

# INTEGRATED LEADERSHIP AND GREEN EDUCATION IN CIVIC SUBJECT CURRICULUM IN AL-MUSLIM PRIMARY FULL- DAY- SCHOOL TO FACE THE GLOBAL CHALLENGES

*by* Feri Tirtoni

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held on Tuesday, May 12<sup>th</sup>, 2015 at Auditorium K.10 Pascasarjana Unesa, Indonesia

Organized by Elementary Education and Social Studies

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No.	Day/ date	Time/activity	Speaker	Hour
1.	Tuesday, May 12 <sup>th</sup> , 2015	Opening Ceremony	Prof. I Ketut Budiyasa, Ph.D (Director of Graduate Programme)  Keynote Speaker Prof. Dr. Warsono (President of The State Univ. of Surabaya)	
		1 <sup>st</sup> Session (08.00 - 09.00 am)	1. Prof. Dr. Wahyu Sukariningih, M.Pd. (State University of Surabaya, Indonesia ) Trending issues of School Education in Indonesia	1 hr
		(09.00 - 10.00 am)	2. Prof. Magma Kyoko (Aichi University of Education Japan) Trending issues of School Education in Japan	1 hr
		(10.00 - 11.00 am)	3. Prof. Dr. Tsuchiya Takeshi (Aichi University of Education Japan) Trending issues of School Education in Japan	1 hr
		(11.00 - 12.00 am)	4. Prof. Dr. Gao Xu Trending issues of School Education in China	1 hr
		(12.00 - 13.00 pm)	5. Razafimanaharo S. Michel, DEA, M.Si (University of Education South Africa) Trending issues of School Education in South Africa	1 hr
		(13.00 - 14.00 pm)	6. Dr. Collin Walter (University of Education United States of America) Trending issues of School Education in United States Of America	1 hr
2.		2 <sup>nd</sup> Session (14.30 - 16.30 pm)	Panel Discussion	2 hr
			Total hour	8 hr

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# PROCEEDING

## INTERNATIONAL CONFERENCE

TRENDING ISSUES OF SCHOOL EDUCATION  
IN ADVANCED COUNTRIES AND INDONESIA

Tuesday, May 12<sup>st</sup> 2015



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Graduate School of The State University of Surabaya K.10 Bld  
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## **KATA PENGANTAR**

Dengan mengucapkan puji syukur alhamdulillah kehadiran Allah SWT, atas limpahan rahmat, taufiq, dan hidayah-Nya sehingga seminar internasional Trending issues of school education in advanced country (Finland, Japan, South afrika) and Indonesia dapat terlaksana dengan baik.

Proses penyelesaian prosiding seminar ini tentunya banyak mendapatkan bantuan dari berbagai pihak, untuk itu atas ketulusan hati dan amal baik bapak/ibu/saudara serta rekan-rekan mitra kerja yang telah membantu terwujudnya tulisan ini, penulis mengucapkan terima yang tak terhingga dan penghargaan yang setinggi-tingginya semoga Allah SWT.

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Semoga karya prosiding ini bermanfaat untuk meningkatkan kualitas kinerja guru dalam proses pembelajaran bagi pembaca pada umumnya. Amin.

Surabaya, 1 April 2015  
Ketua Panitia,

Erfandi Darniafit



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## INTEGRATED LEADERSHIP AND GREEN EDUCATION IN CIVIC SUBJECT CURRICULUM IN AL-MUSLIM PRIMARY FULL-DAY-SCHOOL TO FACE THE GLOBAL CHALLENGES

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### ABSTRACT

One of the problems in our education is that the soft skills mastered by the students from the learning activities at school. The teaching and learning activities at the primary schools are mostly cognitive oriented than practical life skills that can support their real life in the future. Thus, the application of the leadership and green education in primary full-day-schools learning programs is aimed to face global issues challenges. This research is aimed to describe the application of the leadership and green education as the primary full-day-schools mainstay learning programs through civic subject to face global issues challenges. This descriptive qualitative research includes planning; organizing, supervising and observation while the application of leadership and green education running in that school. This research starts from the data to conclusion (Bungin, 2001:98). This research objects are limited to obtain the research quality and researcher credibility (Bungin, 2001:26).

*Keywords: curriculum, civic subject, leadership and green education*

### INTRODUCTION

Education plays important role for building the nation in the rapid growth of science and technology of globalization era nowadays. The globalization opens the door for society not only to obtain knowledge from all over the world but also the both side impacts and values as well. Thus, education in Indonesia, which based on Pancasila, UUD 1945 and the nation values, leads to improve and develop the young generation quality that can face the globalization and its competitive challenge. It becomes National Education goal.

People learn through observing others' behaviors. Bandura stated that most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed and on later occasions this coded information serves as a guide for action (Bandura, 1986:26). It means that the habituation which is done regularly in teaching and learning process at school will result better and can achieve the learning goals.

Rely on it, one of the ways to reach this goal is through integrating civic subject with leadership and green education in primary level. Leadership applied at primary level helps the students to have self control, be more independent, confident, organize and manage things. It also provides the students in primary level the basic soft skills; building their interpersonal skill. Another one is Green

Education. The application of green education provides the students in primary level to have self awareness towards their surrounding and environment.

