

**AMONG LEARNING AS A CULTURE BASED LEARNING OF
TAMAN MUDA TAMAN SISWA AS CONTRIBUTION TO THE
LEARNING PROCESS OF 2013
CURRICULUM AND CHARACTER EDUCATION OF THE
NATION**

Siti Malikhah Towaf
Universitas Negeri Malang
likah_tw@yahoo.co.id

Abstract

Elementary and Secondary Education is currently busy with the implementation of the 2013 Curriculum with its variety of problems. A conceptual academic debate emerges about the use of the Scientific Approach as the only approach to the learning process of the 2013 Curriculum. It is considered to simplify the learning problem; academically each subject or even any themes/topics might need different approaches and learning processes. The crisis of character that occurs is identity crisis as a dignified nation. The 2013 Curriculum stressed the importance of characters education and learning to prepare the next generation. The Among learning is a culture- based learning, it is needed to strengthen the values and character of the nation. A qualitative approach is used, the researchers conducted a study of documents, observation, interviews, open questionnaires and focus group discussions. The conclusion was that since the beginning of its history, character and values education is held at Taman Muda Taman Siswa. The learning process in schools today tend to be intellectualistic and westernized because of the use the teaching Models from out side. The Among learning concepts, principles and techniques based on nation's culture are needed to refine the learning process in school. What is called authentic assessment as a model of educational assessment is highly recommended by the 2013 Curriculum, it has become part of the Among learning in Taman Muda Taman Siswa.

Keywords: *Among Learning, Culture, Taman Siswa, 2013 curriculum.*

Introduction

When a nation or a state face a cultural crisis, then most likely the people or nation, will experience the death of a character (Aziz, 2011) and drove into a crisis of identity. Young generation will not know his true identity, he grows to adulthood without ideals; could become a lost generation, does not contribute anything in life; even if he is involved in negative things he can harm lives, contributing setback of civilization. Discussion of the causes of the weakness of the nation's character has invited a variety of opinions. Meirawan (2010)

argues that religion is not the cause, because the propaganda spread everywhere. Money is not the cause, there is a lot of money eventhough from the borrowing and lending. Politics is not the cause, because the presidential and legeslatif election running rampant, parliament is excited by a multi-party system. Neither are education and learning, many Indonesian students become champions in various international Olympics. The main causes and the fundamental problem is the weakening character and the culture of the nation, especially the human dignity is neglected (Soepanji, 2007).

Therefore, it is necessary to strengthen the ownership values, build character of the nation, through the process of acculturation and education. The process of acculturation is an enculturation through socialization and habituation in a variety of informal activities. Formal education played a central role in directing, building and internalize human character. Lickona describes when someone tough fighter he can be called as a man of strong character, a people who had a good character will has the following characteristics: knowing the good, desiring the good, and doing the good (Saptono, 2011).

Born on July 3, 1922 until the time of independence, Taman Muda Taman Siswa (TMTS) provide education based on national values for the young generation of Indonesia. Taman Muda Taman Siswa is the result of routine communit y discussion every Selasa Kliwon, it is chaired bay Ki Ageng Suryomentaram and RM Soewardi Suryaningrat or Ki Hadjar Dewantara (KHD) as secretary. As part of a national movement KHD criticized colonial policies, especially in education. Ki Hadjar Dewantara and Taman Siswa activist supports the ideals of independence and show noon cooperative movement. Yonkman said that within 13 years standing Taman Siswa has hundreds of schools and branches not only in Java, but also in Madura, Sumatra, Kalimantan, Sulawesi and Bali. At that time, Taman Siswa has hired 700 teachers who provide lessons to 17,000 students (Dewantara, 1994). The performance Taman Siswa as an educational institution is the untold wealth of the nation.

