

The Application of Scientific Approach as the Recommendation of 2013 Curriculum for Social Studies Learning in Among Learning System

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Abstract:

The 2013 curriculum was developed in order to improve the quality of education and learning so that graduates have the necessary competencies to face the problems of life now and in the future. Social Studies Education in Taman Dewasa Tamansiswa is implemented in the Among system; as the subject that reinforces the value and character of the next generation. To achieve the goals of education and produce ideal generation, the 2013 curriculum advocated the use of Scientific Approach to learning. This study focused on: how the *Pamong*/teachers of Social Studies Education in Taman Dewasa Tamansiswa implement Scientific Approach in learning, what are the difficulties and supporting factors encountered by *Pamong* in Taman Dewasa, Tamansiswa. Researcher used a qualitative approach, and became the main instrument, the data collection techniques: document review, observation, interview, open questionnaire. The validity of the data is tested by triangulation process between techniques, sources, as well as extending the presence of researchers in the field. The result shows that the concept of scientific approach is not new for *Pamong*, it has been integrated in the Among system and Social Studies learning in Tamansiswa. The understanding, awareness and performance of the *Pamong* is quite good, the Among techniques disappear replaced by the techniques recommended by Standart Process of education. A better quality of education produced graduates who are competent to face the problems of life in the present and the future.

Keywords: Scientific approach, Social Studies Education, “Among” Learning System.

Taman Siswa is a private educational institution with its own peculiar characteristics. Taman Muda Ibu Pawiyatan as elementary school level, the forerunner of Educational institution in Tamansiswa was established in July 3, 1922; followed by the establishment of Taman Dewasa/Junior High School level in 1924, it was part of the national movement at that time. The community discussion chaired by Ki Ageng Suryomentaram and RM Soewardi Suryaningrat/Ki Hadjar Dewantara (abbreviated KHD) as the secretary made the decision. In the context of the national movement, this community came to realize that in achieving the ideals of the independence of Indonesia was not enough with the political struggle, diplomacy, as well as physical struggle; but the Indonesian nation must be educated to be smarter; having spirit of independence, developing the natural God-given to humansthrough education.

The situation of national movement fertilize the Tamansiswa institutional development, so that in a relatively short time Tamansiswa foster many branches in other areas. Furthermore, KHD had a central role in the development of Tamansiswa as an institution with great organizational system, established administrators at the central level, followed by the formation of hundreds local-level administrators; KHD directly lead Tamansiswa institution. Taman Dewasa as part of Tamansiswa is a valuable heritage that is still consistently run the National Education, dedicated their work in educating the next generation with Indonesian character and personality. Taman Siswa conduct education and learning with Among system based on its own culture.

Many National Education Standards have been set forth as the Regulations of the Minister of National Education. Institutions/Schools in various levels and its beurocracy have been trying hard to respond to, understand, and implement these rules. The most recent policy is the implementation of the 2013 curriculum in Primary and Secondary level. According to Law No. 20 of 2003 Article 1 Paragraph (19), curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the implementation of learning activities to achieve specific educational goals. The curriculum development of 2013 is a further step development of Competency Based Curriculum (CBC) which were initiated in 2004 and 2006; attitudes, knowledge, and skills as an integrated competencies. The execution of the 2013 curriculum is an answer the demands of the implementation of education, which refers to the eight National Education Standards in: Management, Cost, Infrastructure, Teachers and Education Personnel, Content, Process Stand, Assessment and Standards Competency Graduates.

Education is preparing the next generation who will serve in the future and take care of the nation's life. The growth of productive age population in about 20 years is quite significant. They will face the challenges that may be different with the challenge of productive age population in the present. Mentioned various challenges such as: Globalization: WTO, ASEAN Community, APEC, CAFTA; environmental issues, advances in information technology, the convergence of science and technology, knowledge-based economy, the rise of the

creative and cultural industries, shifting world economic power, influence and impact teknoains; quality, investment and the transformation of the education sector. These challenges have started today and will continue to become stronger in the future (Meirawan, 2010:189).

