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March 19 2018

Invited Speakers:

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(Universiti Pendidikan Sultan Idris, Malaysia)

Prof. Dr. Prayitno, M.Sc., Ed. (Universitas Negeri Padang)
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P R E F A C E

The International Seminar on Education and Counseling 2018 with the theme “The Roles of Counseling in Accelerating Mental Revolution to Achieve Spiritual Awakening”, held on March 19, 2018, is one of the activities in the 36th Anniversary of University of Bengkulu. All praise to Allah, the proceeding of this seminar, held at Faculty of Teachers Training and Education, University of Bengkulu in 2018, can be issued. This proceeding contains research-based articles and theoretical practices presented by experts, lecturers, teachers, practitioners and students from diverse countries.

This successful seminar and the issued articles on this proceeding cannot happen without any helps from any parties. Therefore, the committee would like to express our appreciation to the main keynote speakers, Prof. Dr. Prayitno, M.Sc. Ed, a professor in counseling at State University of Padang, Indonesia; Prof. Madya Dr. Mohammad Aziz Shah Bin Mohammad Arif, a professor at Universitas Pendidikan Sultan Idris, Malaysia; and Mr. Aminordin Bin Ommar BBBA (RMTT), a facilitator and Self-DNA Founder, Singapore. Our thanks also go to all presenters from some universities in Indonesia, Malaysia, and Singapore. In addition, to all participants such as lecturers, teachers, and students and others, thank you so much for your participation.

Hopefully, this proceeding would be useful in developing science, technology and counseling practice to make counseling profession more competent and competitive in the world. Finally, supportive comments and suggestions for the quality improvement of this proceeding in the future are very welcomed.

Bengkulu, March 19, 2018
The Chief of the 36th Anniversary of University of Bengkulu,

Prof. Dr. Sudarwan Danim

BUILDING STUDENTS' CHARACTER THROUGH OUTDOOR MATHEMATICS LEARNING

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Abstract

The purpose of this research is to develop the students' character through outdoor mathematics learning in elementary school. The research method used is literature study method. The results obtained are outdoor mathematics learning in the elementary school can develop the students' character arerespectful, responsible, creative, critical, caring, initiative, tolerant, discipline, commitment, integrity and self-confident, self-reliance, toughness, leadership, courage, deliberation, wisdom.

Keywords: Students' character, outdoor learning mathematics.

Introduction

Why is student character development necessary in schools? Because the character of the students will affect the current student development as well as the future development as well as the development of society. The period of education in the school, the students interact with other human beings, such as with friends, teachers, education personnel, principals, as well as other school officials. The interaction will elicit a reaction from the people around him. People's positive reactions to students can be fun and can be unpleasant. It will depend on the attitude (character) of the students with the people around him. Similarly, the condition of society will depend on the character of the local community. Society will be peaceful, if inhabited by people of character. Conversely, society will be chaotic when inhabited by people who are not character.

Lickona (1992) describes the relationship between character and the chaos of society in a nation. He declared that a nation would be destroyed, if it increased violence, self-destructive behavior, decreased work ethic, mutual suspicion, and low responsibility. Megawangi (2007) mentions that one of the causes of the Indonesian people often

experience a crisis due to the low character of Indonesian society. This is evident in the rampant culture of corruption, low discipline, and low commitment to good values. Next George Boggs in Megawangi (2007) mentions that 77% of a person's success is determined by his character. Adisusilo (2014) states that the success of a person is determined by hard skills by 20% and soft skills by 80% (including characters).

Recognizing the importance of the nation's character, the formulation of our national education function is to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life (Law No. 20 of 2003). Character education conducted in schools can provide direction about the concept of good and bad according to the stage of development of childhood (Megawangi, 2007). Furthermore embodied in the Curriculum 2013, which puts the character as one of the pillars in developing student potential, in addition to the pillars of knowledge and skills. Character contents in the Curriculum 2013 are accommodated in the competency formulation of the Teaching Program Plan (RPP) in the form of spiritual attitudes and social attitude attitudes in the following Grade I and Class I Elementary Schools. Social attitude in the form of showing honest behavior, discipline, responsibility, courteous, caring, and confident in interacting with family, friends, and teachers (Sundaya, 2014).

