

Model-Based Learning Environment Based on The Concept IPS School-Based Management

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Abstract. The results showed: (1) learning model IPS-oriented environment can grow and not you love the cultural values of the area as a basis for the development of national culture, (2) community participation, and the role of government in implementing learning model of IPS-based environment provides a positive impact for the improvement of management school resources, (3) learning model IPS-based environment effectively creating a way of life together peacefully, increase the intensity of togetherness and mutual respect (4) learning model IPS-based environment can improve student learning outcomes, (5) there are differences in the expression of attitudes and results learning among students who are located in the area of conflict with students who are outside the area of conflict (6) analysis of the scale of attitudes among school students da SMA result rewards high school students to the values of unity and nation, respect for diversity and peaceful coexistence, It is recommended that the Department of Education authority as an institution of Trustees and the development of social and cultural values in the province can apply IPS learning model based environments.

Keywords: Learning Model IPS; Environment; School-Based Management

I. INTRODUCTION

This study aims to develop a Learning Model IPS-based environment based on the concept of school-based management (SBM) at the junior-high Negri in the province of West Kalimantan. The reason for choosing this model due; First, because "The last few years of the Indonesian nation is facing a severe test for the future of the nation. The political crisis, a moral crisis that followed the economic crisis still occurred and have yet to show symptoms of recovery in the near future [1]. The ongoing crisis caused by a variety of social problems such as political conflicts, ethnic conflicts, religious sentiment, social, cultural and widespread attitudes, behaviors permissive of corruption, collusion and nepotism that has been long-lasting. This condition is contrary to the values of professionalism, rule of law and universal ethical progress of a nation. The problem is how this situation might be improved into a better livelihood through efforts to accommodate the changing demands of society [2].

Prolonged multi-dimensional crisis triggers various problems which in turn led to riots sake of unrest in various regions, conflict for conflict social happens in this country. Various acts of violence not only by security forces and order which legally have a monopoly on violence devices, but have been held by the common people to the rural community, [3]. Propensial differences and the conflict tends to rise and fight the ideology, political power and religion even begin to color people's lives [1].

Second, the impact of the multidimensional crisis raises great problems and questions concerning the future of society and the nation of Indonesia as well as culture. If sustainable development over the past three decades has led

to violence, intolerance, and spirit of exaggerating the differences, then the nation's ability to defend its existence Indonesia as a nation intact and united society and the future is questionable. Department of Education [3]-[4] indicates two major problems are: the future of Indonesia's national culture and integration guarantees the nation. Both of these problems require attention and treatment earnest of all parties, especially from the appropriate government officials.

Crisis being experienced by the Indonesian and still cause symptoms that lead to the disintegration rightly aware of all the parties to the national integrates placed always the top priority in resolving multidimensional crisis, then continued to be strengthened through measures national community awareness through education as an agent of change.

The future of culture national Indonesia also at stake when "cultural image" that once embedded with robustly suddenly raises the opposite, especially in this crisis situation. Indonesian nation ever imagined as "friendly nation" and "religious nation" turned out to be noted that many atrocities and human rights violations, both by individual countries and by society; looting, burning of forest / land, burning public facilities, schools, houses of worship, legal harassment, illegal fishing, illegal logging, rampant drug, as well as physical clash between citizens and various inconsistencies immeasurable [1].

Thirdly, to overcome various problems that needed solutions empirical and representing Learning Model that education plays as an agent of renewal. The educational model that assumed the right to resolve social conflicts that

one of them is Model-Based Learning Environment Based on the Concept IPS BMS".

Reason normative, implementation Learning Model IPS-based environment based on the concept Based Management School (BMS) Slamet [5] due to: (1) Management centralized which has been practiced has many disadvantages including central decision often does not correspond to the needs of schools in the area; Excessive bureaucracy led to inaction deal with any problems, and hence less optimal school performance; (2) the school authorities to understand the problems in school. Because the school is the main unit that should solve the problem through a number of decisions were made "as close" as possible and the highest degree possible with the needs of the school. For that schools should have autonomy, not only in making decisions, but also to regulate and manage the interests of school own initiative based on the aspirations of the school community is based on the concept of BMS; (3) Changes in the school would have happened if all the school community there is a "sense of ownership" (sense of belonging). Pain has it empties of opportunities for participation of the school community to formulate changes and flexibility to adopt and adapt to the needs of individual school personnel. The sense of ownership that will, in turn, enhance the sense of responsibility. A high sense of responsibility will create a sense of social solidarity and social sensitivity is also high. The higher the level of participation of the school community, the greater the responsibility and ownership of the school; (4) It has long been bureaucratic arrangements that are more dominant than the professional responsibility so that the creativity of the school in general and teachers in particular stuck even killed creativity. Not infrequently encountered that formalities are often far beyond real. What're worse teachers lose "life education". Educating nothing more than the introduction of the values that result only in the form of knowledge value (logos) and has not reached the appreciation (ethos) let alone to the experience. As a result, according to Aburizal Bakrie [6], teaching and learning process in schools are more concerned with the standard reply is considered correct by the teacher, rather than creativity, reasoning, and experimentation to determine new possibilities. There is no openness and democratic. No tolerance to error due to creative thinking, because what is prepared by the teacher is none righteous, lazy teachers eventually creativity so that there is memory 'recall' and no respect for the creativity and ability of learners. Though the actual education is more concerned with the process of "search for answers" rather than "have an answer"

