FULL PAPERS
Internation al Conference on Education and Regional Development 3rd (ICERD) 2018

“Curriculum for Generation of Disruptive and 4th Industry Revolution Era”

Indonesia University of Education, Bandung, INDO NESIA
November 22nd – 23rd, 2018
http://icerd2018.conference.upi.edu
PREFACE

Assalamu’laikum Warahmatullahi Wabarakatuh

First of all, we would like to thank to Allah SWT, the most gracious and merciful. That the proceedings The Third of International Conference on Education and Regional Development 2018 (ICERD3rd), with theme “Curriculum for Generation of Disruptive and 4.0 Industry Revolution Era”. Indonesia has successfully completed. The ICERD3rd was held on November 22, 2018 organized by the Study Program Curriculum Development, School of Postgraduate Studies, Indonesia University of Education (UPI) in Collaboration with The National University of Malaysia (UKM).

We are pleased to have four distinguish keynote speaker: Prof. Dato’ Dr. Norazah Mohd Nordin (Dean Faculty of Education The National University of Malaysia), Dr. Ebrahim Panah (Iran), Prof. Dr. Said Hamid Hasan, M.A. (Indonesia University of Education), Dr. Awalludin Tjala (Puskurbuk Kemendikbud RI) are invited to deliver in the field of Curriculum for Generation of Disruptive and 4.0 Industry Revolution Era

We are content for the overwhelmed response from numerous presenters from Malaysia, Iran, and Indonesia. With theme of “Curriculum for Generation of Disruptive and 4.0 Industry Revolution Era”, we are believe that submitted papers conform well to the theme of the conference.

This conference also held with all thanks to contributions from steering committee, organizing committee, invited speakers, presenters, and all participants. Therefore, we would like to take this opportunity to express our sincere appreciation to all of them for their precious expertise and timely reviews.

We hope that proceedings would be useful not only for the presenters but also the readers to get creative and innovative ideas that can improve the quality of education to strengthen the global competitiveness especially in Indonesia.

Bandung, November 2018

Rector,
Indonesia University of Education

Prof. Dr. H. R. Asep Kadarohman, M.Si.
PREFACE

Adviser 3rd ICERD 2018 (Indonesia)

Congratulations to the committee of ICERD 2018 for organizing this international conference. On behalf of the organizer, I would like to express my appreciation to all speakers and participant of the ICERD 2018. This conference focuses on Curriculum for Generation of Disruptive and 4.0 Industry Revolution Era where more than 120 papers will be presented by various academic background. I hope that the collaboration between Indonesia University of Education and National University Malaysia will be expanded into various networks including academic activity as well as research and innovation development.

I would like to welcome delegations from all over the world to this conference. I hope that the conference will be platform for developing better relationships and provide valuable contributions for Curriculum for Generation of Disruptive and 4.0 Industry Revolution Era.

Thank You

Dr. Rusman, M.Pd.
The Head of Curriculum Development Study of Postgraduate School,

Indonesia University of Education

Dr. Deni Kurniawan, M.Pd.
Chairman ICERD 2018

Indonesia University of Education
PREFACE

Advisor 3rd ICERD 2018 (Malaysia)

Congratulations to Indonesia University of Education, Bandung (UPI) and The National University of Malaysia (UKM) for organizing ICERD 2018 successfully. On behalf of Malaysia delegation to this conference, I would like to express my gratitude and appreciation for the commitment given by all parties in organizing ICERD 2018. The theme for this seminar “Curriculum for Generation of Disruptive and 4.0 Industry Revolution Era” offers a wide discussion on how education can play important roles for promoting technology learning environment as a core curriculum to succeed in secondary and postsecondary institutions, as well as in the workplace. These new 21st century learners are highly relational and demand quick access to new knowledge. More than that, they are capable of engaging in learning at a whole new level. With the world literally at their fingertips, today’s students need teachers and administrators to re-envision the role of technology in the classroom. I notice that there are more than 24 papers from various perspectives presented in this seminar. I do believe that the seminar constitutes a lot of knowledge and experience that can be utilize for future development. I hope that all the presenters and participants will get benefit from this seminar.

Thank you.

Prof. Dato’ Dr Abdul Razaq Ahmad
Advisor ICERD 2018
Head, Department of Education & Community Wellbeing
The National University of Malaysia

Dr Mohd. Mahzan Awang
Chairman ICERD 2018
Head of Centre for Learner Diversity
The National University of Malaysia
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A SHIFT OF CURRICULUM PARADIGM: FROM KNOWLEDGE-BASED TO SKILL-BASED CURRICULUM PARADIGM

Said Hamid Hasan

ABSTRACT

This paper discusses the shift of curriculum paradigm in Indonesia in recent years. There are three contributing factors affecting the shift of the paradigm which are philosophy of education, position of curriculum as a public policy, and curriculum as a product of its time. Philosophically, curriculum is always concerned with preparing new generation for their happy future life, their active, productive, and contributive roles as an individual, a member of society, a citizen and a member of global society. This concern has been adopted for a long time in curriculum development but as the definition of happy life, active, productive, contributive person changes from one philosophy or ideology to another, the shift of paradigm goes together with it. A paradigm is embedded in the curriculum developers’ believe about how the young generation should live their future life and the way a curriculum provides better learning experiences to develop those qualities for happy life, active-productive-contributive persons. The new paradigm affects the process of curriculum development and components of a curriculum in a better way. It develops a new definition of curriculum, a better curriculum philosophy, content, learning experiences, assessment of learning outcomes, and implementation. The philosophy changes from education for the advancement of academic thinking to the development of students potentials for life competencies which changes the curriculum from content-based to skill-based.

Curriculum is a public policy product not solely and exclusively an academic product. This position lead to discussion about factors affect curriculum development because as a public policy, curriculum development is no longer confined to the academic procedures or theory on curriculum. As a public policy, curriculum development is shaped by the interplay of power of politics, social and cultural organizations, professional organizations, and surely academic communities. This position contributes to the new paradigm for developing the curriculum.
The present paper also discusses a position of curriculum as a product of its time. The characteristics of present and future life when the students will be active-productive-contributive are factors constitute the new paradigm. In fact, the life reality signifies as Disruptive Era and Industrial Revolution 4.0 contributes significantly in shaping up the new paradigm and determines a major shift from content-based curriculum to skill-based curriculum.

**Keywords**: paradigm shift, content-based curriculum, skill-based curriculum, curriculum as a public policy, curriculum as a product of its time
Keynote Full Paper 2

THE FUTURE OF LEARNING ECOLOGIES IN THE FOURTH INDUSTRIAL REVOLUTION

Norazah Nordin
Faculty of Education
Universiti Kebangsaan Malaysia

In the fourth industrial revolution (4IR), technological advancements are blurring the lines between physical, digital, and biological worlds. Technologies in the physical world such as robots, the digital world such as cryptocurrencies, and the biological world such as synthetic biology are offering educational affordances that have never been possible. In order to be relevant, educationists tap into these affordances in designing more effective learning environments. As such learners require personalization of teaching and learning to be tailored according to their needs, this calls for an urgent discussion on tapping into the potential of 4IR for reorientation of curriculum. Hence, the keynote will address these issues and the future of learning ecologies with focusing on design of 4IR learning approaches base on Learning 4.0, development of 4IR personalized learning environments as well as 4IR assessment strategy and policy development in moving education towards the 4IR.

Keywords: Fourth industrial revolution, children independence, learning design, learning intervention
21ST CENTURY LEARNING IN THE 4.0TH INDUSTRIAL REVOLUTION

Ebrahim Panah

ABSTRACT

It is argued that human being has experienced 4 industrial revolutions so far. During the first 3 industrial revolution, education has not been affected noticeably; however, the fourth industrial revolution is pushing education system to cater to the ever-changing needs of job market. It has widely been believed that education prepares students for life job. With the disruption of technology in the era of 4th industrial revolution, education needs to transform than reform. The curriculums need to be revamped. This is because the nature of future jobs are changing and the education from content-based of 19 century must prepare students for skill-based jobs. This paper reviews the issues of educations at different levels from primary to tertiary to graduate levels. It will also discuss the issues of current jobs in the lens of 4th industrial revolution. It discusses the solutions for addressing the issues of learning in the 21th century. Lastly, it will deliberate on the implications and future trends and challenges to be addressed.

Keywords: 21st century learning, 4th industrial

Introduction

Technology has penetrated all aspects and walks of human life and facilitated daily life tremendously. However, education system has grown very slowly where the same space, the same approach, and the same process are used. With the disruption of technology such as artificial intelligence, internet of things, 3D printing, techno-biology, cloud computing, cognitive computing to name a few, the skill required for work has seen a great change (Schwab, 2017). The graduates face a lot of challenges when they enter the workplace since they do not possess the specific skill required for job market. There is no congruency between the graduates the universities are producing and the requirement of current job market. It is argued that education has remained unchanged or slightly rectified during four industrial revolutions (Ubell Robert, 2010; Xing, 2015).
Four Industrial Revolutions

History has seen four game changing industrial revolutions (IR) so far, namely IR 1.0, IR 2.0, IR 3.0, and IR 4.0. It is believed that IR 1.0 was catalyzed by Newton’s law of motion which laid the foundation for the use of steam engine power which consequently mechanization happened and man labor and animal power were replaced by machines. Here the production is mechanized and boosted using water and steam power (Marwala, 2007). The second IR was catalyzed by Faraday and Maxwell who united magnets and electric forces which led to the invention of electricity by Edison. Electricity was used in assembly lines of factories where its disruption facilitated mass production. The third IR was catalyzed by the creation of transistor which led to the invention of Information technology such as computers and internet where internet and digitization caused automation (Marwala, 2015). The latest revolution is IR4 which was coined at Hannover Fair in 2011.

The fourth IR is manifested through artificial intelligence (AI), automation, intelligent robot, mobile supercomputing, self-driving/driverless cars, digital ubiquity, neuro-technological brains enhancements, genetic editing, up-skill, reskill, nanotechnology, biotechnology, energy storage, quantum computing, biotechnology, block-chain, 3D printing, cyber-physical systems, internet of things, fifth generation (5G) wireless network, growth of knowledge economy, where disruption of technology blurs the boundaries between digital, physical and biological aspects of human life. This could change the nature of job, skills and labor market. These technologies impact society, economy and industry enormously (Xing and Marwala, 2018).

As result of IR 4.0, many current jobs will be lost or subject to automation by robots and plentitudes of job will be created which now even do not exist where new technologies and new jobs yet to come. In this era, singularity happened where machines acquired the capabilities and features of human being for the first time. The fourth industrial revolution takes the automated factory to intelligent and integrated systems like the application of internet of things (IOTs) transforming the whole process of manufacturing and productions (Marwala, 2014).

With this rapid, exponential speed of changes due to the disruption of technologies, many jobs will be lost while plenty of jobs will be invented that do not exist currently. In such a game changer era of technology, technology affects the future jobs where both younger and current generation could find it difficult to meet the requirement of job market. Klaus Schwab (2017), the author of the book IR 4.0 is of the view that the pace of change in this tech disruption era is creating unsurpassed opportunities.
The 4th IR and future of jobs

Currently, three futures of human being distinguish human from machines such as: creative endeavors, social interactions, and physical dexterity and mobility; however, with this rapid progress in artificial intelligence (AI), these features may pale into insignificance in coming years. Based on a report by Dell Technology Company, 85% of the jobs that will come into existence in 2030 have not been yet created. Study shows that by 2030, up to 40% of jobs will disappear. This leaves the today school leavers in an uncertain situation in terms of future job perspective. It is predicted that 46.4% of jobs in manufacturing, 44% of jobs in wholesale, and 32.3% in finance by early 2030s will disappears, while the jobs in social work and human health will see less effect (Schwab, 2017). The rapid growth of AI shows that machines could carry out a wide range of jobs which was not predicted before (OECD; Future of Work, 2013; Bank of England; MIT), where low-skilled jobs (security guard and cleaners) and middle skill jobs (cashiers and accountants) are being outsourced to machines. This replacement could boost the company’s revenue (World Economic Forum). For example, three giant companies in Detroit in 1990 had the revenues of USD 250bn with 1.2 million employees, while in 2014, three biggest companies in Silicon Valley generated the same amount of revenue (i.e., UDD 247bn) with approximately ten times fewer workers (i.e., 137,000)(Schwab, 2017). Only the jobs that involve critical thinking and creativity cannot be currently done by machines and are left to human. Consequently, a great number of high skill, technology jobs go unfilled due to lack of sufficient skilled workers. High skilled operators are needed to oversee the automated machinery and robots in the high-tech, smart factories. International data corporation (IDC) predicts that revenues from artificial intelligence will increase from the present (2015) USD 8 bn to more than USD 47 bn by 2020. Due to job clustering, up-skilling and reskilling such as obtaining high-level technical skill, complex problem solving skill, and social skill appear to be crucial for workers in order to adapt to the context of new emerging industries. It is argued that 65% of children studying primary schools will occupy jobs that yet to be created. It is estimated that by 2030s, approximately 28% of jobs occupied by 16 to 24 years olds will have been automated. It is argued that manufacturers are overlying on baby-boomers, who account for 20% of work force which is forecasted to reach up to 50% by 2047 (Schwab, 2017). This could have a negative impact or future of job market.
The skills the Employers seeking

With the advent of industry 4.0, the skills the employers are seeking for are accordingly rapidly changing. The premium is placed on the skills related to high order thinking and creativity such as collaboration, problem solving teamwork and critical thinking. Students need to possess the skills that robots lack (Marwala, 2015; Ubell Robert, 2010). According to The Chartered Management Institute, 85% of business managers are of the opinion that work experience ought to be embedded into courses with the purpose of developing necessary, critical skills and making students more employable. The potential workers or employees should be able to work across disciplines and cultures and have a global identity. The other required skills are reasoning, judgment, communication, work ethics, leadership, and customer service. It is estimated that more than 30% of core skills for jobs will have changed by 2020 (World Economic Forum, 2015). Technology may change the recruitment process by utilizing algorithms that meticulously match candidates’ skills to the needs of employers.

Education Issues in 4th IR

It is believed that 90% of future jobs need some level of digital literacy while 44% of employees lack basic digital skills. 65% of students who enter primary school nowadays will take jobs that yet to be invented (report by Leapfrogging to Education, 2017). Globally speaking, the average age of teacher is 48 which this aging teacher population poses challenge to education. Digital literacy and resistance to change are also the issues of education in IR 4.0. Study shows that there is a shortage of skills in some areas such as social media literacy, foreign language skill, 3D modelledrs, hydroponic technicians, safety technicians, occupational health, ship repair engineering, ocean experts, and green chemists, to name some.

All aspects of IR 4.0 impact society on a large scale which is not reflected in the curriculums of schools or university. Two main threats are rapid job outsourcing to automation and the fast pace of knowledge obsolescence. This means that arguably the paradigm ‘I learn and then I apply’ is practically challenged. This is because the process of becoming obsolescent is shorter than the time students need to leave schools or universities with degree. Adults are left behind in adapting to the transformational changes in job brought by technology. Technology and automation are displacing both white-collar and blue-collar realms, forming the future cohort of adult learners, at an alarming scale. Schools, colleges, and universities are facing a challenging issue and need to cope with complex, weighty, ever-growing evolving issue.
In schools, the same contexts, the same processes, and the same strategies are used in the same learning space as used to be employed in the RI 1.0. Even the brilliant students leave the school without being equipped for the requirements of IR 4.0 job market. There is lack of challenge in both teaching and curricula. Hence, the graduates would not be able to take the jobs which need unprecedented set of skills. This is because content-based education of 19 century could not satisfy the skill-based job of IR 4.0.

The 4th IR and Education

Education is the core of preparation of current and future generations to thrive in the era of 4th IR. Education system in the era of 4th IR designed for knowledge-based and industry economy, needs to be transformed from a system which based on facts and procedures to a system where knowledge is actively applied in collaborative, teamwork problem solving (World Economic Forum, 2015) The top ten skills required for job market include: complex problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgment & decision making, service orientation, negotiation, and cognitive flexibility, where emotional intelligence and cognitive flexibility were not crucial in 2015 (Schwab, 2017).

The use of automated education is gaining popularity. Automotive education refers to the use of software to do the tasks of assignment, admission, attendance, grades, and so on with using machine and a click on a button efficiently. Automated education eliminates paper-based processes and it is moving from software to cloud-based system, opening novel vistas to connect, communicate, and collaborate via multiple channels like cloud, mobile devices and web.

Teacher should change their teaching approach. They must design teaching rather than delivery and their teaching should cater to individual learners’ needs, interests, preferences, passions, and talents. Students need to learn how to learn than reciting facts and procedures. It is argued that there is a need for de-siloing curriculum and focus on learning by making through collaborative problem solving creatively. They need to use outcome-based (learning by doing), customized learning vital for success in future global economy. Students need to work alongside machines than competing with them through programming them than being programed by robots. Teacher should be a facilitator and guide by side than a sage on the stage by designing the learning than delivering content. Teachers should guide students in the process of Memorizing data/knowning information to understanding to critical thinking, high order thinking to creativity. Students need to
learn cross curricular and the skills that are transferable which fit them for the jobs that yet to come. Alvin Toffler (1970) predicted that “the illiterate in the 21st century, will be those who cannot learn, unlearn and relearn than those who are not able to read and write”. Interestingly, his prediction has come true.

AI and Intelligent automation is believed to enhance the significance of education of STEM (Science, Technology, Engineering, and Mathematics) and soft skills, allowing the employees to trade on their unique human capabilities. This means moving from merely focusing to STEM to STEAM (Science, Technology, Engineering, Mathematics and arts) where they can bring science, technology, engineering and mathematics to life.

The concepts of upskilling and reskilling are becoming buzzwords in education nowadays. Organizations empower their employees in order to enhance their productivity through up-skilling by reducing reskilling. Some employees need to learn new skills such as automation and artificial intelligence referred to as reskilling, to meet the requirement of new job market. Study shows that 74% of workers agree that they need reskilling to survive in their current job (report by Leapfrogging to Education, 2017). The use of intelligent tutoring system in education is becoming more common. Intelligent tutoring system refers to a computer system which aims at providing immediate and customized instructions or feedback to students, normally without the intervention of human teacher. Schools and universities should focus on learning outcomes, student-centered learning, ICT education, and lifelong learning. To prepare students for the industry in this rapidly transforming world, multi- stakeholder collaboration is needed, i.e., government, educators and parents need to collaborate effectively.

**Teaching and Learning At school level**

Due to globalization, students need to have global mindset or international mindedness to learn about various cultures and be more globally employable in the future workplace and allows them to be suited to any global situation. OECD (2015) says that a ‘new assessment of global competence’ was added to the test of Programme for International Student Assessment (PISA), testing the knowledge and skills of 15 years old students from over 70 countries. This enables the stakeholders to report on how well the students are prepared for living and succeeding in multicultural, multi-racial societies and global economy. The level of adaptability and flexibility is crucial in the complex times ahead to thrive. To plant the seeds of global mindedness, as a skill rather than only state of mind, schools should provide students with various cultural counters. The
International Baccalaureate (IB), is curricula with the focus on international mindedness. This kind of curriculum is globally transferable and enables to smoothly transfer from context to context and country to country. IB profile has ten attributes: inquirers, thinkers, knowledgeable, communicators, open-minded, principled, risk takers, balanced & reflective, and caring (Courtney Knight, 2015). For example, students at both primary and middle school levels spend some time in ‘retiring homes’ teaching language, computer skill, and culture to the society seniors. In return, they get language lesson, and learn how to be patient and emphatic and enhance their communication skills. IB helps to produce global learners who find themselves in their local community and the globe as a whole. Besides, global networks (The World Leading Schools Association WLSA), also foster cultural understanding and promotes cooperation, culturally diverse programs, academic exchange, between to secondary schools globally.

An example of a successful, effective education system is a new school model, known as Escuela Nueva, born in Colombia in 1970s is popular for its innovative nature and contribution to the education globally with positive effect on non-cognitive skills and high completion rate. It moves from teacher-centered to student-centered where there is an integration of teacher training, curriculum and community involvement.

