

Implementation Of Learning Model "Local Tourism" Based Potential Of District Rembang

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Abstract. The curriculum at all levels and types of education developed in accordance with the principle of diversification of educational unit, the potential of the area, and learners. This is the basis for learning model "Local Attractions" was developed. The core of this model is, to optimize the function and role of the local potential areas for improvement of the quality of learning. Implementation of the above model implemented in elementary, secondary, vocational and high school in Rembang district. The purpose of this study was to test the effectiveness of the model, based on the data a positive impact on the improvement of learning. The effectiveness of data obtained through assessment: student and teacher responses associated with the feasibility models, teaching observation, interviews and evaluation of the implementation of the model in the field. Results of the study data showed that the model effectively used.

INTRODUCTION

Curriculum based on the principle of diversity of potential, and environmental characteristics of the area, as well as social and cultural conditions of local communities. The curriculum is expected shortly diversity to produce graduates who are relevant to the needs of regional development. A teacher in the learning process, are required to link with the natural environment, social environment, economic and socio-cultural environment, (Permendikbud No: 81A tahun 2013). The curriculum at all levels and types of education developed in accordance with the principle of diversification of the educational unit, the potential of the area, and students, (UU No.20 tahun 2003). Permendikbud 22, tahun 2006 confirmed that the curriculum should be based on the needs, the needs of learners and the environment, as well as the development of science, technology, and art.

Based on the above background, learning model "Local Tourism" developed. The core of this model is, optimize the function and role of local potential areas for improvement in the quality of learning. The potential of this area can be utilized as a laboratory and a learning resource. Each region has a different natural resources, and handling the problems require different solutions strategy.

The realization of the above concepts are arranged in a model " Local Tourism" (Eny Winaryati, 2009, 2010, 2014; Winaryati, E., Handarsari, E., & Faturrohman, A. 2012); Winaryati, E., Haryani, S., Iriyanto, S., & Faturrohman, 2015). Expectations of the implementation of this model is the same concern in local government, school, and community, to develop the potential of their respective regions. Learning through repetitive, are expected to bring strong fanaticism, the character will be formed, to foster a love of the existing potential of the region, bring creativity both on teachers and students, (Winaryati, E., Haryani, S., Iriyanto, S. , & Faturrohman, 2015b).

Design study model "Local Tourism" consists of two are: 1) the Local Tourism-Class: Class mounted posters and comes with potential product area. 2) local Tourism-information: learning about the potential of the local area that can be accessed via the web, (Winaryati, E., Iriyanto, S., & Faturrohman, A. (2013, 2013b). The aim of this study was test the effectiveness of the model, based on the data a positive impact on improving learning. Data obtained through evaluation of the effectiveness of: student and teacher on the implementation of the model, learning observation, interview and evaluation of the implementation of the model in the field.

METHODS

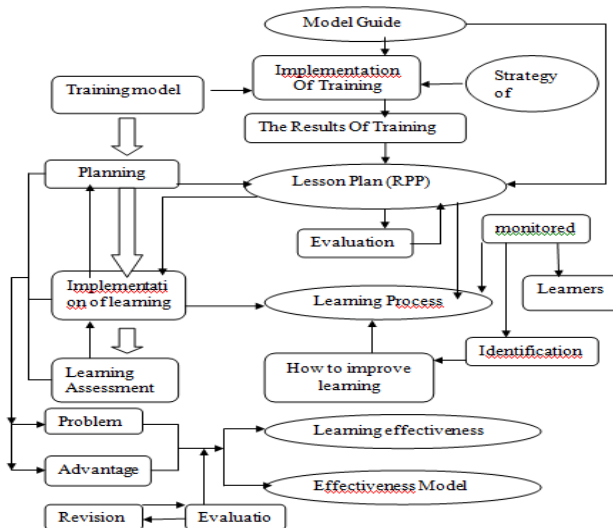
Implementation of the learning model "Local Tourism" developed through R & D. The subjects were: Elementary School, Middle School, High School and Vocational High School, with a wide range of subjects. The object of the study was the teachers and students. The approach of this research is quasi-experimental methods, using classes and class control treatment. Before learning begins rated Pree test and post-test learning by post. Data obtained through evaluation of the effectiveness of: student and teacher on the implementation of the model, learning observation, interview and evaluation of the implementation of the model in the field.

RESULTS AND DISCUSSION

a. Stages in the implementation phase.

