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Preface from Dean of Faculty of Education

Education will inevitably play a key role in the national development. It can be used to enhance the quality of people life. Although education is an important factor for the national development, some countries around the world still face education problems such as education quality, education access, and education relevance. Improving performance in education is crucial to meeting the challenge or reaching a high income status. Although much work has been done to date, more discussions need to be conducted to identify the strategies to enhance the quality of education, especially the quality of early childhood and primary education.

The 1st International Conference on Early Childhood and Primary Education (ECPE) with the theme of “Policies and Strategies to Enhance the Quality of Early Childhood and Primary Education” is identified as being of importance to education stakeholders in providing them the necessary background to improve the quality of early childhood and primary education. The purposes of the conference are: (1) to identify some global issues around early childhood and primary education; (2) to identify some policies and strategies to improve the quality of early childhood and primary education; (3) to establish an international forum where all the participants have opportunities to share ideas, experiences, expertise, and knowledge on the global issues of educational practices and development; and (4) to facilitate all participants or institutions to build business relationship for their future development.

The conference is held on 21 – 22 September, 2018 at the Royal Orchid Hotel Batu-Malang, Indonesia. This conference was organized by Department of Primary Education and Early Childhood Education, Faculty of Education, State University of Malang. The conference involves the keynote speakers from USA, Finland, Malaysia, Palladium, and Indonesia. Compulsory quality assurance features for the conference include web-based paper submission, plagiarism check, and double-blind review is a procedure that has been undertaken for the papers to be proposed and published in the proceedings. Based on the reports, 55 papers were accepted to be presented on ECPE 2018 by the editors.

We would like to express our deep appreciation and gratitude to all the members of the 1st ECPE. We would also appreciate the assistance of Atlantis Press in producing the volume of the collected papers. In the end, we wish to express appreciation to all the authors for their outstanding contributions to this valuable volume. Hopefully, this conference can contribute to improving the quality of education in Indonesia in particular and global education in general.

On behalf of the Organizing Committee,
Dean of Faculty of Education, State University of Malang
Prof. Dr. Bambang Budi Wiyono, M.Pd
Preface from Chairman of ECPE

In order to enter the 2.0 era and Z generation preparation, appropriate policies and learning strategies are needed. Studies related to these learning policies and strategies require the study and readiness of policy makers and learning strategies. The development is based on learning policies and strategies that have been implemented and successfully implemented in several countries in the world. Thus, this international conference provides opportunities to network across geographically dispersed educational communities and to share the ideas to improve the quality of early childhood and primary education.

The international conference held by Department of Primary Education and Early Childhood Education, Faculty of Education, State University of Malang in 2018. The conference is the 1st International Conference on Early Childhood and Primary Education (ECPE) with the theme of “Policies and Strategies to Enhance the Quality of Early Childhood and Primary Education.” The conference is held on 21 – 22 September, 2018 at the Royal Orchid Hotel Batu-Malang, Indonesia Keynote speakers involve in this conference are from The Ohio State University, USA; Universiti of Malaya, Malaysia; Turku University of Applied Science, Finland; INOVASI, Palladium; and Ministry of Education and Culture, Indonesia.

Completing the activity, 70 papers submitted to the committee. The papers were checked for plagiarism, reviewed by two reviewers for each paper (double-blind reviewed), and 55 papers have been selected for publication in proceedings. The papers varied in the subtheme of Art and Creativity, Assessing Student Learning, Civics and Moral Education, Cognitive Development, Designing Effective Instruction, Effective Teaching Strategies, Guidance and Counselling, Humanities and Social Studies, Language and Literacy, Learning Media, Parenting Program, Policy and Practice, School Based Management, and Special Need Education in Early Childhood or Primary Education.

We would like to thank the organization staff, the members of the program committees and reviewers who worked hard in reviewing papers and making valuable suggestions for the authors to improve their work. Also, we would like to express our gratitude to the authors for contributing their research result to the conference.

Chairman of ECPE 2018
Dr. Sutarno, M.Pd
Keynote Speaker
Adrian Rodgers, Ph.D

Dr. Adrian Rodgers is an Associate Professor in Teaching and Learning at OSU-Newark. He earned his BA in English and History; BEd in Secondary Education; and M.A. in British Social History from Memorial University of Newfoundland; M.A. in Drama Education; and Ph.D. in Teacher Education from The Ohio State University. Dr. Rodgers areas of interest are professional development and pre-service teacher education, literacy, drama education, international education and qualitative research. For several years he has directed the US-Indonesian Education Consortium.

Education
- PhD, Teacher Education, The Ohio State University
- MA, Drama Education, The Ohio State University
- MA, British Social History, Memorial University of Newfoundland
- BEd, Secondary Education, Memorial University of Newfoundland
- BA, English and History, Memorial University of Newfoundland

Experience
- Director, International Programs, August, 2014 – August, 2016
  The Ohio State University, Columbus, OH.
- Associate Professor Fall, 2010 - present
  The Ohio State University, Newark, OH.
- Assistant Professor, 2004 - 2010
  The Ohio State University, Newark, OH.
- Assistant Professor, 2001 – 2004
  University of Dayton, Dayton, OH; Middle Childhood Education
- Assistant Professor, 1998-2001
  University of Toledo, Toledo, OH; Secondary Education
- Graduate Teaching Associate, 1997
  The Ohio State University, Mansfield, OH.
- Graduate Research Associate, 1996-1998
  Project UNITE (Urban Network to Improve Teacher Education)
  The Ohio State University, Columbus, OH.
- Graduate Teaching Associate, 1994-1996
  Ohio State University, Columbus, OH.
- Professional Introduction to Teaching Program
- Secondary English Teacher, 1986-1994
  Menihek High School, Labrador City, Labrador, Canada.
Keynote Speaker
Mr Harri Lappalainen

- Senior Lecturer
- Email: firstname.lastname@turkuamk.fi
- Location: Sepänkatu 1, 20700 Turku
- Unit: Engineering and Business, Joint Activities
- Competences: International affairs, Project competence, RDI competence
- Phone: +358 40 355 0915
- Phone also: +358403550915

M. Soc. Sc (econ) Harri Lappalainen has 20 years’ extensive experience on international EU project activities in several roles: project initiator, project coordinator, external evaluator and consultant. Since 1997 he has worked as a trainer and organizer of intensive training programs in Higher Education and also in adult education and vocational training. He has written several international articles about Innovation Pedagogy. He has also provided conference presentations, lectures and workshops about Innovation Pedagogy in Europe and Indonesia.

Lappalainen holds a Certificate of Competence-Based Personal Evaluation, acknowledged by the Finnish Psychological Association. In addition to his Master’s degree he has executed 1,5 years University-level “Consultative methods as tools in personnel development” intensive studies. Lappalainen has several years’ experience on working in multicultural environment. At the moment Mr. Lappalainen is working as a Senior Advisor in the Turku University of Applied Sciences (Finland).
Keynote Speaker

Mark Heyward, Ph.D

- Date of Birth: 3rd May 1957
- Nationality: Australian
- Contact: mark.heyward@gmail.com
- Mobile: +62 (0) 811 417004
- Permanent Address: 6 Summerleas Road, Fern Tree, Tasmania, 7054, Australia
- Current Address: Jl. Sekolah Kencana IVC, 17, Pondok Indah, Jakarta Selatan, 12310, Indonesia

Professional Qualifications:
- 2005 Doctor of Philosophy (University of Tasmania, Australia)
- 1993 Master of Educational Studies (University of Tasmania, Australia)
- 1980 Teaching Certificate (Tasmanian Education Department)
- 1979 Diploma of Education (University of Tasmania, Australia)
- 1978 Bachelor of Arts (University of Tasmania, Australia)