The commitment of Taman Siswa in the development of national

education continued after the independence of Indonesia; KHD educational philosophy continue to be studied and preserved in Taman Siswa education. Among system has a natural spirit of familyhood based on freedom. In the hierarchy of education Taman Siswa has its own terms: *Taman Indrya* is the level for children under 7 years, *Taman Anak* is the level for children ages 7-9 years or grade I-III, and *Taman Muda* is the level for children ages 10-13 years or grade IV-VI, the level of SMP named as *Taman Dewasa* (Dewantara, 1964); then fitted with a high school level called *Taman Madya* and and higher education level or university called *Sarjana Wiyata*.

Taman Muda Taman Siswa (TMTS) pioneered by KHD is then called as Taman Muda Ibu Pawiyatan Taman Siswa. Values and character education in TMTS is based on local wisdom. Tradition of Art Education, with teaching *Macapat* song, *Dolanan* song for Children, Dance, Painting, Karawitan, and so forth are effective means to convey the noble values of the nation. Character is always born of local forces that are processing, evolved to form local wisdom. Character education in Taman Muda Ibu Pawiyatan can become inspiration for the formation of character, identity and building the character of the nation. The learning in TMTS is open to ideas, methods, models of learning from the outside. Multi methode applied in the classroom, such as lectures, discussions, question and answer, group work, sociodrama, observation, problem analysis, interviews, drills or exercises, social activities, demonstrations, rallies, experiments and promoting manners (Nordiana 2006). The results of the implementation of Among learning are good characters, cohesiveness, mutual cooperation, unity, social sensitivity. Factors supporting learning in TMTS are: Pendapa Agung Taman Siswa that can be used for many artistic activities. There are gamelan and other musical instruments, there is a museum and it is used to be the house of Ki Hadjar Dewantara and there is *Griya Kirti* library.

The changes of curriculum from KBK, KTSP to 2013 Curriculum is an attempt to answer the internal and external challenges faced by the education in Indonesia; as an effort to prepare the next generation who will play a role in

the future of the nation. Therefore, the population growth factor in Indonesia became one of the important considerations; the growth of the productive population in the next 20-30 years is quite large. They will face many challenges that have started today and will continue to be stronger in the future. 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, the shift of world economic power, the influence and impact teknosains; quality, investment and transformation in the education sector (Depdiknas, 2013).

Taking into account the challenges, education must be responsive, able to prepare the next generation and equip them with the necessary competence in the present and the future. The competencies required include: the ability to communicate, the ability to think clearly and critically, the ability to consider the moral aspect of a problem, the ability to be responsible citizens, the ability to try to understand and tolerant of different views, the ability to live in a globalized society, has broad interest in life, have a readiness to work, according to intelligence aptitude or interest (Depdiknas, 2013). The learning process in 2013 Curriculum touches three domains, namely: attitudes, knowledge, and skills; the learning outcomes of students who gave birth to a productive, creative, innovative, and affective students through the strengthening integrated attitudes, skills and knowledge. It was explained that the realm of attitudes developed so that learners "know why", the realm of skills developed so that learners "know how" and the realm of knowledge developed so that students "know what." The final result is the increase in soft skills or the ability to be a good man; and an increase in the hard skills are the skills and knowledge for learner to live worthy. In addition the 2013 curriculum emphasizes the modern pedagogical dimension in learning, namely the use of a scientific approach to learning that includes: to observe, to question, to reason, to experiment, to make presentation and form a network for all subjects (depdiknas, 2013: 139,145). However, the

determination of the Scientific Approach as the only approach to the development of the learning process invites lengthy discussion especially when learning is discussed as a system.

The 2013 curriculum gives recommendations to teachers to use authentic assessment. Teachers are expected to assess the level of student thinking ranging from low to high levels, emphasis on questions that require deep thinking not just memorization, measure the process and the work of students in portfolio assessment. Authentic assessment of learning requires authentic learning process. In authentic learning, learners are asked to gather information with a scientific approach to understand various phenomena or symptoms and their relationship to each other in depth, as well as linking what is learned to the real world that exists outside of school. Authentic assessment consists of a variety of techniques: 1). Direct measurement of skills of the learners related to long-term educational outcomes such as success in the workplace. 2). Assessment of the tasks that require the involvement of a broad and complex performance. 3). Analysis of the process used to generate the response of the learners on the acquisition of attitudes, skills and knowledge. Authentic assessment encourages learners to construct, organize, analyze, synthesize, interpret, explain, and evaluate information and turn it into new knowledge (Depdiknas, 2013).