Fourth, IPS Learning Model-based environment based on the concept of BMS demanding role of school performance optimizations including the decision-making process [7]. School in decentralized education management by Bovin [8] requires: (1) empowering human resources as optimally as possible, (2) accommodate and facilitate the school community to continue to improve pedagogic competence, Personal, Professional and Social [9]; (3) promote independence (autonomy) of each school

community to continue to develop the activity and creativity, (4) give responsibility to the school community in a measured, (5) to encourage every citizen of the school is responsible (accountability) on the results of its work, (6) push their teamwork is compact, intelligent and value-laden local environment for every citizen, (7) to respond quickly supply and Diman (8) invites residents to make the school as customer focused, (9) invites citizens prepared for change innovation, (10) encourages residents to think system, (11) invites residents commitment to excellence of quality local, national and global, (12) invites residents to make improvements on an ongoing basis, and (13) involve citizens in the implementation of healthy school management.

The idea of IPS-based education model development environment based on the concept of BMS is intended to increase the efficiency and effectiveness of the management of school education. Theoretically, this model has the potential to give birth to the noble values that should be developed within the personality of learners in the educational process in the form of rules of behavior, social relationships between people, between learners, and between learners by educators, in order to create a culture of peace (culture of peace) Fuad Hasan [10] to understand and respect one another regardless of race, religion and skin color. Through neighborhood-based Learning Model IPS are expected to form a commendable behavior, attitudes respectable and responsible person and be able to solve social problems and social conflicts that often occur in the environment.

Being able to accept differences and be able to address differences that become a vehicle for cultural richness to be preserved in order to realize unity and harmonious nation. IPS-oriented education environment, it is assumed capable of imparting skills and abilities optimally to the students, who in turn are expected to form good citizens [11] as mandated by the curriculum of 1994. Therefore, the role of teachers as implementers and developers of school education should have sufficient capacity and skills in selecting approaches and methods used [12] so that the learning presented to encourage the development of students' abilities and thinking skills significantly.

Fifth, past empirical analysis shows that IPS learning that have so far not met expectations and the ideal basic essence carried Learning Model IPS. The indication can be seen through the Learning Model IPS-oriented mere knowledge transferring process without regard to the formation of moral values that should be instilled [13]. Learning Model IPS that existed during this tends teacher-centered (teacher centered), which tend to move a number of concepts and information from teacher to student. IPS Learning model caused such a social studies teaching and learning interactions are static so that communication tends lasted only unilateral learning from teachers to students. Thus educational climate lack of alignment between the expectations with the reality on the ground. This problem occurs because the Learning Model IPS that exist for this: (1) less stimulate and cultivate students' learning, (2) lack of

supporting the development and training of thinking skills of students, (3) the organization of the subject matter just "textbook oriented", and (4) tend to turn off the creativity and productivity of students and contrary to the purpose and the mission carried IPS education ([3]-[14]-[15]).

Sixth, explicitly concept IPS based environmental education has been implicit in the social studies curriculum in 1994, but the condition of the field is not as yet allow teachers to implement formal because the existing educational curriculum is centralized. Principals and teachers are afraid accused of deviating from the provisions, fearing the curriculum targets are not achieved and various other unconstitutional grounds. The Social Learning Model Conditions need to find a solution as early as possible so that the learning model IPS back on the "nature" as a strategic media forming good citizens and responsible. Therefore, this study focused on the development of IPS-Based Learning Environment Model Based on Concept BMS ".

