



Descriptive Study about Organizing Strategy of Learning in the Improvement Sub Theme Based on Local Potencies at Gugus Parkit Subdistrict Ungaran Barat

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Abstract

Learning that is in compliance with the environmental conditions of the child will be well received. The cluster became one of the efforts in achieving the educational success. The cluster is a cluster of parakeet which was in the tourist area of Semarang and has the local resources. The goal of this research is to know the organizing strategy of learning in the development of the sub theme-based potential of the local cluster of parakeets and a supportive factor in the process of organizing it. The methods used in this research is a descriptive study of qualitative data collection techniques namely observation, documentation and interviews. Data analysis technique used is a triangulation source. Informants in this study is the Chairman of the cluster and the cluster members informant eight Parakeets. The results of this research were obtained that there were seven steps of elaboration undertaken in organizing the learning strategy. The step was the presentation of the contents of the framework up to the stage of granting summary. Development of sub theme was performed on the stage of elaboration of coverage. Consider the learning capacity of the well. The development of the theme of learning that is conducted in accordance with the principle of the development of the theme of learning that is close to children, simple, attractive and isidental. The resulting conclusions in this study is a strategy of organizing learning in the development of the sub theme-based local potential cluster parakeets do the stages of elaboration as well. Factors that support is the environment around the cluster of parakeets can be a learning resource that is good because it has the potential of various local aspects. The second factor that teachers know the principle of developing the theme of learning.

INTRODUCTION

Education is a fundamental requirement for human life. Education is a conscious and systematic effort, conducted by people who entrusted the responsibility to affect learners in order to have the nature and behaviour in accordance with the educational ideals (Munib, 2010:31). Education directing people to think towards the better. One of the education was started from scratch, that is early childhood education. Early childhood education is primarily a activities performed a person consciously and responsibly to provides a positive influence on early childhood. Early childhood education efforts include basically stimulation, guidance, and caregiving. Learning activities that give children skills ability and produce.

Actions taken by educators in the process of care, upbringing and education of children in early childhood education should provide opportunity and need to show the game (Pangusti, 2013:7). The ability of social adjustment of children dependent caregiving patterns. Although many parents consider the social adjustment is not necessary ability to become concerned. one method to optimize the social adjustment of children was playing (Putri, 2013). Certain games can trigger the emergence of time sensitive or menumbuh develop the potential that has already entered a period of sensitive. Teachers have a very vital role in the effort to form the character of the nation that is virtuous in preparing media learning or gaming device. The role of teachers or educators who are effective in teaching and in accordance with the needs of the child, in which case the guru must have strategies to be able to teach new things to children. The strategy is a planning, design methods or set of activities to achieve specific educational goals (a plan, method or series activity desaigned to achieves a particular education goal) (Hamruni, 2009:1). There are six factors that affect teachers in implementing the strategy of learning that four people, their child's development, basic capabilities (indicators), learning materials, time allotted, learning facilities, as well as the ability of teacher implementation strategies Learning (Adityasari: 2014).

Three types of strategies related to learning, i.e. organizing strategies, learning strategies, learning strategies and delivery Manager learning (Uno, 2006:45). The strategy of organizing learning about making the curriculum, delivery strategy pembelajaran about learning activities in the classroom and teachers done learning management strategies are about the overall evaluation

study that has been done by the teacher. These three types of strategies that are associated with each other that they cannot be separated. On this basis, then planning requires a strategy of organizing. Organizing learning strategy is referred to as structural strategy, which refers to a way to make the order and synthesizing facts, concepts, and procedures related to prismsip (Uno, 2006:45).

Determination of the theme is very open means that every early childhood education provider can determine the themes that will be used in accordance with the child's interest in learning, the situation and environmental conditions, as well as the readiness of teachers to manage activities (Education Ministry, 2015:1). determination of the theme is not just easy to implement but need to pay attention to some of the principles in order to make learning more interesting and in depth is implemented. The vastness of the theme depending on the ability of teachers in mastering these themes. There are still many kindergartens not able to develop their own merekea curriculum and even when some of them do develop curriculum, it does not refer to the scope of the prindip principles of curriculum development (Dhieni, 2014). The important thing to be aware of themes of learning can be developed in accordance with the State of the environment. Themes can also be made in accordance with the vision and mission of the school. Local potential is exploited in order to support education as a learning resource.