The implementation phase learning model "Local Tourism" held at the Elementary School (SD), Junior High School (SMP), Vocational High Schools (SMK), and Senior High Schools (SMA). The implementation phase of a two-dimensional model: model development and evaluation dimension to the learning process. Network model implementation stages are as follows: (1) Training model "Local Tourism" on the teacher. Materials provided include: understanding the model, the purpose and objectives of the development model, theory of why the model developed, the syntax model, the development of devices based learning model "Local Tourism". (2) Presentation devices based learning model "Local Tourism" by the teacher. (3) The implementation of learning by teachers in the classroom by using quasi-experimental research. (4) Evaluation of program implementation model "Local Tourism" based on local potential.

Post teacher training activities are: (1) Preparation of model-based learning plan "Local Tourism" based Regional Potential. (2) Implement the model through teaching and learning activities in the classroom / outside the classroom according to the syntax shown in the model guide learning model "Local Tourism". (3) Observing the learning process model "Local Tourism" by the teacher colleagues. (4) Students respond or respond in relation to the learning model "Local Tourism" based on local potential. (5) Teachers assessed at Pree test, post-test and during the learning process. (6) To evaluate the implementation of the model in the field. The detailed steps are:



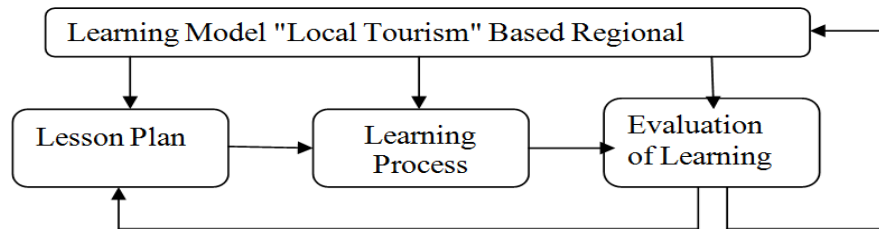
Picture 1. The Details of Implementation Phase Learning Model "Local Tourism"

b. Classroom Learning implementation.

The implementation phase learning model "Local Tourism" at the level of classroom learning is done by using quasi-experimental research approach. The first implementation was carried out in 10 SD (Elementary School) in Rembang. Implementation at the SMP (Junior High School) held on subjects: Science, Social Studies, Civics, Indonesia Language. The results of the implementation of the conclusions and recommendations in primary school followed up with the implementation of the model on the level of SMP

(Junior High School), SMA (Senior High School), and SMK (Vocational High School). Subjects who developed are: Social Studies, Science, Chemistry, PPKn (Civics) and Indonesia Language.

Implementation of the model in the classroom this two-dimensional case. The first dimension of the development model, and the second study. Dimensional model development activities include the development of learning tools, learning methods, as well as evaluation of learning. Dimensional research provides benefits for teachers to do research with quasi-experimental approach. The study also had an impact on teacher-lecturer research articles.



Picture 2. Relations Learning and Evaluation of the Model.

c. Results Implementation Model "Local Tourism" in Class

1. Implementation in SD

The results of the effectiveness evaluation model concludes research in SD are: (1) learning model "Local Tourism" effective and practical to use, and the observation of the implementation of the model provides excellent value. (2) The model is feasible to be implemented at various levels of education in the district of Rembang. (3) The model needs to be developed in other counties or cities.

2. Implementation at the SMP, SMA, and SMK

a) Between Different Test Pre Test and Post Test Delivery

Implementation of the second phase was conducted at SMP Negeri 1 Lasem, SMP Negeri 1 Pamotan, SMP Negeri 2 Rembang, SMA Negeri 1 Lasem, SMA Negeri 1 Kragan, and SMK Muhammadiyah Lasem and SMK Cendekia Utama Rembang. The test results pre test between the control group treated with a class of data that we recommend homogeneous, except for research at SMPN 1 Lasem and SMPN 1 Pamotan. In a test post test between the control group and the treatment class data showed that all significantly different. The conclusion is that class treatment (application of learning models "Local Tourism") have significant differences with the control group (without using the learning model "Local Tourism" based on local potential).

b) Correlation Between Pre-Test and Post-Test

The correlation between pre-test and post-test in both control and treatment classes, conducted using statistical test Paired- Samples T test, because both (pre and post test) were in a group. There are three interpretations of the results of the correlation analysis, include: first, to see the strength of relationship between two variables; second, the significance of the relationship; and third, the direction of the relationship. This study was conducted to obtain data interpretation of the relationship between two variables, namely the pre-test and post test, with the figures correlation coefficient calculation.

