

A SINAU TOURISM MODEL IN THEMATIC LEARNING OF PRIMARY SCHOOL IN MALANG INDONESIA TO OPTIMIZE THE LOCAL POTENTIALS

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Abstract

Local excellence is everything that is the typical regionalism characteristic which includes economic, cultural, information and communication technology, ecology, etc. Exploiting the potential of local excellence is in line with the implementation of the thematic learning in the 2013 curriculum. Optimization of local potential excellence in thematic learning in primary schools was developed in a sinau tourism model. Therefore, this research was employing research and development. This current study was conducted in Muhammadiyah primary school in Malang Indonesia. The results of implementation of sinau tourism model based on local potential were: (1) the concept of sinau tourism model based on local potential as the support for thematic learning in 2013 curriculum is one of the learning models of excursions outside the classroom; (2) planning of the activities was carried out by preparing sinau tourism activities, including lesson plans, Student Worksheet (LKS), and evaluation sheets; (3) the learning process with the intended model was optimally running, and could foster active participatory, creativity, innovative courage and joy of students in learning; and (4) the constraint/challenge in sinau tourism activities was related to student activity sheet that has not described the intended models yet; and thus need to be further improved.

Key words: sinau tourism model, thematic learning, elementary school, local potential

INTRODUCTION

In education, the provision of education as mandated in Law No. 20 of 2003 about National Education System is expected to realize the process of the development of personal learners' qualities as the future generation, which is believed to be an important factor of the development in Indonesia through the ages. Among of the many elements of educational resources, the curriculum is one of the elements that make a significant contribution to improve the quality of students through education.

In order to realize the quality of learners, especially at Elementary School (SD), they apply a curriculum in accordance with the Regulation of the Minister of National Education Republic Indonesia number 22 of 2006. Based on PERMEN, learning in class I to III is carried out through

a thematic approach, while in the grade IV to VI is implemented through approach subjects. Whereas in 2013, Government states that the curriculum 2013 for thematic learning will be treated in class I to VI.

In implementing of thematic learning, based on Erna Yayuk (2014), concerning the application of thematic learning in the curriculum 2013 in Gugus I Singosari Malang, 63.43% proved that the learning model is not performing well. Factors inhibiting the enforceability of thematic learning model in Gugus I, are: (1) 73% of teachers do not understand the changes of the curriculum 2013; the process and assessment, (2) 40% of fourth grade teachers have difficulty in making a thematic lesson plan, (3) The teacher feel that the contents of the teacher and the student handbook that had been provided by the

government not fully accordance with the conditions in the school, (4) Lack of socialization and monitoring from the local Department about thematic learning model in the curriculum 2013. The results of these studies illustrated that the concept of thematic learning in the curriculum 2013 is reflecting the circumstances prevalent in the schools have not been fully implemented by teachers although the government has prepared all the components of the curriculum through textbooks and guidelines. One alternative to support the implementation of thematic learning in the curriculum 2013 is reflecting the circumstances prevalent and regional advantage to exploit the potential of local excellence.

Local excellence itself is the hallmark of regionalism includes economic aspects, culture, information and communication technology, ecology, and others. Another source says that local excellence is agricultural products, art creations, tradition, culture, care, services, natural resources, or other human resources that are the hallmark of a region (Budiwuriyanto, 2012). Exploiting the potential of the local excellence would be appropriate if the implementation of thematic learning in the curriculum 2013 in elementary school Malang was packed with study tour models. It corresponds with the potential of Malang as a tourist city. For example is the potential of Kota Batu, East Java. It has the potential for the cultivation of apples and tourism. Therefore, in this paper will present on the study tour models in thematic learning elementary school in Malang to optimize the potential local excellence. The potential benefits of local optimization are done in terms of determining the location of study tour which is taking into consideration the local wisdom in the activities of the study tour. The potential of natural resources, human resources, geographical and historical potential are determining the location of study tour.