But the fact shows that most schools have not facilitated all things needed for the students as the young generation to reach their future success to be able to compete in globalization rapid growth and competitive challenge. This phenomenon gives direct impact to the whole nation to be better nation or the vise versa. The subjects taught at schools trough the teaching and learning activities at the primary schools are mostly cognitive oriented than practical life skills that can support their real life in the future. The cognitive oriented activities at school cause students to memorize what they have learned at school merely to get good score without understanding the benefits and whether they can apply what they have learned in their real life and society to face the future and the global challenges.

According to the description above, the researcher does a research about the **Integrated Leadership and Green Education in Civic Subject Curriculum in Al-Muslim Primary Full-Day-School to Face the Global Challenges.**

## **METHODS**

This research are in form of words, sentences and phrase rather than numbers and statistic (Susanto, 2000:43) so that this research is considered as descriptive analysis that uses the qualitative approach. It is supported by Krathwohl (1993:740), qualitative research that describe phenomenon in words instead of numbers or measures (in Wiersma, 1995:12) . This research uses descriptive qualitative approach. In carrying out this research, the researcher did not manipulate the variable or arrange for events to happen (Arikunto, 1998:248). The qualitative approach starts from the data to conclusion (Bungin, 2001:98). This research objects are limited to obtain the research quality and researcher credibility (Bungin, 2001:26).

The subject of the research is person (people) and the number of people who is studied, why those people, and so on (Susanto, 2006:6). The subjects of this research are the teacher and the fourth grade students of SD Al-Muslim Sidoarjo consist of 46 students.

## **RESEARCH RESULT**

The teaching and learning activities at primary schools are aimed to give students the basis knowledge and character building so that students who come from various family backgrounds can get along well each other and create positive attitudes and positive teaching learning atmosphere in classroom, family and society. Based on the observation on this research, most primary students have high egocentric and need to be assisted.

At the pre-research observation on Monday, March 2, 2015 in 12 primary schools in Sidoarjo and Surabaya, the data showed that there were only 14% students had shown the indicator of leadership skills and self awareness towards the environment and the rest 86% had not. The pre-research observation also showed that leadership and green education was integrated in civic subject was more cognitive activities than practical ones. The students were given workbook



to do, some texts about the example of leadership in their book to read and some questions based on their reading texts about leadership they had to answer.

When this research did in the classroom, these following steps were made to apply leadership and green education and integrate it with civic subject:

1. Selecting and arranging appropriate leadership and green education learning goal indicators.
2. Making the leadership and green education lesson plan to the detail including specific tasks/projects, worksheets, indoor and outdoor activities.
3. Internalizing positive habits of leadership and green education in everyday activities at schools, such as: warm greeting, smiling, friendly and kind, well behave and shaking hands (5S : senyum, sapa, salam, salim, santun).
4. Evaluating and controlling the application of leadership and green education activities regularly so that it is always reliable into the recent globalization issues and applicable in the students' daily life.

At the beginning, the leadership which is applied in the primary classes are rolling class leader, activities leader etcetera. In order to combine both leadership and green education the activities applied is green group rolling captain. The activities were like: for a week student-A was a leader of his group for the discipline and cleanliness task in the classroom. The teacher described his responsibilities and rights to organize and manage his friends in his group. For the next week, student-A would not be the leader of that group because another student replaced him to be the new group leader.

Another activity of leadership and green education was that students learned how to do gardening and planting activities, students were given project to find out other plant beside the plant they had learned before. The plant should have benefit for others. They had to be able to select, to discuss in group then to present and share with others so that in these activities, the students not only applied the leadership and green education but also the values of Pancasila which became the discussion in civic subjects.

The leadership gave them the self confident and made them more independent. The students learned how to responsible towards the duty they had as the member of the group and the leader at least for themselves. The green education built their self awareness towards their environment such as the importance to have such clean environment, littering, recycling things, saving energy, etcetera. Entrepreneurship also became the activities that students got in the activities of applying leadership and green education. The students organized the garbage, selected the wet and dry garbage, they recycled and produce some recycling products that they could sell in market.

## CONCLUSION

Based on the result of the research, it is concluded that the integrated leadership and green education in civic subject curriculum in Al-Muslim primary full-day-school enables students to face the global challenges. It focuses on giving the students space to explore their skills, their knowledge and their surrounding or environment. The projects given are dedicated to give the students challenge to do more and the values of Pancasila which became the discussion in civic subjects so

that they can apply what they have learned in their real life and society to face the future and the global challenges.

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2. The students of SD Al-Muslim Sidoarjo for the cooperation to be the subjects of this research.

The researcher realize that this research is far from being perfect, therefore, any critics and suggestions are welcomed. To discuss more about this research, please send e-mail to [draftkei@yahoo.co.id](mailto:draftkei@yahoo.co.id). The researcher hope this research can be useful for everyone in education field.

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# INTEGRATED LEADERSHIP AND GREEN EDUCATION IN CIVIC SUBJECT CURRICULUM IN AL-MUSLIM PRIMARY FULL-DAY- SCHOOL TO FACE THE GLOBAL CHALLENGES

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## ORIGINALITY REPORT

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<b>1</b> %	<b>1</b> %	<b>1</b> %	<b>1</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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## PRIMARY SOURCES

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<b>1</b>	<b>devcompage.com</b> Internet Source	<b>1</b> %
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