. Support from the government: budget allocation and policy
3. Change in mindset and mentality of teachers

Fourth, from Dr. Mark Woodward we learn that there are some empirical evidences prove that education about religion doesn’t diminish exclusivist thinking. So, Mark suggests that we need civic pluralism. Mark says that civic pluralism draws on the ideas that people enjoy the right to express and actively pursue their identity, be it on ethnic, religious or other grounds. It also focuses on how people can live together. The main educational strategies are: a) rejection of the idea of “religious others” as existential threats; b) emphasis on shared values, and emphasis on positive results of inter-confessional cooperation to solve common problems.

Fifth, from Mr. Pradeep Gupta we have seen how the qualified higher educational system grows rapidly in India. Moreover there are many opportunities for us to study in some universities in India, through the various scholarship schemes. I hope our faculty members will be awarded scholarship.

And last but not least, from all presenters in the concurrent sessions, we found there are many researches, best practices, and lessons learned that encourage us to move on research based teaching. Hopefully, we will find more researches and best practices in the next seminar. Thank you and see you in the next seminar. GBU.
Message by Chair of the Organizing Committee

Petra Kristi Mulyani, M.Ed.
Chair, Organizing Committee

Distinguished speakers and honorable presenters and participants

Let us first of all extend to everyone present here our warmest greetings and heartfelt welcome to this auspicious occasion, International Seminar ‘Be The Leading Entity in Education’ at Faculty of Teacher Training and Pedagogy, Satya Wacana Christian University (SWCU).

My special welcome and appreciation go to Megawati Santoso, Ph.D., Indonesian Qualification Framework Team Coordinator at Directorate General of Higher Education, Ministry of National Education, Indonesia; Jonan Donaldson, Faculty Support Specialist for Distance Education and Academic Technology at Chemeketa Community College, Oregon, USA; Ajar Budi Kuncoro, Provincial Liaison, Bridging Team of USAID Basic Education; Mark Woodward, Ph.D. University of Illionis at Urbana – Champaign USA; and Pradeep Gupta, Second Secretary for Education & ASEAN, The Embassy of The Republic of India.

I would like to extend my deep gratitude to Prof. John A. Titaley, Rector of SWCU; Ferdy Samuel Rondonuwu, Ph.D., Vice Rector V of SWCU; Prof. Sutriyono, and Prof. Lobby Loekmono, Steering Committee; to the Organizing Committee members Susanti, Ajeng Ayu Widiastuti, Sapto Irawan, Adriana Setyawati, Yari Dwikurmaningsih, Y. Windrawanto, Kristien W. H., Bambang Ismanto, Wahyu Purwiyastuti, Kriswandani, Stefanus Christian Relmasira, Novisita Ratu, Henny Dewi K., Lanny Wijayaningsih, Arief Sadjiarto, Setyorini; and to all students Organizing Committee members.

Faculty of Teacher Training and Pedagogy International Seminar this year will be the start of the upcoming years’ international seminars in this faculty. Faculty of Teacher Training and Pedagogy perceive the need to acquire and to share the results of current research and best practices in education as a good opportunity to maximize the role of alumni of the faculty and all education practitioners from various institutions to fulfill nowadays needs of education. This international seminar can also function as arena of scientific discussion among practitioners in education. There are a variety of topics and presentations of this seminar. Those include the research results and best practices in the following areas: education policy, education management, innovation in education, inclusive education, moral and ethical issues in education, multicultural education, and teacher performance.

Participants and presenters in this seminar are expected to come from a variety of educational practitioners like teachers, professors, staff of private institutions, government officials, religion leaders, foundation owners, counselors, researchers, students, etc. not only from the Faculty of Teacher Training and Education, Satya Wacana Christian University, but also from various universities, schools, institutions, and agencies in Indonesia and abroad.
Finally, we’re hoping that you will get the best benefit in joining this seminar. We expect you to join us in our international seminars in the following years. We have the responsibility to serve in education, which is part of our responsibility to increase education quality through acquiring and sharing the results of current research and best practices, partly fulfilled through this seminar. We’re hoping to see you by next year.

God’s blessings are always with you.

Salatiga, June 28, 2012
The Effectiveness of Inquiry Learning Approach in The Social Laboratory To The Increasing of Learning Creativity in Social Study Subject (IPS) to The Fifth Grade Elementary School Students

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Abstract
The objective of this research was to recognize the effectiveness of inquiry learning approach in the social laboratory towards the enhancement of learning creativity of 5th grade social study subject students at SD Negeri Bowongso 1 Wonosobo Semester I on the 2011/2012 period. There was a basic competence that was achieved in the IPS learning in the social laboratory was “Recognizing a variety of natural and synthetic phenomenon and time territory division in Indonesia by using map/atlas/globe and other media. This research was a developed research for the inquiry learning approach model and the enhancement of learning creativity, embraced development and application model. In the application model stage, an action classroom research from Stephen Kemmis and Robin Mc. Taggart which consisted of action remedy arrangement, action remedy application, observation, and reflection. Action variable was the inquiry learning approach and the related learning creativity variable. The data collection technique was an observation. In order to maximize the application model result, model was done at two times cyclus. The data analysis used Confirmatory Factor Analysis (CFA) dan Structural Equation Modeling (SEM) approach. CFA approach was used to analyze the suitability of the measurement model, where as SEM approach used to analyze the suitability of the structural model. The analysis calculation used LISREL 8.51 software. The suitability of the measurement and the structural model were based on the criteria r-value >0.05, Root Mean Square Error of Approximation (RMSEA) ≤ 0.08, and Goodness of Fit Index (GFI) > 0.90.

The research result showed that there was found an effectiveness of inquiry learning approach in the social laboratory towards the enhancement of learning creativity of 5th grade social study subject students at SD Negeri Bowongso 1 Wonosobo Semester I on the 2011/2012 period. The usage of inquiry learning approach in the social laboratory was showed by the validity that was obtained from LISREL Estimates (Maximum Likelihood). All of the indicators (4) was proven had good validity and the most reliable indicator (formulating problem, determining work procedure, collecting data, presentation) was X1 (formulating problem score) and X4 (presentation score). The latent creativity indicator variable that had the best loading score at 0.845 was X5 (fluency). The path diagram output which was the CFA analysis resulted on the same estimation score as the similar LISREL output. The loading between X1 (formulating problem) and inquiry was at 0.71. All of the indicators were significant, because the t score higher than 1.96. The confirmatory model was suitable, because it had significant P score with the P score = 0.00628 higher than 0.005. The Chi-Square at 50.335 with 24 freedom degree. From the LISREL output showed that P-value at 0.3398 > 0.05. RMSEA = 0.021 ≤ 0.08 and GFI at 0.925>0.90. Thus, the structural model was suitable and compatible to be used, and the effectiveness of the inquiry learning approach in the social laboratory towards the enhancement of the IPS learning creativity of 5th grade students was proven.

Keywords: effectiveness, inquiry approach, social laboratory, and creativity enhancement