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The 5th
International Conference On
Educational Research and Innovation

**OPTIMIZING EDUCATIONAL RESEARCH FINDINGS
TO IMPROVE THE QUALITY OF LIFE**



**CONFERENCE
PROCEEDINGS**

Institute of Research and Community Services Yogyakarta State University
May, 8-9, 2017



MESSAGE FROM THE RECTOR OF YOGYAKARTA STATE UNIVERSITY

Assalamu'alaikum warahmatullah wabarakatuh.
May peace and God's blessings be upon all of us.

Welcome to Yogyakarta, Indonesia

It is a privilege for Yogyakarta State University to have the opportunity to organise this conference in which educational researchers and practitioners get together to share ideas, experiences, expectations, and research findings. This conference is one of the agendas of Yogyakarta State University to celebrate its 53rd anniversary. It also marks the new era of Yogyakarta State University with its new leaders and leaderships with new priority programs hoping to excel this university to the new level that is internationally recognized – the World Class University.

One effort that this university is doing is making sure that fruitful research is among the priorities. So far, however, the research findings produced by universities, research institutes, schools, and practitioners have not been optimally disseminated and utilized and have not produce maximum impact on the improvement of quality of life. Findings of research should be able to benefit not only for the researchers themselves and their limited communities, but also to the wider communities and worldwide. This is what Yogyakarta State University wants to promote, while improving its impacts to the scientific life worldwide by encouraging researchers to publish their articles in internationally reputable journals.

This fifth International Conference on Educational Research and Innovation (ICERI), in particular, aims at facilitating researchers, educators, scientists, and students to exchange and share their experiences, new ideas, and research findings about all aspects of education, research and innovation, and discuss the practical challenges encountered and the solutions adopted to improve the quality of life. With the commitment to improve the impact of research, this year theme is "Optimizing Educational Research Findings to Improve the Quality of Life."

Finally, let me acknowledge the hard work of all committee members who have devoted their time and energy to make the conduct of this conference possible. I would also use this opportunity to wish all of you a happy conference and hope this conference be one of the conferences that really contribute to the upbringing of the scientific life.

Wassalamu'alaikum warrahmatullah wabarakatuh.



Yogyakarta, 8 May 2017

Rector,

Prof. Dr. Sutisna Wibawa, M. Pd.

MESSAGE FROM THE ORGANIZING COMMITTEE

Assalamu'alaikum warrahmatullah wabarakatuh.
May peace and God's blessings be upon you all.

First of all allow me to extend my warmest greetings and welcome to you all to the 5th International Conference on Educational Research and Innovation, organized by Yogyakarta State University to celebrate its 53rd anniversary. The conference is held for two days – May 8 and 9, 2017.

Raising the theme – Optimizing Educational Research Findings for Improving the Quality of Life - this conference is designed to explore how various findings of educational researches and applied researches from academicians, researchers, practitioners, educators, bureaucrats, teachers, and students are optimized to improve the quality of life. Hopefully, this conference will contribute various inspiring innovative thoughts and proactive strategies for the systemic and sustainable improvement of the quality of life.

For your information, we will proudly present one keynote speech, three plenary presentation sessions and four parallel presentation sessions. Seven outstanding speakers in the field of character education and educational research have been invited. They are Prof. Laurance Splitter, Ph.D. from Education University of Hong Kong, also representing Asia Pacific Network for Moral Education (APNME). Prof. Richard Luke Daniels from the College of Idaho, USA, Dee Dee A. Salle, Ph.D., an Exercise Physiologist, Nutritionist, and Consultant from Singapore, Dr. Minako Sakai from the University of New South Wales, Australia, Dr. Nurul Taufiqu Rochman, M.Eng., Ph.D. from Indonesian Institute of Sciences (LIPI), Indonesia, Dr. Deendarlianto from Universitas Gadjah Mada, Indonesia, and Prof. Dr. Sri Atun from Universitas Negeri Yogyakarta, Indonesia.

We have done our best to prepare for this conference. So, my highest appreciation and heartfelt thanks to all committee members. As to err is human, shortcomings may occur here and there. On behalf of the committee, I would therefore like you all to accept our apologies.

At the end of my speech, I would like to kindly request the Rector of Yogyakarta State University to officially declare the conference open.

To conclude, let me wish you a productive discussion and a fruitful conference.
Wassalamu'alaikum warrahmatullah wabarakatuh.
May peace and God's blessings be upon you all

Yogyakarta, 8 May, 2017
Head of Research Institute and Community
Service of Yogyakarta State University

Dr. H. Suyanta, M.Si.

TABLE OF CONTENT

MESSAGE FROM THE RECTOR.....	iii
MESSAGE FROM THE ORGANIZING COMMITTEE	iv
TABLE OF CONTENT	v
POWERFUL THINKING AS KEY TO IMPROVING THE QUALITY OF LIFE	
Laurance J Splitter.....	1
DEVELOPMENT OF WATER SAFETY GUIDE BOOK AND TUTORIAL VIDEO IN AQUATIC LEARNING AT PRIMARY SCHOOL	
Ermawan Susanto.....	8
THE STUDENT TEACHER PEDAGOGICAL CREATIVITY	
Wasidi.....	13
THE STUDENTS PHYSICAL FITNESS IN KEPULAUAN BANGKA BELITUNG	
Muhammad E. M. Simbolon ¹ , Dzihan Khilmi Ayu Firdausi ²	19
GREEN HISTORY ON HISTORICAL LEARNING FOR THE NEXT GENERATION OF PEASANT	
Ika Ningtyas Unggraini	25
DEVELOPMENT OF TWO-TIER MULTIPLE CHOICE TEST FOR MEASURING CRITICAL THINKING SKILLS IN SCIENCE	
Hafizhah Lukitasari ¹ , Sri Yamtinah ² , Peduk Rintayati ³	33
IMPROVEMENT PROFESSIONAL LEARNING TEACHER AT WORK	
Niken Wahyu Utami ¹ , Suripah ²	38
THE EFFECTIVENESS OF TEAM BASED LEARNING METHOD IN CREATING CRITICAL, CREATIVE AND RESPONSIBLE ATTITUDES IN STUDENTS	
Chandra Perwira Negara	41
THE REFLECTION SOCIAL-COGNITIVE THEORY IN MATHEMATICS EDUCATION	
Salamia ¹ , Urip Tisngati ²	46
AUTHENTIC ASSESSMENT AND STUDENTS' MATHEMATICAL LITERACY	
Samsul Hadi.....	53
BUILDING A LEARNING ORGANIZATION CULTURE-BASED SCHOOLS	
Mustabirin Alam ¹ , Rahayu Fuji Astuti ²	61