Local potential which includes natural resources, human, technology, and culture can be developed to establish national independence (Sarah, 2014:37). Local potential can not be separated from local culture because it has to do with one another. The thing about the ways of life of the local community-related beliefs, productivity, employment, the staple food, creativity, values and norms. The development of theme-based local potential is based on the theme development capabilities or resources owned by a certain place or area. The skills that were developed to produce benefits for the area. Abilities that characterizes and became an icon of the region. Create an aura of the environment in which children can explore the experience gives the opportunity to the children to know and understand the learning experience acquired from the environment. Observe, mimic and experiment which took place repeatedly is the appropriate way.

Based on the observation that has been made when one tri dharma universities namely outreach Lecture program in real work (CCN). Program CCN in the village of VileUngran West

in November until December. The vile village consists of three hamlets that is Vile, Telling Hamlet Hamlet, and the hamlet of Setoyo each of the hamlet has the edge. The factory know, dairy farms, making compost, art kuda lumping, tourist villages, orchards, boarding schools, and others. Driveway access village namely mapagan village also has the advantage that is has a source of water.

Company Aquaria cooperate in it and a location close to school health centers, the vast rice fields and places there are tourist attractions. The village sitoyo is also adjacent to the village of lereb which is also famous for its village. Akes road to curug lawe and ephratah can also traveled through the village of sitoyo. The excellence in various aspects namely culture, arts, society, and economy that can be diartikian as a potential local from the village. Conducted various socialization on parents and learning with children and share Science with teacher.

The cluster is one of the Indonesian Government's efforts in developing the quality of early childhood education. Cluster parakeet is one of a cluster of stars located near the tourist area of realms and has many sources of local penghasilalan. This region has the potential of the local learning resources in the development of the sub theme of learning. Creative teachers and the existence of the learning resources that are easily obtainable will yield good learning for early childhood.

RESEARCH METHOD

The methods used in this research is descriptive qualitative study. Qualitative research method is a method of research based on the philosophy of postpositivisme, is used to examine the conditions of natural objects, where researchers are as a key instrument, sampling data sources is performed in purposive and snowball, data collection techniques with triangulation (combined), the inductive nature of data analysis/qualitative and qualitative research emphasizes the meaning of generalization (Sugiyono, 2015:15). engineering data collection i.e. observation, documentation and interviews. Informants in this study is the Chairman of the cluster and eight informants representing the institutions that are members of the cluster membership Parakeets. A member of the parakeet is a cluster of young shoots of KINDERGARTEN in the village KINDERGARTEN mapagan AT Taqwa that existed in the village of Jambon Noble, TK that is in the village of nasty, Noble Shoots KB in the village

Telling nasty, OLDAI Madinah in the village Sitoyo, the Islamic OLD village Cider Vile Bloom Rahayu Ngesti, KB in the village of Lerep and Mapagan in OLD and our expectations.

Data analysis technique used is a triangulation of sources. Moleong (2010:331) describes the triangulation with sources can be done in several stages, namely: (1) compare the data with the results of observations of the interview; (2) comparing what people say in public with what is said in private; (3) compare what men say about the situation of research with what he says all the time; (4) in comparing the circumstances and the perspective of someone with a broad range of opinions and views of people like ordinary people, people who are high, medium or educated people are, the people of the Government; and (5) compares the results of the interviews with the contents of a document that is related.

RESULTS AND DISCUSSION

Cluster Parakeets which housed the OLD teacher in the village of Mapagan, village Sitoyo, village of vile, and Messenger to discuss with each other. Based on the results of interviews with Chairman KG1 cluster which explains about the State of the cluster a Parakeet has recently been formed, but has been running some program like the creation of a uniform curriculum, administration, cluster in terms of finance is already way and administration of the book. "The cluster parakeets refers of course IGTKI, so IGTKI not the program but from all the program in pkg old, it's from the district after it was in, so it's already made program cluster stay running or continue the stopover program State and conditions of the respective institutions so we already carry out but not all because of that earlier we were walking, we create curriculum, uniform in terms of finance, administration, administration of the roads already books already existing cluster "(KG1). IGTKI, IGRA and HIMPAUDI to do the training and seminars for administrators and educators that early childhood education can actually succeed and grow optimally (Purnamasari, 2013).

The components that were in the OLD Cluster is a single entity. Therefore in the OLD Cluster there must be a working mechanism so that the OLD Cluster Management. The working mechanism of the OLD Cluster found in the OLD cluster guide 2012 is the first involving the OLD Core in any OLD Cluster serves as the center of activity and information centre for OLD Electrical incorporated in the Second cluster of

OLD, OLD Flash is OLD located in the OLD Cluster environment and became a member of the third cluster of OLD, OLD OLD core and swept up in mengindik in the Centre of the work of teachers (PKG) OLD districts and the fourth is the last or Administrators as well as a member of the cluster discussed together work program the cluster, cluster development, and specificity, both facing technical educational nature, such as the preparation of the program of learning, learning methods, educational games, tool-making membership of educators, access to the facilities at danai Government, local government, institutions, or related parties and other props.