Relevant Professional Experience:
- Program Director, Innovations for Indonesian School Children (INOVASI) Program, Palladium International for DFAT, August 2017 until present
- Senior English Language Capacity Strengthening Consultant, Technical Assistance for Education System Strengthening (TASS) Program, Palladium International for DFAT, 20 days, April–June 2017
- Senior Researcher, Education Analyst, Research Triangle Institute (RTI International), April 2005 – March 2017
- Management and Governance Advisor, PRIORITAS, Research Triangle Institute (RTI International) for USAID, May 2012 – March 2017
- Governance Expert, KINERJA, Research Triangle Institute (RTI International) for USAID, 30 days, January – March 2012
- Replication & Capacity Building Advisor, Decentralized Basic Education I (DBE1), Research Triangle Institute (RTI International) for USAID, October 2007 – December 2011
- Team Leader, Aceh Feasibility Study, Decentralized Basic Education I (DBE1), Research Triangle Institute (RTI International) for USAID, July 2008
- International Education Consultant, Thailand School Review, University of Tasmania, October 2006
- Provincial Coordinator, Makassar, Decentralized Basic Education I, Research Triangle Institute (RTI International) for USAID, July 2005 – October 2007
- Provincial Coordinator, Aceh, Decentralized Basic Education I, Research Triangle Institute (RTI International) for USAID, June 2005
- Advisor, Mobilization Team, Decentralized Basic Education I, Research Triangle Institute (RTI International) for USAID, April-May 2005
• Education Consultant, Timor Leste (East Timor), World Bank, March-April 2005
• Basic Education Specialist, Indonesia, World Bank, November-December 2004
• Basic Education Specialist, Vocational Education and Training Pre-Feasibility Study, Jakarta & NTT, Indonesia, SAGRIC International for AusAID, October 2004 – January 2005
• Education Specialist, Basic Education Field Study, Yogyakarta & Central Java, Indonesia, Illawarra Technology Corporation (ITC) & South East Consortium for International Development (SECID), July – September 2004
• Team Leader, Nusa Tenggara Timur Primary Education Partnership (NTT PEP), Phase I, Flores, NTT, Indonesia, SAGRIC International for AusAID, April 2002 – October 2003
• Independent Consultant, project design and bid preparation for Indonesian Basic Education & Training Projects, SAGRIC International, Melbourne University Private, Uniquest, ICT/SECID, two months over 2002 –2004
• Independent Consultant / Trainer, Short Courses on Intercultural Literacy, Hanoi, Vietnam; Bandung, Indonesia; The Hague, Netherlands, Hanoi United Nations International School, East Asian Regional Council for Overseas Schools (EARCOS); Shell International, 2002-2003
• Capacity Building Advisor, Indonesia-Australia Specialised Training Project – Phase II (IASTP II), NTB, NTT, Makassar, Banjarmasin, Medan, Jakarta, Melbourne University Private for AusAID, July 2001 – March 2002
• Advisor, Feasibility & Design Mission for Primary Education Project (PEP), NTT, Jakarta & Flores, Nusa Tenggara Timur, Indonesia, AusAID, March-April 2001 (2 months)
• Training Advisor, Indonesia-Australia Specialised Training Project – Phase II (IASTP II), Lombok, Eastern Indonesia, Makassar, Banjarmasin, Medan, Jakarta, Melbourne University Private for AusAID, February 2000 – July 2002
• Deputy Principal, Australian International School, Jakarta, Indonesia, April 1998 – February 2002 (Two years including sabbatical leave)
• Deputy Principal, Sekolah Tiara Bangsa, Jakarta, Indonesia, June 1997 – March 1998
• Lead Consultant, Batu Hijau Project, Department of Education, Culture and Community Development (DECCD), Tasmania, November – December 1996
• Intercultural Specialist, Pilot Study into Communication, PT Kaltim Prima Coal (KPC), University of Indonesia, East Kalimantan, Indonesia, February – March 1996
• Assistant Principal, Blackmans Bay Primary School, Tasmanian Education Department (DECCD), Tasmania, Australia, January – December 1995
• Principal / Deputy Principal, Tanjung Bara International School, PT Kaltim Prima Coal (in association with DECCD Tasmania), Sangatta, East Kalimantan, Indonesia, June 1992 – December 1994
• Principal, Glen Huon Primary School, Tasmanian Education Department (DECCD), Tasmania, Australia, January 1990 – December 1996 (including various secondments to other positions)
• Teacher, Principal, Consultant, Department of Education, Culture and Community Development, Tasmania, Australia, January 1980 – December 1989
Keynote Speaker

Associate Prof. Dr. Mariani Binti MD Nor

Associate Prof. Dr. Mariani Binti MD Nor received her Bachelor Degree in Science Education from University of Malaya and obtained her Ph.D in Psychology from Bristol University, Bristol, United Kingdom in 1998. Currently, she is an Associate Professor and Dean of Faculty of Education, University of Malaya.

Associate Prof. Dr. Mariani’s research interests include cognitive psychology, developmental psychology, educational psychology, psychology: human development, psychology: child and adolescent development. Her niche area focuses on children psychology/early childhood education.

Associate Prof. Dr. Mariani Binti MD Nor had received 4 international awards, 1 national award and 14 university awards. Among them are: Silver Medal (1st Runner Up) – Overall Category IKBAR – Development of New Instrument for Measuring Adversity Quotient (AQ) Among Polytechnic Students Using Rasch Measurement (International Research Conference And Innovation Exhibition (IRCIE 2016), Gold Medal Development of IKBAR in Measuring Adversity Quotient (AQ) For Students Using Rasch Model (International Research Conference And Innovation Exhibition (IRCIE 2016), Excellent Service Awards (2003, 2006, 2007, 2013), and has worked for 22 years at University of Malaya and was awarded loyal service from the university in 2014.

Associate Prof. Dr. Mariani Binti MD Nor participated actively in research expos, conferences and seminars where she has received 1 gold, 5 silver and 1 bronze medals. She had published 47 articles in refereed journal, 9 articles in conference proceeding. She has written 27 books and had conducted 109 presentations either as keynote speaker, invited speaker, workshop presenter, poster presenter and conference paper presenter at international and national conferences. She is also one of the founding members of Global Alliance for Educational Change and Social Development who represented Faculty of Education University of Malaya.

Associate Prof. Dr. Mariani Binti MD Nor had supervised 2 PhD students (Thesis), 5 PhD students (Waiting for Viva) & 2 Master’s Student (Waiting for Viva), 11 Master’s students (Dissertation) & 7 Master’s students (Mixed Mode), 125 Master’s students (Project Paper) and 129 Bachelor Degree students. In total, she is now supervising 19 Ph.D students (Thesis) and 18 Master’s students (Dissertation). Dr Mariani Md Nor teaches average 3 courses per semester and assumes various administrative roles at the faculty, currently as the Dean Faculty of Education.
Keynote Speaker

Dr. Poppy Dewi Puspitawati, M.A

- **POB/DOB**: Bandung, May 21th, 1963
- **Institution**: Directorat Special Education and Special services, Ministry of Education and Culture
- **Address**: Kemdikbud, F Building, 2nd Floor
  Jl RS Fatmawati Cipete Jakarta 10270
- **Home address**: Perum Pemda DKI
  Pondok Kelapa, Duren Sawit, Jakarta
- **Phone/fax**: +6221-8641746
- **Mobile**: +628111121563
- **Email**: poppy.puspitawati@yahoo.com; poppy.dewi@kemdikbud.go.id

*Education:*
- Doctorate On Applied Linguistics Universitas Negeri Jakarta
- Master of Arts in Secondary Education, University of Iowa, USA
- Sarjana Pendidikan, FPBS-IKIP Bandung

*Teaching Experience:*
- English Instructor in the Language Teacher Training Development Center (PPPG Bahasa-Jakarta), 1990-2006
- Lecturer of English Department, Faculty of Arts, National University (UNAS) since 2000
- Teaching English for Children, Victoria English course, Bandung 1985-1990