Education must be responsive, able to prepare the next generation and to equip them with the necessary competence in the present and the future. The competencies are ability: to communicate, to think clearly and critically, to consider the moral aspects of a problem, to become responsible citizens, to understand and tolerant of different views, to live in a globalized society, has broad interest in life, have the readiness to work, have the intelligence according to their talents/interests. To achieve the competencies, the 2013 curriculum give mandates to to teachers to implement the *Scientific Approach* in the classroom. This approach includes five steps in the learning process, namely: 1). Observing/invite students to make observations, 2). Questioning/questioning what has been observed, 3). Associating/making sense of the various things that have been observed and questioned, 4). experimenting/try what is already considered as logical earlier, 5). networking/build networks (Dikdasmen, 2013:139, 145).

As a private educational institution, Tamansiswa following the implementation of educational policies of the Ministry of National Education. In the primary and secondary level, Tamansiswa has a commitment to participate to implement 8 National Education Standards (TMTS, 2013). In the future, students will face tough challenges due to the global community life which is always changing every moment. Therefore, Social Studies Education designed to develop knowledge, understanding, and analytical skills for the social conditions in entering a dynamic social life. The Social Science subjects are arranged in a systematic, comprehensive, and integrated learning process towards maturity and success in the life of society. With the integrated and scientific approach and the expected learners will gain a broader and depth understanding in the science-related field"(BSNP, 2007).

In practice, many Social Studies Education undergoing a process of trivialness; the purpose the Social Studies Learning developed by teachers only involves low-level domain of cognitive aspects, the learning process is adhered to the behavioristic learning theory. Not surprisingly, that the model of evaluation learning outcomes of Social Studied Education dominated by forms of multiple-choice objective test that is more about memory skills; and little test to ceck understanding and application capabilities or train concept and critical thinking. The result would have been predicted that Social Studies Education is nothing more than the subjects to memorize information is less meaningful social knowledge for the social life of students. The presence of the 2013 curriculum bring fresh air to the achievement of a more comprehensive educational purposes; not only emphasize the low cognitive aspects but reaching higher order thinking and affective aspects, aspects of the character and skills in a holistic way.

Research on learning in Tamansiswa done by Nordiana (2006) with the title "the Death of Aryo Penangasang Aryo Operetta, in Tamansiswa Yogyakarta", the results are: 1) Tamansiswa use art as a means of education, 2) It is as an effort to make balance of intellect and good manners, 3) Educate students and the audience to appreciate arts, the players experience the process of personal characters formation. 4) Train the child's sensitivity to various issues related to ethics and aesthetics. This is consistent with the results Kuswandi who study entitled "The manifestation ofthe Concepts of Education by Ki Hadjar Dewantara in Ibu Pawiyatan Tamansiswa Yogyakarta". He stated that the Art activities as a means of character education, manners and morals education for students in the Tamansiswa. Kuswandi (2009:152-160), also explains that the KHD conception of education reveal the fundamental basis of human existence as individuals and as social beings. The terms used mostly in the Javanese language turn into *Fatwas*/advices rooted in Tamansiswa.

Suwignyo, conducted and published in 2011 with the title "The manifestations Verbal Acts in the Among learning Discourse class", This study led to the conclusion, that learning is an integral part of the Among communication. The Among aspects of learning as the substance of speech, act, idea, feeling, and intention (SPA-Ca-Ra-Ka) manifested the wisdom of cognitive, emotive, and conative of the Pamong to the student. Aspects of the Leadership in Among Learning are the speech and act in front, center, rear (KPA-De-Te-Be). It is manifested wisdom the figurative learning leadership, participatory, and emancipatory of the Pamong to students. The function of Educatif Among learning aspects are for Habituation-Engagement- independence (FEPA-P3); it is manifested wisdom and virtue awareness, motivational wisdom, and regulasional wisdom by *Pamong*s in the transaction of learning content and interaction. In the inculcation of good manners verbally, the Pamong acts as teacher or tutors, it is the basis of character education in primary school (Suwignyo, 2011:86-94).