Philosophical-conceptual study on Among system in TMTS have been carried out, but not many studies about the practical issues. Government's appreciation to KHD ideas was still very symbolic, expressions of his brilliant but still a very popular phrase, like a *mantra*; known, disclosed and listed in the policy document. This study describe: 1). Concepts, principles and techniques of Among learning in TMTS. 2). Opinions of teachers on Scientific Approach, Authentic assessment as recommendations of 2013 curriculum and Among learning in TMTS. Learning models recommended by the 2013 curriculum, many of them are "imported" from outside. The results of this study are expected to be able to affirm appreciation from practitioner in education to the Among learning as culture based learning which has been initiated by KHD, the Father of

National Education of Indonesia.

RESEARCH METHOD

This study used a descriptive qualitative design (Denzin & Lincoln, 1994). Researcher analyzed and describe concepts, principles and techniques of the Among learning and how to be understood by the officials as the manager of learning in Taman Muda Ibu Pawiyatan Taman Siswa. In the method of phenomenology researcher conducted 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 the traditional doctrines. The three kinds of liberation are useful to obtain a pure phenomenon, a phenomenon that can be approached without being bound by the prejudices (Dimiyati, 1977). Researcher study a number of subjects and involved directly and relatively long in it to develop patterns and relationships of meaning. In this process, the researchers ruled out prior personal experiences so that he can understand the experiences of participants that he researched (Creswell, 2010). The main location of the study is Taman Muda Ibu Pawiyatan taman Siswa (TMTS) in Perguruan Persatuan Taman Siswa located at Jalan Taman Siswa No. 25 Yogyakarta, Tel (0274) 377 120, 55 151 ZIP code. It is the forerunner institutions of Taman Siswa which spread across Indonesia to day. In the academic year of 2013-2014 TMTS has 127 students, which is raised by 18 people comprising 6 grade teachers from grades 1-6 and 12 subject teachers, assisted by 3 administrative staff 3 and 2 jennitors (the Profile TMTS, 2013). The other locations are the Islamic Elementary School 1 Malang (MIN Malang 1) and the Public Elementary School (SDN Merjosari 1 Malang).

The data was collected through: (1) Observation, which allows the observer to see the world as seen by the subjects at the time, (2) Interview, researchers involved informal discussions with respondents, (3) Completion of an open questionnaire, researchers gave freedom to the subjects to pour his opinion even feelings, (4) Focus group discussion is conducted as necessary,(5) Field Notes,

qualitative researchers relied on observations and interviews and compiling field notes, (6) The use of documents, consisting of internal documents (such as memos, announcements, instructions, rules); and external documents containing materials, information of an institution, such as magazines, newsletters, statements, and news broadcast to mass media (Sugiyono, 2009; Moleong, 2011). Rsearcher conduct an Inductive and comparative data analysis; tabulated, grouped according to the variation of the answer then created a summary (Gibbon & Morris, 1987). The credibility of the data is checked by the extension of participation, persistence observation, triangulation, peer review, and the adequacy of reference (Denzin & Lincoln, 1994).

RESULTS AND DISCUSSION

The Concept of Among learning

The concept of Among system consist of all components and activities of the system include: philosophy, the basic purpose of education, equipment, methods, atmosphere, teachers and students. The Among system includes all activities in the Perguruan Taman Siswa as a whole, rather than as a methodological aspect only (Teams Taman Siswa, 1982). The word Among itself comes from the Javanese word meaning someone whose job *momong* or *ngemong* (Dewantara, 1977) who devoted his soul to his job. In this sense a *pamong/guru* is described as caregivers, who takes care for children with full devotion.