THE CRISIS OF MATHEMATICAL LEARNING Puji Nugraheni ¹ , Dona Ningrum Mawardi ²	68
THE RELIGIOSITY MODEL FOR RELIGION CLASS IN SANATA DHARMA UNIVERSITY Martinus Ariya Seta.....	72
PROTOTYPE OF WALKING AIDS AND DETERMINANT OF QIBLA DIRECTION FOR BLIND BASED ON MICROCONTROLLER ATMEGA328 Rizky Ajie Aprilianto ¹ , Pujiyanto ² , Nur Anita ³ , Zia Putra Mashdiq ¹ , Yohanes Primadiyono ⁵	77
STUDENTS' ACTIVENESS IN LEARNING SOCIOLOGY OF CROSS-MAJOR IN 11th GRADE IN SMA N 1 LUBUK ALUNG, WEST SUMATERA Rani Kartika	82
CRITICAL THINKING AND ITS AFFECTING FACTORS Slameto	91
IMPROVING THE QUALITY OF SCHOOL AS A SOLUTIONS OF EDUCATION PROBLEM Dhian Arista Istikomah ¹ , Irma Ayuwanti ²	99
THE DEVELOPMENT OF READING TEXTBOOK ORIENTED TO CHARACTER EDUCATION USING MULTIMODALITY IN COLLEGE Sesmiyanti ¹ , Yulmiati ² , Rindilla Antika ³	102
THE FORMS OF STUDENT VIOLENCE AT SENIOR HIGH SCHOOLS IN YOGYAKARTA Ariefa Efianingrum	107
THE EFFECT OF EDUCATION ON POVERTY Rafika Rahmadani ¹ , Irwan Dinata Saputera ²	111
TRADITIONAL GAMES BASED ON NEUROSAINS LEARNING FOR CHILDREN WITH BEHAVIOUR EMOTIONAL AND SOCIAL DISORDER Erick Burhaein	119
DEVELOPING A FAIRY TALE BOOK BASED SAINSMATIKA FOR ELEMENTARY SCHOOL STUDENTS Nur Luthfi Rizqa Herianingtyas ¹ , Ali Mustadi ²	124
DEVELOPMENT OF LEARNING MATERIALS ON THE SUBJECT OF STATIC FLUID ASSISTED FLIP BOOK MAKER Syubhan An'nur ¹ , Misbah ² , and M. Noor Alifullah ³	130
DO STUDENTS NEED THE ENGLISH SPEAKING PROGRAM? Lathifa Rosiana Dewi ¹ , Bayuk Nusantara Kr. J. T. ²	136

THE INFLATION IMPACT TOWARD INDONESIA'S FOREIGN DEBT IN 2014-2016	
Nova Yunita Sari Siahaan Fitri Istria, Asti Widiani	139
IMPLEMENTATION OF INCLUSIVE EDUCATION AND ITS CULTURAL PRACTICE IN PUBLIC SCHOOL (CASE STUDY AT SMPN 29, SURABAYA)	
Tuti Budirahayu ¹ , Marhaeni Mega Wijayanti ²	143
PRIMARY SCHOOL PRE-SERVICE TEACHERS' PERCEPTIONS OF SCRATCH AND ITS ROLE IN FACILITATING STUDENTS TO LEARN CODING	
Theresia Yunia Setyawan	148
STUDENTS' PSYCHOLOGICAL WELL-BEING AND ATTACHMENT TO GOD: MULTI-GROUP MODERATION OF PRAISE AND WORSHIP PRACTICES AND GENDER	
Yohanes Budiarto	153
DEVELOPMENT OF INTERACTIVE COMPACT DISC (CD) BASED AUDIO VISUAL MEDIA FOR IMPROVING LISTENING SKILL ON LISTENING SUBJECT IN UNIVERSITIES	
Herfyna Asty ¹ , Edwar Kemal ² , Siska ³	162
THE EFFECT OF EXPERIENTIAL LEARNING MODEL ON NARRATIVE WRITING SKILL OF PRIMARY STUDENTS	
Vina Anggia Nastitie Ariawan ¹ , Rahman ²	167
ENHANCING MATHEMATICAL UNDERSTANDING ABILITY BY DISCOURSE LEARNING WITHIN MATHEMATICAL BET LINE STRATEGY IN THE FOURTH GRADE PRIMARY STUDENTS	
Inne Marthyane Pratiwi ¹ , Tatang Herman ² , Al Jupri ³	172
THE EFFECT OF STUDENT FACILITATOR AND EXPLAINING ON THE AFFECT OF STUDENT FACILITATOR AND EXPLAINING WITH SCIENTIFIC APPROACH ON MATHEMATICS ACHIVEMENT	
Mohamad Nur Fauzi ¹ , Budi Usodo ² , Sri Subanti ³	178
ELEMENTARY SCHOOL TEACHER EDUCATION PROGRAM OF UNNES STUDENTS' SKILL IN IMPLEMENTING BRUNER LEARNING THEORY	
Nursiwi Nugraheni ¹ , Wahyuningsih ²	183
THE DEVELOPMENT OF GOOD QUALITY EDUCATION AND EVENLY SPREAD LEARNING OPPORTUNITIES AS ONE OF THE SUSTAINABLE DEVELOPMENT GOALS (SDGS) IN INDONESIA	
Lasmita Sihaloho ¹ , Juli Arianti ² , Riris Lawitta Maulina Siahaan ³	189
INNOVATIVE EDUCATION; THE UPHOLDING PILLAR OF LIFE QUALITY FOR INDIVIDUALS AND COMMUNITY	
Martin Iryayo ¹ , Devi Anggriyani ²	195

HIDDEN CURRICULUM IN SCIENCE LEARNING IN JUNIOR HIGH SCHOOL	
Djohar Maknun	202
INTERNET APPLICATIONS IN THE SCHOOLS	209
M. Anas Thohir ¹ , Habibi ²	
MEMBRANE COMPOSITE BIOPOLYMER BASED ON POLYETHER SULFONE FOR APPLICATION DIRECT METHANOL FUEL CELL (DMFC)	
Fauziyyah Diyah Anggita Sari ¹ , Titik Wulandari ² , Annisa Widyastuti ³ , Haryo Rohmadiyanto ⁴ , Septiana Eka Mufliha ⁵	216
CONTRIBUTION OF MATHEMATICAL EDUCATION IN IMPROVING QUALITY OF LIFE STUDENT BASIC SCHOOL	221
Lusi Rachmiazasi Masduki ¹ , Budiharto ²	
DEVELOPING TEACHING - LEARNING MATERIAL OF INTEGER AT STUDENTS OF THE ELEMENTARY SCHOOL TEACHER EDUCATION	227
P. Sarjiman	
GOVERNMENT OF WEST NUSA TENGGARA'S POLICIES IN ORDER TO ESCALATE FOREIGN INVESTMENT (2015 – 2016)	232
Julia Rizky Utami.....	
INVESTIGATING THE NEED OF INTERNATIONAL RELATIONS DEPARTMENT STUDENTS TOWARD SPEAKING MATERIALS IN UNIVERSITAS MUHAMMADIYAH YOGYAKARTA	238
Siti Nurjanah.....	
THE INFLUENCE OF LEARNING COMMUNICATION TOWARD STUDENTS' MOTIVATION LEARNING ON PRODUCTIVE OFFICE ADMINISTRATION COURSE IN SMK BINA WISATA LEMBANG	243
Frisca Trioktaviani ¹ , AnitaWiani ² , and Amanda Utari ³	
STUDY OF RATIO PUBLIC JUNIOR HIGH SCHOOL TEACHERS AT HULU SUNGAI SELATAN REGENCY AS EFFORTS TO PROVIDE BASIC DATA	249
Chairil Paif Pasani ¹ , Ahmad Naparin ² , Sri Hartini ³	
CARING FOR STUDENTS' HEART: HOW SOME TEACHERS BEHAVE WHEN THEIR STUDENTS ARE ANGRY AND FEEL DISSATISFIED WITH THEM	255
Adi Suryani ¹ , Soedarso ² , Edy Subali ³ , Usman Arief ⁴	
THE DEVELOPMENT OF MATHEMATICS LEARNING MODEL THROUGH INQUIRY-BASED REALISTIC MATHEMATIC EDUCATION (PEMATERI) TO IMPROVE LEARNING OUTCOMES AND CHARACTER HIGH SCHOOL STUDENDT IN WONOGIRI	262
Yuli Bangun Nursanti.....	