The current lessons learned, especially mathematics learning, have not been able to develop the character of students optimally. This is evident from the number of student behavior that is not good. Such as brawl between students, beating of teachers by students, murders committed by students, cheating attitude from the work of others and others. Henningsen and Stein (1977) argue that the learning of mathematics in the classroom (indoor) generally curamg pay attention to understanding the concept and attitude to mathematics. According Widiaworo (2017), learning that takes place in formal schools tend to be done in a monotonous, both in terms of methods, strategies, models, approaches, media, as well as learning resources used. Learning is more oriented to activities that develop children's intelligence, which less accommodate the formation of positive student characters. The learning orientation is only in the transfer of knowledge from teacher to student. Maezora and Haji (2015) suggested that 67% of elementary school students in the city of Bengkulu do not like mathematics. Yurniwati (2009) stated that conventional learning (indoor) resulted in students having limited ability in concept and attitude toward mathematics

Therefore, it is necessary to develop learning that can accommodate the formation of good student character. Learning that provides student activities for responsibility, discipline, hard work, commitment, confidence, and tolerance, Learning is beyond classroom learning. Because learning outside the classroom is a learning done outside the classroom, which directly interacts with the environment as a learning resource. Students interact freely with other students as well as with teachers and the community. Students solve various problems of everyday life. Stevens & Scott (2002), out-of-school children have a much wider opportunity to understand the various mathematical objects associated with the environment. Sutherland (2009), learning outside the classroom provides a unique environment for making friends and memorable experiences. In addition through learning, characters can also be developed through the game. Amaliawiati, Nurani, Boediprasetya, and Setiadi (2016) explain that the game can build a person's character to have characteristics of people with high creativity. Like the number train games, mental arithmetic, and lucky numbers. In addition through the game, the character of the student can also be developed through learning. Haji (2012) found that the model of realistic mathematics learning can develop creative, independent, democratic, and curiosity characters. Yumiati (2011) explains that the model of learning realistic mathematics impact on students' attitudes on mathematics.

The formulation of the problem in this research is how to develop the character of the students through learning outside the mathematics class? While the purpose of this study is to know how to develop the character of students through learning outside the class of mathematics.

Methodology

This type of research is literature study. Crawford in Nazir (2005) classifies research into 14 types: experimental, psychological, survey, job analysis, questionair, measurement, tables and graphs, history, case study, curriculum, interview, observation, statistics, and literature. The literature analyzed is the literature related to character and outdoor learning. The literature is used to answer the problem formulation and simultaneously to achieve the research objectives. Achievement goal analysis is used rational, inductive or deductive logic.

Results and Discussion

Character is a set of traits that are always admired as a sign of goodness, policy, and moral maturity of a person (Zuchdi, 2008). According to Foerster in Adisusilo (2012), character is something that qualifies a person. Character can be developed through experience and can also be through education. Character development through education is called character education. The character of a person is determined by the value of his life. Values are the standards of conduct and attitude that determine who we are, how we live, and how we treat others (Richard Eyre in Adisusilo, 2012). Goleman (2003) states that character education is a value education that includes: responsibility, respect, fairness, courage, honesty, citizenship, self- self-discipline), caring, perseverance. According to Widiaworo (2017), the value of characters that can be developed through outdoor learning are: honest, disciplined, polite, humble, caring, forgiving, patient, love hygiene, love science, love, confidence, responsibility, and tolerance .

According to Adisusilo (2012), character of a person can be formed and can be developed through education in the form of application of various model/approach/ strategy in learning. Character education is an attempt to educate children to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment (Megawangi, 2007). IHF in Megawangi (2007) describes 9 pillars of character that is:

1. Love Allah, trust, reverence, loyalty.
2. Responsibility, excellence, self reliance, discipline, orderliness
3. Trustworthiness, reliability, honesty
4. Respect, courtesy, obedience
5. Love, compassion, caring, empathy, generosity, moderation, cooperation
6. Confidence, assertiveness, creativity, resourcefulness, courage, determination and enthusiasm.
7. Justice, fairness, mercy, leadership
8. Kindness, friendliness, humility, modesty
9. Tolerance, flexibility, peacefulness, unity

According to Daniel Goleman in Adisusilo (2012) meyebutkan 9 pillars of character are: 1. Responsibility (responsibility), 2. Respect, 3. Fairness, 4. Courage (Courage), 5. Honesty (Honesty) , 6. Citizenship, 7. Self-discipline, Caring, and Perseverance. Amaliawiati, Nurani, Boediprasetya, and Setiadi (2016) describes 23 pillars of character that is: 1. Initiative, 2. Integrity, 3. Critical thinking, 4. Willingness of learning, 5. commitment, 6. Motivation, 7. Enthusiasm, 8. Can Reliable, 9. Oral communication, 10. Creative, 11. Analytical ability, 12. Can cope with stress, 13. Self-management, 14. Solve problems, 15. Can summarize, 16. Operation, 17. Flexible, 18. Teamwork , 19. Independent, 20. Listening, 21. Tough, 22. Logical argument, and 23. Time management.