A Research conducted by Towaf (2013) identifies some of the terms that can be categorized as learning techniques of Among: implementation of *Three nga* in the classroom, *Ngerti*/understanding: The child understands what is learned. *Ngrasa*/feeling: Kids feel confident the benefits of the topic studied. *Nglakoni*/implementing: Kids want to implement what is learned. The application of *Three N* in the classroom. *Niteni*: Child recognize what is learned, *Nirokke*: Kids imitate/execute what is taught. *Nambahi*/elaborate: Children will strengthen/broaden their understandings and skills. The application of *Three Co* in the classroom: *Cooperative*: Children promote mutual cooperation. *Consultative*: The children consult the teacher. *Corrective*:

Children are willing to make correction and accept advice. Various concepts and techniques of Among learning, are not only used in the classroom but also in activities outside the classroom; in curricular and co-curricular activities; even it is expected to enrich life in society (Boentarsono, 2012:16-25).

The Among System is typical; but it had to adapt to a variety of government policies. Tamansiswa is open to be studied by the observer and researcher in education. Documents, a collection of KHD writings KHD, collection of books, writing by Tamansiswa activists in the form of a photocopy or stencilled are preserved in Tamansiswa Library, but books about education and learning practices in Tamansiswa as public readings are still very limited. This study describe how Taman Dewasa/Junior high School level of Tamansiswa make preparation to implement the 2013 curriculum; how the understanding and the implementation by Pamongs; and observe how the Scientific approach interact with the concepts, principles and techniques of Among systems; What are the difficulties and the supporting factors of the implementation of learning faced by the Pamong Social Studies Education in Taman Dewasa Tamansiswa.

This study brings the following benefits: (1) The theoretical benefits of this research are contribute the fields of science, enriching the development of concepts, models, theories, application and implementation of character education, especially at the level of Junior High Education and the world of education in Indonesia, (2) The thoughts, ideas, and views of Ki Hadjar Dewantara (KHD) embodied in the concept of education in Tamansiswa is a National treasure that needs to be studied. The findings will enrich science education, especially in the areas of learning development in Indonesia, and Social Studies Education at Junior High School level. (3) The findings will give inputs to the development of Science and Technology, Social and Cultural of the nation. Research on the practice of education, in particular the implementation of Scientific Approach in Among learning, would be beneficial for Social Studies teachers (4) The concepts of Among education and learning has been conceptualized by KHD in Tamansiswa is important to be explored, to encounter the flood of ideas from foreign countries that could drag on the current educational practices into intellectualism and materialism (Towaf, 2013a).

RESEARCH METHOD

The approach of the study is qualitative phenomenological design, researchers assess and observe what is being done by the subjects examined in the learning activities. A qualitative research is being conducted in the natural environment; researchers as a key instrument, a variety of data sources, the meaning of the participants, the development of the design, the nature of interpretation in a holistic account (Creswell, 2009:261). Researcher summarizes the various conditions and situations of social reality as the object of research. Bogdan and Biklen explain the qualitative research often called naturalistic the data is collected by people who behave reasonably.

Methodically the user of phenomenological method does three levels of self-liberation in the form of: (1) self-liberation from subjective elements, (2) self-liberation from the confines of hypotheses, theories, or propositions of science, (3) self-liberation from traditional doctrine. The three kinds of liberation is useful to get a pure phenomenon, a phenomenon that can be approached without being bound by various prejudices (Dimiyati, 1977:70). In this process, the researchers ruled out prior personal experiences so that he can understand the experiences of participants which he researched (Creswell, 2010:20-21).