*Management:*
- Governing Board Member of SEAMEO SEN Malaysia since 2017-
- Governing Board Member of SEAMEO RETRAC in Vietnam, 2016 – 2017
- Director of Teacher Development for Basic Education, Ministry of Education and Culture, 2015 - now
- Head of Centre for Development and Empowerment of Language Teachers and Education Personnel, 2013 – 2015
- Deputy Director for Training Program, Directorate Training and Development since Nov 6, 2009
- Coordinator of Language Instructors in PPPG Bahasa 2004-2006
- Consultant Management at BPG Jambi (2002)
- Consultant Management at BPG Riau (2001)
### Rundown

**The 1st International Conference on Early Childhood and Primary Education**  
Faculty of Educational Sciences, State University of Malang  
Royal Orchid Garden Hotel and Condominium, Sept 21-22, 2018

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<td>Day 1</td>
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<tr>
<td>07.00 - 07.30</td>
<td>Registration and check in</td>
<td>Committee</td>
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<tr>
<td>07.30 - 07.40</td>
<td>Announcement to participants</td>
<td>MC</td>
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<tr>
<td>07.40 - 07.50</td>
<td>Opening</td>
<td>MC</td>
</tr>
<tr>
<td>07.50 - 08.00</td>
<td>Opening Ceremony</td>
<td>Choir</td>
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<tr>
<td>National anthem “Indonesia Raya”</td>
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<tr>
<td>08.00 - 08.10</td>
<td>1. Opening remarks from the Dean of FIP</td>
<td>Prof. Dr. Bambang Budi Wiyono, M.Pd</td>
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<tr>
<td>08.10 - 08.20</td>
<td>2. Opening speech from The Rector of State University of Malang, and ceremonial opening</td>
<td>Prof. Dr. AH Rofi’udin, M.Pd</td>
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<tr>
<td>08.20 - 08.40</td>
<td>Plenary session 1</td>
<td>Moderator: Nabhan F. C., M.A</td>
</tr>
<tr>
<td>08.40 - 09.20</td>
<td>Adrian Rogers, Ph.D (The Role of Scaffolding in Teaching and learning in Primary School)</td>
<td>Moderator: Nabhan F. Choiron, M.A</td>
</tr>
<tr>
<td>09.20 - 09.30</td>
<td>Morning coffee break</td>
<td>Committee</td>
</tr>
<tr>
<td>09.30 - 10.10</td>
<td>Mark Heward, Ph.D (INOVASI: Innovation for Indonesia’s School Children)</td>
<td>Moderator: Nabhan F. Choiron, M.A</td>
</tr>
<tr>
<td>10.10 - 11.00</td>
<td>Discussion Session</td>
<td>Moderator: Nabhan F. Choiron, M.A</td>
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<tr>
<td>11.00 - 11.10</td>
<td>Traditional art from students of KSDP</td>
<td>Performers students</td>
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<tr>
<td>11.10 - 13.30</td>
<td>Lunch break + Pray Jumat</td>
<td>Committee</td>
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<tr>
<td>13.30 - 14.00</td>
<td>Plenary session 2</td>
<td>Moderator: Rahmati PY, M.Pd</td>
</tr>
<tr>
<td>14.00 - 14.40</td>
<td>Mr. Harri Lappalainen, Senior Advisor Turku University of Applied Science, Finland (Finland’s Policies and Innovation Pedagogy in Improving the Quality of Education)</td>
<td>Moderator: Rahmati Putri Yaniafari, S.Pd., M.Pd</td>
</tr>
<tr>
<td>14.40 - 15.20</td>
<td>Dr. Poppy Dewi Puspitawati, MA (Policies and Strategies to Enhance the Quality of Early Childhood and Primary Education in Indonesia)</td>
<td>Moderator: Rahmati Putri Yaniafari, S.Pd., M.Pd</td>
</tr>
<tr>
<td>15.20 – 15.30</td>
<td>ART (Dance or Song) + Coffe Break</td>
<td>Performers</td>
</tr>
<tr>
<td>15.30 - 16.10</td>
<td>Prof. Dr. Mariani Binti Nor, M.Pd (Strategies to Enhance the Quality of Early Childhood Education)</td>
<td>Moderator: Rahmati Putri Yaniafari, S.Pd., M.Pd</td>
</tr>
<tr>
<td>16.10 - 17.00</td>
<td>Discussion Session</td>
<td>Moderator: Rahmati PY, M.Pd</td>
</tr>
<tr>
<td>17.00 - 19.00</td>
<td>Evening Break</td>
<td>Committee</td>
</tr>
<tr>
<td>19.00 - 20.00</td>
<td>Culture Night + Dinner</td>
<td>Committee + performers</td>
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<tr>
<td>20.00 - 21.00</td>
<td>Announcement Parallel Seminar</td>
<td>Committee</td>
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<tr>
<td></td>
<td></td>
<td>Day 2</td>
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<tr>
<td>06.00 – 07.30</td>
<td>Breakfast</td>
<td>Committee</td>
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<tr>
<td>07.30 - 08.30</td>
<td>Parallel Seminar Session I</td>
<td>Team Moderator</td>
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<tr>
<td>08.30 - 08.40</td>
<td>Coffee Break</td>
<td>Committee</td>
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<tr>
<td>08.40 - 09.30</td>
<td>Parallel Seminar Session II</td>
<td>Team Moderator</td>
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<tr>
<td>09.30 – 10.00</td>
<td>Clossing ceremony</td>
<td>Committee</td>
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<tr>
<td>10.00 – 10.30</td>
<td>Announcements and Giving Certificates</td>
<td>Committee</td>
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<tr>
<td>10.30 - 11.00</td>
<td>Check Out</td>
<td>Committee</td>
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# Presentation Schedule