Hence, students need to develop critical thinking, creativity, making, doing, and collaborative problem solving skills required for innovation-driven and entrepreneurial jobs of the future. Learners need to be equipped with the knowledge and 21th century skills. Teachers should nurture global citizens. Students need to be put first and empowered (Leapfrogging to Education, 2017).

**Teacher Role**

Teachers are considered as digitally literate facilitators with the purpose of preparing students for future workplace. Teachers should learn how to implement blended learning/hybrid education. They should develop digital skills and embrace innovations through experimental collaboration as well as partnership with technology industry (Leapfrogging to Education, 2017). OECD (2015) supports teacher collaborations in order to transform practice and enhance learning. Teacher efficacy and satisfaction need to be augmented. Collaborative professional learning such as peer observation, mentoring, coaching, promoting teacher network, doing collaborative research could develop teacher professionalism (Leapfrogging to Education, 2017). Networks such as pan-European teachers’ platform and eTwinning are constructive for professional development. It is
vital for teachers to have collaboration with business and technology community to see what futures holds in terms of job opportunity for them and their students.

Teachers are societies’ ‘brain coders’, who make sure learners upload, retain and apply the given knowledge in the uncertain context of job market. They play the parents role by rewarding those who learn coding quickly and comply with the social rules and norms of school, college, and university. Teachers must acknowledge that knowing what other people already know is not a capability in IR 4.0 era. Teachers should revamp, upgrade their teaching approach and teach students how to renovate than replicate, think rather than memorize, and critically review than just accepting the fact, asking their brains to ponder beyond the obvious. They should help students understand themselves profoundly and assist each one in perfecting one’s ability to be a constant learners through group activities or individually. Students should be able to imagine novel possibilities and adapt to new challenges and issues yet to come. This helps them specialize in the unknown, not the known; and consequently be ready for the technology and jobs not invented and created yet. Teacher should focus on both hard skills (STEM) and soft skills (communication skill, teamwork, judgment, and relationship management). The content-based, instructions, and delivery mode teaching and learning should be replaced with learning by making approach to STEAM education and constructionism. The classrooms should be transformed to experiential, hands-on learning setting. Teachers are responsible for preparing the young generation as reeducating the present generation for the rapidly changing social, work, and cultural environments. Hence, teachers, policy makers, nonprofit organizations, and business community should work collaboratively to prepare the students for the technology and jobs to come.

**Teaching and Learning At school level At University Level**

Universities play a key role in preparing students for industry and job market. In the era of IR 4.0, universities will growingly see students who are in their 40s and 60s are pursuing new degrees and reskilling in line with lifelong learning. In the fourth industrial revolution, we need educational revolution as well (Schwab, 2017). As AI is changing our lifestyle and working method, institutes of higher education need to conform to the rapid changes. So, how universities can develop new skills in students? And how to produce new critical, creative thinkers for future?. IR 4.0 lays the foundation of our present education system and is a catalyst for immense change in the learning and teaching approaches.
Students need to develop digital skills and be tech-savvy. This means that using digital interface for operating machinery, managing care diaries, dealing with customer complaints, running engine diagnostics, and administering drugs, to name a few. There should be the right tool to teach the right skill, and there should be flexibility to adapt and apply when needed. The contextual learning and embedded technology can facilitate learning. The focus should be on developing the skill for ‘in time’ than ‘in case’. This means that the students must have the specific skill to carry out job not just memorizing content and knowledge non-purposefully. The higher education system must focus on job-focused education than academic qualification, where apprenticeship along with vocational routes is success markers.

Education system should be a fully enabled sector which designed to work vis-à-vis employers to utilize the best digital tools in order to provide contextual learning, flexible credentials, experiential training, employing AI (Ashok Goel, a Professor at Georgia Institute of Technology used robot as an assistant) to personalize learning experience supported by sound pedagogy with the focus on continuous self-improvement and digital learning (Leapfrog to education, 2017). They need to use AI to assist learning, improve retention, enhance the student experience, and make the organization itself more productive. Education system should find better ways of providing skills through formal qualification and credible non-formal qualification skills, covering the prevalent micro-accreditation and badging producing tangible evidence for skill assessment, in which the skills which are learnt are skills used. Education also needs to develop fully digitally competent trainers and teachers, in the context of formal education, in internal corporate delivery as well as across all training providers.

**Globalized Students**

Education system should create globalized students who are able to explore the world beyond the immediate environment through investigating the local, global and cultural issues. They are able to recognize, understand, and appreciate the other people’s views of the world. They are capable of communicating ideas cross-culturally efficiently, effectively with a wide range of audience through engagement in appropriate, open, and effective interactions. Eventually, they have the capability to take action for the collective wellbeing as well as sustainable development locally and globally (leapfrog to education, 2017).
Suggestion for Future

The Boston Consulting Group (2015) suggests that education system need to offer broader skillsets to close the IT gaps such as ICT competencies, digital divide, e-learning, open educational resources, mobile learning, and transform the system to be flexible, adaptable providing education for IR 4.0. The skills provided need to be applicable to unseen, social issues in uncertain context and works and be assessed and used in formal, non-formal and informal contexts. Teachers need to be trained in short term and long run/ lifelong learning to be primary facilitators of learning. New collar workers (representing blue-collar and white-collar) should be specialist as well as multi-skilled. Due to the rapid change of workplace nature, lifelong learning has come to be of great importance. In work place, the value of veterans for sharing knowledge and experience is crucial since we are in the era of knowledge-based economy.

Education system should convert from mass production to mass personalization to provide quality, lifelong learning experience, for all students (seen in educational reforms in Finland, Korea, and Singapore). Stronger partnership between high education institutions and business need to be set up with the focus on specific skill needs through planning curriculum, certifications and programs to satisfy the needs. The education system needs to infuse curricula the distinguishing skills (the skills that distinguish human form robots and AI) such as judgment, system thinking, creative problem solving, ethics and communication, cultural agility, creativity, strategic problem solving, teamwork and collaboration. It should teach the skill that enhance and complement AI to meet the effect of machine automation. Students need to develop The Power of Systems Thinking (via experiential, project-based learning), Humanism and the Robot-Proofing of Education (e.g., what makes humans unique from machines), and Bringing Agile Methodologies to the Academy (e.g., Modularized content in an easily accessible format). Learners need to learn empathy, wellbeing, integration and resilience. Students need to develop self-determination and heutagogy (learning personalization) to be active drivers in their learning than being passive recipient.

Further, students need both IQ and EQ, soft skills (e.g., teamwork, communication, and critical thinking) delivering effective results. For effective collaboration, synergy, partnership and networking, EQ is necessary. The idea of interdisciplinary, cross-disciplinary, and multi-disciplinary performances of disciplines must be supported to satisfy the needs of IR 4.0. The core skills students need to develop in IR 4.0 education system are: communication skills, interpersonal skills, excellent IT skills, ability to
manipulate knowledge in new context, and the ability to create, make, produce by applying theoretical concepts and notions to the practical outcomes. Students should be equipped with cultural, moral compass to be more effective. Education system should develop 21st suited skills such as teamwork, leadership, communication, cooperative learning and self-managed learning.

There is a need for developing future ready curriculum that lends support to critical thinking, emotional intelligence, agility, creativity, and accelerate acquisition of STEM (Science, Technology, Engineering, and Mathematics) and STEAM and digital skills matching the way people collaborate and work. There should be connectivity between inside school (subjects and things be questions and linked) and outside school (physical, virtual and biological worlds fused) affecting disciplines, industries, society and economy in response to IR 4.0.

The Future Trends

Universities are like ocean liners that may struggle with sudden changes. Institutional agility is increasingly gaining popularity and fast decision making with the aid of AI is crucial. Keeping track of technology is challenging. The robot revolution is on the way. New technologies and new jobs will be invented and new issues might arise. Our students need to be equipped sufficiently to embrace robot revolution where robots are teaching and learning assistants. Online learning using MOOCs will be more common for quality education. Further, data mining will help higher education systems to build better understanding of their students performances and provide ‘education for you’ for students to help them develop the skills to meet the requirements of job market. The data created through MOOCs platforms and university smart campus help universities make intelligent decision in developing the required skills in students catering to their needs, interest, preferences, passions, and talents. AI will also assist recruiters in recruiting the right person with the right skill for the right job.

Students will have global identity as they get education from different universities, work in the global contexts and participate in international activities without being tied to one organization (for example, federations Freeds Group is active in 61 countries, 43 gaining federated identity with 18 pilot at stage). Quality of education will be more important than quantity. Education will be ‘just in time’ than ‘just in case’. This means that education must prepare students with the skill to do specific task at a specific time not obtaining knowledge that might never be utilized. This is because many jobs are
outsourced to automation and knowledge is becoming obsolete rapidly. Data related to student’s performances, development, behavior and interactions both inside and outside classroom and online as well as data from smart campus will be used for analysis. The high education would integrate the data into smart data to make intelligent decision in reference to personalized, customized education.

**Challenges Ahead**

Transformation and revamping of education systems both at primary & secondary and tertiary levels are inevitable. As universities and colleges are undergoing budget cut, they have to figure out ways to survive by thinking strategically concerning methods to use their experiences in trust, credentials, and identity to give new services to society. Education leadership should take more risks in the world of disruptive technology and change. To survive, institutes of higher educations need to be innovative and creative.

Although we are living in the era of disruptive technology, around 4 billion of world population has no accesses to internet (according to a study by McKinsey & Company 2015). Sadly, we are in the era of 4th industrial revolution but some people in the underserved, impoverished area of some developing countries have not seen even the first industrial revolution. This makes it difficult for the education system to prepare all students equally to meet the requirements of IR 4.0 job market. Besides, the people privacy of individuals could be in perils and the issue of cyber security needs to be addressed.

**Conclusion**

As discussed, so far, human has seen four industrial revolutions in which the first and second revolved around mass producing and consuming and the third focused on communication and automation, while the last on is changing human. We are living in the era of IR 4.0 in which every aspect of our life is rapidly changing due to technology much faster than ever before. This also impacts education system. Correspondingly, education system and institutes of higher education need to revamp and transform their system of teaching and learning to the needs, interests, passion, talents of students in response to IR 4.0. It is argued that education system is mainly following the traditional approach of teaching and learning which is not able to prepare students and graduates fitting the job markets in this ever changing era of technology where students must be prepared for the unknown not the known. This means that their skill must be in time not in case to be able to embrace the technology and jobs to be invented yet and tackle the
issues that yet to com. Hence, gone are the days where students went to university to study for a degree to set them up with a job for life.

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SUB THEME I

“21st Century Learning in Disruptive Era”
AN ANALYTICAL STUDY: THE ESSENTIAL OF LEADERSHIP SKILL DEVELOPMENT FOR STUDENT IN DISTRUPTIVE ERA

Leti Nuraini, Cepi Riyana

School of Post Graduate Department of Curriculum Development
University Indonesia of Education

1leti.nuraini@upi.edu (corresponding author)
2cepi@upi.edu

ABSTRACT

Leadership skills are the tools, behaviours, and capabilities that a person needs in order to be successful at motivating, directing others and help people grow in their own abilities. The curriculum concept model used in the implementation of this leadership-based curriculum uses the Humanistic concept model in which student can develop ability of their leadership skill via decision making, getting along with others, learning the organization of self, self awareness, and working with groups in school. The purpose of this article is to analyze the importance of leadership skills for students and learn the benefits of the leadership program learned. The method of analysis is the research literature analysis. From the various research literature that have been analyzed, the results of the study show that there is a large perceived benefit from the development of leadership skills for students from both in character building and developing skills in increasing creativity, collaboration, communication and fostering critical thinking. This paper concludes that education in Indonesia should carry out more in-depth and comprehensive leadership development for students that is applied in the implementation of the school curriculum to produce people with good leadership skills in welcoming the challenges of the 21st century.

Keywords: Leadership, Curriculum Implementation, 21st Century
ISU-ISU SOSIO PENDIDIKAN KOMUNITI B40 DI MALAYSIA

Nurdini A.Rahman & Mohd Mahzan Awang
Fakulti Pendidikan, Universiti Kebangsaan Malaysia
1ndnar25@gmail.com,
mahzan@ukm.edu.my

ABSTRAK


Kata Kunci: golongan B40, kemiskinan, isu Pendidikan.
INTERNALISASI NILAI-NILAI HUMANISTIKTIK PADA GENERASI MILLENNIAL

Nurlaelah,
Fakultas Agama Islam,
Universitas Muslim Indonesia, Makassar, Indonesia
umarnurlaelah@yahoo.co.id

ABSTRAK


Kata Kunci: Internalisasi, nilai humanistik, generasi millennial.
IMPLEMENTATION OF ELEMENTARY SCHOOL THEMATIC LEARNING IN THE FACE OF DISRUPTION ERA

Yonaka Adventa1, Tri Murwaningsih2, Roemintoyo3

1Yonaka Adventa, Indonesia
Universitas Sebelas Maret Surakarta yonaka.adventa@gmail.com

2Tri Murwaningsih, Indonesia
Universitas Sebelas Maret Surakarta
murwaningsih_tri@yahoo.com

3Roemintoyo, Indonesia
Universitas Sebelas Maret Surakarta
roemintoyo@yahoo.co.id

ABSTRACT

This study aims to determine the implementation of elementary school thematic learning in the face of disruption era. With the formulation of the problem, how to implement elementary school thematic learning in the face of disruption era. The method used is qualitative research methods. This research took place at Bakipandeyan 01 elementary school. From the results of the study showed that thematic learning to deal with the disruption era must invite students to think critically and problem based learning. In the state elementary school Bakipandeyan 01 does not apply problem-based learning every day, but has implemented learning that invites students to think critically in thematic learning.
THE PERCEPTION OF TEACHING PHILOSOPHY, GENERIC AND SPECIFIC COMPETENCIES AMONG ACADEMIC MEMBERS IN THE FACULTY OF TECHNOLOGY AND VOCATIONAL EDUCATION

Yulia Rahmawati, Muktiarni
Universitas Pendidikan Indonesia
Faculty of Technology, Vocational Education Universitas Pendidikan Indonesia
yuliarahmawati@upi.edu

ABSTRACT

This paper focuses on the perception educational philosophies and generic as well as specific competencies among academic members in the Faculty of Technology and Vocational Universitas Pendidikan Indonesia (FPTK UPI). The teaching philosophy is based on teacher-centered, however in term of the implementation of teaching philosophies and and generis as well as specific competencies are varied among academic members. Based on findings, the philosophy of education leads to the understanding of the philosophical issues in the educational institutions. It is applied in the teaching-learning situations, in the conduct of research, and in developing educational policies. Teaching philosophy of individual lecturer is based on the university and faculty’s concept, beliefs, and attitudes on teaching, and how they put these into the teaching-learning process. This has implications to classroom management, pedagogy, facilitating and evaluating learning, and curriculum development. This study presents some empirical base data among academic members in the Faculty of Technology and Vocational Universitas Pendidikan Indonesia (FPTK UPI), concerning with teaching philosophy that are implemented and maintained in university level, faculty level, and department level. This study utilized the descriptive method of research. Descriptive research is one in which information is collected without changing the environment/setting of study. Instruments used were questioners, interview, focus group discussion, and documentation study. Result shows that individual teaching philosophies among academic members in the Faculty of Technology and Vocational Universitas Pendidikan Indonesia (FPTK UPI) are strongly influenced and inspired by institutional teaching philosophy. Teaching philosophy is obviously translated in daily
teaching learning activities in campus environment. In addition, quality assurance in Teacher Education are strongly significance in the improvement of the teacher education programmes and their and the body of knowledge of teaching philosophy and generic competencies among academic members in the Faculty of Technology and Vocational Universitas Pendidikan Indonesia (FPTK UPI).

**Keywords:** teaching philosophy, generic competencies, specific competencies, vocational education.
SUB THEME II

“21st Century Learning in 4.0 Industrial Revolution”
DEVELOPMENT OF HEALTH CONTENT AREA (HCA) FOR CREATING A HEALTHY ELEMENTARY SCHOOL IN BANDUNG RAYA

Asep Herry Hernawan, Prihantini: Indonesian Education University Cibiru Campus, asepherry@upi.edu; Indonesian Education University Cibiru Campus, prihantini@upi.edu

ABSTRACT

Developing a healthy generation is one of the goals of national education. Explicitly the word “healthy” is listed in the national education goals stated in Law Number 20 of 2003. To be able to realize this goal, health education is needed. In understanding the importance of health and habituation of healthy living behavior to the younger generation, it is necessary to strategically endeavor to always ensure the continuity of health education continuously, one of which is through developing the content of health education in elementary school curriculum. The objectives of the research were: (1) to analyze elementary school curriculum health education content, (2) to conduct need assessment health content areas for the implementation of health education in elementary schools, (3) to design health content areas for elementary school curriculum. Research locations are cities and regencies in Bandung Raya. The sampling technique uses stratified random sampling. The study subjects consisted of elementary students, elementary teachers, school staff, and school committee administrators. The research method that will be applied is Design and Development Research (D & D Research). Data collection techniques used: (1) questionnaire; (2) interviews; (3) focus group discussion (FGD); (4) document study. Data analysis techniques used descriptive statistics for quantitative data and data reduction, data display, verification and conclusion formulations for qualitative data.

Keywords: Health Education, Health Content Area (HCA), HCA Model.
PEMBELAJARAN ABAD KE 21: KESANNYA TERHADAP SOSIO-PSIKOLOGI REMAJA, PENGARUH AND CABARAN

Norkamaliah Daud, Mohd Jasmy Abd Rahman, Ahmad Fadly Abd Rahman, Amirah Abd Rahman, Siti Adilah Mohd Alias, & Noraina Ayu Roslan

Fakulti Pendidikan, Universiti Kebangsaan Malaysia (UKM)
norkamaliah5@gmail.com,
mjas@ukm.edumy,
fadly@ums.edu.my,
dilalias116@gmail.com,
aina.ayu69@gmail.com,

ABSTRAK

The abstract of this concept paper aims to discuss 21st century learning, its impact on adolescent social psychology, between its influence and its challenges. In this borderless world, teens are exposed to the explosion of globalization. This explosion should have an impact on the education system in Malaysia. This 21st century learning is one of the effects of the current globalization explosion. However, there is a challenge in realizing this 21st century learning towards adolescents. The rather significant challenge is that teenage social psychological problems show a somewhat worrisome moral character in building a national identity. We should, as educators learn about the challenges and influences for the implementation of this 21st century learning

Keywords: teenage social psychology, influence, challenge
ABSTRACT

Based on a review by the Central Statistics Agency in 2017, the unemployment rate in Indonesia has increased by 10,000 people to 7.04 million people, with the highest number of unemployed coming from vocational graduates, reaching 14.61%. The high number of unemployed is caused by the labor force that does not have competency qualifications that are in line with industry expectations. With the missing link and match between the vocational curriculum and industrial competencies both in terms of cognitive, psychomotor and professional work competencies and emotional work personality, a research focus is needed on soft-meta skills in improving the competence of the vocational workforce in the industrial revolution 4.0. The study of vocational students’ soft-meta skills is focused on improving the competence of professional work attitudes and the emotional personality of work in the competition of the industrial revolution 4.0. The following are 10 soft-skills skills that can support students facing the industrial revolution 4.0 including: (1) Literacy Ability (including visual / digital literacy, media, information and technology literacy); (2) Communication and Collaboration; (3) Critical Thinking and Problem Solving; (4) Creativity and Innovation; (5) Leadership and responsibility; (6) Work Productivity and Accountability; (7) social and cross-cultural skills; (8) Confidence; (9) Adaptation; (10) Personality and Emotional Intelligence.