The position of researcher in qualitative research is quite complicated. He/she is at once a planner, executor of data collection, the data analyst, the interpreter of data, and at the end he became a reporter of research results. Researchers also act as data collectors in the Focus Group Discussion and Peer review on the results of study (Denzin & Lincoln, 1994:163). Researchers get into the conceptual world of the subjects he/she studied in such a way that the subjects understand what and how an understanding developed around events in everyday life (Moleong, 2007:17). The location of this research is the Taman Dewasa/Junior High School level of Tamansiswa Yogyakarta, located at No. 25 Tamansiswa Street, Yogyakarta, Phone no (0274) 377 120, 55 151 Zip Code.

The data collection techniques used: observation, interviews, documentation and triangulation. The data analysis consists of: (1) data reduction, (2) the presentation of the data and (3) conclusion/verification (Miles & Huberman, 2002:16). The data analysis is done during and after the data collection process. There are four criteria for the validity of the data includes test reliability (credibility), transferability, dependability, and Certainty (confirmability); a qualitative researcher also conducted triangulation process.

RESULTS AND DISCUSSION

The profile of the location

Taman Dewasa Ibu Pawiyatan Yogyakarta is a Junior High Education institution in Tamansiswa, founded in 1924 is located at No 25 Tamansiswa Street, Wirogunan, District Mergangsan Yogyakarta under supervision of the Foundation Assembly of Ibu Pawiyatan Tamansiswa. Taman Dewasa has a vision of "Achievement in Science and Technology, Leading in the Arts and Culture in Noble Character". Its mission is to implement learning activities that are effective, efficient and measurable to realize achievements in the field of science and

technology, art education and cultivation of cultural values of the nation to promote a cultural artistic-based education, to develop and implement "Among System" in education and learning and to apply of noble character education.

Taman Dewasa formulates several objectives to be achieved in the implementation of education as the following: (1) To improve the quality of learning by improving the ability of educators and teachers both in academic competence and professionalism that is expected in turn can improve student achievement, (2) Meets eight national education standards gradually and provides educational facilities, the availability of sufficient operational costs, as well as public participation opportunities proportionally, (3) The implementation in favor of noble character integral values and concepts of Tamansiswa in learning and education, (4) To give students with enough preparation to continue their education to a higher level.

The Pamongs of Taman Dewasa consist of 27 people with status: 2 Civil Servants, 18 Teachers of the Foundation, and 7 Master Honorer 7. The school is assisted by 18 administrative personnel with the status: 5 permanent staff and 13 temporary employees. total of 271 students. Taman Dewasa also has students classified as Children with Special Needs. There are a variety of extracurricular activities at Taman Dewasa, the activities are: a choir, art of batik/fine arts, journalism/*Mading*, Iqra'/reading the Qur'an, basketball, dance, martial arts, indoor soccer, scouts, and martial arts/self-defense. In the cultural and arts student achievement in the field of traditional music, traditional games, archery, athletics, futsal, football and martial arts. Students involvement in various competitions, both academic and extra-curricular activities have become a means of encouraging students of Taman Dewasa.

The Among Learning Concepts

In general the understanding of Pamongs/teachers about *Among* learning system is pretty good. It is mentioned that the Among system is all components and activities that include: the philosophy, foundations, educational purposes, apparatus, methods, atmosphere, teachers and students. This is consistent with the statement that the Among system covers all activities of Tamansiswa as a whole, not as a methodological aspect only (Tamansiswa team, 1982). Among The word *Pamong* itself comes from the Javanese word which means a person whose job *momong* or *ngemong* (Dewantara, 1977) who devoted his soul; in this sense a *Pamong*/teacher like a nurse, caring for a child with great devotion.

It is explained that the basic of Among system are: 1) Man natural potentials; belief in the power of human nature as God creature as preparation and base for growing to maintain their progress. Man can seek safety and happiness of inner life, both for themselves personally and for society. Education is implemented so that we can achieve the perfection of life, the life and livelihood of our children who are educated in harmony with their world (Dewantara, 1977). 2) Man freedom; basically a man is a free man physically and spiritually, live in peaceful and happy life, to build an orderly and peaceful society, *order en vrede, toto lan tentrem*. Freedom means: a) not live under someone power, b) Stand up straight with his own strength, and c) Proficient in organizing his life in an orderly manner (Dewantara, 1977).

