

INDIGENOUS LEARNING MODEL TO WRITE PAPER FOR STUDENTS IN THE SUBJECT MATTER OF GEOGRAPHY



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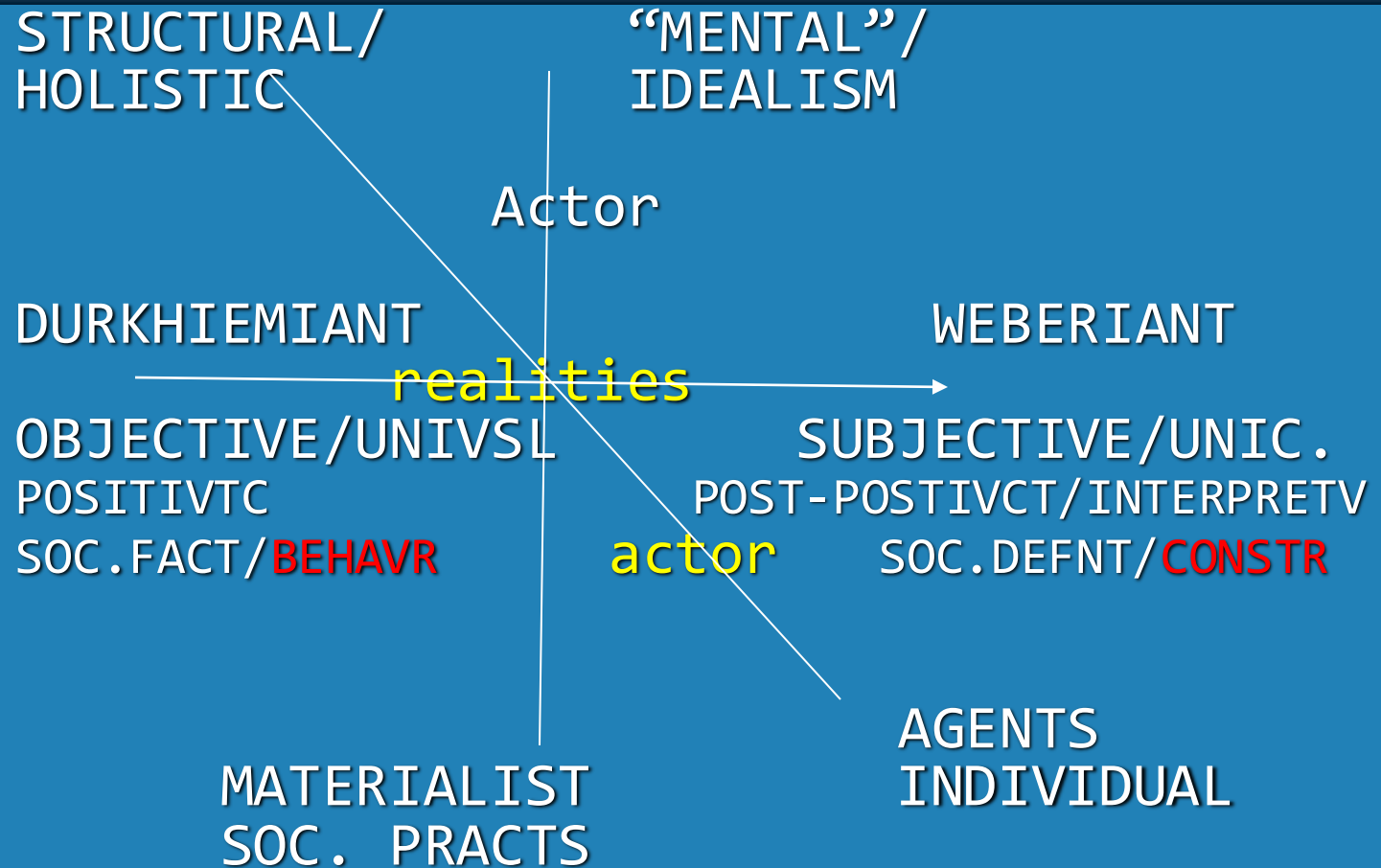
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PHILOSOPHY OF HUMAN ACTION AND THEORY OF LEARNING



LEARN GEOGRAPHY

INDIVIDUAL
APPROACH

CLASSROOM
APPROACH

GROUP
APPROACH
(BANDONGAN)



% LEARNING EXPERIENCES

- **10% Reading**
- 20% Hearing**
- 30% See**
- 50% See and hear**
- 70% Say**
- 90% say and do**

THEORY OF LEARNING (NOT TEACHING)