SEX DIFFERENCES INTO STRATEGIC COMPETENCE OF GEOMETRY PROBLEM Zahra Nugraheni ¹ , Budiyo ² , Isnandar Slamet ³	268
STRATEGY EVALUATION OF METRO CITY TOWARD EDUCATION CITY Aulia Rahmawati ¹ , Didik G Suharto ² , Rino A Nugroho ³	275
STUDENT'S INTENTION TOWARDS ENVIRONMENTALLY FRIENDLY BEHAVIOUR IN SURAKARTA, INDONESIA Marinda Mega Nurfitriani ¹ , Puguh karyanto ² , Baskoro Adi Prayitno ³	285
THE PROFILE OF STUDENTS' REASONING ABILITIES ON ENVIRONMENTAL POLLUTION TOPIC Septri Rahayu ¹ , Mohammad Azwar ² , Parsaoran Siahaan ³ , Hernani ⁴	289
INTEGRATION OF DISCIPLINE AND RESPONSIBILITY CHARACTER IN THEMATIC LEARNING AT ELEMENTARY SCHOOL Husna Yusrina ¹ , Sri Yamtinah ² , Peduk Rintayati ³	294
CLASS ELECTION: THE COPE OF CONSTRAINTS TOWARDS VOTER EDUCATION SUSTAINABILITY Hariyanti ¹ , Misbahul Janatti ² , Gigieh Cahya Permady ³	299
PICTURE-STORY BOOK BASED ON SCIENTIFIC APPROACH THROUGH DISCOVERY LEARNING METHOD Annisa Yulistia ¹ , Harun Rasyid ²	305
THE HANDLING OF OVERDISPERSION ON POISSON REGRESSION MODEL AND ITS APPLICATION TO DATA OF MATERNAL DEATHS IN CENTRAL JAVA Ade Susanti ¹ , Dewi Retno Sari Saputro ²	311
IMPROVING THE AFFECTIVE ATTITUDE OF STUDENTS IN ART AND MUSIC LEARNING USING USED GOODS Riya Wahyuni ^a , Irmawati ^b , Yono Cahyono ^c , Florentianus Dopo ^d	320
PROBLEM-BASED LEARNING IMPLEMENTATION IN VOCATIONAL HIGH SCHOOL Herminarto Sofyan ¹ , Wagiran ² , Kokom Komariah ³ , Endri Triwiyono ³	325
THE IMPLEMENTATION OF SCIENTIFIC-BASED LEARNING IN MIDDLE SCHOOL IN KARANGANYAR Rindi Liskasari ¹ , Suparmi ² , Puguh Karyanto ³	328
ROLE OF YOUTH AS SUCCESSOR MADDAWA-DAWA TRADITION IN THE CONTEXT OF FORMATION OF CHARACTER Novita Majid ¹ , Rahmat ²	334

LINGKAGE BETWEEN ECOLOGICAL KNOWLEDGE AND ECOLOGICAL ATTITUDE IN HIGH SCHOOL STUDENT IN INDONESIA	341
Latif Agung Nugroho ¹ , Puguh Karyanto ² , Baskoro Adi Prayitno ³	
IMPACT OF EDUCATIONAL ATTAINMENT ON POVERTY REDUCTION IN INDONESIA: AN ECONOMETRIC ANALYSIS	346
Losina Purnastuti ¹ , Dibyo Waskito Guntoro ² , Heni Dwi Iryanti ³	
DEVELOPING MOBILE LEARNING FOR PRACTICAL EXERCISE IN ECOLOGY USING THREE-LAYER OBSERVATION FRAMEWORK	351
Rizki A. Sambodo ¹ , Baskoro A. Prayitno ² , Puguh Karyanto ³ , Eka Sulistyowati ⁴	
RELEVANCE OF THOUGHT AHMAD DAHLAN IN THE EDUCATION	360
Panji Hidayat	
EVALUATION OF LEARNING MUSIC FOR CHILDREN WITH AUTISM BASED ON THE AUTISM SCHOOL TEACHER'S PERCEPTION	365
Tyas Kartiko Sutawi ¹ , Ian Harum Prasasti ² , Yasmika Baihaqi ³	
A STUDY OF ENVIRONMENTAL ATTITUDE AND ENVIRONMENTAL CONCERN OF HIGH SCHOOL STUDENTS IN SURAKARTA	371
Hephi Meilinda ¹ , Baskoro Adi Prayitno ² , Puguh Karyanto ³	
FACTORS INFLUENCING FINANCIAL LITERACY AND INVESTING BEHAVIOR OF YOUNG FILIPINO PROFESSIONALS	378
Janesa A. Tiong ¹ , Ma. Joan P. Barlis ²	
APPLICATION OF MULTIMEDIA IN SCIENCE LEARNING USING GUIDED INQUIRY METHOD TO IMPROVE CRITICAL THINKING SKILLS OF SEVENTH GRADE STUDENTS IN HEAT TRANSFER MATERIALS LESSONS	401
Tri Endro Pranowo ¹ , Parsaoran Siahaan ² , Wawan Setiawan ³	
THE IMPLEMENTATION OF THEMATIC LEARNING ON SOCIO-CULTURAL BASED OF THE FIRST GRADE ELEMENTARY SCHOOL'S STUDENTS	406
Qodriah Siti Fatmawati ¹ , Sri Yamtinah ² , Peduk Rintayati ³	
THE DEVELOPMENT AND CHARACTERISTICS OF CREATIVE THINKING TESTS OF PHYSICS SUBJECT IN GRADE X SENIOR HIGH SCHOOL	412
Farida Rahayu ¹ , Edi Istiyono ²	
DEVELOPMENT SEMESTER LEARNING PLAN (RPS) AND TEACHING UNIT CLASS (SAP) SYNTAX BASED PROBLEM BASED LEARNING (PBL)	417
Trisna Helda ¹ , Dina Ramadhanti ²	
MODEL LOGIC EVALUATION OF AKIDAH AND AKHLAK SUBJECT IN STATE MADRASAH TSANAWIYAH BANYUMAS REGENCY	423
Darodjat	

THE DEVELOPMENT OF LEARNING MATERIALS BASED ON LOCAL WISDOM PAINTING OF 4th GRADE STUDENTS IN ELEMENTARY SCHOOL	
M. Iqbal Arrosyad ¹ , Retno Winarni ² , Tri Murwaningsih ³	429
AN EFFECTIVENESS OF HUMAN CAPITAL INVESTMENT IN EDUCATION PERSPECTIVE FOR EDUCATION PERSONNEL	
Novri Pahrizal ¹ , Petrus Ambarura ² , Fitri Nur Mahmudah ³	435
DEVELOPING NON-VIOLENCE EDUCATION TO ELIMINATE VIOLENCE AT SCHOOL AND CAMPUS	
Rukiyanto, S.J.	443
THE IMPLEMENTATION OF LEARNING MATERIALS IN ELEMENTARY SCHOOL: THE ANALYSIS ABOUT STUDENTS' CRITICAL THINKING SKILLS	
Umy Annisa Amaliana ¹ , Sri Anitah Wiryawan ² , Riyadi ³	452
THE ISLAMIC BOARDING SCHOOL AS A CENTER OF CULTURE, COURTESY AND ART	
Anip Dwi Saputro	459
DEVELOPMENT OF RPKPS AND SAP LEARNING BASED INQUIRY IN THE SUBJECT PLANNING TEACHING IN INDONESIA LANGUAGE	
Ninit Alfianika ¹ , Rahayu Fitri ²	470
CURRICULUM IMPLEMENTATION OF HIGHER EDUCATION ACCORDING TO NATIONAL STANDARD (SNDIKTI) AND INDONESIAN NATIONAL QUALIFICATIONS FRAMEWORK (KKNI) ON COURSE PHYSIOLOGY OF PLANTS	
Herliani and Sri Purwati.....	476
IMPLEMENTATION OF SPIRITUAL ATTITUDE TO ENHANCE THE CHARACTER OF STUDENTS THROUGH LEARNING OF SOCIAL STUDIES	
Naniek Sulistya Wardani.	484
THE CONTRIBUTION OF LEARNING COMMUNITY TO IMPROVE QUALITY OF EDUCATION IN INDONESIA	
Nurul Istiq'faroh	489
USING VIRTUAL LABS TO ENHANCE STUDENTS' THINKING ABILITIES, SKILLS, AND SCIENTIFIC ATTITUDES	
M. Firman Ramadhan ¹ , Irwanto ²	494
EFFECT OF COGNITIVE STYLE-BASED LEARNING STRATEGY TO STUDENTS' CONCEPTUAL UNDERSTANDING OF SCIENCE AND PROCESS SKILLS	
Arif Sholahuddin ¹ , Lenny Yuanita ²	500