The learning process is called *Wiraga* in Tamansiswa version is rhythmically body maintenance and exercises; sensory perfection conducted by habituation. This process is applied to Children. The next process is called *Wirama* is orderly traits, worth and coherent or harmony. The use of *Wiraga* or *Wirama* or a combination of both would consider the phases of child development (Dewantara, 1977). For students of Taman Dewasa level, the learning process much more following the *Wirama*, provide the child opportunity to know the order and rules could help them in harmony with the environment. From this concept will appear a variety of learning methods with the spirit of familyhood in the interaction of teachers and students (Soeratman, 1989). The relationship between Pamongs and students based on love and trust each other, away from the authoritarian situation or spoiling. Pamongs/teachers need to have ideal personal characteristics as a prerequisite to educate their students, so that later they generated qualified persons (Pujiastuti, 1998). In this case the field of character education revealed that:

Daniel Lapsley and Charles Murray are clearly concerned about the compelling (and daunting) challenges facing our society when it comes to developing young people of good character—those who are strong enough to do the right thing. At the Character Education Partnership (CEP), we share those same concerns. And while Lapsley, Murray, and CEP have different opinions regarding the history, nature, root causes and scope of the challenge, we agree strongly that it is essential to foster caring relationships within schools, families, and communities (Russ, 2014:69).

There is a continuing concern about the relationship of individuals in schools, in the family and in society. The Pamong role in learning are: 1) as a teacher, who educates, 2) as an educator should foster Three potentials (creativity, feeling and intention) soul of the students, 3) through conduct of *ing ngarsa sung tuladha*/in front give example, *ing Madya Mangun Karso*/on the way foster intention, and *tut wuri handayani*/give support from behind, to 4) achieve an independent life (Kuswandi, 2009). To educate in the

Among system is defined as deliberate effort to promote life and the growth of child's character (feeling, mind, spirit) and body through teaching, giving example and habituation; not with force command or punishment.

The Among Learning Principles and Techniques

The Pamongs agrees with the way researcher grouped typical Tamansiswa words and terms as the principles and techniques of Among learning. Many of the principles associated with Among learning originated from the language and culture of Java (Boentarsono, 2012). The Among learning system that characterizes Tamansiswa apply *silih asih*, *asah* and *asuh* or compassion, sharpening and fostering the students. Conceptually and practically, Pamong followed students from behind while giving motivation. This is in line with the findings of Masrukhi (2010) which states that the role of school leadership is as exemplary, provides motivation, provides the facilities, as well as to create and enforce regulations in the school environment (Towaf, 2014)..

Other principles that strengthen the Among system are: avoid three abstinence; abuse of power, finance, act affected disobedience. *Lawan sastra ngesti mulya* that means: the science/culture aspire to happiness. Science becomes a means to a better life and reach a glory. *Suci tata ngesti tunggal* that means: the pure in heart, orderly life aspire to unity/perfection. This expression teaches to nourish the heart from various prejudices and live in orderly life. *Tetep, antep, mantep* which means: mind and inner statutes determine a person's quality; after that came *mantep*/consistence by choice or decision. *Ngandel, Kendel, kandel*: which means to believe in God, being brave and resilient, bold faith; it shows that the concepts of KHD are very religious. *Ning-neng-nung-nang* that means: *wening*/the quiet mind, *meneng*/no emotion, *hanung*/firm, will *menang*/win or gain victory (Dewantara, 1977); this *fatwa*/advice teaches that when the mind is clear and feelings are not easily ignited, fostering fortitude; it will be the capital towards success. *Bibit, bebet, bobot* that means: the seed, the origin, quality; it is important to pay attention to all aspect of life. This advice teaches that learners also need to be observed from the start/entry behaviorinya such as the seed, the origin and the quality; not to discriminate but to foster precisely towards better (Boentarsono, 2012).