The foundations of Among system are: (1) Natural gives; belief in the natural strength of man as God's creatures, as a give and the basis for growing, maintaining the progress of his life. Man can seek safety and happiness physically and spiritually, both for themselves personally and for the community. Education is conducted so that we can achieve the perfection of life, so that the lives and livelihood of our children as students in harmony with his world.(2) Independence; a man is born free, greeted with happy life, to build a peaceful and orderly society, order en Vrede, toto tentrem. Freedom means: (a) Do not live under command, (b) Standing upright because of his own power, and (c) Proficient in organizing his life in an orderly manner (Dewantara, 1977).

The learning process TMTS is called Wiraga that is rhythmically in maintaining body and exercises for the perfection of sensory habituation; this process is implemented in Taman Anak. The next process is called wirama is an orderly trait, appropriate, coherent or harmony, the nature of life berwirama in behavior. All of that facilitate the work of the body, support the motion of the mind, turn on the intellectual character and the power of the human spirit. The use wiraga or wirama or a combination of both would strongly consider the phases of child development (Dewantara, 1977). From this concept will appear a variety of learning methods with spirit of kinship in the interaction of teachers and students (Soeratman, 1989). The relationship between tutors and students is based on love and trust each other, away from the authoritarian situation or freedom which creates indulgent. Teacher or pamong needs to have personal ideal traits as a prerequisite to educate their students, so that later he will produced a qualified person (Pujiastuti, 1998).

The roles of pamong in learning are: (a) as a teacher, it means as educating teachers, (b) as educators who foster Trisakti (creativity, intention) the soul of the students, (c) through behavior *ing ngarsa sung tuladha ing madya mangun karso, and tut wuri handayani*, which means give example in front, develop intention in the process, give motivation from behind to achieve an independent of life (Kuswandi, 2009). Educating in Among system is defined as make an effort intentionally to promote the growth of life the cultivation of character (feeling, mind, and spirit) and the child's body by instruction, example and habituation, not punishment or force command.

Principles and techniques of the Among Learning

Many principles associated with the Among learning originated from Javanese language and culture (Boentarsono, 2012). The Among learning system in Taman Muda apply *silih asih*/compassion, *asah*/Sharpening and *asuh*/Fostering. Conceptually practically in education, pamong followed from behind while giving motivation. The Trilogy of leadership in education, namely: *Ing ngarso sung tulodo, ing madyo mangun karso* and *tut wuri handayani* which means give

example in front, develop intention in the process, give motivation from behind. This is in line with the findings of Masrukhi (2010) which states that the role of school leadership is exemplary; to motivate, to provide facilities, as well as to create and enforce regulations in the school environment. The phrase of *Tut Wuri handayani* used as the symbol of education in Indonesia by decree of the Minister of Education and Culture No. 0398/M/1977 dated back on September 6. The Among system as a system of education was initiated by KHD and dedicated to all people of Indonesia through the Ministry of Education and Culture (Team Taman Siswa, 1982).

Other principles that strengthen the Among system are: avoid *tri pantangan*/tri forbidden namely, abuse of power, finance, act or affected by bad thing. *Lawan sastra ngesti mulya* means the science or literature aspires to happiness. Science/literature can be used to promote a better life and achieve glory. *Suci tata ngesti tunggal* which means the sacred heart, orderly life aspire to unity and perfection. This expression taught students to prevent their hearts from various prejudices and unorderly life. *Tetep, antep, mantep* which means determination, become a qualified person or in favor to quality; after that came *mantep* or steady with choice or decision. *Ngandel, Kendel, Kandel*: which means to believe in God, brave, and resilient; it shows that the concepts of KHD are very religious. *Ning-neng-nung-nang*: which means having a quiet mind, no emotion, firm, and gain the victory (Dewantara, 1977). The principles teach us that it is necessary to have a clear mind and feelings, determination would be a capital towards success. The other one is *Bibit, bebet, bobot* which means it is necessary to have a good seed, a good origin/ancestor and quality. This principles teach us that learners need to be observed from the start/recognize students entry behavior; pick a good origin and quality not to discriminate but to move precisely towards a better condition (Boentarsono, 2012).