According to Mills in Muhlisrarini and Hamzah (2014), the model is an accurate representation of the actual process that allows a person or group of people to try to act on the model. While the model of mathematics learning is a conceptual framework of mathematics learning (Muhlisrarini and Hamzah, 2014). The learning model that presents the totality of the students' physical and mental well-being is an out-of-class learning. Humble (2007) explains that outdoor mathematics learning is a mathematics learning activity conducted outside the classroom. According to Widiaworo (2017), outdoor learning/outdoor activities/outdoor study is an outside learning activity that can add to the fun and excitement aspect of the students as well as a child playing in the wild.

According Maizora and Haji (2015), the steps of outdoor learning activities as follows: a. Determining learning objectives, b. Define the object of activity (theme) or game, c. Explain the procedures for learning activities outside the classroom, d. Form a group of students, e. Define the object of activity (theme) or game, f. guide students in observing objects/doing games, g. students solve problems through discussion and interaction with various sources, h. students conclude the results of learning activities that have been done (in the classroom), and i. teachers consolidate learning outcomes and motivate to learn more. Widiaworo (2017) describes the steps of learning outside the class as follows: 1. Introduction, 2. Core Activities, and 3. Concluding. Preliminary activities consist of: a. The teacher opens the lesson and presents the student, b. Apperception and motivation. The core activities consist of: a. Question and answer about the material to be taught, b. Giving assignments to students to be completed outside the classroom, c. Students complete tasks

outside the classroom, d. teachers guide and direct students who have difficulty. The closing activities consist of: a. Students collect tasks that have been done, b. the teacher chooses the best job result to present, c. Teachers with students make conclusions about the material discussed, d. Teacher ends learning activities.

Such as learning about integer and operations for grade 2 elementary school students conducted in the school yard through observation of objects contained in the schoolyard.

Core Competencies:

Demonstrate honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends, and teachers.

Basic Competence of Grade II of Elementary School

1. Compare numbers up to 100
2. Sort numbers up to 100
3. Determine the place value of hundreds, tens, and units
4. Summing and reducing numbers to 100

The steps of learning mathematics outside the class as follows:

A. Introduction Activities

1. Teachers define learning objectives, apperception, and motivate students.

Teachers convey the purpose of learning, so that students can know what to achieve through learning activities that will do. In addition, teachers motivate their students to learn the spirit to achieve goals. Learning objectives formulated after the formulation of Basic Competence (KD) and its indicators. Apperception is done to know and equate the previous mathematical concepts related to the material to be taught. After that, the teacher gives students the motivation for the spirit in learning.

Characters that can be developed through this activity is the character of willingness to learn, motivation, and spirit. Willingness to learn 'Bilangan Bulat dan Operasi' as the initial provision for learning next mathematics material. Motivation to understand the concept of 'Bilangan Bulat dan Operasi'. The spirit of attention to the teacher and explanation of the teacher and the opinions of his friends.

Character of students who can be developed through this activity is respectful and polite, self-discipline, caring, diligent, willingness to learn, motivation, passion, flexible.

2. Teachers and students determine activity objects (themes) or games

To achieve the learning objectives, then determined activities (objects) that will be done outside the classroom. Like KD above, then the object outside its class on the school page. On the school page, students will learn about 'Operations of Integers and their Operations'. Learning object can be a game. Amaliawiati, Nurani, Boediprasetya, and Setiadi (2016) explained through the game can develop the character of students.

Character of students who can be developed through this activity is respectful and polite, self-discipline, caring, diligent, willingness to learn, motivation, passion, flexible.

3. Teacher explains the procedure of learning activities outside the classroom and forming group of students.

The teacher explains the procedures of learning activities outside the classroom that includes various activities: observing objects, recording the necessary data, discussing, and concluding. These activities are conducted in groups. Each group of students consists of 4-5 people, led by 1 democratically elected student. Character that can be developed through the explanation of learning activities is the character of discipline. Because the learning activities that will do require discipline from students, both who serve as chairman or member.

Character of students who can be developed through this activity is respectful and polite, self-discipline, caring, diligent, willingness to learn, motivation, passion, flexible.

B. Core Activities

1. Teachers guide students in doing learning activities outside the classroom.

Form of teacher guidance activities to students as follows: a. student activity in observing learning object, b. student activities discuss, c. student activity in doing reflection, and d. activities of students in compiling the conclusions of learning activities.