Based Education on the Local Potential

Local Excellence is the hallmark of regionalism which includes on the aspects of economic, cultural, information and communication technology, ecology, and others. Another resource says that local Excellence is agricultural products, art creations, tradition, culture, care, services, natural resources, or other human resources that are the hallmark of a region (Budiwuriyanto, 2012). From both, these terms can be concluded that the Local Excellence (KL) is a process and realization of increasing the value of a potential area. So, it becomes a product/service or other works which has a great value; unique and a comparative advantage.

Local excellence must be developed from the potential of the region. Potential areas are potential resources owned by a specific area. For example, the potential of Kota Batu, East Java, that has the potential for the cultivation of apples and tourism place. The government and the community in Batu city can do a number of measures and programs, so that this potential city can be lifted into local excellence, even the economy and its surroundings can grow well.

The quality of the process and the realization of the local excellence greatly influenced by the available resources, which is better known as 7 M, are: Man, Money, Machine, Material, Method, Marketing and Management. If the necessary resources can be met, the process and the realization will give good results, and conversely. In addition, it is influenced by the available resources, process and realization must also consider the market conditions of local excellence, competitors, substitutes (substitutes) and the development of science and technology (IPTEK), in particular the development of technology. The process of realization will produce the final product as local excellence which may take the form of good products and high-value or cultural significance, has a comparative advantage, and unique.

From the definition of local excellence mentioned above, Based Education on the Local Excellence (PBKL)

in elementary school is an education programs which held at elementary schools in accordance with local needs, by utilizing a variety of natural resources, human resources, geographic, cultural, historical and other regional potential that are useful in the process of competence development in accordance with the talents and interests of learners.

The potential benefits based on the education of local excellence will further be integrated the study tour model where learners through tourism activities will learn to utilize natural resources, human resources, geographic, cultural, historical and other potential areas.

The Study tour Model in Thematic Learning at Elementary School in Malang Optimizing Potential for Local Excellence

The study tour based on the potential local excellence as thematic in learning curriculum 2013 is one of the tourist model of learning outside the classroom. Learning materials with a direct object in the tourism place is integrated the knowledge, skills, values and attitudes, and creative thinking. The integration of learning by using themes as the principal study as well as the revitalization of local potential, especially in natural resources, human resources, Geographical and Historical. Among the principles held in this study is the theme chosen is themes that are meaningful to the lives of students, tailored to the developmental level of students, describe events with authentic learning resources available in the immediate environment and using real situations. Teachers also are accommodating to the ideas that emerged from the students.

The consideration of local knowledge was based on the potential of natural resources safe and support learning. In terms of human resources, location that has arts and crafts culture, there is a field of expertise and professions. Moreover, in terms of potential geographic is considering the location, mileage and time as well as the potential of the existing historical location. With these principles then learning models

based on potential study tour local excellence according to the characteristics deemed appropriate for elementary students.

Implementation of the study tour culminated with the goal to make students more familiar surroundings as well as to concretize learning media by using the surrounding environment. Indirectly, nothing that goal of study tour or learning activities outside the classroom has a function so that students can learn directly determined base on the direct study of the objects. Learning is recreational and educative as well as strengthens of the students' cohesiveness. In addition, the function of study tour is to introduce the students to the real environment and the potential tourism places in the region. The rationale for the study tour activities are the results of the analysis of the needs of the curriculum used and school programs that have been designed before the semester.

If this study examined from the nature of the charge, the study tour model based on the potential local excellence of these, are: (1) Contextual; utilizing the contexts of real life situations; (2) Based on the problem; students are exposed to the problems concretely; (3) Constructivist; children can build their own knowledge of the learning experience with the direct object at the location; (4) The cooperative; in the learning process gives students the chance to interact and collaborate with a group of friends; and (5) AJEL (PAKEM); students are able to act actively, creatively supported learning fun.