Keyword: Soft Skill, Meta Skill, Industrial Revolution 4.0
ENHANCING CRITICAL THINKING SKILLS IN HIGHER EDUCATION IN PREPARATION OF INDUSTRY 4.0: A LITERATURE REVIEW

Debora Pratiwi S., Rusman:
Universitas Pendidikan Indonesia
1deborapratiwis@upi.edu
2rusman@upi.edu

ABSTRACT

The purpose of this review is to enhance critical thinking skills as one of basic competencies required to be taught in higher education in preparation of industrial revolution 4.0. Students in higher education will enter the dynamic of working environment and compete with digital technology during the fourth industrial revolution. The key to success in facing the industry 4.0 is by improving the competencies of human resources in higher education as the last place to prepare high-qualified people to meet the demands of market labor. Thus, critical thinking skills remain as one of the essential competencies of human potential to address this global issue. By enhancing critical thinking skills, students can practice their reasoning and analysis skills according to their contextual knowledge. Critical thinking skills not only lead students to develop their advanced skills such as problem solving and creative thinking skills, but also helping students in higher education to be motivated in creating innovation which will benefits the industry and society. The review uses a review of literature as a method to formulate the characteristics of critical thinking skills needed to preparing for industry 4.0, also to address how to teach and implement these critical thinking skills in teaching and learning activities in higher education. The review finds that critical thinking skills is important to promote student’s employability as a requirement in the workplace. Critical thinking skills also become one of high order thinking skills which graduates from higher education should be equipped with to be able to survive in this vigorous industry. This review opens the door for exploration on how to build the culture of innovation in higher education as it benefits both practitioners and academics.

Keywords: Critical thinking, Higher education, Industrial Revolution 4.0
INQUIRY BASED LEARNING (IBL) AS A MODEL OF LEARNING FOR PRIMARY STUDENTS IN 21ST CENTURY

Maria I. Addelin, Melda Catarina

ABSTRACT

Inquiry Based Learning (IBL) is one of learning model which can be applied in 21st century education. Nowadays, students can get information from people around them and mostly through technology. They can find anything -good or bad- from the internet. Inquiry Based Learning as a model of learning helps students, by using technology, to understand the concepts, to construct the knowledge, to develop the understandings, and lastly to apply it in their lives. In other words, they can be a “long-life learner”. However, most of schools in Indonesia are using Instructional Learning as a learning model which focuses only on memorising the theory and knowledge. Students study hard for getting high score on exam and then forget it sooner. According to authors’ observations and interviews, the reasons why teachers use Instructional Learning than Inquiry Based Learning are: 1) time limitation, 2) National Exam (UN) target, 3) teacher’s workload, 4) facilities and resources limitation. In this paper, authors will explain about the literature review of IBL, how to apply IBL using technology, and the result of IBL implementation for primary students. The conclusion of this paper is Inquiry Based Learning can be implemented to primary students as a model of learning in 21st century education.
THE RELATIONSHIP TEACHER PERFORMANCE AND STUDENT ACHIEVEMENT IN 21ST CENTURY LEARNING

Meriza Heronica, Cepi Riyana: Curriculum Development Department Universitas Pendidikan Indonesia merizaheronica13@gmail.com; Curriculum Development Department Universitas Pendidikan Indonesia cepiriyana@upi.edu

ABSTRACT

One of the parameters used to measure the level of success of education is student learning achievement. For the sake of the realization of student learning achievement cannot be separated from the teacher’s performance. Teacher performance provides strong support for the education system which basically focuses on teacher behavior in his work by looking at competencies. Learning demands in the 21st century require teachers to improve their competence and carry out their duties in accordance with the responsibilities given which include the preparation of learning planning, implementation of learning and evaluation of learning. The purpose of this article describes the relationship between teacher performance through competencies that must be possessed in the 21st century with student learning achievement. This article uses the literature review method that presents theories and research results from several experts regarding teacher performance that can influence student achievement.

Keyword: Teacher Performance, Student Achievement, 21st century learning
SHOWING EXISTENCE OF ISLAMIC HIGHER EDUCATION IN 4.0 INDUSTRIAL REVOLUTION

Rizal Kailani, Dinn wahyudin
Progra Studi Pengembangan Kurikulum, Universitas Pendidikan Indonesia
1kailanirizale@upi.edu
2dinn_wahyudin@upi.edu

ABSTRACT

This paper tries to seek the needed reformation in an Islamic Higher Education. Reformation in Islamic Higher Education is needed to create people to become an expert in their field and to answer all the guidance of the times. This paper tries to provide a solution to Islamic Higher Education when Revolutionary Era 4.0 is happening in the recent time. It can be seen when the era of 4.0 gave hard influences to every aspect of the living. It is proven when Islamic Higher Education. Era 4.0 provided a disruption phenomenon that demands the world of Education, the world of Islamic Higher Education to follow and face the 4.0 era especially. Islamic Higher Education is being faced with challenges and a need that has never existed before. The innovation of system in an education curriculum management that will be able to create competent human resources in the field of Islam and other generally. If Islamic Higher Education ignores and does not follow developments of the 4.0 era, Islamic Higher Education will be left behind. Therefore, Islamic Higher Education is expected to be able to compete and start to do concrete steps so that this can produce people who will be an expert in Islamic fields and other generally so that they can compete in the era of disruption. The plans are disrupting themselves and facing this 4.0 era. This Research used qualitative description method by literature instrument. The result of this research is Islamic higher education must prepare to facing 4.0 Industrial Revolution Era

Keyword: Islamic Higher Education, Disruption, 4.0. Industrial Revolution Era.
THE IMPLICATION OF THE 4.0 INDUSTRIAL REVOLUTION ON VOCATIONAL EDUCATION TO IMPROVING AN ENTREPRENEURIAL CHARACTER

Sri Wirdani Wulandari,
Cepi Riyana

ABSTRACT

This research aims to respond to various shifts of learning models for the millennial generation in the 21st century. In the 21st century, Indonesia will face demographic bonuses which are predicted to occur in 2030-2040, namely the population of Indonesia with a more productive age than the unproductive population. Demographic bonuses can make Indonesia become a developed country or can worsen Indonesia’s economic situation. Therefore one of the most important things to consider is the readiness in the field of education as one of the factors determining the progress of a country. At present, the government has been aware of the importance of providing skilled human resources by improving the quality of vocational education by preparing graduates through the provision of entrepreneurial character. The application of teaching factory in Vocational School is a manifestation of one of the government’s efforts to further strengthen cooperation or synergy between vocational schools and industry. Therefore, the objective of this paper is to know the impact of the role of the teaching factory education curriculum by enterprise-based training in vocational school students so as to produce productive graduates who can meet the challenges of Indonesia’s demographic bonus and industrial revolution 4.0. This is expected to be one of the guidelines for designing the teaching factory curriculum for vocational students. The research method used in this paper is a qualitative research by conducting literature review steps from various supporting sources.
IS THERE A TRAINING ON 4C SKILLS IN TEACHING SCIENCE AT JUNIOR HIGH SCHOOL? CASE STUDY IN THE WESTERN BANDUNG DISTRICT OF INDONESIA

1st Intan Setiawati, 2nd As’ari Djohar, 3rd Rusman Program Studi Pengembangan Kurikulum Sekolah Pascasarjana UPI Bandung 40154, Indonesia intanasianto@gmail.com, rusman@upi.edu

ABSTRACT

Case studies have been conducted about training 4C skills in science teaching for junior high school students in the Western Bandung district of West Java province of Indonesia. Case studies were carried out through observations of science teaching conducted by three junior high school science teachers who had implemented the 2013 curriculum. The instruments used to collect data were observation sheets and questionnaire. The results of the case study showed that the training of 4C skills in science teaching by the three teachers who were the subject of this study was still not optimal. The appearance of activities in teaching that lead to training of 4C skills is still minimal. Of the four aspects of 4C skills, only two aspects that seem to be trained are quite intense, namely collaboration and communication skills, the other two aspects namely critical thinking and creative thinking skill have not been seen to be trained in science teaching. The results of the questionnaire show that the knowledge and abilities of the three science teachers who are the subject of this study on the teaching models that are oriented to 4C skills training are still low. These results indicate the need to increase teacher competency in conducting science teaching oriented 4C skills through training activities.

Keywords: 4C skills, Science Teaching, Junior High School.
21ST CENTURY LEARNING IN THE 4.0TH INDUSTRIAL REVOLUTION

Ebrahim Panah
University college Yayasan Pahang, Malaysia

ABSTRACT

It is argued that human being has experienced 4 industrial revolutions so far. During the first 3 industrial revolution, education has not been affected noticeably; however, the fourth industrial revolution is pushing education system to cater to the ever-changing needs of job market. It has widely been believed that education prepares students for life job. With the disruption of technology in the era of 4th industrial revolution, education needs to transform than reform. The curriculums need to be revamped. This is because the nature of future jobs are changing and the education from content-based of 19 century must prepare students for skill-based jobs. This paper reviews the issues of educations at different levels from primary to tertiary to graduate levels. It will also discuss the issues of current jobs in the lens of 4th industrial revolution. It discusses the solutions for addressing the issues of learning in the 21th century. Lastly, it will deliberate on the implications and future trends and challenges to be addressed.

Keywords: 21st century learning, 4th industrial
SUB THEME III

“21st Century Competance”
THE IMPROVEMENT OF TECHNOLOGY ABILITY FOR TEACHERS IN LEARNING ACTIVITY TO INCREASE TEACHERS COMPETENCIES IN 21ST CENTURY THROUGH TRAINING

Anis Ilahi: Rusman:
1Curriculum Development, University Education Indonesia, anisilahi06@upi.edu
2Curriculum Development, University Education Indonesia, rusman@upi.edu

ABSTRACT

Some challenges for teachers is not only in preparing curriculum documents and struggling with the principles of teaching and learning, but also putting the essential of teachers role as a drafter, creators, designers of curriculum and a planner of learning activities. Teachers should be doing those tasks without losing the basis of education philosophy and following the principles of pedagogy which consider students as the subject of education itself. Thus, teachers are encouraged to improve their technology ability in learning activity to face the challenges as educators in 21st century. Technology is developed rapidly and cannot be ruled out again. Teacher should not be apathetic in dealing with the world changing toward digital age. The students ability in mastering the internet and social media are very fast and teachers must have the ability to catching up with the students speed. It is better to be late than never. Whether the teachers are senior, does not has a cell phone or laptop or even stuttering in technology, human creation have the intelligences to be a life long learner. Technology is a mandatory to be used for a teacher in the classroom to make students become more enthusiastic in learning activity. The purpose of this paper is to improve the technology ability of teachers in learning activity to increase teachers competence in 21st century. The method used was a descriptive qualitative instrument by using literature study. The findings of this paper were the teachers are able to use technology in their teaching learning activity through teachers training on technology ability to increase their competencies in 21st century.

Keywords: Technology and Learning, Technology Ability for Teachers in Learning Activity, Competencies for 21st Century Teachers, Training
ABSTRACT

The purpose of this study was to identify the differences in the self-efficacy of Islamic secondary school teachers based on gender. Teacher’s self-efficacy in this study refers to decision-making skills, determination and performance improvement. This survey study uses a questionnaire as a research instrument. The number of respondents involved in this study was 500 teachers from several zones - the north zone, the south zone, the east zone and the central zone. The data were analyzed using Two-Way MANOVA only. This study found that female teachers had lower mean than male teachers on aspects of decision-making skills. This shows that continuous efforts in improving self-efficacy of teachers in Islamic secondary schools in Malaysia should be enhanced to obtain satisfactory results.

Keywords: Self-Efficacy, Decision Making Skills, Perseverance, Performance Improvement
TAHAP KESEDIAAN GURU-GURU DALAM MELAKSANAKAN
MODEL BERSEPADU PEMBELAJARAN ABAD KE-21

Fauziah Binti Abdul Aziz & Mohd Jasmy Abd Rahman: Fakulti Pendidikan,
Universiti Kebangsaan Malaysia (UKM) 1pojiezul@gmail.com, 2mjas@ukm.edu.my

ABSTRACT

Integrated Model 21st Century Learning is one of the programs used as a professional
development program for teachers. This study aims to examine the level of readiness
of teachers in implementing the 21st Century Learning Integrated Model. This paper
methodology is based on the collection of findings of previous studies. This
conceptual paper study is expected to help teachers improve the readiness of teachers
towards the 21st Century Learning Integrated Model.

Keywords: Readiness, Integrated Model, 21st Century Learning, Professionalisme
ADAPTABILITY AND CREATIVITY COMPETENCE IN LEARNER CENTER ENVIRONMENT: THEORETICAL STUDY TO SUPPORT 21ST CENTURY COMPETENCE NEEDED

Adi Prehanto

ABSTRACT

The curriculum sets the components of learning, which not only formulate the goals you want to dicapain, but the present form of the experience of what is needed. Each individual has different potentialities and abilities. Curriculum development that provide experiences for students to be able to finish the shape of social problems need to be presented. In this disruption era, one of the problems is the individual must have creativity and be able to adapt in any conditions. The role of education is still implementing conventional learning. The role of education is as one of tools in the equip students gets the capability needed and relevan. The purpose of this writing is as a form of theoretical studies about the needs that must be fulfilled, in the form of adaptibilitas ability and creativity to each individual.

Keyword: learner-center, adaptability, creativity
The curriculum is an educational program for students based on educational programs in which students conduct various learning activities, thus encouraging students to achieve educational goals. The Indonesian National Qualifications Framework (KKNI) -based curriculum is one of the national references to improve the quality and competitiveness of the Indonesian people in the human resources sector through the achievement of qualifications for Indonesian human resources produced by the education system and national job training system, as well as the equivalence learning achievement achievement system. This study aims to find out the description of IQF-based nursing curriculum development. The design used is a literature review, articles are collected using search engines such as EBSCO, ScienceDirect, Google Scholar and Proquest. The criteria for articles used are those published in 2013-2018. The results of this study illustrate that the IQF-based nursing curriculum refers to the 2015 Indonesian Ners core curriculum, the nursing curriculum consists of two curricula, namely; Nursing study program curriculum and Ners professional study program curriculum. Nursing curriculum development is carried out in several stages, namely: (1) evaluating the implementation of the nursing education curriculum; (2) making a SWOT analysis (3) making a needs analysis; (4) determining the profile of graduates; (5) the formulation of learning outcomes refers to the IQF; (6) fulfillment of content standards; (7) determination of courses and the amount of credits (8) preparation of curriculum structure and learning design into nursing curriculum documents.

**Keywords:** IQF, Curriculum Development, Nursing Education
THE IMPROVEMENT OF TECHNOLOGY ABILITY FOR TEACHERS IN LEARNING ACTIVITY TO INCREASE TEACHERS COMPETENCIES IN 21ST CENTURY THROUGH TRAINING

Anis Ilahi1, Rusman2
Curriculum Development Department,
University Education Indonesia
1anisilahi06@upi.edu
2rusman@upi.edu

ABSTRACT

Some challenges for teachers is not only in preparing curriculum documents and struggling with the principles of teaching and learning, but also putting the essential of teachers role as a drafter, creators, designers of curriculum and a planner of learning activities. Teachers should be doing those tasks without losing the basis of education philosophy and following the principles of pedagogy which consider students as the subject of education itself. Thus, teachers are encouraged to improve their technology ability in learning activity to face the challenges as educators in 21st century. Technology is developed rapidly and cannot be ruled out again. Teacher should not be apathetic in dealing with the world changing toward digital age. The students ability in mastering the internet and social media are very fast and teachers must have the ability to catching up with the students speed. It is better to be late than never. Whether the teachers are senior, does not has a cell phone or laptop or even stuttering in technology, human creation have the intelligences to be a life long learner. Technology is a mandatory to be used for a teacher in the classroom to make students become more enthusiastic in learning activity. The purpose of this paper is to improve the technology ability of teachers in learning activity to increase teachers competence in 21st century. The method used was a descriptive qualitative instrument by using literature study. The findings of this paper were the teachers are able to use technology in their teaching learning activity through teachers training on technology ability to increase their competencies in 21st century.

Keywords: Technology and Learning, Technology Ability for Teachers in Learning Activity, Competencies for 21st Century Teachers, Training
PEDAGOGICAL COMPETENCIES DEVELOPMENT PROGRAM FOR NOVICE TEACHER (AS AN EVALUATION ON HR DEVELOPMENT PROGRAM IN PRIVATE SCHOOL)

Budiyanti Dwi Hardanie, Dinn Wahyudin
1Post Graduate School, Department of Curriculum Development, University Indonesia of Education
budiyantidh@upi.edu
2Post Graduate School, Department of Curriculum Development, University Indonesia of Education
dinn_wahyudin@upi.edu

ABSTRACT

In general, private schools manage HR independently from the initial process to the end. Starting from the process of recruiting prospective teachers, preparation new teachers, fostering and guiding new teachers, to career paths that can be offered to teachers according to their competencies. Various efforts have been made by private schools to prepare qualified teachers so that schools become schools that have good quality graduates, especially for readiness in developing and implementing curriculum in the classroom. The study was conducted to see the impact of the program on the development of pedagogic competencies in beginner teachers on their readiness to undergo the teaching profession in private schools. In the process, beginner teachers with a 0-2 years work period give their opinions on the HR development program that have been experienced and its impact on the activities of planning, implementing, and evaluating teaching and learning activities carried out in the classroom. Through this initial study, it is hoped that it can provide a new perspective on the HR management process in schools, especially for private schools in planning or evaluating existing HR development programs.

Keywords: teachers’ development, novice teachers, private schools
IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT TO IMPROVE TEACHER COMPETENCY IN THE 21ST CENTURY IN ELEMENTARY EDUCATION

Desi Ratnasari, Roemintoyo, Winarno
Postgraduate Elementary Education, Sebelas Maret University, Surakarta, Indonesia
1deade.ratna@gmail.com
2roemintoyo@yahoo.co.id
3winarno.uns@yahoo.co.id

ABSTRACT

Rapid technological developments and also the flow of globalization is a challenge in the world of education. Teacher competency to face the 21st century is very necessary in order to survive the challenges of education in the 21st century. The formulation of the problem in the study is how the implementation of school-based management to improve teacher competency in the 21st century in elementary education? The purpose of this study was to determine the implementation of school-based management to improve teacher competency in the 21st century in elementary education. The research method used in this study is a qualitative research method. The results of the study indicate that the headmaster’s competition is very necessary in improving teacher competence in the 21st century in elementary education.

Keywords: School-Based Management, Teacher Competency, Elementary Education
THE URGENCY OF THE PRINCIPAL’S UNDERSTANDING OF INSTRUCTIONAL LEADERSHIP IN FACING 21ST CENTURY LEARNING DEMANDS

Mariza Silvia¹, Rudi Susilana²
¹Postgraduate School, Indonesian Education University (UPI), Bandung
marizasilvia@upi.edu
²Faculty of Science Education, Indonesian Education University (UPI), Bandung
rudi_susilana@upi.edu

ABSTRACT

The principal has a great responsibility in the realization of a quality learning process at school. This responsibility is increasingly challenging when the Principal is faced with the demands of different learning in the 21st century. In dealing with this, the Principal must understand his roles and responsibilities properly. As for one of the important roles that must be understood by the Principal in dealing with learning challenges in the 21st century is about instructional leadership. The Principal who understands his role in instructional leadership is one of the factors that determine the success of the implementation of learning in school. The purpose of this article is to explain the importance of the Principal in understanding his role as an instructional leader in school, especially in the face of 21st-century learning challenges. This article uses a literature review method that presents theories and research results from several experts on instructional leadership.

Keywords: Principal, Instructional Leadership, 21st Century Learning
STRENGTHENING 21st CENTURY SKILLS OF STUDENTS THROUGH PEACE EDUCATION

Taofik Yusmansyah, Mukhidin:

1Department of Curriculum Development, School of Postgraduates UPI
taofikyusmansyah@upi.edu
2Universita Pendidikan Indonesia
mukhidin@upi.edu

ABSTRACT

Education is about preparing generation for the future. Future life requires skills which differ from skills the time we live. Recent studies show that future life skills are based on mastering skills such as complex problem solving, creativity, critical thinking and collaboration skill. The skills were known as the 21st century skills. Therefore, to succeed in the future our students must be prepared and equipped with these 21st century skills. Strengthening students with those skills is a responsibility for education communities. This paper aims to describe a learning model implemented by the Peace Generation through their activities especially in teaching peace using the Twelve Basic of Peace Values Modules related to efforts strengthening 21st century skills for students. This study revealed that the twelve modules were very well developed with a model that could help students strengthen the 21st century skills, mainly people or social skills that involve interaction, collaboration, and managing others. Mastering people or social skills enable students to live flexibly and, therefore, be adaptive in different roles and fields. This study used literature review method from several sources. Besides, the study also included interview with Agents of Peace (AoP), teachers and students who learned the modules. As a preliminary study, this paper is a starting point for future studies.

