Conceptual Study of "Sinau Wisata" Learning Model in an Effort to Build Students' Character

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Abstract: Learning method developed by teacher, in an effort to engage students in learning process, has shown its forward progress rapidly. The enforcement of curriculum 2013 for elementary, junior, and high-school level requires process besides the result of learning for final score. In other words, learning process is a significant factor in determining the final score of a course. The aim of this paper is to support the establishment of curriculum 2013 by introducing media-based learning model that is able to engage students to actively participate in learning process. The model introduced is "Sinau Wisata" learning. "Sinau Wisata" is a learning model that optimizes students' involvement both individual and in-group in solving a problem. "Sinau" (in Javanese) can be understood as home learning while "wisata" is defined as a journey to delightful location. Thus, "Sinau Wisata" is a project of journey to a site that is designed to improve knowledge, intuition, and skills for pleasure without leaving school area. The stages of applying the method of "Sinau Wisata" are divided into: teacher's preparation (by carrying a conventional site), explanation of tasks for each group, students discuss the tasks with their own group, students visit the conventional site including solving group's problem, each group writes report of the journey, and each group presents the result for class discussion. The final result of "Sinau Wisata" program is formed as a report and each group presentation that are able to be significant for the point of learning process.
Keywords: SInau Wisata, Learning model, Learning media.

INTRODUCTION

The background of writing the concept of "Sinau Wisata" is influenced by an audience with one of junior-high-school students in a rural area of Papua. On the occasion, a student is found trying to convey interesting utterance that says "what a proper life living as people of Jakarta!", "be grateful for those coming from Java as some popular landmarks such: Candi Borobudur and Prambanan are more accessible!"

From that utterance, a delightful program known as "Sinau Wisata" is provided as an answer for the student without omitting principles of education.

The learning model of "Sinau Wisata" is not a genuine learning model; however, it is a learning model adopting study-tour method which is required in curriculum. Besides adopting study-tour method, "Sinau Wisata" learning model is also influenced by hacking relay activity of Scout.

By establishing curriculum 2013 including its revision, Imas Kurniasih [1] claims that in digital era, education from kindergarten to high school has changed rapidly. The education mentioned is a teaching-learning process that involves students more actively. It is related to the emphasis of curriculum 2013 that is student-focused to find learning substance or material, appropriate to subject discussed whether individually or in-group (stage of exploration). The result is then elaborated in classroom through class discussion or other similar method organized by the teacher (stage of elaboration); furthermore, the teacher that acts as facilitator responds to the material discussed and also summarizes or concludes during the session (stage of confirmation), Sardjijo [2]. Thereby the beginning stages of curriculum 2013 (before revision) which basically attempt to apply exploration, elaboration, and confirmation approach. On the other hand, the revised curriculum 2013 focuses on simplifying grading aspects and applying the five stages: memorizing, comprehending, applying, analyzing, and creating [1].

However, the practical knowledge shows that teachers are mostly incorrect to interpret the concepts mentioned in curriculum 2013 due to: (1) their restricted thought, (2) their ignorance of a transformation, (2) their lack of creativity in investigating a transformation of curriculum, (4) extremely, their reluctance to make a change for learning process as they assume their responsibility is only to impart knowledge, (5) most veteran's passion to make a change decreases [3]. The type of teacher previously mentioned is believed to be skeptical about

transformation; moreover, the teacher is still found following earlier paradigm of education which strengthens the assumption about teaching responsibility. Class activity is considered monotonous due to speech method as the only way to impart knowledge.

Meanwhile, science and technology, especially techno-science, nowadays have shown their development rapidly. For the schools that provide various facilities, fund, and innovative thoughts; their learning process must have been utilizing the internet network as an alternative transformation of learning. However, if the facilities and fund are inadequate while the human resources also lack creativity and innovation, it would only cause a perfunctory-teaching-learning activity.

This problem appears to be resolved by inadequate school with creativity and innovation inappropriate for curriculum 2013. Thus, an alternative way to solve is by conducting the learning model of "Sinau Wisata".

The aim of this paper is to present to teachers a concept of accomplishing an active, innovative, creative, effective, and delightful learning with affordable cost.

In addition, the benefit of this paper is represented in improved ability in which the teachers are then capable of applying "Sinau Wisata" learning model in each of their schools; furthermore, they are also capable of evaluating the learning process that represents the establishment of curriculum 2013.

THEORITICAL FRAMEWORK
Innovation in education
Everything—created by human and shown as a new thing for a person or even society which is beneficial to their lives—is known as innovation. In perceiving an explicit definition of innovation, Rogers [4] explains that an innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption. It matters little, so far as human behavior is concerned, whether or not an idea is "objectively" new as measured by the lapse of time since its first use discovery. He also mentions that the perceived newness of the idea for the individual determines his or her reaction to it. If the idea seems new to the individual, it is innovation.