Some terms can be categorized as learning techniques and Pamongs agree with it such as: The implementation of *Three nga* in the classroom: *Ngerti*/understand, children understand what is learned. *Ngrasa*/feeling: children feel comfortable and confident the benefits of what they learned. *Nglakoni*: Children like to implement what is learned. *Three Ngo* influence is so strong in character learning, so Akbar (2013) has been following up the concept by developing a model *Triprakoro*/Three important things in learning to promote the value and compliance character for Primary School Children. After being tested on a large scale, he found the model is very valid according to experts, users, and students. The *Three Nga* is directly related with the three aspect of learning: Cognitive, Affective and psychomotor. The application of *Three N* in the classroom: *Niteni*: Children recognize what is learned, *Nirokke*: Children imitate/execute what is learned. *Nambahi*: Children will elaborate/broaden their understanding and skills. The application of *Three Co* in the classroom. *Cooperative*: Children do mutual cooperation. *Consultative*: Children asked the teacher if they have problems. *Corrective*: Children willing to accept advice (Towaf, 2013a).

The terms of Among system can be compared with steps of Scientific Approaches namely: 1). Observing/invite students to make observations, 2). Questioning/questioning what has been observed, 3). Associating/making sense of the various things that have been observed and questioned, 4). Experimenting/try what is already considered as logical earlier, 5). networking/build networks. (Dikdasmen, 2013:139, 145). The various techniques of Among in learning are also used in activities outside the classroom; in curricular and co-curricular activities, and even they are expected to enrich life in society.

KHD ideas are fairly a complete ideas, as a combination of cultural, educational and leadership theories; culminated in the formation of a grand theory of noble character of learners (Kuswandi, 2009). The result of education is the maturity soul which can realize an orderly and sacred life beneficial for others (Dewantara, 1977). The ideas of KHD are almost a century ago but it is relevant to education in current time. Experts from the University of Nijmegen, Netherlands argue about the importance role of teachers in a productive interaction with students in education and character formation as follows: "from a virtue-ethical perspective, three aspects of a teacher's role in moral classroom conversations are of primary importance: (1) encouraging students to be morally reasonable, (2) stimulating the students' emotional involvement, and (3) guiding students toward a normative ideal of virtue" (Willems, Frank, 2013:107).

In the Among system, Pamong hold *Panca Dharma Tamansiswa* (Five Principles of Tamansiswa) namely: 1) Natural potentials, (2) Freedom/Independence, (3) Culture, (4) National and (5) Humanitarian. The characters that exist in the National Curriculum has been a part in the implementation of education and learning in Tamansiswa for a long time. Unfortunately the special terms of Among techniques did not appear in the lesson plan written by Pamongs. Taman Dewasa Ibu Pawiyatan Tamansiswa has a commitment to meet the eight aspects of national education standards, provide educational facilities guaranty the availability of sufficient operating funds and foster public participation proportionally (TMTS, 2013). It can be understood if the concepts and techniques of Among system is not only related to curricular and co-curricular learning; but as expected

condition for the whole process of education in various educational institutions of Tamansiswa (Towaf, 2013a).

The Implementation of the Scientific Approach by Pamong

Taman Dewasa Ibu Pawiyatan Tamansiswa, since the curriculum was launched in 2013, most school leaders have mulaimempelajari tersebut. The 2013 curriculum is introduced in starting school year 2013-2014 through limited implementation, especially for schools that are ready to implement it. In the academic year 2013/2014, the 2013 Curriculum implemented on a limited basis, for Grade I and IV Elementary School/Madrasah Ibtida'iyah (SD/MI), Grade VII Junior High School/MadrasahTsanawiyah (SMP/MTs), and Grade X High School (SMA/SMK/MA/MAK). In the 2015/2016 Academic Year the 2013 curriculum is expected beeing implemented in all Classes from I to XII. In 2013 the training has been conducted for Primary Schools/SMP/SMA/SMK, the head of Elementary School/Junior High/High School/Vocational School; teacher Grade I and IV Elementary School, Junior High School Teacher Grade VII for the 9 subjects, and teachers Grade X SMA/ SMK for 3 subjects. To ensure the quality of the training, then BPSDMPK and PMP have prepared 2013 Curriculum Implementation Training Module, in accordance with subjects, and levels of education (Dikdasmen, PLPG, 2014).