Keywords: education, learning model, peace values, social skills
COMPETENCY OF TEACHERS BASED ON TPACK IN IMPLEMENTATION OF CURRICULUMS

Taufan Faizal Muslim, Dinn Wahyudin:
Curriculum Development, School of Postgraduate Studies,
Indonesia University of Education
taufanfaizal@upi.edu
dinn_wahyudin@upi.edu

ABSTRACT

Some experts agree on the position of the curriculum as the heart of education. Then the curriculum must function as the main driver and as an important guide in achieving educational goals. One important aspect of the curriculum is the implementation process. The teacher as the spearhead of curriculum implementation must be able to describe the curriculum into innovative, creative and meaningful learning activities. The challenge of implementing the curriculum in the present era is the development of technology in accordance with the development of the 21st century and the industrial revolution 4.0, one of which is education must provide technological skills to students. To achieve the skills of students in the field of technology, the teacher as the implementer must have the technological competencies that are present. TPACK-based competencies (Technological, Pedagogical, and Content Knowledge) are a solution in implementing the curriculum today. TPACK has three main studies that technological knowledge, content knowledge, and pedagogical knowledge with teacher mastery regarding the three studies, the implementation of the curriculum will provide student competencies in accordance with the development of the 21st century and the industrial revolution 4.0. In this article, the literature review methods used are sourced from various print and electronic media that provide information from government, journals, and several expert research. This article will provide information about TPACK competencies needed by teachers as implementers of the curriculum.

Keywords: Implementation Of The Curriculum, Technological Development, Teacher Competence, TPACK
DRAWING CARTOONS AS 21ST CENTURY COMPETENCE (CASE STUDY OF CARTOON LEARNING IN SEMARANG CITY)

Abdul Arif

ABSTRACT

The 21st century requires anyone to have superior skills. The Government of the Republic of Indonesia has encouraged children to be equipped with four skills or often called 4C, namely communication skills, critical thinking, collaboration, and creativity and innovation. This study aims to: (1) Determine the implementation of 4C skills in community-based cartoon drawing learning in Semarang City (2) Provide recommendations based on findings about the implementation of 4C skills to improve the quality of community-based cartoon drawing learning in Semarang City. This study uses a qualitative descriptive research design. This type of research is a case study. The data used is Primary data. Data collection techniques used are interviews and documentation. The data validity technique is Source Triangulation and the data analysis technique used is the Strengths, Weakness, Opportunities, and Threats (SWOT Analysis) approach. The conclusions of this study are (1) the results of the Strength analysis (Strength) is cartoon learning in Semarang City supported by competent and outstanding human resources in the field of cartoon art with international networks. Learning to draw cartoons also requires critical thinking in responding to social issues and presenting them in an easily understood visual. (2) The results of the Weakness analysis (weakness) are limited budget funds. (3) The results of Opportunities analysis (opportunity) is that the cartoon community in Semarang City is able to carry out cartoon learning through workshops, training and facilitation of international exhibitions and contests. (4) The results of the Threats analysis are the cartoon community in Semarang City, the lack of support from the local government. (5) The results of the SWOT analysis show that Strength is greater than Weaknesses and Opportunities are greater than Threats, which means that cartoon learning in Semarang City has fulfilled the 4C skills.
ANALISIS KEMAMPUAN TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) MAHASISWA PRAKTIKAN PPLK FAKULTAS TARBIYAH DAN KEGURUAN UIN SULTAN MAULANA HASANUDDIN BANTEN

Helnanelis

ABSTRAK


Kata Kunci: TPACK, Mahasiswa Praktikan PPLK
ABSTRACT

Studies of talented and gifted students has always revolve among those who are labelled ‘good behavior and disciplined’. Students who do not demonstrate virtues according to moral codes set by teaching institutions are labelled as students at risk. Teachers must be aware of the different personalities of their students and avoid branding their students as deviant individuals. By focusing instead on each strong trait, the discovery of talent and giftedness can be accentuated to become prominent talent.

Keyword: Discovering Talent
SUB THEME IV

“The Design of 21st Century Curriculum and Learning”
NEEDS ASSESSMENT OF HEALTH EDUCATION CONTENT IN DEVELOPING ELEMENTARY SCHOOL CURRICULUM IN THE FRAMEWORK OF REALIZING FUTURE HEALTHY GENERATIONS

Prihantini
Indonesian Education University Cibiru Campus
prihantini@upi.edu

ABSTRACT

The aim of national education according to Law No. 20 of 2003 is to develop students as healthy generations. However, the 2013 Basic Health Research data shows an alarming health risk for children aged 10-14 years. The results of previous research and preliminary studies in one district in West Java, identified the process of health education in elementary schools was not optimal. This means that the content of health education needs to be developed in the elementary school curriculum. The general objective of this research is to carry out a needs assessment of health education content in elementary schools. Specific research objectives are: (1) identifying the needs for health education content; (2) describe the health content that students have received; (3) describe the habituation of healthy living behavior that has been implemented; (4) describe infrastructure facilities and school policies that support the implementation of health education. Research location in Sukabumi District. The method applies quantitative descriptive research. The respondents consisted of 92 students and 23 teachers from three schools. Conclusion of the research results: (1) 98% respondents answered the health education content needed was healthy snacks, the dangers of smoking, the danger of additive and addictive substances, dental and oral health; (2) 78% respondents said that health education received was nutrition, infectious diseases, and the importance of maintaining health; (3) 90% respondents said that the habituation of healthy living behavior has been implemented is personal health and environmental health; (4) 100% respondents answered infrastructure facilities and school policies have not supported the implementation of health education.

Keywords: needs assessment, health education content, curriculum development
CURRICULUM DEVELOPMENT IN TEACHING WRITING: CONTENT UNDER WITH 4CS

Rizki Maulidin, Rusman
1Department of Curriculum Development, University Indonesia of Education, rizkimaulidin13@gmail.com
2Department of Curriculum Development, University Indonesia of Education, rusman821971@gmail.com

ABSTRACT

Writing is not only one of major subject in English, but also almost all the educational context always related with writing whether for graduation requirement or scientific publications; on the other hands, as the globalization era and digital technologies grow up rapidly, it makes educational needs were shifting whether to fulfill student needs in preparing to live in 21st century. The implications, all the practitioners in education are trying to find and create the new learning paradigm, curriculum development, and the new competencies in learning. This paper is portrayed curriculum development in teaching writing: content under with 4Cs as learning competency skills in the 21st century. In the light of finding stated that the first, writing as one of the essential subject that has become not only for graduation-need but also need to be developed and linked to 21st competencies, its not only to fulfill student-need but also to prepare student to enter the world so they can compete in global; the second, the 4Cs can be integrate with writing because these competencies are essential to develop student skills in any aspects; the third, in teaching writing process that was involved 4Cs skills will help to educate student who will succeed in the real world of work, and the last 4Cs can be integrated with teaching writing through Bruner’s 5e lenses instructional model to enrich the curriculum development and instructional design.

Keywords: Teaching Writing, Curriculum Development, 21st century learning skills.
IMAM GAZALI DAN MODERASI PENDIDIKAN

Abd. Rahim Yunus

ABSTRAK


Kata Kunci: Imam Gazali, moderasi, pendidikan.
LOCAL CONTENT CURRICULUM IN KNOWLEDGE-BASED SOCIETY CHALLENGES

Abdul Muqsith, Deni Kurniawan: Indonesian University of Education, abdulmqsth@upi.edu; Indonesian University of Education, denidoctor_@yahoo.co.id

ABSTRAK


Keyword: Local Content Curriculum, Knowledge based society.
KEBERKESANAN KAEDAH RUMSAN DALAM PENINGKATAN KEMahirAN MENULIS KARANGAN ULASAN MURID DUSUN

Juriah Musrikh1 & Wan Muna Ruzanna Wan Mohammad2

Pusat Inovasi Pengajaran dan Pembelajaran, Universiti Kebangsaan Malaysia, 43600, Bangi, Selangor
1jueikhiah@yahoo.com, 2munaruzanna@ukm.edu.my

ABSTRAK


Kata kunci: peningkatan, kemahiran menulis, model STAD, RumSan
ABSTRACT

21st Century Learning (PAK21) is intended to prepare the students with various skills for their future. The 21st century skills are including communication skill, science and technology skill, thinking skill, interpersonal skill, intrapersonal skill, 3M skills (reading, calculating and writing) and many more. Teachers are given course on how to implement 21st century in schools. This include the teachers from SJKCs which are using mother tongue to communicate. This research is done to find the perception of SJKC teachers towards the implementation of 21st Century Learning in teaching English. This research is a qualitative research and the data are collected from past research and document analysis. Research shows that teachers have balance perception towards the implementation which are in positive and negative ways. In positive ways, 21st Century Learning managed to lift up confidence, cooperation and independence skills. However, 21st century disregard the weak pupils when they mixed up with good pupils, encourage copy-cat and caused lost focus among the pupils. This research is important to compare the acceptance of the teachers from Sekolah Kebangsaan and Sekolah Jenis Kebangsaan towards 21st Century Learning. Besides, this research also can differ the achievement of the pupils before and after the implementation. For future, the research about the effect of 21st Century Learning in shaping morality among the pupils might can be done.

Keywords: Qualitative research, perception, effectiveness, 21st Century Learning, SJKC, document analysis, positive, negative
CURRICULUM 2013 IMPLEMENTATION IN SOCIAL WORK VOCATIONAL SCHOOL IN BANDUNG CITY

Ayatullah Victoreza

School of Post-Graduates, Curriculum Development Department, Indonesian Education University
a.victoreza06@gmail.com

ABSTRACT

SMKN 15 Bandung is the one and only school in the city of Bandung with spirit of carrying out to serve and devote themselves to social interests. This school was founded in 1919 by Onderwinzer and Bousubside under the name Indo Europee Verbond (IEV) build for Kweeschool Voor, School to educate person to be a teacher, with the address on the Papandayan street. Nowadays however SMKN 15 Bandung has shifted its focus to social work. Therefore this research is considered important to know how to plan curriculum in SMKN 15 Bandung, and how to implement the curriculum at SMKN 15 Bandung. This research is a field research using a qualitative approach, the subject of the research is that the principal is represented by the vice principal in the field of curriculum, teacher, homeroom teacher, and students, The data collection method consists of interviews, documentation, observation and reporting. The results of this study indicate: 1) curriculum planning in class consisting of making syllabi; making Learning Implementation Plans (RPP), and remedial / enrichment programs show that most of them are in good categories, 2) implementation of the syllabus component; implementation of RPP components, and remedial / enrichment programs show that most are in the good category, 3) program reporting consisting of process evaluation and results assessment shows that only a small part is in the sufficient category, and most are in the very good category.

Keyword: vocational high school, implementation, curriculum, social work
DEVELOPMENT ENTREPRENEURSHIP CURRICULUM IN ELEMENTARY SCHOOL

Budi Azhari Muda Hasibuan, Rusman

1School of Postgraduates, Department of Curriculum Development, UPI
budiazhari85@upi.edu

2School of Postgraduates, Department of Curriculum Development,
rusman@upi.edu

ABSTRACT

The purpose of this paper is to do the study of the development entrepreneurship curriculum in Elementary School. The method for this study using Design & Development (D&D). Indonesia is one of evolving country and should prepare the people to face the global era in this 21st century, specially in economic field, Indonesia able to prepare the independent human resources to face the era along with the supporting skills and one of them is entrepreneurship. Through the entrepreneurship, it has been proven to strengthen Indonesian economy. However the current issue is Indonesia still have limited entrepreneurs to increase economic growth. This is due to lack of entrepreneurship education obtained by Indonesian people. Therefore entrepreneurship curriculum is required for improvement and autonomy of Indonesian people. Development entrepreneurship curriculum in Elementary School is considered as a proper tools to learn about entrepreneurship since they are young. As in this phase the student in Elementary School already have an ability to think and creative so that is very easy to guide them to absorb and implement the entrepreneurship values in their learning experience. As the result is the student in elementary school will be able to create innovation to produce a valuable product. Through this product indirectly will embed entrepreneurship spirit and mentality to the student.

Keyword: Curriculum, Entrepreneurship, Elementary School, Value.
21ST CENTURY LEARNING IN 4.0 INDUSTRIAL REVOLUTION
WITH CURRICULUM DEVELOPMENT HILDA TABA MODEL

Devy Yulistiawati1, Mukhidin2
Universitas Pendidikan Indonesia
1devy.yulistiawati@gmail.com
2mukhidin@upi.edu

ABSTRACT

The acceleration of technology is very fast, and Indonesia has been influenced heavily. However, the curriculum development still not yet keep up with technological development. In philosophy, the education actually developed first. But current curriculum development is left behind and catching up certainly is not easy. A number of things need to be prepared, for example by changing the learning method in the world of education that exists today. The development of the curriculum of Hilda Taba’s model was developed by analyzing employment needs. This model is very necessary to meet the 4.0 industry. Curriculum literacy complying 4.0 is very necessary, namely understanding the readability of digital language literacy technology. With this understanding, it will be easier for students to master the 4.0 industry because one of these changes could be done by improving its human resources. Curriculum development of this model begins with conducting experiments, formulating theories, and then establishing them. It is expected to mix together between theory and practice. In the industrial revolution era 4.0, sophisticated integration of the technology usage and internet influence the changing behavior of the world of education, business and industry, as well as student behavior, teacher behavior, and generally community behavior.

Keywords: Hilda Taba, 4.0 Industry, Language Literacy, Revolution Era.
CURRICULUM DESIGN OF DISASTER TRAINING WITH
ADRAGOGY APPROACH

Esi Febrina & Rusman:
School of Posgraduates, Department of Curriculum Development,
Universitas Pendidikan Indonesia
1esifebrina@upi.edu
2rusman@upi.edu

ABSTRACT

Indonesia is a country of archipelago which located between two continents (Asia and Australia) and also two oceans (Hindia and Pacific). This condition has placed Indonesia in three large tectonic plates: Indo-Australian, Eurasian, and Pacific plates which cause the formation of volcanic rows or volcanic arcs. The impact of tectonic activities is the formation of faults or fractures which cause disaster-prone areas in Indonesia. The data obtained from BNPB which recorded 81 earthquake disasters within the last five years in various places in Indonesia. Indonesia needs a disaster training curriculum design as the efforts to improve community competencies in cognitive, affective and psychomotor competencies which covers the disaster knowledge and first aid procedures whenever disaster happened. This research uses design and development method as the research methodology. In order to develop the first stage of disaster training curriculum, assessment for basic development of the curriculum is needed. Then, the second stage will cover the design and development of disaster training curriculum. This training uses the andragogical approach because this training aims to provide knowledge about disaster and be able to do basic help for themselves and others if needed. Future studies are expected to implement and evaluate the design that has been developed

Keywords: curriculum design, training, disaster, andragogy
THE READINESS OF THE PRE-SERVICE TEACHERS BASED ON THEIR UNDERSTANDING ABOUT CURRICULUM DEVELOPMENT AND ITS EFFECT ON THE FUTURE CURRICULUM OF TEACHERS EDUCATION IN INDONESIA

Fadiah Musdalifah Wadud1, Rusman2
1Curriculum Development Department of the Post-Graduate School
Indonesia University of Education
fadiahwadud@upi.edu
rusman821971@gmail.com

ABSTRACT

The curriculum development and its dynamic movement often caused national issue in Indonesia not only within the society but to the education practitioners especially teachers community. The aim of this paper is to address the issue that revolves around the readiness of the pre-service teaching students based on their understanding about curriculum development and its possible effect on the future curriculum of teachers education in Indonesia with literature review as the writing methodology. Many teachers found it hard to accept and adapt with it whenever a new concept of curriculum as a sign of development is introduced. Resistance appear to be a common behaviour that is shown by the teachers whether they realize it or not. Curriculum development as a field of study doesn’t generally appear on the curriculum for teacher education to be taught in LPTK or Lembaga Pendidikan Tenaga Kependidikan (Teacher Training Institution) except for the students which major specifically studies about curriculum. The lack of knowledge about curriculum development since the very beginning is believed to be the reason of the resistance. The paper’s result is a suggestion for curriculum development as a field is to be included in the future curriculum of teacher education for every major in every LPTK in Indonesia as an effort to increase the understanding of the prospective teachers especially for the pre-service teaching students about curriculum development so they can be ready for every future dynamics.

Keywords: Future Curriculum of Teachers Education, LPTK, Pre-Service Teachers, Understanding Curriculum Development.
THE ROLE OF THE CURRICULUM MODEL FORCES ON THE DEMANDS OF DISRUPTIVE ERA EDUCATION

Holil Padli, Cepi Riyana
School of Postgraduates, Universitas Pendidikan Indonesia
holilpadli@upi.edu
cepiriyana@upi.edu

ABSTRACT

This study will explain the learning curriculum found in one of the Pare English language courses, Kediri, East Java. The learning curriculum that forces participants to be consistent in time discipline, focuses on learning outcomes, and makes strong character for students, is considered as one form of success in the English village course institution in applying learning in an effort to face the Age of Industrial Revolution 4.0, which is the purpose of this study. As is known together, that the industrial revolution era 4.0 has an impact that is very influential on all aspects of life, including in the world of education. The era that gave birth to this disruption phenomenon requires the world of education to participate in adjusting. Graduates of educational institutions are now faced with new challenges, demands, and needs that have never existed before so there is a need for innovations and methods to deal with these challenges. The method used is qualitative with interviews, observation and documentation. The results of the study can be stated as follows: First, the reasons for the model planning stage refer to existing theories. This can be seen from the design of the daily activities of students from waking up to going to sleep again, activities that aim to introduce and reduce the principles of character and discipline. Second, the application of models to students is carried out on an ongoing basis. The implementation of the forced curriculum model is very good in building the competence of students. Third, the results of developing a forced curriculum model can be considered satisfactory to respond to demands in the disruptive era. The presence of a forced Curriculum Model can be one model that can shape the character and competence of students in facing challenges in the 21st century.

Keyword: forcing curriculum, era disruptive, kampung inggris pare.
2013 curriculum was developed to improve soft skills and hard skills in the form of attitudes, skills, and knowledge. 21st century or better known as the time of knowledge requires to have skill. One of these skills is reading and writing, which begins with reading writing beginning. The 21st century is referred to as a period of knowledge also referred to as a period of technological literacy. The research uses deskriptive kualitative methods, with data collection techniques including interviews, observation and documentation. The data validity technique using source trials. Data analysis using data reduction procedures, data presentation, and drawing conclusions. The purpose of this research is to describe reading writing beginning is one of the initial skills to master other skills in the 21st century, such as communication skills both oral and written, collaborating and critical thinking. The results of this study that class 1 students through the 2013 curriculum can work well, participants can communicate well, be able to use technology such as computers, and be able to combine friends with mutual respect.
IS THERE A TRAINING ON 4C SKILLS IN TEACHING SCIENCE AT JUNIOR HIGH SCHOOL? CASE STUDY IN THE WESTERN BANDUNG DISTRICT OF INDONESIA

Setiwati I., Rusman2
School of Postgraduates, Universitas Pendidikan Indonesia

ABSTRACT

Case studies have been conducted about training 4C skills in science teaching for junior high school students in the Western Bandung district of West Java province of Indonesia. Case studies were carried out through observations of science teaching conducted by three junior high school science teachers who had implemented the 2013 curriculum. The instruments used to collect data were observation sheets and questionnaire. The results of the case study showed that the training of 4C skills in science teaching by the three teachers who were the subject of this study was still minimal. Of the four aspects of 4C skills, only two aspects that seem to be trained are quite intense, namely collaboration and communication skills, the other two aspects namely critical thinking and creative thinking skills have not been to be trained in science teaching. The results of the questionnaire show that the knowledge and abilities of the three science teachers who are the subject of this study on the teaching models that are oriented to 4C skills training are still low. These results indicate the need to increase teacher competency in conducting science teaching oriented 4C skills through training activities.