Based on the results of dissemination model application study tour based on the potential of local excellence is able to enhance students' learning activities. Students are starting from the time of the group's activities outside the classroom. Students are excited and serious in carrying out the assignment of teachers. In addition, the high activeness is also apparent in the question-and-answer session between teachers and students when a tourist location. Teacher seeks to involve students in setting learning, and students are directed to develop and find their own knowledge acquired.

Learning study tour based on the potential benefits of this local also been proven to enhance students' creativity, where students become more sensitive to the surrounding environment. Questions or comments regarding the existing environment at tourist sites become more diverse and critical. Pleasure students indicated with facial expressions always laughing, glowing and vibrant, even in learning has also elevated. This is influenced by the learning model (study tour local excellence) imposed by the teacher according to the students' progress and the material being studied to attract students. As explained by Trianto (2007) that for children of primary school have not been able to think abstractly. They tend to be in the stage of concrete and holistic thinking. Through a thematic learning, that used an attractive model proven to increase the pleasure of students in learning.

Student interaction with friends or teachers is also greatly improved. Based on the result of dissemination in each group, they role to be active in study tour activity and invisibly dominated by some students. An interaction between each student is marked by the role of teacher to be rarer. It showed that students could coordinate with their friends in learning. The level of interaction with teacher is enlarging for asking question. According to Samawi (2006) stated that with high interaction can stimulate students' creativity. Through interaction, the students will be encouraged to explore and gain something new.

The students' understanding on the specific concepts has also increased. Students deeply understood about definitions, differences, and benefits relics of historical objects. The results of the study by Ujang Sukandi (in Trianto, 2007), the increasing of students' understanding will occur if the teacher is able to use the lessons that engage students to give meaning to relevant issues by using the actual theme, related to real life, close to the child's life, and nothing to do with daily life. Learning is essentially active process of the students in building experience, through study tour model on the

local excellence in teaching Thematic learning, so that students are able to engage actively and grant a deep impression to the students.

On the previous part has been discussed that study tour model potentially based on the local excellence is contextual. Istiadah (2005) found that the model is worked in improving student achievement SDN Toyaning Rejoso, Pasuruan. Kholifah (2006) also stated that contextual learning has been successful in increasing student achievement.

Using study tour model on the local excellence is one of the learning model that were developed to implement the thematic learning. A result of the study was supported by Akbar (2003), which showed that the thematic learning model has succeeded in developing students' competencies comprehensively meaningful. This model has given a joyful to the student in following learning process. They seemed more free and active. Courage the student prominent and their creativity may emerge freely. In addition, with the consideration of utilization of local excellence is to grow the value of character in students. This is supported by Wuriyanto, Arif (2011) which states that by utilizing of the local potential of learning can make students more established. This is because they are able to appreciate the potential that exists in the region.

Implementation of Step-by-step model potentially based on the local excellence in study tour as supporting of implementation the thematic learning at Elementary School in Malang

An application of study tour potentially based on local excellence as supporting of implementation the thematic learning curriculum 2013 for elementary schools in Malang divided into three phases of preparation or planning, implementation, and completion as follows:

1. Preparing or Planning

Teachers should make preparations or careful planning as good as possible in the study tour, before it is done. In preparation, there are preparations that teachers have to be done:

- a. Understand on how the determination of the material that will be held in place,
 - 1) Determine the theme that will be carried out activities on the study tour.
 - 2) Determine the indicators for each Basic Competency subjects.
 - 3) Make sure that the indicators that will be established facilitated in the activities of study tour.
 - 4) Set the material of the indicators.
- b. Understand on how the goal setting in the study tour,
- c. Understand on how the mapping of these materials to determine the location.