CULTURE FOR EDUCATION AND EDUCATION FOR CULTURE Agung Setyawan, S.Pd. , M.Pd.....	508
THE EXPLORATION OF JAVANESE ART VALUES AND CULTURAL VALUES IN KETHOPRAK PERFORMANCE AS THE MEANS OF ESTABLISHING CHARACTER VALUES FOR YOUNG PEOPLE Budi Waluyo ¹ , Favorita Kurwidaria ² , Astiana Ajeng Rahadini ³ , Dewi Pangestu Said ¹	517
THE ROLE OF TEACHER IN BUILDING A GOOD SCHOOL IN THE BORDER AREAS OF NORTH BORNEO Neni Novitasari ¹ , Nila Kurniasih ²	523
NUMBERED HEAD TOGETHER WITH REALISTIC MATHEMATIC APPROACH IN TEACHING MATHEMATIC VIEWED FROM ADVERSITY QUOTIENT Ayu Choirul Mawar Sari Sugihatno ¹ , Budiyono ² , Isnandar Slamet ³	528
ANALYSIS OF CODE SWITCHING AND CODE MIXING IN DEWI LESTARI'S SUPERNOVA²: AKAR Dyah Fitri Mulati	534
LEARNING MEDIA INFLUENCE OF ACCOUNTING SONGS DEBIT - CREDIT SUBJECTS ECONOMICS ON LEARNING ACHIEVEMENT Novi Safitri ¹ -Yuyun Kurniasih ² -Dita Amelia Putri ³	539
EARLY EDUCATION AND THE QUALITY OF LIFE: THE STUDENTS' PERSPECTIVES TOWARD ENGLISH FOR CHILDREN IN PRACTICE Endah Ratnaningsih.....	546
THE QUALITY GAP AND INEQUALITY OF EDUCATION IN INDONESIA Budiharti.....	550
THE MEANING OF SCHOOL FROM DROPOUT'S VIEW POINT (A PHENOMENOLOGICAL STUDY) Habibi ¹ , Cally Setiawan ²	554
CLASS MANAGEMENT IN IMPROVING STUDENT LEARNING ACHIEVEMENTS IN ISLAMIC BASIC SCHOOLS (CASE STUDY IN SD IT DARUL FALAH) Anatri Desstya ¹ , Fitri April Yanti ²	560
BOCHE (BUILD OUR CHARACTER EDUCATION): APPLICATION ANDROID-BASED AS INNOVATIVE SOLUTIONS IN DEVELOPING CHARACTER EDUCATION OF THE YOUNG GENERATION Ronny Setiawan.....	566
OPPORTUNITIES TO DEVELOP MOBILE LEARNING IN STATE UNIVERSITY OF MALANG Agus Purnomo ¹ , I Dewa Putu Eskasasanda ² , Nevy Farista Aristin ³	572

APPLICATION OF CLASSICAL BASIC SINGING TECHNIQUES ON IMPROVING THE PERFORMANCE OF FRANZ XAVIER'S CHURCH PSALMIST YOGYAKARTA	
A. Gathut Bintarto T.	576
THE ALLEVIATION OF POVERTY IN THE CITY OF SEMARANG WITH SUSTAINABLE ELEMENTS OF EMPOWERMENT PROGRAMS	
Suwarno Widodo ¹ , Ririn Ambarini ²	583
LEARNING INNOVATION MODEL OF PROJECT BASED LEARNING ON 2013 CURRICULUM TO IMPROVE THE QUALITY OF LIFE	
Mita Yuliana ¹ , Sri Anitah Wiryanan ² , Riyadi ³	588
COMMUNITY ECONOMIC EMPOWERMENT STRATEGY TO INCREASE INDEPENDENCE AND WELFARE OF PAKET C LEARNERS	
Dayat Hidayat.....	594
THE PERCEPTION OF SOURCE CREDIBILITY AND SOURCE ATTRACTIVENESS IN CLASSROOMS	
Agustinus Rustanta ¹ , Linus Kali Palindangan ²	600
ANALYSIS OF FACTORS AFFECTING DECISION-MAKING OF A JOB TRAINING PARTICIPANT IN CHOOSING TRAINING PROGRAM AT THE SURAKARTA VOCATIONAL TRAINING CENTER	
Cahyani Windarto	608
AN ANALYSIS OF LEARNING STRATEGY AND AUTHENTIC ASSESSMENT	
Andika Adinanda	616
HISTO: INNOVATION CHARACTERS EDUCATION MEDIA OF LOVE THE MOTHERLAND IN ELEMENTARY SCHOOL STUDENTS	
Andi Wibowo.....	621
BRINGING STUDENTS OUT OF THE LABORATORY: OPTIMIZING INTEGRATED SCIENCE PROCESS SKILLS THROUGH FIELD INVESTIGATION FOR ISLAMIC ELEMENTARY (MADRASAH IBTIDAIYAH) PROSPECTIVE TEACHERS	
Esti Yuli Widayanti.....	625
EXCLUSIVE POLICY TOWARDS NATIVES PROSPERITY	
Irmayani Misrah ¹ , Desiderius P Sudibyo ² , Rina H Haryanti ³	633
THE DEVELOPMENT OF THE TEXTBOOK WRITING OF THE CHILDREN'S STORY BASED CHARACTER EDUCATION IN THE ELEMENTARY SCHOOL	
Darsono ¹ , St. Y. Slamet ² , Winarno ³	640