## Schedule Parallel Session Group A

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<th>Time Schedule</th>
<th>Paper Title</th>
<th>Sub Theme</th>
<th>Author Name</th>
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<tbody>
<tr>
<td>1.</td>
<td>07.30 – 07.40</td>
<td>The Victory of Culture Games (VOC-Games): Math-Based Learning Media 3D and Augmented Reality as A Conservation Culture</td>
<td>Learning media</td>
<td>Binti Isti’towatul Isti’aroh, Zainur Ridho Wahyu Ismail, Fitrah Izul Falaq</td>
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<tr>
<td>2</td>
<td>07.40 – 07.50</td>
<td>GERABA Android-Based Application to Facilitate the Students of TK Tarbiyatul Athfal Al-Falach Malang on Memorizing the Prayer Movements and Reading</td>
<td>Learning media</td>
<td>Grezi Bimbi Mandira, Muhammad Andri Wicaksono, Dyna Sumda Aswad</td>
</tr>
<tr>
<td>3</td>
<td>07.50 – 08.00</td>
<td>Strengthening Performance for Teachers in Early Childhood Education with Heutagogy on the Utilization of Digital Learning Media and Sources</td>
<td>Learning media</td>
<td>Henry Praherdhiono, Eka Pramono Adi, Yulias Prihatmoko</td>
</tr>
<tr>
<td>4</td>
<td>08.00 – 08.10</td>
<td>Development of Validation Instrument for Interactive Multimedia Learning Implementation Plan</td>
<td>Learning media</td>
<td>Kukuh Andri Aka, Sa'dun Akbar, Julian Sahertian</td>
</tr>
<tr>
<td>5</td>
<td>08.10 – 08.20</td>
<td>Developing Story Book Based on Local Culture for Improving Prosocial Behaviour</td>
<td>Learning media</td>
<td>Siti Fadillah, Hapidin, Adolf Bastian</td>
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<tr>
<td>6</td>
<td>08.20 – 08.30</td>
<td>Development of Color Notation for Kindergarten Children</td>
<td>Learning media</td>
<td>Suryadi</td>
</tr>
<tr>
<td></td>
<td>08.30 – 08.40</td>
<td>Coffee break</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>08.40 – 08.50</td>
<td>Improving Student Learning Achievement through Behavior Modification Approach</td>
<td>Designing effective instruction</td>
<td>Imam Gunawan, Suminah, Sri Murdiyah, Hana Andrimingrum, Gena Onenda</td>
</tr>
<tr>
<td>8</td>
<td>08.50 – 09.00</td>
<td>Analysis of Climate Strengthening and Learning Skills through Flipped Classroom</td>
<td>Designing effective instruction</td>
<td>Susilaningsih, Henry Praherdhiono, Eka Pramono Adi, Nunung Nindigraha</td>
</tr>
<tr>
<td>9</td>
<td>09.00 – 09.10</td>
<td>Analysis of AVOD Technology for Sharing on the Integrated Network Learning at Middle School</td>
<td>Designing effective instruction</td>
<td>Zainul Abidin, Henry Praherdhiono, Yulias Prihatmoko</td>
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<tr>
<td>10</td>
<td>09.10 – 09.20</td>
<td>STP Strategy on Guidance and Counseling Services Students in Elementary School</td>
<td>Guidance and Counseling</td>
<td>Irmawati Duko Ishak</td>
</tr>
<tr>
<td>No.</td>
<td>Time Schedule</td>
<td>Paper Title</td>
<td>Sub Theme</td>
<td>Author Name</td>
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<tr>
<td>1.</td>
<td>07.30 – 07.40</td>
<td>Family Environment Support in Early Intervention of Children with Cerebral Palsy</td>
<td>Special need education</td>
<td>Dimas Arif Dewantoro, Sinta Yuni Susilawati, Rizqi Fajar Pradipta</td>
</tr>
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<td>2</td>
<td>07.40 – 07.50</td>
<td>“RumahCerdasBinaDiri” for Mentally Disabled in Banturejo Village, Ngantang District, Malang</td>
<td>Special need education</td>
<td>Rizkha Khoirunnisa, Anggita Yulia Giyanto, Admarisanti, Luqyana Dhiya Amira, Uut Fauziyah, Sopingi</td>
</tr>
<tr>
<td>3</td>
<td>07.50 – 08.00</td>
<td>Social Environment of Special Needs in Inclusive Primary School: A Descriptive Research with Phenomenology Approach</td>
<td>Special need education</td>
<td>Rizqi Fajar Pradipta, Umi Safiul Ummah, Dimas Arif Dewantoro</td>
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<tr>
<td>4</td>
<td>08.00 – 08.10</td>
<td>Development Of Early Childhood Physical Activity Game Model</td>
<td>Physical Activity</td>
<td>Pramono, Eny Nur Aisyah</td>
</tr>
<tr>
<td>5</td>
<td>08.10 – 08.20</td>
<td>AC Kids: Art of Cooking for Kids</td>
<td>Art and Creativity</td>
<td>Siti Rodliyah Ummus, Sholihah, Nurima Trissia, Andini Mukharoma, Meidina</td>
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<td>Dr. Sutarno, M.Pd</td>
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1st International Conference on Early Childhood and Primary Education  
Sept 21-22, 2018; Faculty of Educational Sciences, Universitas Negeri Malang, Indonesia
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Prof. Dr. HA. Rofi’uddin, M.Pd  
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And to all those who have contributed directly or indirectly to make this event a success

THANK YOU
Abstract Keynote Speaker

SOME ASSEMBLY REQUIRED: SCAFFOLDING IN THE CLASSROOM
Adrian Rodgers

Scaffolding involves a more targeted approach to teaching. Teachers tend to have challenges on arrange the instruction so that the needs of differentiated learners are addressed. The challenges of scaffolding learning is compounded by the fact that most curricular materials are designed to support teaching to the middle and do not necessarily help with those students who need extra assistance. Scaffolding is not straightforward. It needs effective work from an analytical stance by the teachers. Teachers account for what the learner has to be able to do, the learner's present abilities, the materials that will lift performance, the amount of help that will be needed, and the kind of help that will be needed so that the child can work as independently and successfully as possible.

Keywords: strategies, teaching and learning approach, scaffolding
Abstract Keynote Speaker

CONTINUOUS PROFESSIONAL DEVELOPMENT IN THE PRIMARY SCHOOL

Mark Oliver Heyward, Puri Selfi Cholifah, Ni Luh Sakinah Nuraini

Teaching is a professional job. Continuing professional development (CPD) is a key responsibility for teachers and a key element in effective schools and successful education systems. INOVASI, a partnership program between the governments of Indonesia and Australia, is working with partners in the government and non-government sectors to develop a new approach to continuing professional development for Indonesian primary school teachers. This paper discusses the reasons why continuing professional development is so important, what we know about what works in continuing professional development, the INOVASI experience, and the role of the university in continuing professional development for practicing teachers.

Keywords: continuous professional development, primary school, teacher, partnership
Abstract Keynote Speaker

TOWARDS INNOVATION COMPETENCES: A FINNISH PERSPECTIVE

Harri Lappalainen

The Fourth Industrial Revolution has understandably strengthened the importance of digital skills as key competence area that should be enhanced during all grades of studies. Additionally, generic competences enabling successful participation in innovation processes are very much highlighted by employers worldwide. This sets challenges to the ways we educate next generations. We need changes in all main stages of education: planning, implementation and assessing learning outcomes. When targeting to increase students’ innovation capacity, is there something we could learn from recent European, especially Finnish, strategic definitions of policies and development novelties?

Keywords: innovation pedagogy, innovation competences, lifelong learning, Finnish new national curriculum, constructive alignment in education
ABSTRACT
Abstract 01

DEVELOPING INNOVATIVE AND INTERACTIVE LEARNING IN ELEMENTARY SCHOOL

Alif Mudiono

Teacher is an education personnel who has humanity responsibility, particularly it is concerned with learning toward the next generation of the nation toward innovative and interactive learning. The biggest responsibility expected is the teacher owns high professional competence, the teacher can create an innovative and interactive learning strategy in order to ease the delivery of their learning process which is easily understandable for the students. In this paper, several points explained are (1) constructivism as based on innovative and interactive learning, (2) teacher's challenging and expectation to face the development of innovative and interactive learning, (3) teachers expectation to develop innovative and interactive learning, and (4) principles of developing innovative and interactive learning.

Keywords: learning, innovative, interactive, elementary school

Abstract 02

LEARNING STYLE PREFERENCES OF COLLEGE STUDENT

Arda Purnama Putra, Sutansi, Achmad Badawi

Research on preferential learning styles has long been carried out since 1981. Several studies reveal that learning styles can affect one's learning outcomes. However, there are several studies which reveal that learning styles do not affect one's learning outcomes. This difference is interesting to discuss more deeply. This article will discuss the various types of college student learning styles and the results of previous studies on the influence of learning styles on student learning outcomes. This article also discusses the types of learning styles according to some experts. There are three types of learning styles, namely auditor, visual, and kinesthetic. While the others define 4 kinds of learning styles, namely activists, reflective, theoretical, and pragmatic.

Keywords: learning style, college student, learning outcomes
Abstract 03
THE INFLUENCE OF EDUCATION LEVEL AND INCOME OF THE PARENTS ON THEIR PARTICIPATION TOWARDS THE IMPLEMENTATION OF EDUCATION AT SCHOOLS
Bambang Budi Wiyono, Ach. Rasyad, Nasrun

There are some factors that influence the parents' and the community's participation. Therefore, this study was conducted to find the relationship between the education level and the income of the parents and their participation towards the implementation of education at schools. This study was conducted in Mojokerto, a district of East Java Indonesia, using a survey research design. The samples used were 150 parents that were taken using cluster proportional random sampling. The data collection techniques used were questionnaires and documentation. Whereas the data analysis techniques used were descriptive statistics, correlation, and regression. The results of the study showed that there was a significant correlation between parents’ education level and income and their participation towards the implementation of education at schools simultaneously. It can be concluded that parents’ education is a dominant factor that influences the quality of the implementation of education at school.