Some terms that can be categorized as the learning Among techniques such as: the application of *Tri nga* in class: *ngerti*/understand, Children understand what is learned. *Ngrasa*/feeling: make sure the children experience the benefits of

what they studied. *Nglakoni*/implementing give opportunity to children want to implement what they learned. *Tri N: niteni*: Children recognize what is learned, *Nirokke*: Children emulate or implement what is taught. *Nambahi*: Children will strengthen or broaden their understanding and skills. The application of *Tri ko* in the classroom: *Cooperative*: Children cooperate with each other. *Consultative*: Children ask advise from the teacher. *Corrective*: Children willingness to accept suggestions. Among various techniques are also used in learning activities outside the classroom; in curricular and co-curricular activities, and even expected to enrich life in society. Strong influence of *Tri Ngo* in teaching and learning character, so Akbar (2013) has been following up the *Tri ngo* concept by developing a learning model namely *Triprakoro* in adherence to values and character in Elementary School. Akbar's model was tested on a large scale, the result shows that the model was very valid according to experts, users, and students.

Various concepts, principles and techniques become the body of knowledge which gives direction of thought, activity or action for students in Taman Siswa in managing the learning process and the implementation of education (Kuswandi, 2009). The idea of KHD is a fairly complete, it is a combination of cultural and educational theories, leadership theories culminated in the formation of the *grand theory*, that is the noble character of the learners. The result of their kind of education is the maturity of students' soul which can promote an orderly life and give benefit for others (Dewantara, 1977).

In the Among system, pamong work based on the Panca Dharma of Taman Siswa namely: (1) a give from nature, (2) Independence, (3) Culture, (4) Nationality and (5) Humanity. The description of characters in the National Curriculum has been a part of the implementation of education and learning in the Taman Siswa for a long time. The lesson plans/RPP made by pamong in the TMTS follow the format and the structure of RPP from Process Standards and Assessment Standards of the Department of Education. But many terms of Among learning techniques do not appear in the lesson plan made by pamong. Taman Muda Taman

Siswa (TMTS) has a commitment to meet the 8 (eight) aspects of national standards of education gradually. As educational institution TMTS will provide educational facilities, sufficient operating funds, as well as promote public participation and give opportunities proportionally (Profile TMTS, 2013).

Opinions Toward Scientific Approach, Authentic Assessment and Among Learning

Informations presented in this paper are the contribution of pamongs in TMTS and two other elementary school teachers namely MIN 1 Malang and SDN 1 Merjosari Malang. The pamong in TMTS have a good understanding of the concepts, principles and techniques of Among learning, they contend to apply them in teaching-learning activities in TMTS. Only the young pamong graduated from outside Sarjana Wiyata say that they are not familiar with the details information of Among learning; there is no path which leads them to understand the Among learning except they learn about it themselves. Senior pamong are generally able to explain the concepts, principles and techniques of learning and gives examples of the application inside and outside classroom. Various terms created by KHD are based on Javanese culture; researcher is trying to classify these terms into concepts, principles and techniques of Among learning, and ask confirmation from pamong, and pamong considered the grouping is appropriate. The pamong of TMTS stated that the concepts, principles and techniques of Among learning is relevant to be implemented of education not only in TMTS but also in other institution. However, when preparing lesson plans, pamong bound to the standards that have been prepared by BSNP. Adjustments to the National Standards of education have eroded pamong' attention to the special characteristic of Among learning.

Pamong also stated that integrated learning in elementary school recommended by the National Curriculum has become the part of the educational practices in TMTS for a long time. The Perception of pamong in TMTS on the national curriculum is quite positive. The changes in educational policy,

including the emergence of a new curriculum taken for granted along with the times. However, about the Scientific Approach as a recommendation Curriculum 2013, there are statements from pamong that need to be observed. The socialization of 2013 Curriculum in TMTS is not evenly distributed, the process to understand the 2013 Curriculum is not optimal. Several pamong do not understand Scientific Approach and its phases. One or two days of socialization is not enough; pamong who in charge on curriculum browsing information from the internet. Because the 2013 curriculum is a new thing; to apply a scientific approach pamong should be careful, in this approach students should be able to think logically in favor of reasoning not imaginary. Students are able to think critically, analytically to understand and solve problems on their own. Students should be able to understand, implement, and develop rational mindset and objective in responding learning materials. An outdoors learning is important for students to observe; guess, raise question and answer with pamong freely and Pamong *Tut Wuri*/following from behind. There is statement that the Scientific approach basically has been existed in the Among learning system; *Tri N* and *Tri Nga* are the indicators.