In accordance with the policy in 2013 in *Taman Dewasa Tamansiswa* (TDTS), only the Principal and Vice Principal who in charge of curriculum knows earlier about 2013 curriculum. In Taman Dewasa the curriculum for social studies recently started and carrying out the 2013 curriculum in 2014/2015. From the initial interview with the Pamong of Social Studies Education, the turn of the socialization of the 2013 curriculum in the year 2013; it will be implemented in the academic year 2014/2015. At the beginning of the semester, Pamongs felt uncertainty, no one has made Lesson Plan until mid-semester; so at the beginning of the semester is was apparent the uncertainty of Pamongs in implementing the 2013 Curriculum.

In the implementation of the 2013 curriculum in Taman Dewasa Tamansiswa, grade VII and VIII already use the 2013 curriculum, grade IX still use School Based Curriculum/the previous curriculum. The differences between the old curriculum and the new one are not only the content but also in the process of learning that emphasizes character building. It is also mentioned that the development of the learning process is expected to take advantage on Information and Technology. The implementation of 2013 Curriculum was conducted in the academic year 2014/2015, however not yet fully; the evaluation process is also conducted to assess the development of students knowledge and the formation of their attitude-behaviors. Characters being fostered on students Taman Dewasa Social Studies education include: discipline, patriotism, exemplary, honesty, nationality, manners, responsibility, patriotism, piety towards God Almighty, and tolerance. It is the peak of teaching Social Studies, promoting chacarters; it is a character education that must: 1) develop moral and performance character; 2) attend to ethical conscience; 3) educate for conscience and competence; 4) ensure that character is caught and taught ; and 5) measure character performance assessment and grade point average (Davidson, 2014:77).

The excellence of implementing Scientific Approach in the Among learning for Social Studies is that students can learn directly to the object/direct observation. Students find their own problems and solutions even discover new things. Pamongs can determine the extent to which learners make advance in the learning process and can determine the development of the learner characters and ability. Basically the phases/steps of Scientific Approach move in harmony with the principles of Among learning; *Ing ngarso sung Tulodo, Ing madyo Mangun Karso, and Tut wuri Handayani* is needed to promote the implementation of Scientific Approach. The application of Scientific Approach in Among learning is. The leadership of school play an important role in enforcing the rules, giving exemplary behavior, the *Trilogi/Three part* of leadership take a very important role in Tamansiswa, this situation in line withthe findingof Masrukhi (2010:20) states that the role of principle leadership is in terms of the gives example, provides motivation and facilitation, as well as create a condusivesituation for inforcing he rules, it is called as a structural approach in implementing environmental regulation; Social Studies emphasizes on the understanding of the nation and promotes national spirit.

There is an assumption that the Scientific Approach will bring Social Studies lesson to intellectualism (rely on mind and rational thinking in all things). But the Pamongs said "No", even children can be invited to argue and think freely, the Pamongs can give children a freedom to hold their own opinions and think independently. In addition to intellectual development, the process of learning of Social Studies can advance the development of personality, social skills or sensitivity to the social environment. The Pamongs are pretty confident if Scientific Approach is used wisely, it will not lead the learning process to a situation of intelektualistic learning. There is mounting empirical and real-world evidence of Booker T. Washington's assertion that "character is power." Hopefully the vision outlined above for character education in the 21st century can help us more fully realize the power of character andculture to contribute to the pressing economic, educational, and social challenges we face(Davidson, 2014:83).