- **Gage & Berliner (1985)**

Practice in problem-solving

Studies in the object's real environment

Obtaining meaningful experiences in life

Increase activity and creativity

Toffler, Ullich, Kunkel (74); Crown & Roop (1989)

Learning is not depressed (learning with a sense enjoi)

Learning from empirical facts to concepts (research)

The context of the natural and human environment

Physical experience and environment around

COMPETENCE BASED LEARNING

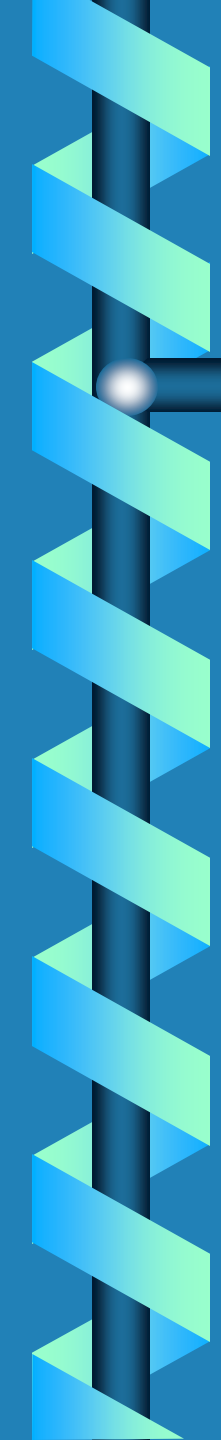
Learning is an active action of students in constructing meaning or understanding.

Teachers encourage students to use its authority in establishing the idea.

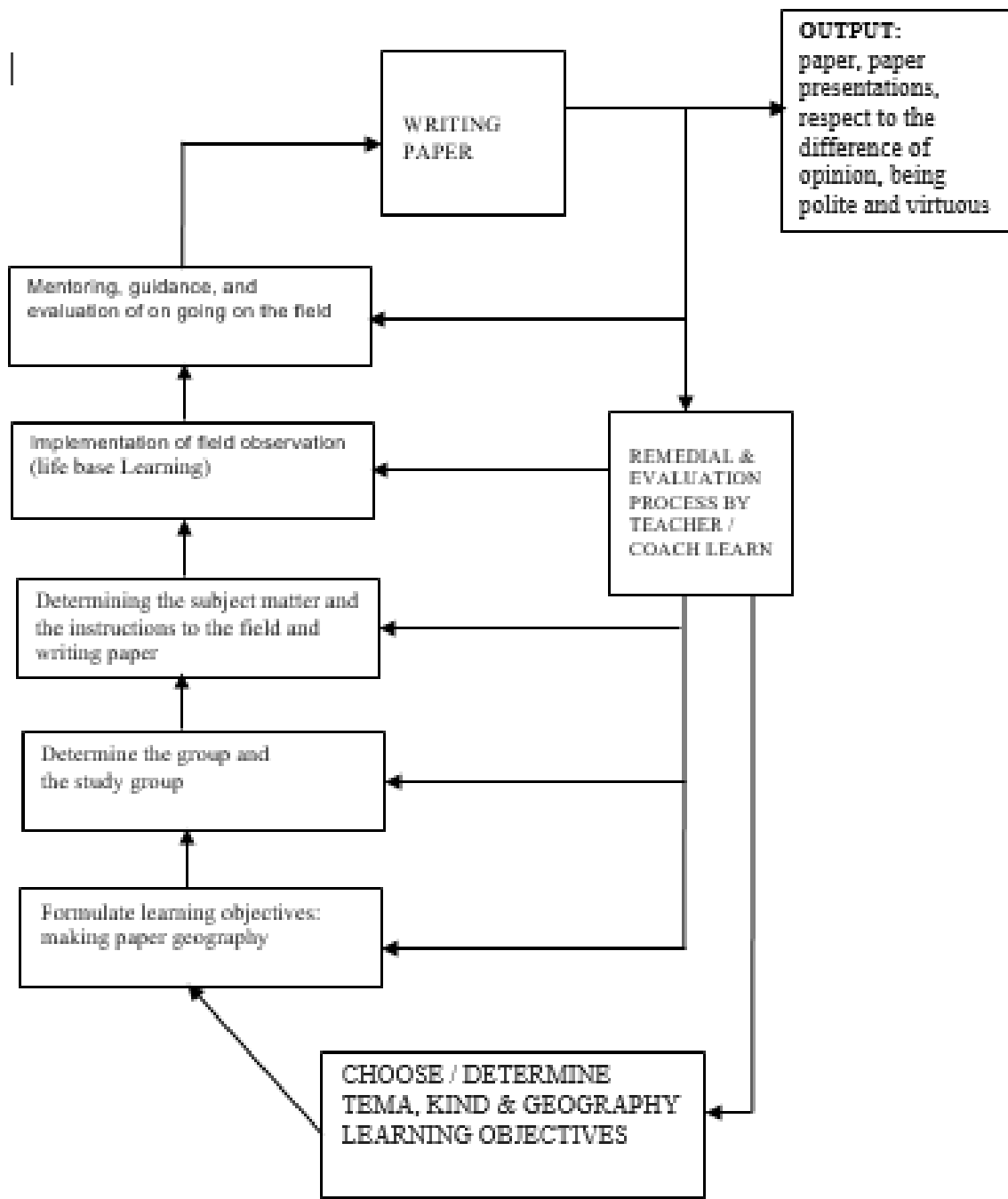
The responsibility of learning is on the student, but the teacher is responsible for creating situations that encourage initiative, motivation and responsibility of students for lifelong learning.