Keywords: society participation, education level, income, education implementation, parents

Abstract 04
THE VICTORY OF CULTURE GAMES (VOC-GAMES): MATH-BASED LEARNING MEDIA 3D AND AUGMENTED REALITY AS A CONSERVATION CULTURE
Binti Isti’towatul Isti’aroh, Zainur Ridho Wahyu Ismail, Fitrah Izul Falaq

The victory of Culture Games (VOC-Games) develop as mathematics learning media based on 3d and augmented reality as an effort to preserve Indonesian culture. The learning media was initiated to solve problems in mathematics learning. To increase the attractiveness and capability of learners, this learning media combined with 3D technology and augmented reality. It is packaged interactively through games and learning with a group system. VOC-Games connects between cyberspace learning/digital with the real life of learners. The concept is connected through questions that can be scanned by learners in the board game. The advantages of VOC-Games are (1) able to attract student learning, (2) with augmented reality, (3) train students' ability in intrapersonal and interpersonal, (4) emphasize on internalization of values, (5) easy to realize and developed massively, (6) varied content and (7) a fun learning model.

Keywords: mathematics learning media, VOC-games, 3D, augmented reality.
Abstract 05
THE VALUES OF CHARACTER IN EARLY CHILDHOOD PAUD NURUT-TAQWA SOUTH SANGATTA EAST BORNEO
Budi Rahardjo, Nasimul Husniyah

The objectives of the research are (1) to analyze the teaching system what is used a storytelling method on developing early-years students character (2) to describe a storytelling method, (3) to describe the development of character values of 45 years old early-years students’. The method which was used in collecting data are: (1) participative observation method, (2) Interview (3) Documentation. The result of the research shows that (1) Exemplary attitudes made by the teacher in all activities can foster the values of positive characters in children, (2) Through the storytelling method using the image media, the character values can grow as expected, (3) cohesiveness and cooperation has been well established between children and teachers. The conclusion from the research that the activities of teachers in storytelling methods can develop the values of child characteristics such as the value of honesty, discipline, confidence and responsibility.

Keywords: values, character, early-year students

Abstract 06
FAMILY ENVIRONMENT SUPPORT IN EARLY INTERVENTION OF CHILDREN WITH CEREBRAL PALSY
Dimas Arif Dewantoro, Sinta Yuni Susilawati, Rizqi Fajar Pradipta

The aim of this study was to describe family environment support and formulate early family-based intervention program by describing the acceptance, belief, understanding, planning, and intervention of children with Cerebral Palsy (CP). The study used a qualitative descriptive method and involved a family who had twins experiencing CP. The study found that the family had confidence and were not overprotective of H and N, the extended family accepted the conditions of their children and committed to optimizing their development, parents had an understanding of the ability and disability of H and N but did not understand the special needs of each child and how to fulfill it. Through interdisciplinary facilitation, the family was able to understand, design, and fulfill the special needs of H and N based on their characteristics.

Keywords: early intervention with family resources, children with cerebral palsy.
Abstract 07

INTERNATIONAL SCHOOLS BY ENGLISH AS A FIRST LANGUAGE AT ELEMENTARY SCHOOLS IN INDONESIA

Edi Widianto, Ferril Irham Muzaki

The development of the ability to transform in the digital world becomes a necessity in transforming ideas in the digital age. In this principle, the ability to develop sufficient knowledge is a strategic combination along with the pace of the times in Indonesia. This is despite the ideal learning background in the case study of elementary-level package learners who are concerned that digital technology is growing so rapidly. In learning in the elementary level package-learning group, the development of Information and Communication Technology (ICT) is a priority in the development of the learning process. It is a case that a system for learning in the network plays a central role in packet learning at the Elementary school level.

Keywords: international school, English language, elementary school, ICT

Abstract 08

EFFORTS TO IMPROVE THE ABILITY OF THE TEACHERS IN DEVELOPMENT PROGRAM FOR STRENGTHENING CHARACTER EDUCATION (PPK) IN EARLY CHILDHOOD EDUCATION (ECE) THROUGH WORKSHOP ACTIVITIES

Eny Nur Aisyah, Achmad Samawi, Ajeng Fitri Untariana

The government is carrying out the construction and development of character education in an effort to strengthen mental revolution movement in early childhood education. Strengthening character education is carried out through educational practices carried out in an integrated manner in children's teaching and learning activities. Early Childhood Education (ECE) Institutions must have a special program in implementing the Character Education Strengthening (PPK) program, so training and workshops are needed. The workshop was intended to increase the insight and ability of teachers in preparing PPK. The method used in the workshop activities was a discussion, information sharing and training with the andragogy approach. The results of the workshop, the participants have increased knowledge and ability in preparing the PPK program in schools.

Keywords: strengthening character education, early childhood education, workshop activities
Abstract 09

SCIENCE LEARNING IN BASIC SCHOOL WITH PROJECT BASED LEARNING MODEL

Esti Untari, Sukamti

Science learning in elementary schools requires inspiring activities and emphasizes that students are active in the classroom. The project-based learning model is a student-centered model to conduct an in-depth investigation of a topic. Project-based learning has characteristics that differ from other models, including 1) centrality, 2) driving question, 3) constructive investigation; 4) autonomy, and 5) realism. The stages in the model can make students active in learning so that this model is appropriate for use in natural science learning in elementary schools.

Keywords: learning, science, project-based learning

Abstract 10

ENHANCING THE CALCULATING ESTIMATION SKILL OF THE STUDENTS OF GRADE VI IN THE PRIMARY SCHOOL

Goenawan Roebyanto

The 2013 elementary curriculum, 2017 revision suggests that estimated learning in class VI, hereinafter referred to as "estimation", is still limited to rounding activities. From the results of this study it was found that (1) in general, students have not been able to develop a certain approximate calculation, (2) students find it difficult to release their procedural knowledge before estimating calculations, because they are accustomed to proper calculations, (3) students in studying and exploring patterns of estimating arithmetic, need to be done in implementing the introduction of benchmarks to improve numeracy estimation skills. Whereas the variety to increase arithmetic estimation includes learning numeracy estimates related to whole numbers, fractions, and decimal numbers. Based on the results of the study, it was suggested to the math teacher to always ask students to estimate before calculating.

Keywords: calculating estimation, benchmark, primary school
Abstract 11

GERABA ANDROID-BASED APPLICATION TO FACILITATE THE STUDENTS OF TK TARBIYATUL ATHFAL AL-FALACH MALANG ON MEMORIZING THE PRAYER MOVEMENTS AND READING

Grezi Bimbi Mandira, Muhammad Andri Wicaksono, Dyna Sumda Aswad

Teaching worship to children is not an easy job. In kindergarten institution, there is a habit before students and teachers begin their learning, they must apply the system of memorizing the prayer movements and reading. Therefore it takes a community service effort to provide solutions for teachers in kindergarten in the form of android based application that can support the ability of children. This application is named Geraba (Movement of Prayer and Reading) which helps children to understand and apply the daily prayer movement easily. Methods of implementation include (1) the preparation phase, (2) activity Implementation, (3) and evaluation. The results obtained are changing the pattern of memorization in TK Tarbiyatul Athfal Al-Falach Malang and the realization of Geraba program (movement of prayer and reading) to the children of Tarbiyatul Athfal Al-Falach Kindergarten Malang to help children memorize the prayer movement and reading.