Keywords: 4C skills, Science Teaching, Junior High School.
DEVELOPING CREATIVE AND CRITICAL THINKING SKILLS THROUGH HOLISTIC EDUCATION CURRICULUM

Ira Ari Nurani, Rusman
Department of Curriculum Development, School of Postgraduate Studies
Indonesia University of Education
iraanuraini@upi.edu
rusman821971@gmail.com

ABSTRACT

Holistic education encompasses a variety of philosophical orientations and pedagogical practices. Holistic education focuses on developing the identity, potential, meaning and purpose of each individual through their relationships with society, the natural environment and spiritual values-humanity. This concept is in accordance with 21st century learning that prioritizes mastering the skills needed in facing the challenges of an increasingly developing age. One of the aspects in the 21st century learning called “4C” skill which consists of collaboration, communication, critical and creative thinking. Creative and critical thinking skills are important aspects that deserve to be developed because creativity and critical thinking are the beginning of innovation. This paper will examine the holistic education-based curriculum as an effort to develop creative and critical thinking skills to students. This study was a literature review and methodologically, this study combined descriptive-analytic research by looking at the data from information government, journal, and several experted research. The implication of study is holistic education curriculum recommended to be applied properly because holistic education will develop the potential of students to be creative, problem solvers, independent and being responsible personal and socially.

Keywords: 21st Century learning, Creative thinking, Critical thinking, Holistic Education.
THE REVOLUTION OF INDONESIA PESANTREN CURRICULUM

Muhtar Solihin, Ahmad Zaki Mubarak, H.D. Sukarjo
zakimu79@gmail.com

ABSTRACT

The revolution of pesantren curriculum had been making paradigm shift on its studies. The popular typology should be rearranged as new model. It depends on curriculum design in pesantren changes. Moreover, this present study aims to understand the new pesantren typology and its impact of pesantren revolution. The curriculum revolution will lead pesantren criteria for future studies. To reach the research goals, the data was collected by documentary and interview technique and analyzed by using qualitative content analysis. The result showed that pesantren typology by using curriculum component approach emerged more various pesantren typology. The typology that was consisted as traditional and modern pesantren could be enriched to be various model. However, the revolution of pesantren curriculum in many cases of typology was impacted by many factors included Islamic organization, schooling interaction, Islamic movement, and science and technology. Its impacted curriculum produced various unique curriculum that must be validated by new conceptual of pesantren studies.

Keyword: Pesantren, Curriculum Revolution, Pesantren Typology
PEDAGOGICAL APPROACH IN TRAUMA HEALING FOR PRIMARY LEVEL STUDENTS OF LANDSLIDE DISASTER VICTIMS IN SUMEDANG

Osianni Pertiwi, Rusman

Department of Curriculum Development, Postgraduate School, UPI
1osii.kecil@gmail.com
2rusman@upi.edu

ABSTRACT

Natural disasters landslides in Indonesia, especially in West Java province occurred again, so it makes very deeply injuries to victims. The impact of this natural disaster landslide for elementary school students are traumatized. Trauma healing as an attempt to restore / reconstruction of social functioning of the students are the main things that must be considered because it offers strategical-practical solutions. The focus of this study lies in the influence on the pedagogy used in trauma healing that not only restores happiness and social interaction of students are victims of natural disasters, but also to regrow their motivation and enthusiasm for learning. This qualitative descriptive study-is located in GOR Tadjimalela, location of landslide refugees, in Sumedang, West Java. Starting from September 22nd 2016 to October 11st 2016, involving multiple resources. Based on the research conducted, it was found a few issues that are common psychological conditions that appear from elementary school students victims of this natural disaster are: 1). Problems concerning the student’s own self; 2). The problem regarding the surrounding natural environment; 3). The problem regarding the surrounding social environment. Pedagogical approach that contained in trauma-healing activity is achieved through with service learning group with modeling methods and games. The conclusions in this study indicate that the pedagogical approach contained in trauma healing influence on student of landslide disaster victims in primary level with the characteristic features: 1). Shows the desire to succeed / diligent in following trauma healing program; 2). Show a firm attitude in accepting the natural disasters that come upon them; 3). Ability to declaring their hopes and ideals; 4). Shows the desire to excel in the future; 5). Show a sense of caring for the nature and people around them.

Keywords: Pedagogical approach, trauma healing, modeling learning, games, learning motivation.
INTEGRATED CURRICULUM IN SECONDARY SCHOOL TO IMPROVE THE QUALITY OF LEARNING IN 21ST CENTURY

Paskha Marini Thana, Rusman:
1Department of Curriculum Development, School of Postgraduate, University Indonesia of Education
paskhamarini@upi.edu
2Department of Curriculum Development, School of Postgraduate, University Indonesia of Education
rusman821971@gmail.com

ABSTRACT

In the 21st century, humans are living in a complex age. Life has never been segmented into disciplines. However, living is experienced as an integrated whole. To live successfully, one needs skills that cut across the disciplines or not depend on only one discipline. Education is required to integrate various knowledge including character development and superior attitude. But on the other side, typically, high school students see subjects as isolated blocks of knowledge with little or no links. This condition has a deadening effect on the experiences of students as they are unable to make connections or develop a deeper understanding of new information derived from disconnected disciplines. Therefore, the development of an integrated curriculum is needed to facilitate students in achieving meaningful learning. The objective of this paper is to know the importance of developing an integrated curriculum, especially in secondary school. This paper used the literature review method that presents theories from the various research literature that have been analyzed. The analysis result in this paper found that by using an integrated curriculum, students are able to identify how various content curricula apply to other content areas, as well as their life in and out of school. When curricula are perceived as applicable to the lives of students, they are better able to develop a personal interest in their learning and are more apt to retain learned information.

Keywords: curriculum development, integrated curriculum, secondary school
THE ROLE OF CURRICULUM DEVELOPERS IN THE EVALUATION FUNCTION OF THE CURRICULUM MANAGEMENT SYSTEM FOR PRE-SERVICE TEACHER EDUCATION

Sulistyani, Sisilia Ayu dan Deni Kurniawan: Curriculum Development Department, School of Postgraduate Universitas Pendidikan Indonesia

ABSTRACT

Higher education as the spearhead of education, forming the nation’s next generation that have global minded, and as a means for each student to get a better life after graduation. Referring to some of the university roles, the curriculum management system is decentralized. Higher education institutions have the right of authority to develop curriculum that will be applied with reference to national curriculum standards. One type of tertiary education institution in Indonesia is Lembaga Pendidikan Tenaga Kependidikan that prints prospective teachers, the driving for further education. The curriculum management system that is currently underway in LPTKs certainly needs to be updated in line the needs of time. The wheels of development today are advancing in the 21st century revolution era. The role of teachers in this era is not only as a teacher, but also as a pioneer of educational reform. Thus, the urgency of the evaluation function in the management system is a vehicle that will lead to be updated. Because of the role of curriculum developers is very important in organizing and translating evaluation function of the curriculum management system. Researchers will use qualitative research will collect data and information through journals, articles, supporting books, and several experted research. The researcher hopes that this research will enrich the treasures of science, becomes a source for other related research, and encourages the advancement of Indonesian education.

Keywords: Lembaga Pendidikan Tenaga Kependidikan, Curriculum Management System, Evaluation, Curriculum of Teacher Education.
ABSTRACT

Entrepreneurship has become a powerful tool for creating jobs and improving economic power in the labor market and economy as a whole. Moreover, with the advent of the fourth industrial revolution and also to develop 21st century learning competencies, a variety of competencies such as creativity, innovation, and critical thinking are required for life and careers. Nowadays, entrepreneurship education program believed as a course that can be taught to develop those skills. The purpose of this study is to portray the implementation of entrepreneurship education program in higher education institution particularly in non-business studies and analyze the impact of entrepreneurial motivations on entrepreneurial intentions among undergraduate school students and also identify the role of entrepreneurship education plays in the development of the undergraduate school students’ entrepreneurship. This study was conducted on students who attended the course as well as the lecturer who taught entrepreneurship course designated by the higher education curriculum. The results of this study suggested academic and practical implications. In academic terms, this study classified the subject and educational curriculum of entrepreneurship programs through the analysis of undergraduate school students’ motivation. In practical terms, this study suggested implications for the improvement of curriculum and educational programs for the activation of entrepreneurship curriculum course for non-business studies.

Keywords: entrepreneurship education, entrepreneurship education curriculum, undergraduate school, entrepreneurial motivation
FULLDAY SCHOOL CURRICULUM IMPLEMENTATION PROGRAM AS A FACILITATION TO BUILD STUDENTS’ CHARACTERS IN 21ST CENTURY EDUCATION

Widi Aimi, Deni Kurniawan
1Curriculum Development Department, School of Postgraduate Indonesian University of Education
widiAIMI@UPI.EDU
2Curriculum Development Department School of Postgraduate Indonesian University of Education,
denidoktor_@yahoo.co.id

ABSTRACT

The decreasing of character built-up that is occurs in students has been very worrying, considering that students are the next generation of the nation who must have the character and noble values to make this nation to be more advanced. One aspect that is highlighted in 21st century education is the development of the students’ character. The effort to build students’ character is by applying a full-day school program where students not only get academic learning. In the full-day school program, participants are educated for various activities supported by schools such as extra-curricular, self-development, and others. This paper’s aim is to find out the implementation of school curriculum programs to build students’ character. Literature review is the method used in this paper. The implementation of a good Full-Day School curriculum will make a good contribution for the students’ character building.

Keywords: Curriculum Implementation, Full-Day school, Students’ Character.
CURRICULUM DEVELOPMENT TRAINING PROGRAM TO INCREASE QUALITY OF HUMAN RESOURCES IN THE 4.0 INDUSTRIAL REVOLUTION ERA

Iku Firman Mauludin,
Universitas Pendidikan Indonesia
Asep Herry Hernawan,
Universitas Pendidikan Indonesia

ABSTRACT

Any organization Human Resources (HR) occupies the most vital position. It is recognized that costs are important, as are facilities, infrastructure and technology. However, the availability of these resources becomes useless if handled by people who are incompetent and lack commitment. Efforts to plan employee needs, organize, select, place and assign assignments appropriately have become an important concern for any competitive organization. Similarly, compensation policies (payroll and welfare) and performance appraisals carried out fairly and appropriately can give birth to achievement motivation in employees. Such functions of human resource management are still insufficient, if not accompanied by a policy of development and empowerment of employees carried out systematically. The Industrial Revolution 4.0 is indeed important to be utilized. However, to be able to deal with it the main thing that needs to be addressed is related to human resources (HR) which is known that 70-80 percent of the total Indonesian workforce is undergraduate or vocational high school graduates. Because in revolution 4.0 that faced the speed of technology. So if the HR is not ready and inadequate then it will certainly be left behind. Especially in the reality of the quality of Indonesian HR because the curriculum is less adaptive to the development of the industrial world. Curriculum Training during the industrial revolution 4.0 period must facilitate the actualization and development of competencies of employees through development and empowerment programs carried out systematically. HR development and empowerment are part of HR Management which has a function to improve the competence, adaptability and commitment of employees. In this way the organization has the strength not only to survive (survival), but to growth, productive, and competitive. In this process, strong HR support creates organizations that have adaptability and capacity to renew themselves (adaptability and self-renewal capacity) such as data literation through two methods: a) The Store and Analyze Approach: integrates
data sources into the data warehouse before data is analyzed. The approach can also be referred to as data analytics to produce data that is relevant to the needs of the company, so that the training can be directed to achievement efforts from the results of the data analytics;

b) The Analyze and Store Approach: Analyze and Store Approach analyzes data that flows in business processes, which are between networks and systems. Analysis results can then be published on interactive dashboards and / or published into data stores (such as data warehouses) for user access, resulting in additional historical reporting and analysis. This approach can also be used to filter and aggregate big data before it is entered into the data warehouse.

**Keywords:** Curriculum Development, Training program, Human Resources, Industrial Revolution 4.0
SUB THEME V

“The 21st Century Approach”
ABSTRACT

Disclosure of education issues of the 21st century, especially in the field of Science and Technology Engineering and Mathematics (STEM) in our country has to be highlighted. This study aims to discuss issues and challenges in applying STEM in Teaching and Facilitating (PdPc) in rural schools. STEM is a step in meeting the needs of the future workforce. The industry faces a problem with the competence of human resources in Malaysia, which is ‘less soft skills graduates that should cover the aspects of life skills, detect and solve problems, be knowledgeable and most importantly form a noble personality’. Additionally, through the STEM application in PdPc it also enhances the access and equity of rural students in higher education to the top. Several issues related to the readiness of teachers apply STEM skills, facilities for STEM application in PdPc and opportunities and challenges for STEM application in rural schools should be emphasized. This study is expected to serve as a source of reference for researchers in the future regarding STEM. In addition, this study can help the Education Ministry and policy makers to take immediate and integrated action on resolutions obtained in applying STEM in PdPc in rural schools.

Keywords: STEM, PdPc, opportunities, challenges, rural.
INSTRUCTIONAL NEEDS ANALYSIS AND CULTURAL VALUES IN ONLINE LEARNING

Nadia Hanoum, Hana Silvana, Laksmi Dewi Universitas Pendidikan Indonesia,
Jalan Setiabudhi 229 Bandung nadia.hanum@upi.edu; hanasilva@upi.edu;
laksmi@upi.edu

ABSTRACT

The higher education equity in Indonesia is still far from expectations as the Gross Enrolment Ratio (GER) has only reached 29%. To solve the problem, The Ministry of Research, Technology and Higher Education plans to assist 400 universities, both state and private, to conduct online courses in order to improve the equity of quality higher education in Indonesia. Unfortunately, online learning has its own problems related to its suitability with the learning culture of Indonesia students who tend to prefer oral tradition to reading and writing traditions and exhibit low learning independence. This of course can affect the quality and effectiveness of online learning implementation. Hence, this study aimed to analyze the cultural values of Indonesian learners, to identify the instructional needs that were compatible with the learning culture, and to design an instructional design framework which is compatible with the learning culture of Indonesian students in general so that the learning process can be maximized. This study employed quantitative descriptive method and a questionnaire was used as the instrument to gather data from a sample taken purposively. The results suggested that Indonesian students were culturally more collectivist and feminine and showed higher power distance. These cultural values affected the process of online learning in four different areas, namely assessment, communication, instruction, and interaction.

Keywords: cultural values, online learning, instructional needs
SUB THEME VI

“Evaluation of 21st Century Learning”
ABSTRACT

Phenomenon in the field of many teachers in Ibtidaiyah Madrasah who have not understood optimally and are still confused about the implementation of the 2013 curriculum to realize an understanding of the 2013 curriculum requires training from understanding people or experts on the 2013 curriculum concept and implementation, supervision from Principals and Supervisors from the Ministry of Religion. The purpose of this study was to obtain an overview (qualitative description) about the evaluation of the 2013 curriculum implementation in Madrasas in Cikarang Barat, Bekasi. The population of the study was the Principal and Madrasah ibtidaiyah teachers in the West Cikarang area of Bekasi Regency. Then 3 Madrasas were taken as representatives, namely: MIS. Daarul Fikri Mathlaul’ulum, MIS. Al-Imaroh MIS. Al-Munawwaroh. The method used is qualitative, where data collection is done by observing, documenting, interviewing and distributing questionnaires. The results of the study found that the Implementation of the 2013 Curriculum had been implemented in 3 Islamic Madrasas in Cikarang Barat, Bekasi Regency. Research Results from Evaluation Implementation of the 2013 curriculum consists of 4 aspects, namely: 1) Making Learning Plans 2) Application of Thematic learning. 3) Scientific approach to learning. 4) Authentic assessment in learning.

Keywords: Evaluation, Implementation of 2013 curriculum, Madrasah Ibtidaiyah
KESALAHAN IMBUHAN DALAM PENULISAN KARANGAN BAHASA MELAYU DALAM KALANGAN MURID BIDAYUH

Wan Muna Ruzanna Wan Mohamadı, Maz Abu Supian Madhi; & Mejar Mohd Jasmy Abd. Rahman

Pusat Inovasi Pengajaran dan Pembelajaran
Fakulti Pendidikan, Universiti Kebangsaan Malaysia

munaruzanna@ukm.edu.my
supianmadhi@gmail.com
mjas@ukm.edu.my

ABSTRAK


Kata Kunci: morfologi; imbuhan; bahasa Bidayuh; pengajaran dan pembelajaran bahasa Melayu; dan penulisan karangan.
THE HEAD SCHOOL PERFORMANCE EVALUATION TO IMPROVE COMPETENCE TO FACE 21st CENTURY EDUCATION

Khairul Alfahani, Dinn Wahyudin:
Curriculum Development Program, Indonesia University of Education
alfahanikhairul@upi.edu,
dinn_wahyudin@upi.edu

ABSTRACT

The principal is a leader in the school’s. In carrying out his duties a school principal must refer to the Principal’s performance guidelines contained in the Regulation of the National Education Minister about school management standards. The principal’s role in referring to Minister of National Education Regulation No. 19/2007 concerning school management standards includes program planning, implementation of work plans, supervision and evaluation, school leadership and school information systems. To face the 4.0th industrial revolution and 21st century education, it is necessary to evaluate the performance of the principal. This paper discusses the importance of evaluating the performance of principals in 21st century education. The writing of this paper uses the literature review method. Through this paper, the authors hope to be a reference for achieving educational goals in the 21st century and facing the 4.0th industrial revolution.

Keywords: 21st century education, The principal, Performance Evaluation
LITERATURE STUDY ON CURRICULUM EVALUATION; STAKE’S COUNTENANCES MODEL

Dinn Wahyudin1, L.M. Safarudin2
1Postgraduate School, Indonesian Education University (UPI) Bandung, Indonesia
dinn_wahyudin@upi.edu
2Postgraduate School, Indonesian Education University (UPI) Bandung, Indonesia
odeedi@upi.edu

ABSTRACT

Literature Study on Curriculum Evaluation; Stake’s Countenance Model. Evaluation is one of the determining aspects in the implementation of a program, especially the curriculum. Research on curriculum evaluation in the Countenance-Stake model still needs to be done if compared to other evaluation models. This study examines the Countenance-Stake model curriculum evaluation studies, both theses and dissertations conducted by students of the UPI Curriculum Development study program since the opening of this study program until now. This study uses descriptive statistical analysis based on the number of samples obtained. The results of this study will show how much interest in the UPI Curriculum Development Program graduate students in curriculum evaluation research types, as well as literature studies that show the role of the Countenance-Stake evaluation model in 21st century learning.

Keywords: Countenance-Stake Literature, evaluation, curriculum
CURRICULUM EVALUATION OF ENGLISH LOCAL CONTENT CURRICULUM SUSTAINABILITY TO BUILD LIFE AND CAREER SKILL IN TOURISM

Suharti, Rudi Susilana:
Curriculum Development Department, Education University of Indonesia
suharti@upi.edu
rudi_susilana@upi.edu

ABSTRACT

Local content curriculum is taught in primary and secondary school as an obligation in attaining education goals. Here, the province/district/school of the nation has authority to determine what kind of the subject that should be entered in local content based on the local wisdom, potential and needs. The local content of English subject related with local potential that has position in increasing basic competence and developing life and career skill. But English subject should be given attention while it was often involved unqualified teachers and human resources that do not guarantee local content process fluently. Whether the process of English subject in local content matches with societies’ need and demand, and which part that should be saved and improved in globalization era, it can be evaluated by evaluation model as an implementation section. English subject as local content is really indispensible for human being as sustainable development goals. Graduate will ready to go and take opportunity in each of the carrier test. In this section, the writer can conclude that the best chosen of evaluation model as an evaluation in English subject helps to design and develop the appropriate program to build skill of life and careers such as efficiently and managing time, adaptability, self-direction, flexibility, initiative, interactive (cross-cultural skill), leadership, productivity, and responsibility of the market in tourism.