In the other words, innovation-in-education is presented in a form of qualitative and brand-new change, different from the earlier form, and considered to develop skills of achieving specific goal in education [5]. Ibrahim [6] defines innovation-in-education as rejuvenation in the field of education that aims to solve education problems. This innovation is presented in an idea or method analyzed which results an inversion or

discovery used to accomplish education goal and to solve the problem.

Based on the framework above, it is clear that innovation-in-education is intended for transformation in education, mainly for transforming the early paradigm.

Learning Model
A model is a simplified description or miniature of one big concept: thus, learning model can be understood as a simplified description of learning concept in general, including aim, syntax, environment, and management system [7]. While Wahab [8] explains the definition of learning model in which it can be defined as a plan or pattern used for guidelines to organize learning such as the use of method and technic in learning and the use of various learning media—books, film, pictures, computer, etc.

According to Supardan [7], learning model is divided into four parts: processing information model, personal model, social model, and behavior model. Thoroughly, learning model is an alternative model that is able to apply in learning process that includes the choice of strategy, method, media, and a teaching aid. In other words, learning model assists the main goal of learning process in which teachers is able to engage students to actively participate.

Learning Media
Media are communication channels involving the process of information received [9]. While Clark on Supriati [10] claims that the definition of media can be seen from various perspectives, e.g. (1) media as technology due to aspects of mechanic and electronic that determines function, form, and physical properties in which media are instruments to deliver learning but have no effect to learning's result;(2) media as tutor due to additional learning content;(3) media as material or content that function to entertain;(4) media as technology and agent that socialize something assisting student to learn more actively; (5) media as mental instruments of thinking and solving problem, so that media are not only about technology but also symbolic system that is able to use and proceed.

According to Momon Sulaeman [11], the purposes of using learning media are: to improve quality and effectiveness of learning, to assist teaching process, to lead to the goal, to provide self-evaluation, to stimulate teacher's creativity, to present learning material, and to assist student's to have specialty.

In addition to the function of media, Winn on Supriati [10] explains that media function as for delivering the subject, where media are used to convey specific learning materials; media function as construction of environment, where media assist student to dig and construct comprehension of knowledge;

media function as developing asset of cognitive skill, where media are used for a model, creation, or mental-skill development.

DISCUSSION
Technique to determine learning model

In determining learning model, a teacher has to be selective in choosing a topic or subject that is relevant to combining several methods. For example, the teacher wants to apply the model of study tour which is proposed within curriculum; therefore, the teacher applies such methods and technique, along with the use of learning media. By considering the capacity of each school to establish this model, it means to be a critical issue due to several schools' incapability to accommodate study-tour model; so that some thoughts have attempted to overcome the issue which then results a model named "Sinau Wisata".

In order to acquire a detailed image of "Sinau Wisata", study-tour method previously needs to be analyzed. Study tour is a learning method by taking student out of school for an object as learning purpose. In relation to learning, study tour is represented in student learning by using landmark or site as a learning source. The time of undertaking study tour can be whether short or long, based on the purpose. For example, taking student to the courthouse to know the judicial system and its process can be undertaken within only one hour.

Literally, "Sinau Wisata" to the courthouse is measured as both short distance and short time; however, study tour can be undertaken in a longer time and distance. In other words, a program that is undertaken outside school generally requires preparation in estimating cost and time for undergoing the program.

"Sinau Wisata" method is a learning model that is adopted from study-tour method without omitting its principles; however, the place undertaken is different as "Sinau Wisata" takes place within school environment.

Three stages of designing "Sinau Wisata" learning model

- **Preparation stage**. In this stage, a teacher is required to: analyze the curriculum to ensure that the topic is relevant to "Sinau Wisata"; organize lesson plan to determine the appropriate method, media, and tools; prepare learning media (handbook, pictures or videos, or relevant slides); apply the prepared media at one corner of school or more strategic place within school; compose student's worksheet.
- **Implementation stage.** After undertaking the preparation stage, in order to estimate the time taken, teacher is then required: (a) to undertake learning activity in accordance with the principles (i.e. the teacher prepares students for learning and then making some groups of them related to media used); (b) to guide students finish their group task; (c) to provide students a discussion in order to help them solve the problem and report the result; (d) to let them present their report through class discussion; and (e) to give some opinions, comments, concept justification, and conclusion.
- **Evaluation Stage.** Evaluation is undertaken based on principles in curriculum 2013 in which final score is not only regulated by final test, but also the process of learning; so that, during the tour, the teacher has to attentively observe each student's activity for an objective scoring.

CONCLUSION

Learning model of "Sinau Wisata" is an alternative-media-based model as learning innovation, e.g. (1) "Sinau Wisata" model can be applied by teacher in any level of degree; (2) this model is able to engage students to actively participate in order to build their character; (3) it is affordable for those who have a strong will.

RECOMMENDATION

In this era of digital, the opportunity for teachers to self-develop is now wide open. Moreover, some schools have provided teachers unlimited internet access. Thus, there is no reason for teacher not to be active, innovative, creative, effective, and delightful. In other words, teachers should consider to attempt and apply "Sinau Wisata" learning model in their school.

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