THE INFLUENCE OF TEACHERS TEACHING SKILLS TO STUDENTS LEARNING MOTIVATION OF CLASS X IN PRODUCTIVE SUBJECTS OF OFFICE ADMINISTRATION AT SMK NEGERI 1 CIANJUR	
Fitriyane Laila Apriliani Rahmat ¹ , Mahisa Silmi ² , Mia Sumiasih ³	647
ANALYSIS OF FAIRY TALE LEARNING MATERIALS INSIGHT OF CHARACTER VALUES OF THIRD GRADE STUDENT OF ELEMENTARY SCHOOL	
Cicilia Clara Devi Anggraini ¹ , Retno Winarni ² , Tri Murwaningsih ³	653
EVALUATION OF HEALTHY SCHOOL PROGRAM AT SD NEGERI KUTOWINANGUN 04 SALATIGA ACADEMIC YEAR 2014/2015	
¹ Siti Zubaidah, ² Bambang Ismato, & ³ Bambang Suteng Sulasmono.....	660
INTERFAITH COMMUNICATION AS A SUBJECT AND PRACTICAL LIFE	
Kartika Kirana ¹ , Novi Dwi Rusmawaty ²	667
DESIGNING EMANCIPATORY LEARNING TO RESPONSE TO THE CHALLENGE OF THE 21ST CENTURY LIFE	
Wahyu Wido Sari.....	673
A REFLECTION TOWARDS LEARNING PROCESS: MISCONCEPTION IN ENVIRONMENT TOPICS IN MIDDLE SCHOOL STUDENT	
Nyna Adhitama ¹ , Puguh Karyanto ² , Sentot Budi Rahardjo ³	676
REVITALIZATION OF EDUCATION PURPOSES IN SENIOR HIGH SCHOOL: A CASE STUDY IN INDONESIA	
Marlina Ummas Genisa ¹ , Saleh Hidayat ²	683
COMMUNICATION PATTERN BETWEEN MOTHER AND CHILD IN FAMILY OF FEMALE MIGRANT WORKERS IN WONOSOBO REGENCY, CENTRAL JAVA	
Linus Kali Palindangan ¹ , Agustinus Rustanta ²	690
IMPROVING THE QUALITY OF SCHOOL IN POLITICAL DYNAMICS in INDONESIA	
Ria Wulandari.....	697
RESISTIVITY OF THIN FILM (Cu/Ni) USING ELECTROPLATING METHODS	
Moh Irma Sukarelawan ¹ , Rif'ati Dina Handayani ² , Moh. Toifur ³	702
THE INFLUENCE OF USING MIND MAPPING TECHNIQUE IN TEACHING NARRATIVE TEXT TOWARD STUDENTS' READING COMPREHENSION	
Widyani Solihat.....	707
COMPUTER- BASED NATIONAL EXAMINATION: INVESTIGATING ITS EFFECTS TO THE STUDENTS	
Hartini.....	716

BIPA LEARNING AS A GRADUATE PROFILE OF LEARNING AND ACHIEVEMENT OF EDUCATION STUDY PROGRAM IN INDONESIAN LANGUAGE PGRI STKIP SUMBAR	
Refa Lina Tiawati R.	722
BETTER MATERIAL FOR BETTER QUALITY, TEACHING CONVERSATIONAL SKILLS IN AVIATION CONTEXT OF PASSENGER-HANDLING	
Anisa Putri Cahyani	726
SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) AS MATHEMATICS LEARNING APPROACH IN 21ST CENTURY	
Naila Milaturrahmah ¹ , Mardiyana ² , Ikrar Pramudya ³	731
ANALYSIS OF TEACHING MATERIALS ON WRITING KID STORIES FOR THE FOURTH GRADE OF ELEMENTARY SCHOOL IN SURAKARTA	
Yermia Tri Utami ¹ , St. Y. Slamet ² , Winarno ³	737
DEVELOPMENT OF LEGAL EDUCATION IN SAUDI ARABIA	
Muamar Salameh	741
INDONESIA CORRUPTION MUSEUM (ICM): AS AN ANTICORRUPTION EDUCATION LEARNING RESOURCE FOR THE COMMUNITY TOWARD CULTURAL INTEGRITY OF NATION	
Dimasfahrudin ¹ , Jenny Ayu Rahmawati ²	747
ANALYSIS OF VOCATIONAL HIGH SCHOOL STUDENTS' ENGLISH-LEARNING MOTIVATION AND ENGLISH NEEDS	
Nurjannah Mutiara Gayatri ¹ , Eko Budi Wibowo ²	752
AN ANALYSIS OF TEST ITEM IN TAHSINUL QUR'AN EXAMINATION USING RASCH MODEL	
Irfa Ma'alina Li'illiyina ¹ , Fajar Nur Cahyani ²	759
MULTICULTURAL KNOWLEDGE INTEGRATION IN DEVELOPING INSTRUCTIONAL MATERIALS FOR CURRICULUM 2013 IN ELEMENTARY SCHOOL	
Latifatul Jannah ¹ , Suharno ² , Triyanto ³	765
STUDENTS' PERSPECTIVE ON ENHANCING ENGLISH SPEAKING ABILITY IN THE CLASSROOM	
Hafidz Wahyu Nur Cholis	769
PUBLIC PARTICIPATION IN IMPLEMENTATION OF THE PROGRAM TO ACCELERATE THE COMPLETION OF ILLITERACY	
Jan Pieter	773

DESIGNING A MICSTRAW TASK ON GIVING DIRECTION TO SUPPORT TASK-BASED LANGUAGE TEACHING (TBLT) IN TEACHING SPEAKING	780
Iga Yolanda.....	
TEACHERS' SKILLS OF TEACHING ACCOMMODATION AND MODIFICATION FOR STUDENTS WITH LEARNING DISABILITIES IN ELEMENTARY INCLUSIVE CLASSROOMS	787
Sari Rudiwati ¹ , Mumpuniarti ² , Pujaningsih ³	
THE IMPLEMENTATION OF LOCAL WISDOM-BASED LEARNING IN ELEMENTARY SCHOOL: THE ANALYSIS OF INSTRUCTIONAL MATERIALS FOR 2013 CURRICULUM	793
Siska Yuniyati ¹ , Suharno ² , Triyanto ³	
THE IMPLEMENTATION OF STS APPROACH IN ADVANCED NATURAL SCIENCE LEARNING ON APPLICATION OF OPTICAL AND ELECTRICAL INSTRUMENTS' MATERIAL	798
Erwinsyah Satria.....	
SCHOOL STRATEGY IN IMPLEMENTING MULTICULTURAL EDUCATION IN SENIOR HIGH SCHOOLS IN INDONESIA	803
Siti Irene Astuti Dwiningrum, Zamroni.....	
ANALYSIS STATISTICS PER-GAME ON INDONESIAN BASKETBALL LEAGUE SERIES III YOGYAKARTA 2016	809
Budi Aryanto, Rizal Haqqi.....	
EVALUATION OF THE IMPLEMENTATION OF CURRICULUM 2013 VOCATIONAL HIGH SCHOOL IN INDONESIA	814
Badrun Kartowagiran ¹ , Heri Retnawati ² , Sutopo ³ , Faridl Musyadad ⁴	

CURRICULUM IMPLEMENTATION OF HIGHER EDUCATION ACCORDING TO NATIONAL STANDARD (SNDIKTI) AND INDONESIAN NATIONAL QUALIFICATIONS FRAMEWORK (KKNI) ON COURSE PHYSIOLOGY OF PLANTS

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Abstract

Higher education institutions was given the authority to establish and develop a curriculum that is based on SNDIKTI number 44 year 2015 and Presidential Decree number KKNi 8 year 2012. Higher education institutions need the readiness of human resources professionals in the implementation of curriculum development. The purpose of this study was to describe the validation results of learning device, the effectiveness of the curriculum learning outcomes in accordance SNDIKTI and KKNi in Plant Physiology courses for students as a biology teacher candidates in terms of mastery of concepts and science process skills of students. The object of research is the curriculum in accordance with SNDIKTI and KKNi. This research is quantitative descriptive. Data were analyzed by using quantitative analysis. The population of this research is the students of Biology Education Mulawarman with the study sample were students who programmed course Plant Physiology. The results showed that implementation of the curriculum in accordance SNDIKTI and KKNi in the subject plant physiology can encourage students to participate actively in the investigation, experiment, develop a sense of responsibility for their own learning, actively asking questions and solving problems. Curriculum development plant physiology courses that accordance to KKNi and SNDIKTI have met the eligibility criteria of a model, that is valid, practical and effective. The validity of the learning device which consists of Semester Lesson Plan and Worksheet declared 100% complete and proper for use in learning. Learning devices are arranged in a practical and its implementation can be conducted properly, and it also can improve student mastery of concepts with an average post test amounted to 85.71% and the average value of the gain medium and 48.86 with the classical criteria of science process skills obtained an average value of 3.4 with good criterion. Curriculum to SNDIKTI and KKNi on plant physiology courses can effectively improve student's learning outcomes in terms of mastery of concepts and science process skills.