Art and culture is special characteristic of KHD ideas in implementing the educational system in Tamansiswa. Children are not robots, they have independent souls which deserve to be smooth in handling and determining the direction of his life. Independence and courage of children need to be based on the ideals and affection. Games for children have a function developing children mentality. By playing, children have freedom to show their personality. A collection of songs *Dolanan Anak*/Children games are not just singing and games because the lyric full of advise advice to develop character. Through *Dolanan* song, children will learn about the culture and local language, this way children participate in preservation of the game itself. Guidance of *Sekar Macapat* and traditional dances teach children a love their own culture and traditions, build refinement, patient, noble character, courtesy, love to the environment, care for the community.

An authentic assessment can be done in a variety of techniques: 1). Direct measurement of the learners skills, 2). Assessment on tasks and complex performance. 3). Process analysis, observing learner response as the acquisition of attitudes, skills and knowledge. Authentic assessment encourages learners to construct, organize, analyze, synthesize, interpret, explain, and evaluate new information that becomes knowledge. Pamong responded positively to implement authentic assessment, because it gives a holistic assessment (cognitive, affective and psychomotor, not only the results but also the process) of the students learning have become part of the Among learning in TMTS. As Hill, Ruptic and Norwick (1998:16) makes a summary that assessment are: collecting information, collecting samples, recording observations; Evaluation: Reflecting on the data, making instructional decisions, encouraging self evaluation, celebrating growth, setting goals; Reporting: summarizing, interpreting, communicating. But pamong of TMTS still have difficulty to develop appraisal formats appropriate for each learning theme; not to mention the progress reports must be made when the report cards to be shared. Considered the difficulties, pamong require special assistance in order to implement scientific Approach and authentic assessment.

According to pamong in TMTS socialized the Among learning is relevant for the teachers in other schools, the relationship between student and pamong in Among learning will be closer so that will foster self-confidence of students. Education is not only concerned with the intellectual aspect without regard to aspects of self-development and character formation. It is expected that the development of intellectual aspect of education can be achieved, without neglecting the development of self-education, character formation and moral education. The Among learning promote the intellectual development of learning coupled with a love of learning culture and traditions, build refinement, patient, meticulous, noble character, courtesy, love for the environment, strengthen social awareness.

Teachers from SDN and MIN as participants of the socialization of the

Among Learning; was increased insight about the Among learning that has been widely recognized, but only briefly. In their study as college student they did not/have not been studied specifically about KHD ideas, and feel grateful for the opportunity to examine the history and the role of KHD in Taman Siswa. They understand Panca Dharma as the basis of education in the TMTS; understand the concepts, principles and techniques of the Among learning, even expect anyone to develop syntax or steps in using the Among techniques. The teachers came to know that the elements of art and culture became an integral part of Among learning. Set of *dolanan* songs containing the words as an advice and inculcate manners. Through *dolanan* song, traditional games, guidance of *Sekar Mocopat* as traditional song, traditional Javanese dance among teach children to love their own culture and tradition; children learn about the value of culture, local languages and involved in conservation efforts. Teachers feel that children today have affected by foreign cultures that do not comply with the national culture, education should provide basic education for students to experience and appreciate the art and culture of the nation.