Keywords: application program, geraba, memorization, reading

Abstract 12

STRENGTHENING EDUCATIONAL CHARACTERS PRIMARY SCHOOL EDUCATORS

Hardika

The issue of the quality of educators at the level of primary education has experienced various shocks and paradigm shifts, both in institutional and learning aspects. In this context, primary education has always been an interesting study material because the foundation and pillar of community intellectual development that is closely related to the future of the nation. This paper aims to examine the various problems that hit the world of primary education along with improving the quality of educators through construction strategies, deconstruction and institutional reconstruction and learning. The foundation of the study uses the principle of readiness and psychological maturity, and the values of idealism and pragmatism of education actors.

Keywords: educational characters, primary school, educators
Abstract 13

THE TECHNIQUES TEACHING VOCABULARY WITH BCCT BASED LEARNING IN ISLAMIC KINDERGARTEN SAMARINDA (A Case Study at Al-Azhar Syifa Budi Kindergarten)

Hasbi Sjamsir, Dian Anggriayani, Putri Mutia Ishaq

The purpose of this study is to know the teaching techniques used by teachers in teaching English vocabulary for 5-6 years old students of Al-Azhar Syifa Budi Kindergarten Samarinda based on BCCT learning model in the 2016/2017 academic year. The design of this study was descriptive qualitative, the focus of the study was techniques which was used by teachers. The subject of the study was the teachers of the B class in Al-Azhar Kindergarten. The researcher conducted two instruments which were used to interview and observation. Data analysis using data reduction, data display, and conclusion drawing/verification. The findings showed that there are seven teaching techniques used by teachers in teaching English vocabulary for 5-6 years old, there are disciplinary, using media, using song, real object, show and tell, games and playing, and giving the reward. In applying the teaching techniques, the teachers always attempt to make the class fun for every young learner.

Keywords: BCCT based learning, teaching techniques, very young learner, vocabulary

Abstract 14

STRENGTHENING PERFORMANCE FOR TEACHERS IN EARLY CHILDHOOD EDUCATION WITH HEUTAGOGENCY ON THE UTILIZATION OF DIGITAL LEARNING MEDIA AND SOURCES

Henry Praherdhiono, Eka Pramono Adi, Yulias Prihatmoko

Digital learning sources have been able to construct individuals and society. Even far in the future, the culture will experience change because the digital environment evolves to facilitate adaptation. The condition of prospective teachers who have experienced the ease of use of gadgets to access the required content. The development of digital sources is no longer a trend, but has been implemented in the context of efficiency and effectiveness. So the development of digital learning resources to serve complex and fast learning needs.

Keywords: digital learning resources, heutagogy, early childhood education, learning media
Abstract 15

IMPROVING QUESTIONING SKILL THROUGH APPLICATION OF THE SCIENTIFIC APPROACH TO CHILDREN 3-4 YEARS OLD

I Wayan Sutama, Sandy Tegariyani Putri Santoso, Leni Gonadi, Wuri Astuti

This study aims to describe the improvement of learning quality and questioning skill through the scientific approach in children aged 3-4 years. The subjects of this study were the children aged 3-4 years in PAUD Tunas Harapan Blitar. This research used classroom action research based of Kemis and Taggart model, including planning, implementation, observation and reflection phase, consisting of 2 cycles. This research used qualitative and quantitative data analysis. The results showed that the application of scientific approach could improve the quality of learning and the ability of the questioning skill in children aged 3-4 years old.

Keywords: scientific approach, questioning skill, quality of learning, early childhood

Abstract 16

REVIEW OF EFFECTIVE SCHOOL SUPERVISION PRACTICE IN REMOTE/DISADVANTAGE AREA: A NATIONAL AND INTERNATIONAL PERSPECTIVE

Ikhfan Haris, Fory A. Naway, Wiwy Triyanty Pulukadang

School supervisors have an important role to play in supporting principals and teachers to improve the quality of education delivered in schools, and in strengthening the capacity of principals and teachers to deliver on this goal. Schools in remote and in the outermost areas may only receive one supervision visit per year—if at all. This paper is dealing with a review of effective supervision model for school supervision in remote/disadvantage area in national and international perspectives. The paper will be focused on the approaches that have been applied by other countries, as well as in Indonesia, that may be applicable for school supervision in Indonesia's 3T (Tertinggal, Terdepan, dan Terluar) or special regions. In addition, the paper will examine and provide information on approaches to school supervision for remote, disadvantaged and border/oulying areas utilized in other countries and it may be adopted or adapted to the unique environment in the ‘3T’ areas in Indonesia.

Keywords: effective, model, supervision, education, school, special regions (3T)
Abstract 17

IMPROVING STUDENT LEARNING ACHIEVEMENT THROUGH BEHAVIOR MODIFICATION APPROACH

Imam Gunawan, Suminah, Sri Murdiyah, Hana Andringrum, Gena Onenda

The purpose of this research is to improve student learning achievement through behavior modification approach in Grade V Elementary School Laboratory State University of Malang (UM) Blitar City East Java Indonesia. This research was conducted using a classroom action research method in two cycles. The subjects of this research are 27 students. Data were analyzed with descriptive statistics. Furthermore, by using stanfive formula, data is arranged with the frequency distribution table. Data analyse by comparing the results of the scores obtained from Cycle I and Cycle II (student achievement data). Data analysis use analysis of variance paired-samples t-test formula with the help of SPSS PASW Statistics 18. The result of research are (1) student achievement level through behavior modification approach included in category good enough; and (2) there is an improvement of student achievement through behavior modification approach.

Keywords: behavior modification approach, learning achievement, elementary school

Abstract 18

A LEARNING JOURNAL TO IMPROVE THE ABILITY OF STUDENTS IN CRITICAL THINKING

Imam Nawawi, Putri Mahanani, Arda Purnama Putra

The social problem of the 21st century is greater than the complexity of cognitive capacity. To overcome these problems, students need to be provided in the form of learning patterns, namely: textual learning, contextual learning and problem-solving. Student's activeness will arise if the lecturer gives problem-solving to the students in order to develop their mindset and want to express ideas with critical thinking. Critical thinking is an active process and way of thinking regularly and systematically in order to understand the information more deeply, then form a belief about the truth of the information obtained or opinions conveyed. This ability is required by students in this 21st century. The ability to think critically can be improved with the right learning pattern. One way to improve the ability to think critically is to use a learning journal.

Keywords: development research, a learning journal, critical thinking.
Abstract 19

THE ROLE OF CHURCH AND PARENT IN EARLY CHILDHOOD EDUCATION IN THE CENTRAL HIGHLANDS OF PAPUA

Imron Arifin, Agustinus Hermino

The research aims to provide an overview of the role of the church in the central highlands of Papua in giving attention to early childhood education for children to attend school. This research also intends to give understanding to parents about parenting and the community in providing proper education to children at the early age. The result revealed that parents assume that the children who attended school in the early childhood education will reduce their time working in the field and many childhood education teachers come from the other ethnic communities, then the use of Indonesian language would be difficult for children to understand because at home parents used the language of the local tribe. Second, the general community in Papua is abiding society on religion and respect for church leaders. Their role is not only in church services but also sensitise the public about the importance of education and parenting.

Keywords: early childhood education, role, church, parenting

Abstract 20

COMPARISON OF EARLY CHILDHOOD EDUCATION CURRICULUM POLICIES BETWEEN RUSSIA AND INDONESIA

Irina Muraveva, Evania Yafie

A country has policies in determining the right of education for people. This is done to achieve the expected goals of a country. Furthermore, the aims of the education process are to develop and build quality people that resemble their nation. One of the determinants of the quality of learning is the curriculum applied. The study used in this paper is a study of literature. The authors make a deep analysis of the curriculum by identifying the curriculum sources directly from Russia and Indonesia. The analysis technique used in this paper is descriptive qualitative. The result of this study indicated that the difference between the education curriculum for children in Russia and Indonesia is certainly obvious according to some adjustments which are based on the needs and characteristics of each country.