The results of this research were obtained that there were seven steps of elaboration undertaken in organizing the learning strategy. The strategy of organizing teaching contents referred to by Reigeluth, Merrill, and Bunderson as a structural strategy, which refers to a way to make the order of the presentation of the contents of the fields of study and synthesize facts, concepts, procedures, and principles concerned (Uno, 2006:45). In early childhood education curriculum order is the academic calendar, course, course semester, weekly program, daily program, and the assessment techniques. "There is a daily program, there is a weekly program, anyway we customize with other institutions, according to the cluster when the cluster there we join this share, there's, there's also prosem prota" AK5 (NS8). Learning device for early childhood education from the public then made more mengkerucut more so well organized.

Measures according to the elaboration of the theory of organizing 2009:143 Uno was the first presentation of the contents of the frame, in the elaboration, presentation of the theory frame of the content placed on the earliest phase of the overall learning process associated with the creation of the academic calendar. Both the Elaboration of the first stage will be elaborating the parts included in the framework of the second phase elaboration of contents, would elaborate on those parts are covered in the first phase of elaboration and so on, containing the sequence perenanaan contains learning ranging from annual program, program semester, weekly program, daily program and assessment. The third most important part are presented first with regard to the emphasis that the terpeninglah part that must be served first. In order to determine the importance or not a part is defined by his contributions to understand the entire content field of study, i.e. relating about the annual program.

The four Coverage optimization elaborations related to the level and extent of elaboration into. any elaboration should be done quite short so that invalid constructs (facts, concepts, principles, procedures) may be well received by the students. However, it also needs to be done with the elaboration is long enough so that the level of depth and breadth of elaboration memadahi. In this stage occur Sub themes of the learning development process. Sub theme study made of the annual program, in the annual program there are themes that have been determined. Ungaran Barat Parakeet cluster still refers to the theme that

Table 1. Themes and Sub Themes

NU.	B U L A N MOON	TEMA	THEMES	ALLOCATION OF TIME	SUB THEMES
8.	JANUARY	holiday	1		1. the Railway Museum a. the ambarawa area attractions b. recreational fun
			2		2. Monument to beef a. historical places b. historical artifacts c. place of learning
			3		3. The fountain a. in the environs of the village b. swim c. benefits of water
			4		4. ephratah a. a cool b. There is a tent c. a place to stay

made the Government, but the sub theme used is already developing its own i.e. one is a sub theme-based learning local potential. Made sub themes that are close to the child because of learning resource that supports. The following are some sub themes based on local potential created in the cluster Parakeets Subdistrict Ungaran Barat:

On the image document themes and sub themes in Group play explained that in the subject of leisure developing sub themes around the school from the city of Semarang in advance then existing in the environment. The fountain is recreation pool that exists in the Vile Village sub district of Western and Ephrath Ungaran is a place of lodging such as villa and a place for camping or retreat in the village of Sitoyo which is also entered in the vile village sub district Ugaran West. Other documents that support the development of the sub themes do teachers in the cluster of the West in Ungaran Subdistrict Parakeet kindergarten A and B are as follows:

TK B environmental themes, Sub theme is one that is *desaku*.

From the document it can be concluded that the development of local potential based on the themes of the cluster Parakeets Subdistrict Ungaran Barat, performed well on the stages of elaboration of optimal coverage i.e. elaboration. The fifth Presentation *pensintesis* Presentation *pensintesis* be done gradually in stages, i.e. after every time do elaboration, is specifically meant to indicate *hiubungan* among the invalid constructs- invalid constructs a new more detailed taught, and to indicate the context of elaboration in epitome, this section discusses the program weekly and daily program. The presentation of this type of *pensintesis* the *Pensintesis* function as the hook units, procedures, concepts or principles should be *disesuaikan* with the content-type field of study, describes the daily program. And the seven stages of awarding summary, Summary

is meant to hold a review regarding the contents of the fields of study that have already learned, and should be given before the presentation of the *pensintesis*, make an assessment to find out the achievement *pembelajaran*.