Key Words: Curriculum, SNDIKTI, KKNi, Physiology of Plants

1. Introduction

Education Workforce Education Institutions (LPTK) was commissioned to prepare prospective teachers in Indonesia. Teachers need to educate and teach well, to set up a Human Resources (HR) Indonesia qualified in accordance with the demands of

ever-changing society. People want a quality education and produce graduates who are ready to work and ready to conduct further study. LPTK should follow the needs of the field, which not only provided supplies to prospective teachers about the implementation of the curriculum but should be more comprehensive, which give provisions on curriculum

development, including planning, preparation, execution, and evaluation of the curriculum. Some of the policies advanced in the field of education that must be anticipated by LPTK as contained in the following documents: according to Education Law Article 3 No. 20 of 2003 national education goals to be achieved are: 1) Faith and fear of God Almighty (spiritual attitudes), 2) noble, healthy, independent, and democratic and responsible (social attitudes), 3) knowledge (knowledge), 4) capable and creative (skills) (Education in the Ministry of National Education, 2013: 19).

Regulation of the Minister of Research and Higher Education of the Republic of Indonesia Number 44 of 2015 on National Education

Standards include: 1) Standard Competency, 2) Content Standards of Learning, 3) Standards of Learning Process, 4) Assessment Standards of Learning, 5) Standard Lecturers and Personnel, 6) Infrastructure Standards of Learning, 7) Management Standards of Learning and 8) Financing Standards of Learning. National Education Standards referred to such a reference in preparing, conducting and evaluating curricula (Research and Higher Education, 2015: 6).

Indonesian Presidential Regulation No. 8 of 2012 on the National Qualifications Framework Indonesia (KKNI) Chapter I of Article 1.1 and Article 1.2 states that KKNI is the framework penjenjangan competence and qualifications to reconcile, equalize, and integrate the field of education and field work training and work experience in order granting recognition of the competence of work in accordance with the structure of employment in various sectors. Learning gains is the ability gained through the internalization of knowledge, attitudes, skills, competencies, and the accumulation of work experience (Deputy Public Affairs, 2012: 2).

Competency framework of the 21st century to improve the learning process to achieve proficiency: (1) Skills lives and careers (life and carrier skills) consisting of: 1) be flexible and adaptive, 2) took the initiative and independently, 3) skilled social and cultural rights, 4) productive and accountable, 5) leadership skills and responsibility; (2) learning and innovation skills (learning and innovation skills) consisting of: 1) creative and innovative 2) critical thinking in solving problems, 3) communication and collaboration skills; (3) the capacity to obtain information, media, and technology (information media and technology skills) consisting of: 1) literat information, 2) literat Media, 3) literat ICT (Tucson, 2009: 1).

Universities have the authority to develop or construct an effective curriculum appropriate to the circumstances and needs of the region, building on the National Standards for Higher Education (SNDIKTI) in accordance with the Minister of Research and Higher Education regulations number 44 in 2015 and peraturan Presiden Republic of Indonesia Number 8 of 2012 concerning KKNI. It holds the promise of a more tangible to improve the quality of education for the creation of quality human resources who have high competitiveness amid increasingly sharp global competition. Higher Education authority in preparing the curriculum requires the readiness of human resources professionals in their implementation.

Plant Physiology courses aimed at understanding the basic concepts and processes

that occur in the plant life. Biology student teachers in Mathematics and Science Education Programs FKIP environmental education courses to get college biology Plant Physiology. Plant Physiology courses weighs 3 credits with course code 05015333. Competence plant physiology courses implemented to date has not led to Permenristek No. 44 2015 on the National Standards for Higher Education (SNDIKTI) and Presidential Regulation no. 8 of 2012 on the Indonesian National Qualifications Framework (KKNI), in this case need to be arranged Plant Physiology curriculum subjects that refer to SNDIKTI and KKNI.

To prepare students managed to live in the future necessary to change the form of improved curriculum Semester Lesson Plan (RPS) and the Student Activity Sheet (MFIs) in Plant Physiology courses that refer to SNDIKTI and KKNI. If implemented this curriculum are able to prepare students managed to live in the future, namely the students: 1) be able to apply the concepts and principles of didactic-pedagogic biology and the science of biology for the planning, management, implementation, evaluation by utilizing science and technology-oriented skills / life skills (life and career skills). 2) have the skills / learning and innovation skills (learning and innovation skills). Students as prospective teachers have the ability to work not only prepared as a teacher, but had a job skills.

Concept is a unit of meaning which represents a number of objects that have the same characteristics (Winkel, 1991). While Dahar (1989) defines concept as the foundation of thinking, which is obtained through the facts and can be used to solve the problem.

Mastery of concepts by Dahar (2003), as the student's ability to understand the scientific meaning both theory and its application in everyday life. While the definition of the concept according to Bloom's is the ability to capture notions like being able to disclose a material that is presented in more understandable form, able to provide interpretation and able to apply. Based on those opinions can be concluded that students' mastery of concepts is the ability to understand the significance of learning and applying it to solving problems in everyday life.

In this research, through a series of learning implementation using SNDIKTI and KKNI accordance curriculum on plant physiology courses, students can master the concept of material provided so that students can resolve the problems associated with such materials. If a student can master the concept, it can be used as a basis for science process skills.

According to the Beaumont-Walters & Soyibo; Gernann & Aram, 1996a; Eilam, 2002 (Karamustafaoglu, 2011: 26) science process skills are grouped into two categories, namely: 1) The basic process skills are: skills: observing, classifying, measuring and predicting. These skills provide the intellectual foundation in scientific inquiry, such as the ability to describe the events that occur in nature. 2) Integrated Process Skills comprising: identifying and defining variables, collecting and processing data, building data tables and graphs, depicting the relationship between variables, interpret the data, manipulate the data, formulate hypotheses, designing an investigation, make conclusions and generalizations.

Based learning skills improvement process is the strategy of "guided discovery" that help students learn how to learn, helps students acquire knowledge in a way to find it yourself. In this model also included the discovery of meaning, the organization and structure of the idea or ideas, so that gradually the students learn how to organize and conduct research. Science process skills emphasis on students' ability to find their own ("discover") knowledge based on experiential learning, laws, principles and generalizations, so it provides an opportunity for the development of thinking skills high level (Houston in Haryono (2006: 4). Thus students are more empowered as a subject of study that should play an active role in the hunt for information from various sources of learning, and teachers act more as an organizer and facilitator of learning.

According to the Beaumont-Walters & Soyibo; Gernann & Aram, 1996a; Eilam, 2002 (Karamustafaoglu, 2011: 26) science process skills are grouped into two categories, namely: 1) The basic process skills are: skills: observing, classifying, measuring and predicting. These skills provide the intellectual foundation in scientific inquiry, such as the ability to describe the events that occur in nature. 2) Integrated Process Skills comprising: identifying and defining variables, collecting and processing data, building data tables and graphs, depicting the relationship between variables, interpret the data, manipulate the data, formulate hypotheses, designing an investigation, make conclusions and generalizations.

2. Method

This research is quantitative descriptive. Data were analyzed by using quantitative analysis. The population of this research is the students of Biology Education Mulawarman with

the study sample were students who programmed the course Plant Physiology. The variables into the study of this study are:

1. Practicality seen from keterlaksanaan learning curriculum and obstacles encountered after the implementation of the learning curriculum and KKNi accordance SNIKI in Plant Physiology Course

2. The effectiveness of a curriculum model seen mastery of concepts and science process skills after learning implementation using SNIKI accordance curriculum and KKNi in Plant Physiology Course.