Keywords: curriculum, early childhood education, curriculum policy
Abstract 21

STP STRATEGY ON GUIDANCE AND COUNSELING SERVICES STUDENTS IN ELEMENTARY SCHOOL

Irmawati Duko Ishak

Guidance and Counseling Program in Primary Schools is a component of the education system. Guidance and counseling personnel are supervising teachers whose positions are also the same as other subject teachers. In the field of elementary schools implementing guidance and counseling is classroom teachers. The principle of guidance and counseling is to serve all students meaning that it does not only serve children who are facing problems or who are in need of help. STP or Segmenting, Targeting, and Positioning are strategic steps taken in marketing or marketing activities. Positioning is a differentiation created by guidance and counseling teachers or Class Teachers in approaching mentoring to students. positioning by the teacher is done so that the teacher's image is formed like the student's expectations.

Keywords: counseling guidance, segmenting, targeting, positioning

Abstract 22

INFLUENCE OF PARENTING STYLES TOWARD ACHIEVEMENT OF THEORY OF MIND IN THE LATE CHILDHOOD

Istiqomah Aminin

The ability to understand the intention, beliefs, wishes or motives of others (theory of mind) is very important to be developed for the children. Caregiving is possible to contribute to the achievement of the theory of mind in children. The aims of this study are to examine the parenting influence on the achievement of the theory of mind and differences in authoritative, authoritarian and permissive parenting towards the achievement of the theory of mind in the last childhood period. The total of the students in this elementary school is 150 students in grade IV - V was involved in this study. The instrument used in this study is the PAQ (Parental Authority Questionnaire) to determine the tendency of parents’ parenting and higher order tasks to determine the level of the ToM. The results showed that there was a difference in the level of theory of mind performance in terms of parenting.

Keywords: parenting, authoritative, authoritarian, permissive, the theory of mind
Abstract 23

DEVELOPMENT OF VALIDATION INSTRUMENT FOR INTERACTIVE MULTIMEDIA LEARNING IMPLEMENTATION PLAN

Kukuh Andri Aka, Sa’dun Akbar, Julian Sahertian

Being part of the development of interactive multimedia based on local wisdom and scientifically oriented learning as accommodation for character education in the alpha generation. To achieve these objectives, activities are carried out including: (1) formulating the theoretical aspects of the learning plan developed; (2) compiling instrument lattices; (3) arranging instrument items; (4) drafting scoring rubrics and instrument criteria; (5) conducting expert judgment; (6) revision and improvement of instruments. The following conclusion: (1) Based on theoretical studies, formulated the three aspects of theoretical base as the basic of the instrument, namely (a) the aspect of component implementation plan of learning, (b) the aspect of the principle of the implementation plan of learning, (c) the aspects of the stages of multimedia learning. (2) Based on the results of the content validation by the instrument expert can be concluded to be in a good category, and can be used.

Keywords: learning implementation plan, multimedia learning, interactive multimedia

Abstract 24

THE EFFECTIVENESS OF AUTHENTIC ASSESSMENT WITH EARLY CHILDHOOD E-PORT INFORMATION SYSTEMS AT PAUD

Leni Gonadi

This study aims to describe the use of early childhood e-ports and determine the effectiveness of authentic assessments with early childhood e-port assessment information systems. Based on the use of early childhood e-port information systems in PAUD institutions in Malang City. The approach in this study is a quantitative ex-post facto approach. The results of the research data show that the implementation of authentic assessments using the e-port information system of early childhood is concluded to be well received. It was concluded that the use of early childhood e-port information systems was effective in improving the implementation of authentic assessments in PAUD institutions throughout the city of Malang with a presentation rate of 76.5%, where the higher use of e-port in early childhood, the implementation of authentic assessment would be more effective. Low use of e-port early childhood, the implementation of authentic assessment will be increasingly less effective.

Keywords: e-Port, early childhood, authentic assessment
Abstract 25
APPLICATION OF STORYTELLING METHOD IN EARLY CHILDHOOD EDUCATION INSTITUTE AS THE IMPLEMENTATION OF PERMENDIKBUD NO. 146 ON 2014 AT APPENDIX IV IN MANUAL LEARNING OF EARLY CHILDHOOD EDUCATION
Malpaleni Satriana, Farny Sutriany Jafar, Wiwik Haryani

The objective of this research is to find out how storytelling implemented by the teachers in ECE centers based on the Act No. 146 of 2014 on the attachment of IV about the guidance of ECE practices. This research used a qualitative approach. 10 (ten) teachers at ECE centers of Muara Badak District, East Kalimantan was involved in this research. The result of this research revealed that the role of the teachers is very important in their practice how to teach to the children by storytelling. This storytelling method used media of learning and without media in their practices. The teacher should have the abilities to make media of learning which is its use to teach to the children. Besides that, the teacher should practice its media based on the learning strategy in ECE.

Keywords: learning methods, storytelling without tools, storytelling with display tools

Abstract 26
IMPLEMENTATION OF STUDENT FACILITATOR AND EXPLAINING MODEL TO SUPPORT THE ACTIVE, INNOVATIVE AND ENJOYING LEARNING IN SOCIAL SCIENCE (IPS) LEARNING IN 2013 CURRICULUM-BASED ELEMENTARY SCHOOL
Murtiningsih

Selection of appropriate learning model can support the achievement of a learning objective. In the learning of social science (IPS), it is necessary for a model that can assist the students in developing thinking activity and creativity. One of the effective models in social science learning in the elementary school is student Facilitator and Explaining learning model. The social science learning with the Student Facilitator and Explaining learning model provides opportunities for the students to train their verbal skills. This is applied by practicing what they have learned, practicing their bravery and self-confidence, and providing an opportunity for the students to explain to their friends. This can also encourage students' interest at the learning so that it will be enjoyable for the students. The Student Facilitator and Explaining learning model are greatly appropriate to be applied for the social science in in 2013 curriculum-based elementary school.

Keywords: the student facilitator and explaining learning model, social science, 2013 curriculum, elementary schoole-Port, early childhood, authentic assessment
Abstract 27
LESSON STUDY BASED ON LOCAL WISDOM AND ENTREPRENEURSHIP OF PLAY AND GAMES SUBJECT
Mutiara Magta

The implementation of Lesson study in Faculty of Education, Ganesha University of Education is aimed to improve all the learning quality. The lesson study executed for 1 period toward Play and Games subject in Early Childhood Education, Faculty of Education. This lesson involved eleven actors they are 9 observers, a model lecturer and one as the lecturer’s partner. Lesson study applied through 3 steps, they are the plan, do and see/reflection. The implementation result shows that (a) it increases the lecturer's performance in holding the pedagogy, professional, social, and personal competence as they practicing at classes, they become more careful in learning plan arrangement, more ready and overcome the learning process, and escalate their cooperation; (b) produce the learning quality that has local wisdom values; (c) improve the entrepreneurship of the student.

Keywords: lesson study, learning quality, professionalism

Abstract 28
IMPLEMENTATION OF SCHOOL AND COMMUNITY RELATIONSHIP TECHNIQUES (A Case Study in SDN Karangbesuki 2 Malang, Indonesia)
Neris Eka Agustina, Raden Bambang Sumarsono, Imam Gunawan

This study aims to describe the application of techniques for establishing school and community relations. This research method is a qualitative, phenomenological approach, through a case study design at SDN Karangbesuki 2 Malang. Data collection was carried out using in-depth interview techniques, participant observation, and documentation studies. To obtain research results using a single case analysis technique. Checking the validity of the data using triangulation, checking members, observing persistence, and the adequacy of reference materials. The results of the study are, the techniques used in establishing relationships with the community are the technique of group meetings, face-to-face techniques, correspondence, reports to parents, uniforms, and home visits.