Filled the list below as potentially decided on the materials:

Mate rials	Natural Resourc es needs	Human resource s needs	Geograp hical needs	His tori cal nee ds

- d. Understand on how to determine the location or object in the study tour activities,
 - 1) Fill mark (v) On an empty spot

Needs	Location Selection			
	Beach	Touris m place	Muse um	Gard en
Natural Resources needs				
Human resources needs				
Geograph ical needs				
Historical needs				

- 2) The need for additional locations.
 - 3) Signs (v) the most desirable.
- e. Determine on learning model should be selected based on the students need in the study tour

- f. Moreover, the reasons that have been stated earlier, it still be considered of the existing curriculum. If the lesson study is not listed in the curriculum and teachers argue that students should know about the existences of the object, it can be used in consideration of didactic aspect, namely environmental principles. For example, when students must be recognize the natural environment as well as possible.

Thus, the reason taken into consideration and determination of selected objects by teachers is as follows:

1. The interests of curriculum/ lesson plans in a year
 2. The interests of learners to add experience and expand their knowledge
 3. The interests of the object.
 4. The interests of own teacher. Perhaps, during this time the teacher had not seen the object directly and thus to enrich the knowledge and experience of teachers, it would be nice if they go along with the learners into study tour.
 5. The interests of didactic, which is based on the interests of science teaching. As we know that according to the principles of didactic teaching, it must be observed the principles of modeling and the environment, in order to avoid the emergence of verbal (being able to know the word but do not understand the sense of the word). For that reason, study tour model on the local excellence is precise.
- g. Allotment of time on study tour and to specify how much the qzedsvertime that will be used in this activity. There are a few things to consider:
 - 1) Little or quantities of materials to be examined on an object to be visited.
 - 2) Easy or difficulty degree of materials to be studied on those objects.
 - 3) The amount of time that can be taken from the theme/sub-theme without hindering the progress of the themes in the overall lesson plan.
 - h. Determine the technique in learning the objects. Before study tour is done, the teachers and students need to set the

technique generally used: observation, interview, discussion.

- i. Shaping a committee to arrange all the preparation which be needed in study tour.
- j. Number of students whom join the activity.
- k. We should aware of the participants' number in which the amount of vehicles, security, order and comfort for the participants, and the quota of the place while the study tour should also be considered.

1. The preparation of the study tour

The equipments' preparation should be prepared very well so the study using this method will successfully succeed. The things which should be prepared namely:

- 1) The notebook and all the stationeries; pens, pencils, and the activity's equipment
- 2) The lesson books consist of the information or materials that will be compared to the real objects.
- 3) The equipments or the tools for documenting the observation's objects, such as camera and tape recorder. Teacher gets the authentic and detail documentation of the objects of the observation.

- m. Paying attention on how the report of the study tour is made and arranged.

Generally, students do not know how to compose the report of an observation. The way of composing the technique to arrange a report must be given to the students in order to make the students do not write the observation's objects randomly.

- n. Paying attention on the administrative requirements

It is related to the documents of permission that should be prepared by the teacher before the study tour. In order to fill the rules and well behaved in visiting a school, the teacher role as a leader and they must convey about the study tour's objective to the headmaster and the governor of the visited place.

This becoming considered in order to make the study tour will go smoothly and will receive full support from the governor.

- o. Weather condition

The weather condition is a factor in which not to be forgotten in preparing and planning the study tour. Moreover, this method is better used at summer.

- p. Explaining the situation and the condition of the visited object generally to the students

2. Implementation phase

Implementation phase is a stage that being used in all agendas in which prepared and set before its implemented. The steps are:

- a. Having a meeting with the head or chief of the visited object.
- b. Directing the students to do the observation as determined by the chief of the visited objects.
- c. Students are being active during observation of the object by them being actively asked.
- d. In the end, saying "thank you" is not to be forgotten after finishing all of the agendas.

3. Finishing phase

The finishing phase is commonly called as the follow up phase; a step after the students returned to the school. Then, while in the class, the teacher and students will discuss or exchange the data in order to complete each others' data. The data and information that had been completely collected, it will be composed as a report.

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