The instruments used to collect data in this study are as follows: 1) The instrument Practicality Curriculum National Standard of Higher Education (SNIKI) and the National Qualifications Framework Indonesia (KKNi) Subjects Plant Physiology and 2) Instrument effectiveness of learning outcomes Curriculum National Standard Higher Education (SNIKI) and the Indonesian National Qualifications Framework (KKNi) Plant Physiology courses in terms of mastery of concepts and science process skills

The data collection is done by setting up: 1) The instruments used to obtain data on student mastery of concepts before and after the implementation of appropriate learning tools and KKNi SNIKI. The shape of the test given in the form of essay test with a number of 10 questions that have been adapted to the learning objectives. Pre-test given before the learning begins while the post-test was given after learning. 2) instrument science process skills that are used for troubleshooting or performing science experiments. Results of the assessment of science process skills that students have meaningful learning experiences. Tests used in the science process skills, students carry out the activities contained in the MFI and define problems, formulate hypotheses, designing experiments, carry out experiments, collect data, analyze the data, draw conclusions, and communicate. With the provision of the section were scored: 1 if it is not done, 2 if it is done but not quite, 3 if done correctly, but less precise, and 4 if done correctly and appropriately.

Data Analysis Techniques, consisting of:

1) Analysis of Concept Mastery. Data analysis techniques to determine the completeness of the indicators is to use descriptive with the following formula:

$$P = \frac{(\sum A)}{(\sum N)} \times 100\% \dots\dots\dots (\text{Ratumananm and Laurens, 2012})$$

Information:

P = Percentage of completeness indicator

ΣA = Number of students who answered questions correctly on each of the indicators

ΣN = Total maximum score on each indicator

To determine the learning outcome in this study using techniques normalized gain. The use of this technique as to determine the effectiveness of learning outcome of each student as indicated by the value of G (normalized gain) and with the following formula:

$$(g) = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}} \dots \dots \dots \text{(Hake, 2008: 1)}$$

Information:

(G) = Value gain

Spre = Value pre-test

Spost = The post-test

S max = maximum value

Furthermore, from the calculation of the N-gain is then converted to the following criteria:

Table 1. Criteria Normalized Gain

Skor N-Gain	Criteria Normalized Gain
N-Gain > 0,70	High
0,30 ≤ N-Gain ≤ 0,70	Medium
N-Gain < 0,30	Low

(Hake, 2008: 1)

Sensitivity index of an item is basically a measure of how well items that differentiate between students who are receiving students who have not received learning. An item is said to be sensitive to learning when $S \geq 0.30$. To calculate the sensitivity of the item, then use the following formula:

$$S = \frac{Ra - Rb}{T} \dots \dots \dots \text{(Gronlund dalam Ibrahim, 2005: 50)}$$

Information:

S = Sensitivity

Ra = Number of students who answered correctly on the test end

Rb = Number of students who answered correctly on the test early

T = Number of students who take the test

2) Science Process Skills Analysis

Data were analyzed using descriptive analysis is to look at the average value of the results of each meeting on the course. After the data are the focus of the research and collected, then the next data obtained in the form of qualification assessment reporting student

success in science process skills are expressed in a range of customized SNDIKTI (2014): number 4 (four) category is very good; number 3 (three) good category; number 2 (two) categorized enough; number 1 (one) category lacking.

3. Results

1) Description Results of Learning Device Test On Standards Compliance Implementation of the National Curriculum of Higher Education (SNPT) and the Indonesian National Qualifications Framework (KKNI) In Plant Physiology Course

Enforceability learning device was observed by 2 observers. Observations were made during three meetings (activities carried out in the classroom), which is an implementation of the RPS. On average enforceability of learning at the 1st meeting obtained a score of 3.85 and reliability of 95.6%. On average enforceability learning at the 2nd meeting obtained a score of 3.96 and reliability of 98.9%. On average enforceability learning at the 3rd meeting obtained a score of 3.92 and reliability of 97.8% (Ratumanan and Laurens, 2011).

2) Learning Outcomes Implementation of National Curriculum Standards Compliance Higher Education (SNDIKTI) and the Indonesian National Qualifications Framework (KKNI) In Plant Physiology Course:

a. Students Concept Mastery

Learning outcomes assessment to determine the extent of students' mastery learning concept that has been done. Penguasaan concept of students in the subject of Plant Physiology obtained from achievement test conducted prior learning (pre-test), and after learning (post-test). Giving tests before learning is done to look at the initial capabilities of students and giving the final test of learning aims to look at the ability of students after learning to do. Both the data is processed to calculate the achievement completeness mastery of concepts, with reference to the criteria in accordance with SNDIKTI with learning assessment criteria with numbers ≥ 3 lettered B categorized either equivalent to number ≥ 75 . The pre-test results show there is one goal of the items mastery of concepts plant physiology who finished with a percentage of completeness average of 10%. However, at the post test eight (8) the purpose of item number completed with an average percentage of 80%. Sensitivity whole good item. This is because an item is said to be sensitive to learning when $S \geq 0.30$ (Gronlund and Linn, 1995). Furthermore score results of pre-test and

post-test is used to determine the N-Gain of each student.

Table 2. Scores Results Concept Mastery Test Plant Physiology, Percent Complete Students, and N-Gain.

1	2	3	4	5	6	7
1.	67,5	TT	85	T	0,54	M
2.	65	TT	80	T	0,43	M
3.	70	TT	90	T	0,67	M
4.	65	TT	82,5	T	0,50	M
5.	67,5	TT	82,5	T	0,46	M
6.	62,5	TT	77,5	T	0,40	M
7.	70	TT	90	T	0,67	M
8.	65	TT	85	T	0,57	M
9.	75	TT	90	T	0,60	M
10.	50	TT	67,5	TT	0,35	M
11.	50	TT	60	TT	0,20	M
12.	67,5	TT	85	T	0,54	M
13.	62,5	TT	77,5	T	0,40	M
14.	67,5	TT	82,5	T	0,46	M
15.	67,5	TT	82,5	T	0,46	M
16.	72,5	TT	90	T	0,64	M
17.	67,5	TT	85	T	0,54	M
18.	72,5	TT	85	T	0,45	M
19.	57,5	TT	75	T	0,41	M
20.	65	TT	87,5	T	0,64	M
21.	55	TT	70	TT	0,33	M
% Kts	0	TT	85,71	T		

Information:

1 = Students's number

2 = PreTest Score

3 = Information

4 = Post Test Score

5 = Information

6 = N-Gain

7 = Information

Qty = Complete

T = Completed

TT = Not Completed

M = Medium

Based on the data in Table 1 above it can be seen that there is no classical completeness at pre-test and post test amounted to 85.71% and the average value of its gain of 0.49 with the criteria being. It shows that the learning process is given to increase student mastery of concepts in the subject of Plant Physiology students.

b) Science Process Skills

Science process skills used for troubleshooting or performing science experiments. Results of the assessment of science process skills that students have meaningful learning experiences. Science process skills assessment results can be seen in Table 2.

Table 3. Average Value At Every Indicators Process Skills Student Class A

Indicators of Science Process Skills	Student's number
	Average indicator
1	3,72
2	3,57
3	3,56
4	3,56
5	3,33
6	3,21
7	3,13
8	3,05
Average of Science Process Skills	3,34

Description: Indicators of Science Process Skills:

1 = formulating the problem

2 = formulate hypotheses

3 = designing experiments

4 = carry out experiments 8 = communicate

5 = collect data

6 = analyzed data

7 = draw conclusions

8 = communicate

Reporting in the form of qualification assessment by referring to student success criteria in accordance with the National Standards for Higher Education (SNPT) with learning assessment criteria with numbers ≥ 3 lettered B categorized either equivalent to ≥ 75 numbers.