Keyword: Curriculum evaluation, English subject, local content curriculum, sustainability, life and career skill, Tourism.
THE EVALUATION OF TEACHING FACTORY LEARNING MODEL IMPLEMENTATION ON CREATING TOUR PACKAGE SUBJECT OF TOUR AND TRAVEL SKILL COMPETENCY IN 2013 CURRICULUM (AT VOCATIONAL SCHOOL OF 1 PACET)

Widya Puji Astuti, As’ari Djohar
Universitas Pendidikan Indonesia
1wyanafisha80@gmail.com
2adjohar@gmail.com

ABSTRACT

Standardized industrial competence is a skill that can be taught in schools by creating the school environment resembling the industrial world. One way of it is by implementing Teaching Factory learning model. This study was aimed to evaluate the implementation of Teaching Factory learning model on Creating Tour Package subject of Tour and Travel Skill Competency at Vocational School of 1 Pacet. The evaluation will focus on the implementation of Teaching Factory learning model in Vocational School of 1 Pacet with the implementation standard in reference to The Indonesia National Work Competence Standards. The evaluation model used in this research was the Stake Countenance model since it is in line with the research objectives. This research used mixed methods, because it involved both qualitative and quantitative data and it analysis. The population of this study was the academic community of Vocational School of 1 Pacet consisted with teachers and students selected by purposive sampling techniques comprised of four productive teachers and 26 students of XI Tour and Travel Skill Competency 2 class. The data required was collected by using four techniques i.e questionnaire, interview, observation, and document studies. The result of this research was the evaluation stages result description covering the planning (antecedents), the process (transactions), and the outcomes. The level of compatibility with the standards in each stage of implementation was “compatible”, these were the planning was 86,36%; the learning process was 86,18%, and the learning outcome was 97,4%.

Keywords: Teaching Factory Learning Model, Stake Countenance Evaluation Model, Vocational School, The Indonesia National Work Competence Standards.
KESALAHAN IMBUHAN DALAM PENULISAN KARANGAN
BAHASA MELAYU DALAM KALANGAN MURID BIDAYUH

Wan Muna Ruzanna Wan Mohammad, Maz Abu Supian Madhi & Mohd Jasmy Abd. Rahman

Pusat Inovasi Pengajaran dan Pembelajaran
Fakulti Pendidikan, Universiti Kebangsaan Malaysia
munaruzanna@ukm.edu.my
supianmadhi@gmail.com
mjas@ukm.edu.my

ABSTRAK


Kata Kunci: morfologi; imbuhan; bahasa Bidayuh; pengajaran dan pembelajaran bahasa Melayu; dan penulisan karangan.
KESUKARELAWAN DAN PENDIDIKAN

Noorlela Noordin, Khairunnajwa Samsudin, Mohd Mahzan Awang & Abdul Razaq Ahmad

Fakulti Pendidikan, Universiti Kebangsaan Malaysia, Ukm, Bangi, Selangor.
Emel: lelanoordin@gmail.com
mahzan@ukm.edu.my
razaq@ukm.edu.my

ABSTRAK


Kata Kunci: Kesukarelawan

ABSTRACT

This articles aims to discuss about volunteering in education in Malaysia. The discussion will start with an issues in volunteerism. This article will also explain the concept of volunteerism, categories in volunteerism and the theories that has been used. Next, this article will discuss how voluntary aspects of education was conduct in Malaysia. The final part of this article will be to summarize the importance and needs of the spirit and volunteerism activities to the community, especially towards the youth.

Keywords: Volunteerism
SUB THEME VII

“The Application of 21st Century Learning Innovation”
CURRICULUM IMPLEMENTATION AT KINDERGARTEN: A STUDY ON “BEST PRACTICES” DONE BY KINDERGARTEN TEACHERS IN PLANNING, IMPLEMENTING, AND EVALUATING THE CURRICULUM

Rusman, Ishak Abdulhak
Curriculum Development Program, Indonesia University of Education
rusman821971@gmail.com
ishak.abdulhak@yahoo.com

ABSTRACT

Applying a new curriculum, namely implementation of 2013 Curriculum at kindergarten has been commenced in July 2013. The implementation of the curriculum is expected to give a push to an increasing quality of managing and processing educational efforts towards betterments at every unit of learning and education. Backgrounded by application of the curriculum, the present study is geared to reveal problematic aspects dealing with a query of “How do kindergarten teachers respond to implementation of 2013 curriculum in Bandung city viewed from the activity of planning, implementing, and evaluating the curriculum?” and “What best practices are applicable implementable in terms of planning, implementing, and evaluating the curriculum done by kindergarten teachers in Bandung city?” Results of the study indicate that kindergarten teachers’ response to the implementation of 2013 curriculum falls into the category of positive. As of the activity of planning, it falls into the category of very positive while the activities of planning and evaluating the curriculum, they fall into the category of positive. There exists several “best practices” worth applying in terms of planning, implementing and evaluating the 2013 curriculum by the kindergarten teachers in Bandung city. The best practices include activities of “quiz”, “sing a song”, “draw”, “syllabus analysis, KD and objectives and “material surgery” through their implementation at KKG.

Keywords: 2013 Curriculum, Teachers’ Responses, Curriculum Best Practice Implementation.
ABSTRACT

Focus is an important element in the world of education. The ability to focus and pay attention will help to increase the effectiveness of other learning skills such as reading, writing and calculating. This study aims to identify the effectiveness of the Mandala Colouring Therapy in increasing the focus rate among Year 3 pupils during the initial lesson of the day. This study was conducted at Sekolah Kebangsaan Jengka 23, Temerloh, Pahang. The Year 3 pupils involved in this study experienced difficulty focusing in class. The data was collected through structured interviews, questionnaires and observations. These instruments were then further analyzed to identify the effectiveness of the Mandala Colouring Therapy in increasing focus rate of Year 3 pupils during the initial lesson of the day.

Keywords: Mandala Colouring Therapy, Focus, Year 3 pupils
EDUTAINMENT FOR ORANG ASLI PUPILS: LEARNING TO READ THROUGH GAMES

Shanu Preeya A/P Thannimalai¹ & Mohd Jasmy Abd Rahman²
Fakulti Pendidikan, Universiti Kebangsaan Malaysia (UKM)
¹SHANU0805@outlook.com
²mjas@ukm.edu.my

ABSTRACT

Basic literacy skills are crucial skills for beginner readers. Word recognition is one of the basic reading skills that help young readers look at a word and recognize it almost instantly by associating the letters to their sounds. This research focused on developing basic C-V-C word recognition abilities among Orang Asli pupils through the introduction of language games applications. This research aimed to investigate how effective language games applications are in helping these pupils recognize basic C-V-C words. This provided a non-traditional learning experience for the Orang Asli pupils. This study was conducted on 7 level one Orang Asli pupils of a sub-urban school in Kuala Kubu Bharu, Selangor with very low English language proficiency levels. The data was collected in the form of questionnaires, test sheets, field notes and semi-structured interviews which were then further analyzed to evaluate the effectiveness of language games applications in developing C-V-C word recognition abilities among Orang Asli pupils. It was proven, through this research, that the use of language games applications was successful at showing evident improvement in the Orang Asli pupils’ recognition of C-V-C vocabulary as well as in increasing their interest levels in the learning of the English language. It is hoped that teachers will be encouraged to apply this method of teaching and learning to expose their students to a variety of reading skills which will indirectly improve their proficiency in the language.

Keywords: Word recognition, C-V-C words, Orang Asli pupils, language games application
THE USE OF DRILLING AND HABITUALLY METHOD IN
IMPROVING SPEAKING TO STUDENTS OF SMP

Imas Sri Mulyani, Rusman, Ishak Abdullah
1srimulyani_imas@yahoo.com
2rusman@upi.edu
3Ishak.abdulhak@yahoo.com

ABSTRACT

The goal of English learning that the students must be able to communicate fluently. However, the students have lack of ability skill of speaking, so that the students’ communicative skill should improve. The students lack of practice in using the language orally. Students must be get opportunities to practice their English in the classroom. It is the duty of the teacher to use suitable teaching methods. The teacher must be creative and innovative in improving the learning method. Especially for speaking skill, the students often heard the language and then they repeat the language and use the language suitable to the context and how the language is used in that place. As a function of language is to communicate with others, teacher’s challenge is to make students communicate with others in English. In teaching English, the method must be much concerning on how to the language is used and the samples of utterance of the language every day. Language is a process of habit formation. More listening and repeating is the best way to practice a language. By drilling the students will be easier to remember and learn, because more often English repeated, the habit and greater learning will be achieved. Based on the result of the learning drill and habitually, the researcher concludes some conclusion, as follow (1) by repeating the utterance, it can be habitually of the students, (2) by drilling to tell utterance makes students speak without thinking. So the students’ competence of speaking English will be increase.

Keywords: drill, habitually, speak competence.
INTEGRATION OF CREATIVITY AND INNOVATION IN 21ST CENTURY EARLY CHILDHOOD EDUCATION

Christine Wong Yew Ching & Mohd Jasmy Abd Rahman: Fakulti Pendidikan, Universiti Kebangsaan Malaysia; christinewyc23@gmail.com, mjas@ukm.edu.my

ABSTRACT

The integration of creativity and innovation in the curriculum is not only beneficial to students and teachers, but also necessary to prepare our students for their future careers. In this age of 21st century education where standardized tests determine the success of our students, it is important to allow students the creativity and use the technology to support necessary skills and students’ learning. Early childhood is the critical age to begin preparing children for the challenges and demands of the future through the integration of creativity and innovation, critical thinking and problem solving skills that will be discussed in this paper. It also highlights essential strategies to support the delivery of optimal 21st century early learning experiences including child-centered learning, play-based learning, project-based learning and cooperative learning. A developmentally appropriate and engaging 21st century learning environment is crucial in supporting the integration of creativity and innovation.

Keywords: Creativity and innovation, 21st century, early childhood, strategies, learning environment
ABSTRACT

This study aims to examine the reaction of Iban students to the use of the “Pintar Jaku” language game in the teaching and learning of the Malay Language and its implications in improving the Malay language vocabulary. This study is based on the Constructivism Theory (Needham Five-Phase Model) by Needham (1987). This study was carried out at the rural Sarawak schools involving eight Iban students. The instrument of study is “Pintar Jaku” designed specifically for Iban students to learn Malay language. Based on interviews and observation notes, students found positive tendencies towards teaching sessions and actively involved in the language game. The student vocabulary also showed positive improvement through the results of student interaction in communication as well as the results of pre and post-test comparisons. Indirectly, “Pintar Jaku” can help student to increase their interest in mastering and promoting Malay language. The use of “Pintar Jaku” needs to be expanded because this teaching and learning method is in line with the 21st Century Learning that actively and effectively involves the participation of students.

Keywords: Language games, Iban’s student, Constructivism Theory, Malay Language, second language
DIGITAL NATIVE: AND HOW DO WE PREPARE THEIR DESK-BENCH DESIGN?. CREATING A BETTER LEARNING ECOSYSTEM TO FACE SOME INSTRUCTIONAL CHALLENGES IN 4.0 INDUSTRIAL REVOLUTION ERA

Hidayatul Mabrur1, Rudi Susilana2

1School of Postgraduate, Universitas Pendidikan Indonesia,
hidayatulmabrur@gmail.com

2Faculty of Science Education, Universitas Pendidikan Indonesia,
rudi_susilana@upi.edu

ABSTRACT

This paper aims to describe about the future student’s desk-bench design in formal schools to create a better learning ecology for digital native students in 4.0 Industrial Revolution Era. Some data showed that in average the desk–bench material particularly in some formal schools are made from wood as its main material. While the wooden desk is a fixed material, which is can not be adjusted in accordance with the student’s posture. Furthermore, the wooden desk makes teachers difficult to organize their students sitting arrangement because the wooden material is too heavy and too stiff to arrange. According to Mabrur’s research, in facing 21st century learning, teachers are required to always vary their student’s desk-bench arrangement to produce an effective interaction and accommodate varied learning methods. The research method of this paper is qualititative method and using literature review as it approach. In this study, authors attempted to analyze from various literature related to future the design of student’s desk-bench for the best future learning environment. Than, the finding of this paper is about some descriptions of the future desk-chair designs refers to some literatures of education and ergonomics perspectives.

Keywords: Future Design, Student’s Desk-Bench, Interactive Learning, Ergonomics, Education.
THE USING OF “BASO BULAT SPEISAL QUON” MEDIA TO INCREASE THE STUDENTS’ COMPREHENSION AND ACTIVITY ON ASEAN MATERIAL IN THE EIGHTH.3 GRADE STUDENTS OF SMPN 1 CIHAMPELAS

Dian Diana
SMPN 1 Cihampelas

ABSTRACT

A joyful teaching learning process, such as using teaching media which can attract students’ interest to concentrate on learning. “Baso Bulat Special Quon” teaching media (Quiz Ballon and Quiz Online) is applied with Discovery Learning teaching model and Cooperative Teaching model, where collaboration in group is more emphasized. Teaching tasks based on 21st century skills, such as critical thinking, problem solving, creativity, and innovation. They are the ways to face the challenge the competition on national scope, regional, and global. However, the outcome of teaching learning process at class 8.3 (grade eighth.three) is less satisfy. Through teaching innovation with Action Classroom Research which has the purpose to increase activity and students’ achievement by using “Baso Bulat Special Quon” teaching media. This is done in two cycles. Each cycle consists of three sessions with four main steps, They are planning, acting, observing, and reflecting. After reflection of the first cycle is done, the observer continued to the second cycle with some correction of teaching and learning process. The creativity and students’ achievement increased in teaching and learning process. In pre-cycle, there are 14 students ( of 40 students) can reach the Minimum Standard. It means that only 30% students can reach the Minimum Standard. In the first cycle, there are 22 students can reach the Minimum Standard. It means that 56% students can reach the Minimum Standard. In the second cycle, there are 36 students can reach the Minimum Standard. It means that 90% students can reach the Minimum Standard. The observer hopes that when the students get high motivation, they also will get high activity and creativity. By using this media, the observer hopes the students’ comprehension can increase, and the students can get more understanding about Basic Competence.

Keywords: Teaching Learning Media; Students’ activity; Baso Bulat Speisal Quon.
ENGLISH FOR SPECIFIC PURPOSE (ESP) TEACHING APPROACH FOR STUDENTS OF PUBLIC ADMINISTRATION INSTITUTE OF HOME AFFAIRS (IPDN)

Layla Kurniawati
Lecturer of IPDN (Public Administration Institute of Home Affairs)
laylakurniawati@ipdn.ac.id

ABSTRACT

This research describes the teaching approach of English for Specific Purpose (ESP) at the Public Administration Institute Home Affairs. ESP is a kind of English teaching approach that designed through special learning process. The research’s method is descriptive qualitative through needs analysis, observation and interview. This approach is designed based on the needs and identifications of the language’s users and the background of socio-cultural conditions in which students use the language. This approach is used to overcome the problem of learning English at IPDN which tends to be conventional. The results show that the ESP approach can be used to solve the problems of English teaching at IPDN. It also gives side impact to the development of praja knowledge in government.

Keywords: ESP, Need Analysis
TO INCREASE THE STUDENTS’ OUTCOME ON INTERPERSONAL TEXT MATERIAL THROUGH APPLICATION OF ROLE PLAYING TEACHING MODEL

Sri Sunarti

ABSTRACT

According to the real situation, the students’ outcome especially on speaking skill cycle is very low. As a result, the students’ achievement is very low in English. To increase the students’ achievement on interpersonal text material on speaking skill cycle, the teacher need to create a joyful teaching learning process. Role playing is one of the alternative solutions. The main problem of this Classroom Action Research is that how does the teaching learning process on interpersonal text material at speaking cycle in the ninth grade at SMP Negeri 1 Sindangkerta, Bandung Barat District by using Role Playing technique. On the other hand, how is the students’ achievement of SMP Negeri 1 Sindangkerta by using Role Playing technique on interpersonal text material at speaking cycle. Thus, the focus of this Classroom Action Research is the implementation of the effort to increase the students’ achievement and the students’ activity on learning interpersonal text through Role Playing. According to the action research which is done by the observer, it can get conclusion that teaching learning process of interpersonal text at speaking skill in the ninth grade students of SMP Negeri 1 Sindangkerta by using Role Playing technique can give the positive influence to the students’ skill. So that, the students’ achievement increased.

Keywords: Role Playing; Cooperative Teaching Model; Speaking skill; Students’ achievement.
DEVELOPMENT OF COMMUNICATION SKILL THROUGH EARTH SYSTEM TEACHING MATERIALS BY FOUR STEP TEACHING MATERIAL DEVELOPMENT METHOD

T Hermawansyah₁, T Rahman₂, S Anwar₃

₁Program Studi Pendidikan IPA, Sekolah Pascasarjana, Universitas Pendidikan Indonesia
tentenhermawansyah@gmail.com

₂Departemen Pendidikan Biologi, Universitas Pendidikan Indonesia

₃Departemen Pendidikan Kimia, Universitas Pendidikan Indonesia

ABSTRACT

Communication skill is important in 21st century. Our curriculum places communication skills as one of the important learning goals. Based on preliminary study, existing teaching materials are inadequate to develop science communication. Teaching materials and resources play an important role in supporting the 21st century curriculum. This study aims to develop communication skill through teaching material development. The research is Developmental Research. The method used to develop teaching materials is Four Steps Teaching Materials Development Method, which consists of selection, structuralization, characterization, and didactic reduction step. This article discusses the selection and structuralization step. The result show that communication skill can be developed through teaching material development based on the existing curriculum.

Keywords: teaching material, communication skill, earth system
CURRICULUM IMPLEMENTATION FOR DEVELOPING THE INTERNSHIP PROGRAM COMPETENCY OF HUMAN RESOURCES REFORM IN THE FIELD OF ENERGY AND MINERAL RESOURCES

Tris Sutrisno\textsuperscript{1}, Rusman\textsuperscript{2}

\textit{Indonesian Education University}

\textsuperscript{1}tris.sutrisno@upi.edu

\textsuperscript{2}rusman@upi.edu

ABSTRACT

The purpose of this research is to load the implementation of curriculum and learning competency development within the framework of Human Resources Reform in the field of energy and Mineral resources. The implementation of curriculum and learning involve stakeholders as well as business entities or permanent establishment in Energy and Mineral Resources Sectors. This internship Curriculum implementation process is a derivative of what has been communicated by the Deputy Minister of Mineral Resources related career development Program in the Ministry of Environment and Mineral Resources. Curriculum design that has made to load material oil and Gas, minerals and coal, Electricity, as well as a new Renewable Energy and energy conservation. Implementation of HR competence development program in the curriculum is implemented through the learning model which combines Learning Blended training of classical and non classical training, training of classical implemented with face-to-face in class for five days while the non classical training kept via E–Learning and implementation of internships in the business entity or business entity remains the Basic Sector during the past six weeks. With the method of learning E-Learning is expected of participants able to colonised the concept and theory of the related material presented so that when the meeting attendees in the class already on target in case studies. The research used is descriptive research with the approach used is a combination approach that combines qualitative data and quantitative data. The results of this research is to gain an overview of the related process of learning which is done and see the results of the study that has been conducted by the participants of the internship.

\textbf{Keywords: } Implementation, Curriculum, Learning, Competency
TECHNOPRENEURSHIP DALAM UPAYA MENINGKATKAN MINAT BERWIRAUSAHA

Herlina Sari
Department of Manajemen, Faculty of Manajemen
Universitas Pendidikan Indonesia
herlinasari@upi.edu

ABSTRACT

Dengan tingkat pengangguran di Indonesia saat ini yang masih cukup tinggi sebanyak 6,87 juta orang yang memanggur pada Februari 2018 menurut data dari Badan Pusat Statistik BPS. Kepala BPS Suhariyanto menjabarkan pengangguran berdasarkan tingkat pendidikan merupakan lulusan SMK 8,92%, pengangguran lulusan Diploma III sebanyak 7,92%. Pengangguran lulusan SMA sebanyak 7,29% dan pengangguran lulusan Universitas sebanyak 6,31%. Sedangkan saat ini dunia sudah memasuki Era Revolusi Industry 4.0 yang nantinya tenaga manusia akan tergantikan dengan tenaga mesin. Pemerintah dengan program UMKM nya mengharapkan jumlah pengusaha di Indonesia semakin bertambah dan dengan berkembangnya teknologi saat ini, diharapkan mahasiswa bisa memanfaatkan teknologi untuk berwirausaha (Technopreneurship). Agar nanti mereka bukan saja mendapat penghasilan tapi juga dapat membuka lapangan pekerjaan serta dapat membantu meningkatkan perekonomian di Indonesia. oleh karena itu, tujuan penulis adalah untuk memberikan solusi untuk menumbuhkan minat berwirausaha pada mahasiswa dalam menghadapi Revolusi Industry 4.0. Metodologi yang digunakan dalam paper adalah literature review.