The Difficulties and Supporting Factors in Implementing Scientific Approach

Difficulties encountered by Pamongs in implementing the Scientific Approach are: The abilities of students are different from one another, the student's book is not available yet, the Pamongs understanding of the 2013 curriculum has not been fully, the infrastructures are also still limited due to limited budget. There is an opinion that the Among Systems and culture-based learning is needed to prevent the application of Scientific Approach heading intellectualism. The Among the learning is actually almost the same, or in line with the Scientific Approach. The Scientific Approach steps has actually been done without calling it as a Scientific Approach; it can also be observed in learning techniques Among (Towaf, 2013b) comprising: *Three Ngo* (understand, ngrasa, nglakoni), *Three N* (Niteni, Nirokke, Nambahi) and *Three Co* (Cooperative, consultative and corrective). About the influence of intellectualism and foreign cultural globalization; what actually needs to be done is to filter out foreign cultures which come into Indonesia, and one of which is through education (Towaf, 2013b).

The advantages of the Among system and Among learning in school is that children /students are given a freedom to think independently so that the development children potentials are running optimally. This becomes an important supporting factors for learning in Social Studies subjects in Taman Dewasa. Children have the freedom to think and argue in acquiring and developing knowledge, and the task of Pamongs is to supervise and give positive feedback or correcting out if something goes wrong. Students in Taman Dewasa found the Among learning still very relevant to the learning demands of today and needs to be disseminated to the other teachers to broaden their horizons and enrich learning in school.

Social Studies Education is a very nice area to study aspects of strengthening national identity. Through the themes developed in Social Studies Education students to get to know the territory, economic activities, social, cultural and historical aspects of the nation; it is enriched with the arts, local culture, etc. Social Studies learning becomes more meaningful in developing the student's personality and pride to the national culture and as the nation of Indonesia. Children's games are very useful indeed to educate themselves and fostering social sensivity, selfdisiplin, orderliness, loyalty or obedience to the promise and commitment, familiarize them with harmony, be alert and ready to face all the circumstances and events. Singing lessons to enhance good character, singing performed along with music and dance can affect the nobleness of character and accustom people to the rhythm or harmony; because it brings order and crafts on a person's behavior (Dewantara, 1967:196-197).

CONCLUSIONS

1. Leaders of schools and Pamongs, especially Pamongs of Social Studies Education in Taman Dewasa Tamansiswa have a good understanding about Among system and learning. They also agreed to the grouping of the KHD terms; some ideas are categorized as guiding principles for good behavior in the classroom and outside the classroom. The other terms are included in the category of Among techniques the methods of learning that reinforce classroom learning.
2. As a preparation in Taman Dewasa Tamansiswa in welcoming the 2013 curriculum was minimum; 2-days workshop for socialization and a preparation of the implementation of 2013 Curriculum was not enough and make them nervous. At the beginning of the semester, the Pamongs did not make *Lesson Plan* for Social Studies until the mid semester, in this case the learning instruments still functioned as administrative supplies provided for supervisor, not as guidelines for the implementation of learning.
3. The Pamongs of Taman Dewasa describes the application of learning in Social Studies lesson adequately, but the terms of Among tehniques, they did not make it appeared in the their Lesson Plan. The visible terms are the recommended terms by Standards Process such as: exploration, elaboration and confirmation; or the terms of Scientific Approach such as: observing, questioning, reasoning, experimenting and creating a network.
4. The differences in character and abilities of students, unavailability of textbooks, the limited understanding Pamongs on 2013 Social Studies Curriculum, are still become challenges and difficulties of teachers/Pamongs. The threat of intelektualisme in scientific approaches and a global culture is highly dependent on the Pamongs competence and behavior in managing learning. Among learning as a culture-based learning can be an antidote. Social Studies lesson can be synergized with art, culture and Tamansiswa values and principles; it can be very instrumental in strengthening student's personality and refining identity of the young generation as the nation of Indonesia.

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