GEOGRAPHY LEARNING AS

- ❖ **Condition that the students learn the appropriate talents, interests, abilities and potential.**
- ❖ **Providing real experience in everyday life, related to the application of concepts, rules and principles contained in the material of geography.**
- ❖ **Provides the opportunity for students to communicate ideas to other students.**
- ❖ **Develop curiosity, imagination and godless human nature.**
- ❖ **Develop an attitude sensitive, critical, independent and creative. As the bass for the fear of God.**

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- ❖ **Develop problem solving skills.**
 - ❖ **The principle of lifelong learning, encouraging students to identify themselves, confident, understand others and to continue learning.**
 - ❖ **The combination of competition, cooperation and solidarity.**
 - ❖ **Providing a challenging task, students will increase their motivation if given a challenging task, given the opportunity to think and act.**
 - ❖ **Giving the task in a planned and structured so that students become motivated.**
 - ❖ **Train repeatedly, on target, and actively involved in the learning process**
 - ❖ **Continuous evaluation of the learning process**

Scheme: "Bandongan" Learning Model for Paper Writing Material of Geography



RESULTS

Table: Improved student learning activities using the learning system bandongan

Cycle	Total group	Students learning activities (%)
I	30	60
II	30	90
	Gain score	30

Table:
Increased paper writing ability of students in the learning system of "bandongan"

Cycle	Meeting	Guiding	Mastery level (%)	Rate (%)
I	1	always guided	15	22.50
	2	Often want to be guided	30	
II	3	Occasional guided request	60	75.00
	4	own independent	90	
	Gain score	(cycle I - II)	--	52.50

Table: The results of writing paper using a system of learning bandongan

Components of paper	Preliminary data (degree of truth) paper ever made students (%)	Paper made with learning Bandongan (%)	Gain score (%)
Abstract	45.00	82.50	37.50
Background	55.00	90.00	35.00
Method	40.00	75.00	35.00
Result of Research	65.00	97.50	32.50
Discussion	35.00	75.00	40.00
Conclusion	70.00	97.50	27.50
References	40.00	97.50	57.50
Rate	50.00	87.56	37.86

DISCUSSION

This research reinforces previous findings that the interaction system of "bandongan" make "students" proficient holistically, ie. smart science and religious science (Zahar and Marshal, 2001; Toprak, 1999). In this life, that kind of holistic knowledge are like two sides of a coin that cannot be separated in the implementation of daily life, if people want to live a perfect world and the hereafter (Steenbrink, 1986).

Such a thesis, were really apply to people's lives Java (Geertz, 1974). Likewise, Weber's thesis, he noted that if men build "goodness/wealth" in the world as well as he built the "goodness/wealth" for life in the hereafter (Weber, 1976). The thesis is analogous to the research findings is that a result of student learning that can be armed with the science and ethics of life. Then they would become more meaningful to the lives of human beings. In a sense meaningful to him, the community, their environment, as well as the world and the hereafter.

The orientation of education is not only directed at the conditions of the present, but also future (Schutz, 1972; Weber, 1976). In other words, the learning system of "bandongan" is learning base rationality site context, social, cultural and ethical norms of life. Where community development in the field of education oriented freedom (Similien, 1999).

CONCLUSION

“Bandongan” systems learning is the learning group approach by immerse, using familiar interaction between teachers and students. The students were accompanied by teachers learn and assimilate (immerse) in the life of society to understand the problems that exist in everyday life. Learning activities of students (in groups) on the implementation of the system of learning "bandongan" this increase. The results of the writing of the paper or products made by the students to rise into the good category. The increase was greatest score on component "References" = 57.50% and "discussion = 40.00% ". The research findings also indicate that the system of "bandongan" learning make students proficient in a holistic manner that is versed in the science and ethics of life.



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