Kata Kunci: Technopreneurship, Revolusi Industry 4.0, minat berwirausaha

Kata Kunci: Aspek Sikap, Minat, KPS dan Pencapaian Pembelajaran Sejarah
SUB THEME VIII

“Future Curriculum”
ENVIRONMENTAL EDUCATION IN FUTURE CURRICULUM

Tri Liana Nurdini, Dadang Sukirman

1 Post Graduate Student of Curriculum Development Department
University Indonesia of Education
tri.nurdini@upi.edu

2 Lecture of Curriculum Development Department
University Indonesia of Education
dadangsu@upi.edu

ABSTRACT

Environmental education is strategy by which people can make proactive, informed decisions that honor ecological, economic, and social integrity and as the foundations of sustainability. With its emphasis on instilling these values to guide our individual and communal actions, environmental education allows everyone to work toward a better quality of life. Environmental education (EE) aims to create an environmentally literate citizenry, poised and motivated to take action on pressing environmental issues, from climate change to habitat conservation and from endangered species to water scarcity. For future curriculum, it is time to pay attention to integrate between EE and entrepreneurship to solve environmental degradation problem. Entrepreneurs can help preserve our ecosystems, counteract climate change, improve fresh water supply, maintain biodiversity, and reduce environmental degradation and deforestation. This paper focuses on how the innovative potential of environmentally conscious entrepreneurs, called ecopreneur, play role in sustainable development and become a must in future curriculum. This paper also discuss about the model to develop ecopreneurship in curriculum.

Keywords: Environmental education, Future Curriculum, Sustainable Development, Ecopreneurship, Model
ISU-ISU SOSIO PENDIDIKAN KOMUNITI B40 DI MALAYSIA

Nurdini A.Rahman, Mohd Mahzan Awang & Abdul Razaq Ahmad

Fakulti Pendidikan, Universiti Kebangsaan Malaysia

Emel: ndnar25@gmail.com,
     mazhan@ukm.edu.my
     razaq@ukm.edu.my

ABSTRAK


Kata Kunci: golongan B40, kemiskinan, isu pendidikan
PERSONAL FINANCIAL MANAGEMENT: ISSUES AND PROBLEMS IN MILLENNIUM

Andrew Huang Dung Kui, Mohd Mahzan Awang & Abdul Razaq Ahmad
Fakulti Pendidikan, Universiti Kebangsaan Malaysia
Emel: andrewdkhuang@hotmail.com
mahzan@ukm.edu.my
razaq@ukm.edu.my

ABSTRACT

The aims if this research study is to understand that issues and problems that lead to financial management among the youth in millennium. The study focuses on the spending behavior, saving habits, financial management and financial literacy that become the issue that cause the financial mismanagement among the youth nowadays. Financial literacy is a very important knowledge for every individual in financial decision-making and is the key to achieving financial prosperity. The issues are related to personal financial management as well as suggestions on enhancing personal financial management based on experience and literature review.

Keyword: personal financial management, youth, issues, financial literacy
AN EFFECTIVENESS MODEL OF SERVICE POLICY OF BUILDING PERMIT (IMB) BASED ON A GREEN SPATIAL ENVIRONMENT IN PALEMBANG CITY

Andries Lionardo
Faculty of Social and Political Studies,
University of Sriwijaya, Indonesia
Emel: andries_lionardo@yahoo.co.id

ABSTRACT

This study is entitled An Effectiveness Model of Service Policy of Building Permit (IMB) Based on Green Spatial Environment in Palembang City. The objective of this study is to find an Effectiveness Model of Service Policy of Building Permit (IMB) Based on a Green Spatial Environment in Palembang City. This study uses a qualitative descriptive approach. Data collection techniques used are observation, documentation, and in-depth interviews with the informants. Data analysis techniques used are field data collection, data reduction, data categorization, data analysis, and drawing conclusions. The findings of this study are: (1) The Building Permit as a source of local original revenue in the Effectiveness Model of Service Policy of Building Permit (IMB) Based on Green Spatial Environment in Palembang City has not been successful; (2) The service standards of Building Permit in the Effectiveness Model of Service Policy of Building Permit (IMB) Based on Green Spatial Environment in Palembang City can be said to be fairly successful; (3) The Clarity of Benefits in the Effectiveness Model of Service Policy of Building Permit (IMB) Based on Green Spatial Environment in Palembang City can be said to be fairly successful. The suggestion put forward in this study to increase Building Permit as a source of local original revenue in the Effectiveness Model of Service Policy of Building Permit (IMB) Based on Green Spatial Environment in Palembang City should take some measures, one of which is by picking up building permit applications from existing Subdistricts in Palembang City, so that the people in the Subdistricts no longer need to carry out the management of Building Permit application in the Office of Investment and One Stop Integrated Services of Palembang City. The targets set by the Building Permit authority also tend to increase from the previous year’s realization, this is because the determination of the target of the Building Permit was not determined in the previous year’s realization, therefore it is necessary to evaluate it to determine its effectiveness.

Keywords: Effectiveness Model, Policy, Building Permit
SUB THEME IX

“Learning Based on Information and Communication Technology (ICT)”
VALUE IN USE HOT POTATOES METHOD IN IMPROVING STUDENT LEARNING OUTCOMES IN THE COGNITIVE DOMAIN ON THE ICT SUBJECT (INFORMATION AND COMMUNICATION TECHNOLOGY) (A QUASI EXPERIMENT IN SENIOR HIGH SCHOOL 14 BANDUNG)

Insianie Min Awalia¹, Rusman²

¹Program Studi Pengembangan Kurikulum, Sekolah Pascasarjana UPI
insianie@gmail.com
²Program Studi Pengembangan Kurikulum, Sekolah Pascasarjana UPI
rusman_71@yahoo.com

ABSTRACT

This research is response to the problems that have been formulated, that is “Does it have a significant increase between before and after using Hot Potatoes method to students for their learning outcomes in cognitive domain on ICT subject? In more detail the problem formulation consists of (1) Does it have a significant differences between before and after using Hot Potatoes Method to student learning outcomes in cognitive domain in remembering aspect on ICT subject? (2) Does it have a significant differences between before and after using Hot Potatoes Method to student learning outcomes in cognitive domain in understanding aspect on ICT subject? (3) Does it have a significant differences between before and after using Hot Potatoes Method to student learning outcomes in cognitive domain in application subject on ICT subject?. This research used quasi experiment method with One Group Time Series design that use a single class experiment. The instrument used objective test. The technique sampling used Cluster Sampling with 35 sample. Normality test data using the Kolmogorov Smirnov, Hypothesis test using T Paired Sample T Test. General conclusions results of this research is ‘There is a significant increase between before and after using Hot Potatoes Method to student learning outcomes in cognitive domain on ICT subject.

Keywords: Learning Media, Hot Potatoes, Students Learning Outcomes, ICT (Infomation and Comunication Technology).
ABSTRAK

Perubahan yang sangat cepat dalam bidang pendidikan merupakan fakta dalam kehidupan siswa. Seiring dengan perubahan dan perkembangan tersebut maka semakin mendorong upaya pembaharuan dalam pemanfaatan hasil-hasil teknologi dalam pembelajaran. Kemajuan teknologi yang semakin cepat mengharuskan guru untuk lebih kreatif mengembangkan media pembelajaran. Terobosan yang dapat dilakukan guru untuk mencapai tujuan tersebut adalah melalui media pembelajaran interaktif Sway. Peneliti mengembangkan media pembelajaran interaktif Sway berbasis Microsoft 365 pada mata pelajaran Pendidikan Agama Islam (PAI) siswa kelas 4. Penelitian ini menggunakan metode Research and Development (R&D). Pada tahap pengembangan, hasil penelitian menunjukan angka ahli materi 93.75%, ahli media 93.05%, dan ahli desain 83%. Pada tahap pengujian, uji coba terbatas menunjukan angka 86.36%. Hasil akhir pengujian, uji coba luas menunjukan angka 0.00 < 0.05 dengan perbedaan hasil kelas eksperimen 21.438 dan kelas kontrol 8.951 dengan perbedaan hasil sebesar 12.487. Dengan demikian, pengembangan media interaktif Sway sebagai media ajar PAI layak digunakan untuk meningkatkan hasil belajar siswa.

Kata Kunci: Media Interaktif Sway, Hasil Belajar
MOOC APPLICATIONS AS ALTERNATIVE FOR TEACHING AND LEARNING IN SECONDARY SCHOOLS: OPPORTUNITIES AND CHALLENGES

Noraina Ayu Roslan1, Mohd Jasmy Abd Rahman2, Norkamilah Daud3, Amirah Abdol Rahaman4 & Siti Adilah Mohd Alias5
Fakulti Pendidikan, Universiti Kebangsaan Malaysia (UKM)

1ainayu69@gmail.com
2mjas@ukm.edu.my
3norkamaliah5@gmail.com
4amirah7689@yahoo.com.my
5dilalias116@gmail.com

ABSTRACT

Based on Malaysia’s education development plan 2013-2025, the government has expressed its desire to leverage ICT to improve the quality of learning in Malaysia. In the 4th revolution era (4IR), the education world needs an interactive transformation of interactive learning over the line. This paper aims to discuss Massive Open Online Course (MOOC) application as an alternative to teaching and learning in high school. MOOC is a form of open learning offered free of charge. Through this MOOC application, the teaching and learning process can be carried out innovatively and systematically. Changes in the use of technology will make the education sector more advanced and improve the achievement of learning outcomes more effectively. Finding information and communication skills can also be nurtured while using MOOC. It is also an alternative for students to be more disciplined in the quest for knowledge. Some issues related to the readiness of teachers use the MOOC, the facility of facilitating the MOOC and the MOOC’s legitimacy in teaching and learning as well as the opportunities and challenges of using the MOOC at the secondary school level are discussed more thoroughly in this paper. This writing is expected to be a source of reference for future researchers in order to obtain information about the MOOC application in teaching and learning at school level.

Keywords: Massive Open Online Course, Teaching and learning, Challenge Opportunity, teacher readiness, facilities
THE UTILIZATION OF SOCIAL MEDIA FACEBOOK GROUP RUMAH BACA PKB/PLKB IN IMPROVING THE TECHNICAL COMPETENCIES OF FAMILY PLANNING INSTRUCTOR (PKB) AND FAMILY PLANNING FIELD WORKERS (PLKB)

Cucu Nurpalah1, Rusman2
Department of Curriculum Development, University of Education Indonesia
1cucunurpalah@upi.edu
2rusman@upi.edu

ABSTRACT

In 2017, the National Population and Family Planning Board (BKKBN) withdrew the management and utilization of Family Planning instructor (PKB)/Family Planning Field Workers (PLKB) who were formerly government officials to become BKKBN Central employees. The number of PKB/PLKB transferred was 14,920 officers throughout Indonesia. In this transfer process, to map the potential of PKB/PLKB resources in terms of their competencies, BKKBN implements PKB/PLKB certification. As the results of the certification, it was found that 29% of PKB/PLKB was categorized as Above the Standard, 2% categorized PKB as According to Standard, and 69% categorized as Need Follow-Up Development. This is the background of the importance to increase competence for PKB/PLKB. The purpose of this study was to determine to what extent the utilization of social media Facebook group Rumah Baca PKB/PLKB improving PKB/PLKB technical competencies. The research method used was a survey conducted on members of the Facebook group Rumah Baca PKB/PLKB and literature study. Most of the members of the Facebook group Rumah Baca PKB/PLKB find that by reading the posts and the material distributed in the Rumah Baca PKB/PLKB on Facebook group contribute to improving their technical competence as a PKB/PLKB.

Keywords: Social Media, Learning Media, Technical Competence
AUTOMATED YOUTUBE VIDEO CURATION TO ENHANCE PERSONALIZED ESL LEARNING EXPERIENCE

Faisal Agus Tri Putra
Department of Software Engineering, Solve Education, Bandung, Indonesia
faisal@solveeducation.org

ABSTRACT

YouTube is de-facto the most popular collaborative video-on-demand service in the world. With many active users, new contents or videos are always available every day, especially English videos/contents. Some researchers are using YouTube videos to enhance ESL learning experience in classrooms or on virtual classes, and it has proven that YouTube videos have a good impact on the English learning process. The next question is how to automatically curate personalized YouTube videos for ESL learners because the number of videos denotes always growing and it is quite expensive to rely on human effort. This research is aiming at finding ways to classify those YouTube videos based on student’s English proficiency automatically by computer system aid and designing the architectural system of the classifier. We are using CEFR as the framework to classify those videos. On this research, we find out that we can use video captions/generated video captions, sentence parser, and word weighting as resources to classify the video. Based on these findings, we create a flowchart to curate those YouTube videos and also showing the architectural of the classifier so we can use this for another learning platforms such as LMSs and MOOCs.

Keywords: ESL, Youtube, Personalized Learning, Auto-curation
THE IMPACT OF ONLINE LEARNING ON EDUCATION IN INDONESIA

Marlin Joice Lalumedja
Curriculum Development Department, Postgraduates School of
Indonesia University of Education
marlinjoice@upi.edu

ABSTRACT

In this digital era, teachers are not the only source of learning for students, especially post-millennial generation students. Most of post-millennial generation have used the Internet since a young age, and therefore, are generally comfortable with technology and with interacting on social media. Thus the way of how this generation learn shifts to learning that related to the use of technology. Therefore the learning process undergoes innovation by utilizing information and communication technology which is closely related to internet used. In Indonesia, internet penetration has increased every year. Accompanied by the emergence of several companies in the field of education that developed online based learning innovation. The innovation has an interesting impact on the development of education in Indonesia to meet the demands of the 21st century needs. This research is expected to be a benchmark for the development of online learning in Indonesia. Author of this paper is a literature review as the method by looking at data from government information, online news, journal, and several experted research.

Keywords: Post-Millennial Generation, Online Learning, 21st Century Needs, Information and Communication Technology.
PENGEMBANGAN KURIKULUM DALAM RANGKA PENGUATAN KAPASITAS PENYULUH KELUARGA BERENCANA BERBASIS TEKNOLOGI INFORMASI DAN KOMUNIKASI

Weni Kurniawati\textsuperscript{1}, Rusman\textsuperscript{2}

\textit{Pengembangan Kurikulum, Universitas Pendidikan Indonesia}

\textsuperscript{1}wenikurniawati@upi.edu
\textsuperscript{2}rusman@upi.edu

ABSTRAK


Kata Kunci: Pengembangan Kurikulum, Penyuluh Keluarga Berencana (PKB), Teknologi Informasi dan Komunikasi.
INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGY FOR ENGLISH SUBJECT IN IMPLEMENTATION OF CURRICULUM 2013

Mutiara Felicita Amsal, Alwen Bentri, Abna Hidayati, Asmaiawaty Arief
1Universitas Negeri Padang
mutiaraamsal@fip.unp.ac.id
2Universitas Negeri Padang
alwenbentri@fip.unp.ac.id
3Universitas Negeri Padang
abnahidayati@fip.unp.ac.id
4Universitas Negeri Padang
asmaiawatyarief@gmail.com

ABSTRACT

This study aims to see how far the use of information and communication technology at learning process by English teachers in the implementation of curriculum 2013 in Padang. This study uses descriptive statistical methods. This approach was chosen because it was in accordance with the problems to be studied. The subject of this study was English teachers at SMP Negeri 31 Padang. The results obtained from this study are: 1) in the planning of learning by integrating information and communication technology to obtain 66.3% results, including in the high category but not maximal in its utilization, 2) in the learning process by integrating information and communication technology to obtain 68.9%, included in the high category but not maximal in its use 3) in learning evaluation by integrating information and communication technology to obtain 68.4% results. Based on the results obtained it can be said that the integration of information and communication technology in learning English in the 2013 curriculum implementation is categorized as high but not maximal in its use.

Keyword: Curriculum 2013, Technology of information and Communication
PENGGUNAAN APLIKASI LEARNING MANAGEMENT SYSTEM (LMS) EDMODO BERBASIS ANDROID TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN KKPI (STUDI EKSPERIMEN TERHADAP SISWA DI SMK PASUNGAN 1 KOTA BANDUNG)

Andi Ramdani
Toto Ruhimat
pupun.hasan.deni@gmail.com

ABSTRACT


Kata Kunci: Media pembelajaran, mobile learning, learning management system, aplikasi edmodo, sistem operasi android, hasil belajar, KKPI
“Model of Character Education Curriculum in the Disruptive Era”
In today’s era of globalization, improving the quality of education must be hastened to be able to improve the quality of a country and compete with other countries. Improvements in the realm of education not only make students smart, but also have good manners and manners. There are many ways to develop character education, one of which is through the study of thought from Indonesian national education figures. The study of national character education thinking is more important than the study of educational thoughts from foreign figures. One of the figures of Indonesian national education was Tan Malaka. Through the Sarekat Islam School Tan Malaka developed a pattern of education that sought to foster good character for students. The character that appears and tries to be developed by Tan Malaka is the character of caring for others, not selfish and mutual cooperation. Some of these characters are Indonesian identity that must be maintained and developed to fortify the influence of increasingly massive globalization.

**Keywords:** Character Education, Formulation of Educational Objectives, Tan Malaka
KALANGAN BELIA: SOROTAN LITERATUR

Muhammad Naqib Zakwan Ahmad Shokhaily1, Mohd Mahzan Awang2 & Abdul Razaq Ahmad3

Fakulti Pendidikan, Universiti Kebangsaan Malaysia
Guru Akademik Biasa / Pelajar PHD Sosiologi Pendidikan UKM
Sekolah Kebangsaan Nanga Peraran,
D/A Pejabat Pendidikan Daerah Kapit, 96800 Kapit, Sarawak
084-796441
019-4711572
cikgunaqibzakwan@yahoo.com

ABSTRAK

Kertas konsep ini akan membincangkan tentang tingkah laku ekstremisme dan radikalisme dalam kalangan belia di Malaysia. Penglibatan para belia dengan kegiatan yang membawa kepada tingkah laku ekstremisme dan radikalisme telah memberi kesan yang buruk kepada pembangunan sahsiah serta kerohanian masyarakat pada masa kini. Keadaan yang sangat membingungkan ini merencatkan aspirasi kerajaan dalam melahirkan modal insan pewaris generasi pada masa hadapan yang seimbang dari segi jasmani, emosi, rohani, intelektual dan sosial. Fokus kertas konsep ini adalah para belia dalam lingkungan 15 hingga 30 tahun. Oleh itu, perbincangan ini akan melibatkan merangkumi teori serta kajian-kajian lepas dalam memahami aspek-aspek yang menyebabkan berlakunya tingkah laku ekstremisme serta radikalisme dalam kalangan belia di Malaysia. Ini kerana proses perubahan dalam masyarakat berlaku dengan pesat apabila melihat kepada arus pembangunan materialistik serta era globalisasi dunia tanpa sempadan yang mewujudkan pelbagai situasi yang tidak dapat dijangka dan perlu dipandang serius oleh semua pihak.

Kata Kunci: tingkah laku ekstremisme, radikalisme
Volunteerism. This article will also explain the concept of volunteerism, categories in volunteerism and the theories that has been used. Next, this article will discuss how voluntary aspects of education was conduct in Malaysia. The final part of this article will be to summarize the importance and needs of the spirit and volunteerism activities to the community, especially towards the youth.

**Keywords:** Volunteerism
ABSTRACT

This article describes a practice for constructing moral education and literacy achievement in globalization era for use in cross-national study. The school curricula as presented in primary school websites of Japanese and Singaporean schools were analyzed. This is a mini qualitative research in which the data were collected from Japanese and Singaporean schools websites. The Japanese and Singaporean schools concern about moral education and literacy. They practiced an integrated approach among three educational environments i.e. school, family, and community.