There was no correlation between pre-test and post-test using SPSS, obtained as follows: (1) In the control group, there were 3 (three) school to the conclusion that there is no difference between Pree test to post-test, whereas in class treatment all the conclusions of the difference. (2) The value of the correlation of classes was relatively high compared with the control group.

c). Test Effectiveness Model

Learning model "Local Tourism" is a new product, it is necessary to test the effectiveness of its use. This assessment is associated with response and observation of the learning model "Local Tourism". Evaluation by the teachers themselves, and peer teachers to model, and model student responses to the enforceability of the class.

1) Observation of the model by assuming teachers and teachers themselves.

Based on the average ratings by two (2) teachers and teachers themselves allied data showed that the highest value is dominated in the third (89%) with the conclusion performing well. It can be concluded that the model is very good to be done.

2) Assessment to guide the learning model "Local Tourism"

Good teacher colleagues and teachers themselves asked to evaluate the revenue model guidance "Local Tourism". Assessment associated with: is / material contained on the website and posters, expediency, practicality of the model, the scope of the model, and the use of the model. Trading Instruments appraised value of 1 to 5. A value of 1 (disagree), 2 (less suitable), 3 (as appropriate), a value of 4 (very convenient), the 5 (very convenient). The results of evaluation of the obtained data model guide highest value of 4 (51%), the value of 5 (14%). The conclusion is very appropriate model to be implemented in all schools in all subjects. In addition to filling instrument teachers who were prepared, the teachers were also interviewed in connection with the implementation of the model and the response associated with the model. Following the conclusion of the evaluation researcher with the teacher model: (a) the expected model to be developed further. (B) The model of learning support creative, innovative and fun, facilitating students to relate the learning environment / regional potential. Students take pride in their area. (C) Rekomensai to be developed in other subjects. (D) It is necessary to technique / strategy assignments so students more flexibility to find more potential. (E) This model students closer to their environment. (F) learning model "Local Tourism" provides a stimulus for students to learn. (G) Through this model, both teachers and students do adventurous knowledge. (H) Students are very enthusiastic. The students' response to the new things that exist in Rembang district. (I) To develop the creativity of teachers in linking learning materials with the potential of the area. (J) Students feel more real in learning. (K) Opinion Indonesian teacher: that all materials in accordance with the needs of Indonesian. (L) Encourage students to better know the real condition of the existing potential of the region. (M) Encourage students to compare and link the data field with the data contained in the web. It provides an opportunity for the development of web content. (N) The spirit in the teachers and students. (O) The students were excited and enthusiastic for learning to use the internet.

3) Response Capability Teachers Manage Learning By Students

The students 'response to the skill and ability of teachers to teach using the model of "Local Attractions" include: (1) students' attitudes toward learning process, including discussions, delivery methods, learning environment, opportunity presentations given to students, enthusiasm for learning, especially conjunction with web and posters; (2) The attitude toward learning material, including material compliance with the requirements, the reality of the daily life of students, the knowledge acquired, content and ease of understanding, which is presented in WEB and posters.

All students are asked to respond / her response to instruction by teachers, by filling out a questionnaire that has been prepared. Assessment includes: a value of 1 (disagree), 2 (Less Agree), 3 (Agree), and the 4 (Strongly Agree). Students of the model, the data obtained 87.2%. This value is the combined value of the three (agree) and 4 (strongly agree).

4) Post-Implementation Evaluation Model Learning "Local Tourism"

Based on information from the teacher was very helpful teacher model of learning, and provide facilities for obtaining information with respect to data that is in Rembang district. Post-implementation model "Local Tourism" teacher inspired to develop it through the MGMP group. Model of great help teachers in the classroom. Web presence "Local Tourism", the tourist does not have to work methods to the field.

CONCLUSION

The results of the development of this model was to provide an assessment to be used effectively. Based on data validity and enforceability of the observation model provides an excellent evaluation results. Assessment of the practicality of the model, data showed that the model is practical to use. Based on the results of the post-implementation evaluation model "Local Tourism" in Rembang district obtained some data, such as: (a) Students are very eager to learn; (B) Students are very interested to know more about the local potential that exist in Rembang

district; (C) Students keen to know in real terms in relation to the local potential in the field; (D) Students feel proud because it is a descendant of the Majapahit; (E) Teachers are required to associate with many other materials; (F) Teachers are required to learn more; (G) The question of demanding process of learning to overcome them; h) Bring up the imagination of students to develop wider.

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