Learning capacity for the purposes of designing learning, Gagne (1984, 1985) in (Slameto, 2013:14) and supported in (Dharma, 2011:118), reconsideration of the 5 (five) categories of capabilities of the students is the first verbal Information *disampaikan* by giving examples of directly writing *dipapan*, intellectual Skills, both teachers in the cluster parakeet developed a variety of innovative learning strategies, which include five parts categories i.e., Discriminatory, a concrete Concept, concept abstract, the rule, the rule higher level Cognitive Strategies, third, "Yes if the old *iya* may have its own way, but if the old *negsti* and my mother *rahayu* others apply before learning there should be the stimulation of hand movements hand to loosen stimulate fine motor and motor rugged child, so me and *bu wid* discuss it first then apply together, like that "AK6 (NS9). Strategies teachers to develop skills of the child, the fourth development attitude, learning not only to develop the intellectual skills of course but also the development of attitudes and fifth motor skills. Planning in kindergarten-1 consists of making an integrated curriculum with character education, integration with everyday activities, evaluation done by observation techniques (Kurniasih, 2014). In this stage is a form of organizing micro learning strategy, or it can be understood as something obtained or received learners, fine motor activity associated with the activity or the activity of hand and motor rude physical gestures associated with the whole child.

The development of the theme of learning that is conducted in accordance with the principle of the development of the theme of learning that is close to children, simple, attractive and *isiden-*

Table 2. Themes and Sub Themes

NU.	THEME	SUB TEMA	ALLOCA- TION OF TIME	KETERAN- GAN
	my place	4. my beautiful village a. a public place (e.g. swimming pools, terminals and places of worship) b. that there is in the neighborhood of the village (e.g. rice paddies, water sources, and Wilk) c. the usefulness of public places d. code of conduct and rules in public places and in the environs of the village	4 weeks	

tal. The theme, namely information technology, methods and impact, great themes were selected based on an understanding that is going on, (Altena, 2016). Themes can act as pengintegrasikan skills and learning activities in the classroom. The theme is literally a topic or subject matter. While Montgomery (1992) in (Sundayana, 2014:14) States that the theme may refer to a concept or a real object. It is important to be aware of the teacher in developing a theme is a theme of meaningfulness in building a quality learning experience for early childhood.

Determine the theme becomes important when you start with the identification of themes and children's interest against the particular topic. The development of the theme of learning is learning themes in the curriculum in the past was not consistently done. Learning theme matching applied in early childhood education and elementary school. Thematic learning is viewed in accordance with the working patterns of the brain because it discusses one of the themes of the various concepts and aspects of development. The theme is not a learning objective but rather a means to integrate the overall attitude in the knowledge and skills built up.

Develop a theme learning sure use guidelines in order that the development of themes that do not violate the rules. Based on the results of the interviews according to AK5 and AK3 guidelines used in performing the parakeet cluster anggogta development theme is of dins. These guidelines may be added but is not to be reduced. Unlike with group play the course just flexible learning. In the rules of the service there is a principle in the development of the theme of learning. The principle theme of learning development early childhood education (OLD) described in (Education Ministry 2015:3) was made the theme of learning that is closest to the child's environment, making a simple learning theme, decide on the theme of learning interesting theme and doing a study has been made to isidenta. The themes developed in the cluster when creating a program is parakeet daily. Daily program made in accordance with the APE is available. Teachers make a daily program completely not from Office. Teachers in the cluster development principle to know the parakeet sub theme well.

CONCLUSION

Organizing strategy of learning in the development of the sub theme-based local potential in ungaran barat parakeet cluster is doing Seven stages of elaboration as well. Theme-based

learning, development of local potential exists at the stage of elaboration of the draft optimal coverage of the case. Done according the working mechanism of the cluster that is old and Islamic KINDERGARTEN core Plus AT Taqwa and OLD swept up the other Cluster members i.e., menginduk at the Centre of serious teachers (PKG) some documents such as the annual academic calendar, course, and semester program program downloads that refers to the service then developed its own compliance with the mission and vision of the needs of the institution, then the daily program and assessments developed by teachers.

Factors that support the strategy of organizing learning in the development of local potential based on the themes of the cluster first ungaran parakeet is a Parakeet Cluster environment supports to be used as a source of learning. Existing resources both from the angle of environmental natural environment including IE village there is villa ephrath, social environment there are places of worship, there is also the terminal clinic. Political environment that is there is a village hall, a cultural environment that is there is a dance class and reog kuda lumping. Technology that is there is a spring and a mini market for aquaria and economic environment there are the factory know, Wilk as the place of production of cow's milk, there is tourist swimming pool.

The second factor is the role of the teacher in Ungaran Barat Sub-district Parakeet Cluster. Teachers know the basic principles in the development of the sub theme of learning. Teachers know that the sub theme of learning that is close to the child. Teachers make the sub themes are simple with the use of the former goods which can be used as media of instruction. Teacher learning package with attractive one is learning based on local potential, because the local potential of learning can provide a real experience for the child. Teacher created learning done in isidental, associate whatever is going on around the child.

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