Keywords: Curriculum, moral education, literacy, educational environments.
THE IMPORTANCE OF SCHOOL LITERATION MOVEMENTS
IN FORMING CHARACTERS OF 21TH CENTURY STUDENTS

Azizatul Khairi1, Rusman2

1Department of Curriculum Development, Universitas Pendidikan Indonesia,
azizatulkhairi@upi.edu
2Department of Curriculum Development, Universitas Pendidikan Indonesia
rusman821971@gmail.com

ABSTRACT

Curriculum 2013 is a curriculum that emphasizes character education in which in the 21st
century character education is the main goal of the Curriculum 2013. In the 21st century
every student is required to master numeracy literacy, science, information technology,
finance, culture and citizenship subject. Not only character education, but the governme
nt is also promoting school literacy programs that have been stated in Permendikbud No. 23
of 2015. As a result of the promotion of the school literacy movement, it also has an
impact on student character education if literacy is applied to the maximum. Therefore, the
aim of this research is to know the importance of the school literacy movement in shaping
the character of 21st century students. The methodology used in the paper is literature
review. By providing a number of programs that can be implemented in the 21st century
so that they can shape the character of Indonesian students into the desired character in
accordance with the objectives of national education.

Keywords: Literacy, character education, 21st century curriculum
COMMUNITY-BASED CHARACTER EDUCATION INNOVATION, CAN IT?
(CASE STUDY OF THE WIRID REMAJA PROGRAM IN PADANG, WEST SUMATERA)

Mujahidil Mustaqim, Laksni Dewi
Universitas Pendidikan Indonesia
mujahidil.mustaqim@student.upi.edu
laksni@upi.edu

ABSTRACT

This article is based on research findings in the field which reveal that character education with the community as the driving force on the one hand can be considered as character education innovations that are already saturated and prevalent in schools. But on the other hand, character education by empowering people as the main actors of character education is not easy. This requires a strong awareness of the community about the importance of character education, especially in this era of disruption and initiatives to be active in the sustainability of the program. This research was carried out using mixed methods. There are two main results of the study that are described, among others: First, 56.89% of the community consisting of teachers who live near the mosque and the committee in the mosque are considered to have mastered the curriculum as a learning plan in the teenage wirid program. Second, as many as 59.42% of the community as program activists said they were committed to providing the best in teenage learning with all the limitations and constraints that exist. Thus, this figure illustrates that the community is considered quite prepared to run the teenage wirid program which is carried out in almost the majority of mosques in Padang City. However, it should be underlined that the people who are considered quite ready as the drivers of the adolescent wirid program are teachers of Islamic religious education (PAI) at junior high school level who live near mosques and have a strong concern for the implementation of this program in the mosque.

In addition, the executive committee at the mosque has teacher education qualifications. Thus, a number of mosques in several areas in the city of Padang that do not have the criteria to drive such programs are considered to be difficult and less able to implement this community-based program.

**Keywords:** character education, community-based education, wirid remaja, non-formal education
PENDIDIKAN KARAKTER DI ERA DISRUPSI UNTUK MENYONGSONG GENERASI EMAS 2045

Ratmiati, Khalidatun Nuzula, Sekolah Pascasarjana Universitas Pendidikan Indonesia ratmiati_18@upi.edu

ABSTRAK


Kata Kunci: pendidikan karakter, disrupsi, 2045
SUMBANGAN DORONGAN PERSEKITARAN DAN PENYERTAAN SOSIAL SERTA PENGETAHUAN PATRIOTISME TERHADAP AMALAN PATRIOTISME DALAM KALANGAN BELIA PELBAGAI ETNIK DI MALAYSIA

Abdul Aziz Rahman, Abdul Razaq Ahmad Fakulti Pendidikan, Universiti Kebangsaan Malaysia Emel: razaq@ukm.edu.my

ABSTRAK

Kajian ini berbentuk tinjauan bertujuan untuk mengenalpasti sumbangan dorongan persekitaran dan penyertaan sosial serta pengetahuan patriotisme terhadap amalan patriotisme dalam kalangan belia pelbagai etnik di Malaysia. Kajian ini menggunakan soal selidik sebagai instrument utama. Hasil kajian rintis berdasarkan analisis Cronbach Alpha menunjukkan tahap kebolehpercayaan kesemua konstruk adalah berada di tahap kebolehpercayaan yang tinggi di antara 0.812 hingga 0.952. Pemilihan sampel dibuat secara rawak berstrata dengan mengambilkira lokasi, jantina dan etnik. Bilangan sampel adalah seramai 1600 orang belia yang terdiri daripada etnik Melayu, Cina dan India. Analisis data menggunakan perisian SPSS 23.0 Statistik deskriptif menggunakan min dan sisihan piawai manakala inferensi menggunakan MANOVA dua hala dan regrasi berganda bagi menjawab persoalan dan hipotesis kajian. Dapatan kajian menunjukkan terdapat pengaruh dorongan persekitaran sosial, penyertaan sosial dan pengetahuan patriotisme terhadap amalan patriotisme dalam kalangan belia pelbagai etnik. Implikasi kajian mendapat pelbagai usaha yang komprehensif dan berterusan perlu dilakukan bagi meningkatkan persekitaran dan penyertaan sosial yang lebih menyeluruh dalam memastikan belia Malaysia mempunyai semangat patriotisme dan toleransi kaum yang tinggi bagi membentuk masyarakat Malaysia yang harmoni.

Kata Kunci: dorongan persekitaran sosial, penyertaan sosial, pengetahuan patriotisme, amalan patriotisme, belia pelbagai etnik
TEACHERS’ PERCEPTION ON DEVELOPMENT OF MANAGEMENT OPTIMALIZATION MODEL IN LEARNING HISTORY INTEGRATED INTO VALUE EDUCATION

Sri Wahyuni, Hery Sawiji, Tri Yuniyanto, Renny Pujiartati. Historical Education Study Program of Universitas Sebelas Maret, Indonesia Office Administration Education Study Program of Universitas Sebelas Maret, Indonesia Historical Education Study Program of Universitas Sebelas Maret, Indonesia

1sriwahyunisejarah@staff.uns.ac.id
2sawiji_hery@yahoo.com
3triyuniyanto@staff.uns.ac.id
4rennypujiartati31@gmail.com

ABSTRACT

Multicultural communities characterized by variety backgrounds. Value education can be social adhesive to minimize social conflict. This study aimed to describe teachers’ perception on development of management optimalization model in learning history integrated into value education. Qualitative approach was employed in this study. Case study was conducted in Surakarta City, Indonesia. Data was collected by interview and questionnaire to explore the respondents’ perspectives on the development of management optimalization model in learning history. The subject of research consisted of 20 history teachers in Surakarta. The participants were selected with purposive sampling. Teachers were selected according to the criteria of educational background, gender, and experience of scientific activities. Data analysis was carried out using an interactive analysis. The findings of research showed that history teachers had positive perception on management optimalization model in learning history. Teachers were motivated to use management optimalization model.

Keywords: teachers’ perception; learning history; model; management optimalization; value education
EFEKTIVITAS BIMBINGAN KELOMPOK BERBASIS NILAI-NILAI PENDIDIKAN KARAKTER CERDAS UNTUK MENINGKATKAN KEMAMPUAN LITERASI MEDIA BARU SISWA

Zitrifnovrido Amir, Amin Budiamin
Program Studi Bimbingan dan Konseling
Sekolah Pascasarjana Universitas Pendidikan Indonesia

ABSTRAK

Kata Kunci: literasi media baru, bimbingan kelompok, karakter cerdas

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SUB THEME XI

“Information Literacy, Media and Digital”
E-MODULE AS A DIGITAL LITETACY E-RESOURCE TO STUDENTS ON COMPUTER BASED LEARNING COURSE

Novrianti,
*Universitas Negeri Padang*,
novriantidefrizal@gmail.com

**ABSTRACT**

The phenomenon that occurs in the course of Computer Based Learning is that students tend to be lazy to read references in the form of textbooks. This has an impact on students’ lack of understanding of the stages of producing a learning application. This article will discuss the problems that affect the low absorption of students towards the material being studied and the solutions that have been done in the research. This was revealed by Research and Development. The data is analyzed and interpreted to find conclusions about the factors that influence the difficulty of students understanding the material. The results show that the factors that cause problems in the COMPUTER BASED LEARNING courses are a) the attractiveness of students towards printed material, b) internal and external motivation, c) initial abilities, and d) the needs of students for varied teaching materials. Learning by using e-Module can facilitate access to material needed by students and can improve the quality of learning due to the support of various interesting applications and features that will be easily understood by students. The aim of the study is to produce e-Modules that are suitable for the needs of students and lecturers in the subject, and an increase in students’ understanding of the material. Type is Research and Development. The results of the analysis show that the e-Module for Computer Based Learning courses in the material aspect is in the “very good” category, for the media aspect is in the “Very Good” category. Furthermore, for the results of the practicality test the products that have been carried out are in the “very practical” category. These results indicate that e-Module is practically used as a learning resource and alternative media in Computer Based Learning lectures.

**Keyword:** computer-based learning, learning problems
MULTIMEDIA APPROACH IN 21ST CENTURY LEARNING IN RURAL PRESCHOOL

Macliffton Tembak Sinau & Mohd Jasmy Abd Rahman: Fakulti Pendidikan, Universiti Kebangsaan Malaysia (UKM) cikgumike0203@gmail.com, mjas@ukm.edu.my

ABSTRACT

Information and communication technology (ICT) has been regarded as an important element for the economic growth and social development of a country. Multimedia is an integration of various type of media that involves text, audio, video, graphics and more. Multimedia plays an important role in developing cross skills, communication, problem solving, and thinking skill in the early years of schooling. Rural preschoolers in Malaysian has shown determination in efforts to bridge the multimedia success in 21st century learning. Multimedia used for effective and interactive learning sessions for preschoolers. Specifically designed tools, videogames are also commonly used in preschools. Hence, this concept paper suggests that many researches has been done for preschools in studying the development of the 21st century learning, especially in the early stages. Therefore, multimedia has the qualities to improve the effectiveness of basic educational materials at preschool level. Hopefully, it will serve as a suggestion and guidance for preschool teacher in educating even more in rural preschools.

Keywords: Multimedia Games Interactive, 21st Century Learning, Rural Preschool, Interesting Education, Preschool Teacher.
ABSTRACT

Technology is a pupils’ interest factor towards learning activity. This conceptual study purposely discuss the influence of educational digital game towards Sciences learning of Year Two pupils. Educational digital game is significant to reach the needs of digital learners who continuously access entertainment through the internet. The findings in this conceptual paper are collective findings based on previous studies. Three basic findings discovered in this study (i) Educational digital game improves motivation, engagement and learners’ learning experience, (ii) As a new and powerful learning medium to determine the efficacy of learning environment and (ii) Resulted productive learning. These findings could give a view for teachers on how educational digital game could enhance meaningful learning process in enjoyable manners.

Keywords: Educational digital game, Sciences, Year Two pupils, learning environment, learning experience
DEVELOPMENT OF COMIC MEDIA AT SOCIAL KNOWLEDGE (IPS) SUBJECT ON CLASS V IN PRIMARY SCHOOL

Abna Hidayati,
Universitas Negeri Padang,
abnahidayati@fip.unp.ac.id

ABSTRACT

The results of the initial observation showed that the learning media in the form of a solid power point for writing and textbooks that were full of reading without accompanying pictures made students less interested in reading and learning. This type of research is development research. Products are developed through 5 stages: 1) Planning, 2) Initial Product Development, 3) Product Validation, 4) Trial, and 5) Final Products. Data collection tool is a questionnaire. Data was analyzed quantitatively in descriptive to determine product quality. The development research model is a procedural model with 4 subjects of research subjects, consisting of two media expert validators and two material expert validators namely 2 UNP lecturers, and 2 Ombilin elementary school teachers. The study sample was 22 students of grade V SD N 07 Ombilin. Based on the results of the feasibility assessment of the subject matter teacher and media expert, the results of the material validation obtained the value of “Valid” so that the material was declared valid and feasible to use, the results of media validation obtained “valid” values, so that the media was categorized as valid and feasible to be tested. So it can be concluded that social studies learning comics can be tested. Furthermore, the results of the analysis based on trials of interactive multimedia products are in the category “Good or Practical”. Based on the results of the validity test, practicality can be concluded that learning comic media can be developed in social studies subjects in elementary schools.

Keywords: media development, comic media, history learning
THE URGENCY OF ANDROID APPLICATION DEVELOPMENT IN ORDER TO SIMPLIFY THE ASSESSMENT PROCESS IN 2013 CURRICULUM: A LITERATURE REVIEW

Ahmad Fauzi Rizal, Dadang Sukirman:
School of Posgraduates, Universitas Pendidikan Indonesia
1 ahmadfauzisama@upi.edu,
2 dadangsukirman@upi.edu

ABSTRACT

This paper aims to convince readers that the assessment of the 2013 curriculum requires a new approach, namely a technology-based approach. This is in line with the core of 21st-century learning related to technology. The author tries to explain the findings that support the formation of an application that facilitates the teacher. Therefore, in this paper, the author describes the problems that arise in three main sources, namely field problems, literature review and survey. The information that appears in the three sources states that the obstacles found in the 2013 curriculum assessment of the majority of teachers experience it. Thus further strengthens that Android-based K-13 assessment is indeed needed. The findings were processed using a library research and using qualitative methods approach.

Keywords: The 2013 Curriculum, Assessment, Assessment Based on Technology, Android
THE POTENTIAL OF AUGMENTED REALITY TECHNOLOGY FOR INNOVATIVE SCIENCE LEARNING MEDIA IN ELEMENTARY TEACHER EDUCATION

Ahmad Syawaludin\textsuperscript{1}, Gunarhadi\textsuperscript{2}, and Peduk Rintayati\textsuperscript{3}

\textsuperscript{1}Postgraduate Universitas Sebelas Maret Surakarta, Indonesia, syawaludinahm@student.uns.ac.id
\textsuperscript{2}Teacher Training and Education Faculty, Universitas Sebelas Maret Surakarta, Indonesia, gunarhadi@fkip.uns.ac
\textsuperscript{3}Teacher Training and Education Faculty, Universitas Sebelas Maret Surakarta, Indonesia, pedukrintayati@staff.uns.ac.id

ABSTRACT

21st Century learners emphasize the integration of technology and media into the learning process. This study aims to describe the potential of augmented reality technology as an innovative science learning media for elementary teacher education study programs. This research is a qualitative research with data collection techniques using literature study in the form of journals, ebooks, work papers, and proceedings. The collected data is then analyzed descriptively. The results revealed that augmented reality technology became the latest trend in the world of education as an innovative learning medium. His ability to integrate the real and virtual world, interactive, and able to present 3D forms is very effective for use in learning that is difficult to model in the real world. The concept of earth slices, earth structures, and rocks in science learning at elementary teacher education can be easily modeled and confronted with students so that the lowest students can master the material. The conclusion of this study is that AR technology has strategic potential in meeting the needs of students in science learning in elementary teacher education and in accordance with 21st century learning characteristics.

Keywords: augmented reality, elementary teacher education, science learning
FORMULA IMPAK MAKSIMA: PENINGKATAN DALAM MENJANA IDEA BAGI PENULISAN ESEI SEJARAH DAN BAHASA MELAYU DI PERINGKAT SEKOLAH MENENGAH ATAS

Bahtiar Bin Sukkor,
SMK Dato Ali Haji Ahmad,
bahtiersukkor@yahoo.com.my

ABSTRAK


Kata Kunci: Penulisan esei sejarah dan bahasa melayu, sekolah menengah atas
INFORMATION LITERACY-BASED CURRICULUM FOR TEACHER EDUCATION: THE ANALYSIS OF CONCEPT, ORGANIZATION, MODEL AND DESIGN

M. Mamduh Winangun

Department of Curriculum Development School of Postgraduates, Universitas Pendidikan Indonesia, Bandung
mamduhm77@upi.edu

ABSTRACT

The ability of information literacy is very important for teachers in carrying out their duties and functions because it is related to the teacher’s ability to find, access, and evaluate information. In addition, information literacy skills are also related to lifelong learning that teachers need to improve their competence independently. Information literacy competencies need to be established through education and training in universities. Some studies have found that the teacher’s literacy ability is still low. It takes an effort to prepare teacher candidates who have information literacy skills, one of which is by developing an information literacy-based curriculum (ILBC) for teacher education. In this article, the author studies literature related to curriculum concepts, organizations, models and designs based on information literacy for teacher education. Based on the analysis, the eclectic (combination of cognitive process and technological concept) concept, integrate curriculum organization, Walker model, and problem centered design is appropriate for developing ILBC. This curriculum is expected to be an alternative to develop information literacy skills of prospective teacher students.

Keyword: Curriculum, Information literacy, Teacher Education
ABSTRACT

The aim is to analyze curriculum of Telecommunication and Informatics of Business Management Study Program which is the only one in Indonesia in Telkom University. The method used is descriptive with survey research using qualitative approach. The data sources are the head of study program, secretary of study program and students of study program who active in college. The data collected by using interview, literatures and documents. This journal will has been explaining and analyzing business management based on digital, telecommunication and informatics learning, goals and the differences of this study program with another management programs, is there any differences job prospects between Telecommunication and Informatics of Business Management Program and Regular Management Programme or is there any special specification compared to regular management programs.

Keywords: curriculum based on digital, curriculum based on technology, digital learning, information and communication technology (ICT)
MANDIRI VILLAGE DEVELOPMENT MODEL BASED ON LOCAL AND SOCIAL CAPITAL INTEREST IN SELF INTEGRATED CITY (KTM) TELANG DESA MULIA SARI KECAMATAN TANJUNG LAGO BANYUASIN DISTRICT

Alfitri, Andy Alfatih, Azhar, Jalalludin Abdul Malek, Abdul Razaq Ahmad & Mohd. Mahzan Awang
Sriwijaya University
The National University of Malaysia

ABSTRACT

This research was conducted at Mulia Sari Village, Tanjung Lago District, Banyuasin District, South Sumatra Province. Mulia Sari Village is the center of the Mandiri Integrated City Program (KTM) organized by the Ministry of Village, Development of Disadvantaged Areas, and Transmigration of the Republic of Indonesia. KTM in this area is named KTM Telang. The KTM program is an empowerment program targeted at transmigration communities with the aim of supporting regional development through the development of production centers, expansion of employment opportunities, and the provision of skilled labor needs both with the role of the government and independently through direct and indirect policies. The KTM program has been held in 44 different places throughout Indonesia. Not all KTM have good sustainability. KTM Telang is one of the few KTM that has succeeded in developing according to its objectives. This success is thought to be a contribution from two aspects that live in the community of Mulia Sari Village, namely local wisdom and social capital. So that this research study is intended to uncover local wisdom and measure community social capital. The research method used is a mixed method with convergent parallel types. The results of the study revealed that local wisdom in Mulia Sari Village is still maintained as a culture of the community. For social capital that has indicators of trust, confidence, networking and values statistically, almost all of them show high score criteria. Only network indicators have a score with normal criteria.

Keywords: KTM, Mandiri Village, Transmigration
ABSTRACT

The challenge of era 4.0 must be used by educational units to begin adjusting to various changes, to be ready to serve students from the dimensions of attitudes, knowledge, skills, 21st century skills, basic literacy, digital literacy, technology literacy, human literacy, strengthening character education and life skills. The learning process in schools must begin to utilize the application of technology (technology literacy) to enrich and make learning more attractive to students’ learning interests. This study aims to: (1) improve the ability of teachers to make questions using the kahoot application and (2) improve the ability of students to work on the problems made by the teacher by accessing the question through a web browser using his smartphone (android). The research method used is school action research, which is providing guidance for a group of teachers in a school, through several cycles, using the modified Kemmis and Mc Taggart model spiral spiral systems. The Strategy/Method/Coaching Technique used is in the first cycle and second cycle is the creative academic supervision model, namely: clinical supervision, learning community and peer supervision, which is abbreviated as KILAT. The results showed that after multi-method supervision, the ability of the teacher to make a question and then share it with all students using the kahoot application showed an increase, from cycle I to cycle II. Cycle II ends coaching, with a teacher score indicator of at least 80.00 already above 85%.

Keywords: technology literacy, creative academic supervision