Teachers MIN and SDN understand the general messages carried by 2013 Curriculum, the emphasis on the development of students character is very appropriate. Unfortunately in the socialization of 2013 Curriculum they hear the bad expression of socialization officer who vividly underestimate the previous curriculum. Researchers have also heard that expressions when the socialization 2013 curriculum on the campus; the socialization officers arrogantly say questions: "In our education we had KBK/Competency Based Curriculum and KTSP/School Based Curriculum, what are the results? Where are the results? " this is unwise speech and undermeaning attitude, away from good character, because it did not appreciate many practitioners and educators who work hard for better education; in contrast to the ratification of the 2013 curriculum that emphasizes character development. Important changes that need to be accomplished through a curriculum in 2013 include: (1). There are social and spiritual messages in any subject matter, (2). Each subject support competencies of

attitudes, skills and knowledges, (3). The content should be taught in related and integrated with each other, (4). All subjects are taught through a scientific approach: to observe, to question, to reason, to try/experiment, to create, to presents and to build a network. These changes could be added without launching the new curriculum.

Recommended use of the scientific approach taken by teachers in reasonable manner. Some teachers say that such an approach is likely too intelektualistic; but in the phase of networking have strong affective charge because it involves feelings of likes/dislikes to recruit friends. The scientific approach is very necessary given the culture of students who are not accustomed to asking questions and being critical. It is important for teachers to use the approach with creativity and effectivity, so that the students are also become innovative, creative and productive. While other teachers respond to this approach with a critical stance stating that the use of a scientific approach to all materials in all subjects is too pushy; each material/themes may require a different approach. Specific subjects such as sports, cultural arts, craft skills, *aqidah-akhlaq* or religion requires a different approach, the scientific approach is not always appropriate to the material and the purpose of learning of these subjects. The opinion of these teachers in accordance with the theoretical knowledge of instructional design which explains that learning is a system it has a number of interrelated elements (Dick and Carrey, 1985. Kemp, 1985). Determination and selection of the learning approach and model will depend on the other elements of a the learning system, it depend on who, what material, and what the learning objectives. Various approaches and learning models are offered in designing learning (Joyce & Weill, 1985). Science of Instructional Design is abbreviated ID, which can also be considered as an extension of *It Depend* which mean dependent on the other elements of the learning system. Is the scientific approach recommendation for all subjects contain a theoretical mistake? If we do not know, Allaah knows best.

From the deep analysis of teachers to the scientific approach in

teaching and learning in 2013 curriculum, and understanding the description of Among Learning in TMTS; they argued that the Among learning can be a good supplement for 2013 curriculum. The Among learning become necessary to promote balance between intelektualistic learning and culture-based learning. In the use of authentic assessment, teachers in SDN and MIN have an opinion that is not far away from what has been expressed by pamong in TMTS. Conceptually and academically, classroom-based assessment is very good and adequate to assess not only on results but also on the learning process; but it is quite complicated to develop instruments and write the final report. They also expect special assistance in order to implement authentic assessment.

CONCLUSION

Taman Muda Ibu Pawiyatan Taman Siswa, as a forerunner institution in Perguruan Taman Siswa founded on July 3th, 1922 as the results of the discussion *Selasa Kliwonan* one of the activists was KHD. This community came to the realize that in aspiring to the independence of Indonesia, it is not enough with the struggle in politics, diplomacy, and physical struggle; but the Indonesian nation must be educated, gain the sprite of freedom as a God-given nature to humans, through education.

Conceptually the Among system is all components and activities that include: philosophy, the basic purpose of education, equipment, methods, atmosphere, teachers and students interactions. The Among learning with its various techniques are based on people culture. it is very relevant to education today which has to face many global challenges. The concepts, principles and techniques of Among Learning are an intellectual heritage of KHD, it is not only to be preserved, but also should to be examined carefully because it could be a necessary alternative to the process of education and learning that emphasizes the importance of character education. The new curriculum was launched in 2013 with all its strengths and weaknesses is an effort to improve the quality of education so that students become a man who is ready to face the challenges of his time.

Recommended use of scientific approach and authentic assessment in learning of 2013 curriculum being accepted wisely by elementary school teachers. After examining the Among learning at TMTS, teachers found that the people culture-based learning is required to prevent the use of scientific approach to learning in 2013 curriculum become too intellectualistic.

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