II. RESEARCH METHOD

This research was conducted through methods and development (research and development) [16] for the measures carried out this study as shown in Figure 1. This research subject is 401 junior high school students, 373 students of SMA, 12 principals, 24 teachers PPKn, 12 History teacher, 12 geography teachers, 12 teachers and 12 school inspector economy BMS and 9 Head of Education in the province of West Kalimantan. The first phase of the study focused on the IPS junior-high school education are scattered in the District Municipality in West Kalimantan superior engineering data used consists of:

- 1) Observation
- 2) Interview
- 3) Documentation
- 4) Scale attitude
- 5) Tests learning

Validation of data is done in two forms: a test study analyzed descriptively and in percentage. Validation conceptual learning model IPS expert judgments, practical, and trials are limited. Data were analyzed in two parts: the checking, organizing, and coding. subsequently performed domain analysis, taxonomy, components, and themes Spradley [17]. Internal validation is done in the form of credibility (trust), includes:

- 1) extend the residence time of the research location
- 2) make observations/interviews more diligent
- 3) The test triangulation, triangulation method, and triangulation methods
- 4) hold discussions with colleagues
- 5) conduct case analysis
- 6) conduct checking the adequacy of reference
- 7) holding member checking.

In the form of transferability (external validation) is done with the intent to see the extent to which these results can be transferred to other subjects, then made a thorough and detailed description (thick description) events that occurred in the study subjects. in the form of dependability (the reliability) refers to the extent to which the quality of

the process in conceptualizing research data collection, interpretation of findings and reporting of results, and an audit trail (examination process and results) both content and language by some editors. In the form of confirmability (objectivity) to test the predictability and accuracy of data, performed by rechecking the findings while the new data obtained are summarized in the remarks of observation, interviews, and tests of learning [18].

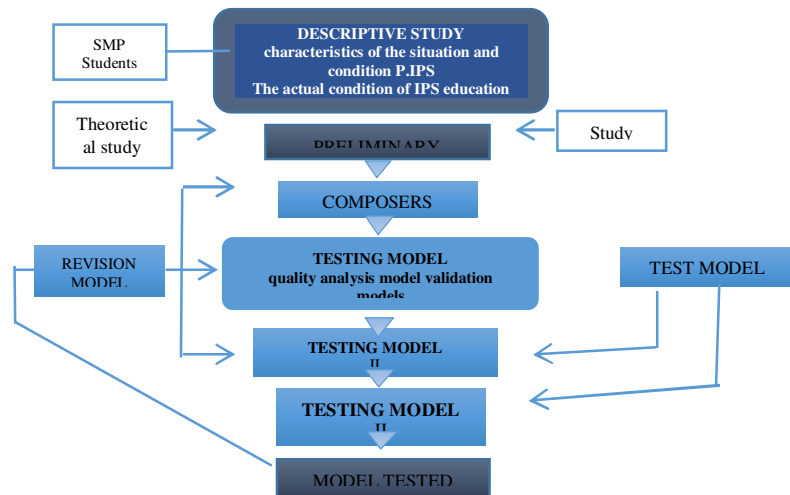


Fig. 1 Flow Research and Development Model

III. RESULT AND DISCUSSION

The findings of this study as follows:

- 1) Social learning curriculum that is valid for less in accordance with the demands of local autonomy, because in addition they are also not yet show the decentralized regional characteristics.
- 2) Junior high social studies teacher teaching in a decent Kalbar 33.3%. semi decent Mengajar 40.2% 26.5% tidal decent teaching. decent high school social studies teacher teaching 65.11%, 21.35% semi feasible unfit to teach 13.53%.
- 3) There is no coordination between either same social studies teacher in a school or in a region of the material presented thus improving the quality of so improving the quality and results of social studies is difficult to achieve.
- 4) The participation and involvement of the community are still felt in limited level provide financial assistance through the school committee, while the assistance that contributed ideas/opinions or accumulation.
- 5) Respect for the values of unity and peaceful coexistence between junior and senior in junior-high school in West Kalimantan relatively equally well.
- 6) There are differences in learning outcomes between junior-high school students who are in the provincial capital (violence-free areas) and junior-high school students who are in the District (the former riot).
- 7) It is very significant between initial test scores and test scores end of every school that is the subject of research. in other words, the IPS-based education environment based on the concept of BMS can improve student

learning outcomes junior-high school in West Kalimantan.

- 8) The effectiveness of the model environment-oriented education in junior high school social studies is relatively low. the effectiveness of environmentally oriented model of IPS education in high school is relatively moderate.

IV. CONCLUSION

Based on focus problems and purpose of the study, and are associated with the analysis and discussion both qualitatively and quantitatively, the conclusions of this study can be formulated as follows:

First: learning model IPS based-environment can be realized as expected if in practice there is a favorable climate, atmosphere that supports in accordance with their demands for reform and the same desire of all parties to developing and civilizing values of the society.

Second: learning model IPS based-environment can foster a love for the cultural values of the area as a basis for the development of national culture to foster appreciation of human rights and the values of democracy and justice.

Third: public participation and the role of the government to implement the learning model IPS based-environment a positive impact on the management of school resources, procurement advice learning infrastructure, school relationships with people, performance improvement committee/board schools, parental involvement, and other social interactions both within and outside the school.

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