Students observe the many types and height of plants in the school yard and observe the number of vehicles (cars, motorcycles, and bicycles) coming in and out of the schoolyard to solve the problems teachers are giving as well as to understand the concept of 'integer and operation' material. This is shown in Figure 1 below.



Figure 1. Learning Activities on School Page (Outdoor)

Source: <http://siapbelajar.com/mempelajari-mat-gewat-experiment-fun-2/8-3-2018>

Character of students who can be formed in this activity is the character of cooperation, responsible, creative, critical, care, initiative, tolerance, flexible, discipline, commitment, integrity, and confidence.

2. Students solve problems through discussion and interaction with various sources.

Students solve problems through field data collection accompanied by discussions with their friends, mentors (teachers), and others related to the object being studied.

Some of the problems that students solve are as follows:

- a. How many types of plants are there in school?
- b. What kind of plant is the most in school?
- c. What kind of plants are there at least in school?
- d. Why are there many plants in different schools?
- e. How many times a day a plant is watered by a school clerk?
- f. How many vehicles (cars, motorbikes and bikes) are parkers in the school yard?
- g. At 10:00 to 11:00 pm, how many vehicles out into the school yard?
- h. What vehicles are most parking in the school yard?
- i. What vehicle is the least parking in the school yard?

j. Why is there a difference between many parker vehicles in the school grounds between cars, motorcycles, and bicycles?

Character of students formed through this activity is the character of independence, critical, creative, diligent, independent, cooperation, tolerance, responsibility, flexible, commitment, initiative, confidence, discipline, initiative, tough, leadership, courage.

C. Closing Activity

1. Student concludes the result of learning activity that he has done.

Students make conclusions as a result of learning activities outside the classroom. The conclusions made by the students are based on the results of the deliberations of all students. Previously the teacher gave directions to the students about how to make a conclusion. The character of the students formed through this activity is the character of the deliberation.

2. Teachers strengthen the learning outcomes that have been concluded by students as well as motivate students to deepen the material and learn more.

Students conclude the results of learning activities that have been done. Then the teacher stabilizes the learning outcomes by emphasizing aspects of mathematical concepts and characters. The form of the stabilization activities in the form of question and answer to students and giving questions to be solved by the students. While the activities of giving motivation to students in the form of explanations related to the material that will be studied for the next meeting and enrichment.

Character of students formed through this activity is the character of leadership, responsibility, wise, critical, creative, initiative, passion, and motivation. The effect of the out-of-class mathematics learning on student character is shown in Table 1 below.

Table1. Influence of Mathematics Learning Outside Class on Student Character

| No. | Learning Stages of Outside Mathematics Class | Student Character |
|-----|--|-------------------|
| A | Preliminary activities | |
| | 1. Teachers define learning objectives, | Respectful and |

| | | |
|----------|---|---|
| | apperception, and motivate students. | courteous, self-discipline, caring, diligent, willingness to learn, motivation, passion, flexible. |
| | 2. Teachers and students determine activity objects (themes) or games | Respectful and courteous, self-discipline, caring, diligent, willingness to learn, motivation, passion, flexible. |
| | 3. Teacher explains the procedure of learning activities outside the classroom and forming group of students. | Respectful and courteous, self-discipline, caring, diligent, willingness to learn, motivation, passion, flexible. |
| B | Core activities | |
| | 1. Teachers guide students in doing learning activities outside the classroom. | Cooperation, responsible, creative, critical, caring, initiative, tolerance, flexible, discipline, commitment, integrity, and confidence. |
| | 2. Students solve problems through discussion and interaction with various sources. | Independence, critical, creative, diligent, independent, cooperative, tolerant, responsible, flexible, committed, initiative, confident, disciplined, initiative, tough, leadership, courage. |
| C | Closing Activity | |
| | 1. Student concludes the result of learning activity that he has done.1. Student concludes the result of | Discussion. |

| | | |
|--|---|--|
| | learning activity that he has done. | |
| | 2. Teachers strengthen the learning outcomes that have been concluded by students as well as motivate students to deepen the material and learn more. | Leadership, responsibility, wisdom, critical, creative, innovative, passion, and motivation. |

A. CONCLUSION AND SUGGESTION

Conclusion

Based on the above description, the character of elementary school students that can be developed through learning outside mathematics classes as follows:

Respectful, respectful, creative, critical, caring, initiative, tolerance, discipline, commitment, integrity, and confidence, self-reliance, toughness, toughness, leadership, courage, deliberation, wisdom.

Suggestion

Based on the results of this study, it is suggested to primary school teachers to use learning mathematics outside the classroom to develop the character of students as an alternative learning to achieve the objectives of elementary school mathematics learning as contained in the Curriculum 2013.

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