Based on Table 4.6 in mind that the average value of science process skills in formulating indicators of problem 3.72, 3.57 formulate hypotheses, designing experiments 3.56, carry out experiments of 3.56, 3.33 collecting data, analyzing the data of 3.21, draw conclusions and communicate 3.05 3.13. In classical science process skills gained an average value of 3.4 with good criterion.

4. Discussion

1) Description Results of Learning Device Test On Standards Compliance Implementation of the National Curriculum of Higher Education (SNPT) and the Indonesian National Qualifications Framework (KKNI) In Plant Physiology Course

Implementation of the application of the learning device was observed by 2 observers. Observations were made during three meetings (activities carried out in the classroom), which is an implementation of the RPS. Based on the observed data can be seen that all the learning

activities very successfully. On average enforceability of learning at the 1st meeting obtained a score of 3.85 and reliability of 95.6%. On average enforceability of learning at the 2nd meeting obtained a score of 3.96 and reliability of 98.9%. On average keterlaksanaan learning at the 2nd meeting obtained a score of 3.92 and reliability of 97.8% (Ratumanan and Laurens, 2011).

The average score of the high and the excellent category were able to be obtained because all aspects of the learning activities successfully implemented so that students have a learning experience. Scope curriculum subjects Botany Advanced not only the content but also a learning experience (Rezulli, 1986). Important aspects of the observation are: the lecturer clearly communicate the learning objectives and activities undertaken ensure achievement of objectives. Step-by-step learning activities are interrelated and facilitate students to understand the concepts learned. Hands-on / teaching materials used in the study support the achievement of objectives.

The method used in the teaching and learning process have been effective and have been appropriately with the goal of learning. Some of the methods used in the classroom is the method of discussion, question and answer, presentations, assignments, observation, experimentation and practice material processing for further needs, as well as the practice field. Methods provided are appropriate to the learning strategy. The strategy used is the PPP approach, PBL, inquiri, STAD cooperative. Learning activities carried out in conformity with the characteristics of the High Level Botanical assess learning theory can be used and a basis for achieving the objectives through learning, ie learning theory of constructivism. James (2000: 31) states that constructivism widely embraced by the science teacher as a constructivist epistemology is fully consistent with the approach of inquiry, we see the principles are realized through laboratory investigation activities, cooperative learning to produce a positive thing in science. Furthermore Driver et al (1994); Kearney (2004) in Lee (2006: 8) states that constructivism provides a perspective on teaching and learning of science in the classroom, with a view to increasing the effectiveness of the teaching of science in improving student learning.

2) Learning Outcomes Implementation of curriculum based on the National Standards for Higher Education (SNDIKTI) and the Indonesian National Qualifications Framework (KKN) In Plant Physiology Course

a. Mastery of Plant Physiology Concepts

Implementation of the curriculum that has been developed according to the National Standards for Higher Education (SNDIKTI) and the Indonesian National Qualifications Framework (KKN) In Plant Physiology courses can improve student mastery of concepts. It is shown from the results of the evaluation data analysis concept mastery in the subject of plant physiology students between before and after the implementation of both the class A and class B. Pre-test was used to determine student mastery of the initial concepts before learning takes place, while the post-test was used to determine mastery of concepts students after the implementation of the National Standards Compliance Curriculum implementation of High Education (SNDIKTI) and the Indonesian National Qualifications Framework (KKN) in the subject of Plant Physiology.

Based on data analysis (Table 4.4) it can be seen that the success of the students completed the test items on concept mastery indicator has increased after the implementation of learning in the subject of plant physiology. Increased thoroughness of items contained in the item number 1, 2, 3, 4, 5, 7, and 10. Meanwhile, on items 6 and 9 is not finished, it is because on item number 6 percentage completeness 70% and items number 9 percentage completeness 67%. It is not yet meet the criteria in accordance with SNPT with learning assessment criteria with numbers ≥ 3 lettered B categorized either equivalent to ≥ 75 numbers. The results of the analysis of the average n-gain: students with moderate criteria. Based on the data in Table 4.5 above it can be seen that there is no classical completeness at pre-test, whereas in the post test amounted to 85.71% and the average value of the gain was 48.86 criteria (Hake, 1999). It shows that the learning process is given to increase student mastery of concepts in the subject of plant physiology.

Increasing student mastery of concepts in plant physiology due course curriculum coverage includes: content, experience, and product provided to students as a biology teacher candidates. Materials / subject matter combined with experiential learning (learning experiences), so the scope of the curriculum in terms of curriculum subjects plant physiology is not only the content of the form of understanding the basic principles of taxonomy, nomenclature and classification and function Spermatophyta, but the learning experience using a variety of teaching strategies teaching and learning process (Herliani, 2016: 6). Teaching strategies used are: PPP approach, PBL, Inquiry, kooperatif STAD

and experimental methods, discussions, presentations, frequently asked questions, experiment and practice LAB, assignments, observation, and practice field. Colin (2009: 4). states that the curriculum emphasizes the development of reflective thinking, developing individual and emphasizes the strategies used to achieve the curriculum, so that there is a curriculum that sense until the determination of the strategy is not just limited to the material to be learned by the students. Furthermore, Kennedy (2005: 37), paying attention to the curriculum in the context of a very important experience for the students a chance to add his experience.

At the time of the learning process takes place looks all students are actively involved in the activities and the orientation changes in learning, namely: learning more empowering all aspects of students' abilities; student-centered learning (student centered learning), independent study (self-directed learning) and self-understanding; learn to 'find' and 'build' (construct) its own draft, which is proven to improve student mastery of concepts; and a group of cooperative and collaborative learning are not only to teach thinking skills but also the capacity to teach students other skills.

b. Science Process Skills

Skills approach is part of the implementation process of learning in the curriculum of the National Standards Compliance Higher Education (SNDIKTI) and the Indonesian National Qualifications Framework (KKN) In Plant Physiology Course. Science process skills can help students to solve the problem or performing science experiments. Indicators of science process skills consist of: 1) to formulate the problem, 2) formulate a hypothesis, 3) designing experiments, 4) carry out the experiment, 5) collecting data, 6) analyzing the data, 7) draw conclusions, and 8) to communicate. Results of the assessment of science process skills is students have meaningful learning experiences. From the analysis of the data evaluation process skills in the subject plant physiology, student values obtained with both criteria.

Based on the analysis of the data in Table 4.6 in mind that the average value of each indicator with the science process skills criteria. The lowest value of 3.13 on the indicator and the highest score of 3.72 on the criteria formulate problems. In classical results science process skills gained an average value of 3.4 with good criterion.

The explanation above shows that the students are able to carry out activities with good science process skills. Science process skills is an intellectual activity that is practiced by scientists to solve problems and produce the products of the science. Skills processes performed by the students in accordance SNDIKTI curriculum implementation and KKN on plant physiology courses among which define problems, formulate hypotheses, designing experiments, carry out experiments, collect data, analyze the data, draw conclusions, and communicate. Science process skills approach provides the opportunity for students to begin learning to understand learning problems first, then engage actively in activities and group discussions, and eventually skilled in science process learning outcomes obtained. On science process skills focused on understanding the problem first, is expected to provide exercise and abilities of each individual to be able to resolve the problems faced.

Process skills approach provides the opportunity for students to explore. It is seen from the students' ability to perform any activities both activities in formulating the problem, formulate hypotheses, designing experiments, carry out experiments, collect data, analyze the data, draw conclusions, and communicate. Karamustafaoglu (2011: 26), states that the science process skills are skills that enable students to develop a sense of responsibility in their own learning, improving learning permanency, and to teach them methods of research.

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