Keywords: implementation, relationship techniques, school, community
Abstract 29
MATHEMATICS ERRORS IN ELEMENTARY SCHOOL: A META-SYNTHESIS STUDY
Ni Luh Sakinah Nuraini, Puri Selfi Cholifah, Wisnu Cahyo Laksono

Understanding mathematical errors is important for improving learning. In order to map the pattern of studies related to the mathematical errors, this study used qualitative approach with systematic meta-synthesis method. Data collection conducted in this research using documentation techniques by reviewing and summarizing the results of similar research. The studies included in this research were generated from 5 theses of bachelor and master degree of elementary school major in Universitas Negeri Malang. The results showed that there are eight types of errors: (1) conceptual; (2) procedural; (3) problem solving; (4) understanding of problems; (5) converting problem sentences into the mathematical sentences; (6) computational; (7) planning; and (8) implementing the settlement plan. In addition, other findings such as student problem solving solutions will be discussed in this paper.

Keywords: meta-synthesis, error analysis, elementary school mathematics

Abstract 30
ANALYSIS OF SCIENCE AND TECHNOLOGY ELEMENTS IN THE APPLICATION OF STEAM BASE LEARNING (SCIENCE, TECHNOLOGY, ENGINEERING, ART, AND MATHEMATIC)
Nur Anisa, Retno Tri Wulandari

This study aims to describe the application of STEAM-based learning (Science, Technology, Engineering, Art, and Mathematics) in the learning process especially in the elements of Science and Technology. This study is also to determine the extent of knowledge of teachers related to STEAM-based learning. This type of research is qualitative research. This research was conducted at TK Negeri Pembina 01 Malang City. The data collection of the research was done by observation, interview, and documentation. The technique of analyzing data uses interactive analysis model. The result describes that the learning process in TK Negeri Pembina 01 Malang City which has shown some elements in STEAM-based learning indirectly that is on the element of Science and Technology so that it can train the early childhood to think critically and have some techniques and designs to solve problem-based on science and technology.

Keywords: STEAM base learning, science, technology, early childhood education
Abstract 31

DEVELOPING CHARACTER IN EARLY CHILDHOOD EDUCATION BASED ON CONSTRUCTIVIST LEARNING

Nurhayati

Developing character in early childhood education based on constructivist learning is a process to transform the paradigm of constructivist learning to assess the values of character consisting of religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, patriotism, respect for achievement, friendly or communicative, love peace, love to read, care about the environment, social care, and responsibility, to the life of children. In the process of assessing values, the children must be facilitated to transform the values of character according to their real condition, both individually and socially. This process can become successful if all components learning like learning objective, curriculum, teacher, learner, activity, and learning material/media must be adjusted to support the early childhood education in developing character values themselves.

Keywords: character, early childhood education, constructivist learning

Abstract 32

DEVELOPMENT OF EARLY CHILDHOOD PHYSICAL ACTIVITY GAME MODEL

Pramono, Eny Nur Aisyah

This study aims to develop a model of physical activity play in early childhood learning. This research was carried out in several stages consisting of literature review, relevant research, field study, drafting of the model, and expert validation. The results of the study are physical activity game models in early childhood learning. The physical activity game model in learning for early childhood in the form of 5 games a) playing 1 there are 7 games, b) playing 2 and 7 games, c) playing 3 there are 9 games, d) playing 4 there are 8 games, e) playing 3 ad 5 game. Based on the results of the validation of the physical activity game model in early childhood learning for group A in the model concept, model principles, model objectives, model characteristics, model implementation instructions are very valid.

Keywords: model, physical activity, early childhood education
Abstract 33
BULLYING IN ELEMENTARY SCHOOLS: OPTIMIZING THE UNDERSTANDING OF SOCIAL PERSPECTIVE AND MORAL REASONING THROUGH CHARACTER EDUCATION
Puri Selfi Cholifah

Bullying is increasingly prevalent in many schools. This is because the understanding of social perspective and moral reasoning is not optimal. Character education is one of the efforts in the moral cultivation of students to increase understanding of the social aspects of children. Therefore it is important to review the implementation of character education that is able to answer these needs. In line with this phenomenon, this paper will discuss (1) bullying in the school environment, (2) understanding of social perspectives and moral reasoning of elementary school age children, (3) character education in elementary schools, and (4) optimization of character education in elementary school in handling bullying.

Keywords: character education, bullying, elementary school, social perspective, moral reasoning

Abstract 34
ANALYSIS OF THE INFLUENCE OF UNDERSTANDING THE PANCASILA VALUES OF TEACHERS ON LEARNING IN ELEMENTARY SCHOOL
Putri Mahanani, Arda Purnama Putra, Kristianingsih

The purpose of this paper is to explain the analysis of the understanding of Pancasila values by teachers towards learning in elementary school. Understanding the values of Pancasila by elementary school teachers is very influential on the performance as well as the learning outcomes conducted by the teacher. Understanding Pancasila Values by teachers can affect the quality of learning, social skills and character development of students. The quality of learning includes planning, implementation, and assessment. Social skills include the ability to cooperate, tolerate, respect the rights of others, have social sensitivity, have self-control, and share opinions and experiences with others.

Keywords: influence, Pancasila, teachers, learning, elementary school
Abstract 35
MEPE GALON: COUNSELING METHOD OF SEMI-MODERN SALT MAKING IN AN EFFORT TO REALIZE THE EDUCATION COMMUNITY CONCERNED WITH THE SALT CRISIS
Putri Rosilia, Putri Septi Mawar Dianti, Ika Febriana Wati, Yuniawatika

Salt production is one of the issues that concern the government because of the salt crisis in bad weather. As a result, many farmers are unable to produce maximally resulting in saltiness. For industrial salt in 2018 imported 3.7 million tons. While the overall yield of salt produced by farmers ranged from 1.43 million tons, mostly only for consumption of salt. Therefore, triggered a method to overcome them. Writing this article aims to describe methods that serve to improve the quality and quantity of industrial salt production and to minimize the dependence of imported salt. The applied method still adopts conventional salt making methods with the addition of filtration, greenhouse effect, geoisolator, ulir system, and chemical addition to reduce unnecessary substance content.

Keywords: salt crisis, semi-modern method, imported salt

Abstract 36
“RUMAH CERDAS BINA DIRI” FOR MENTALLY DISABLED IN BANTUREJO VILLAGE, NGANTANG DISTRICT, MALANG
Rizkha Khoirunnisa, Anggita Yulia Giyanto, Atma Risanti, Luqyana Dhiya Amira, Uut Fauziyah, Sopingi

“Rumah Cerdas Bina Diri” for Mentally Disabled implemented in Banturejo Village, Ngantang District, Malang. In addition to the lack of knowledge about children with special needs, the community in Banturejo Village is still not aware of the importance of special education services for mentally disabled, whereas special education services are needed for children with mentally disabled, including self-service capability. To overcome the problems in Banturejo Village, we created a program of "Rumah Cerdas Bina Diri” for Mentally Disabled which has several methods in its implementation. These methods include: (1) socialization, (2) counseling, (3) identification, (4) self-development activities, (5) cadre and (6) institutions strengthening. The results that want to achieve from this program are the dissemination of information about equitable mentally disabled, awareness of the importance of special education services for mentally disabled, closer recognition of mentally disabled children, training in self-development abilities for mentally disabled, and finding the successor of "Rumah Cerdas Bina Diri” for Mentally Disabled.

Keywords: mentally disabled, self-development, training
Abstract 37

SOCIAL ENVIRONMENT OF SPECIAL NEEDS IN INCLUSIVE PRIMARY SCHOOL: A DESCRIPTIVE RESEARCH WITH PHENOMENOLOGY APPROACH
Rizqi Fajar Pradipta, Umi Safiul Ummah, Dimas Arif Dewantoro

The social environment in the inclusion school setting is not as we expected because the incident of bullying until persecution still occurs and the targets are students with special needs. The method used in this research is descriptive research with phenomenology approach. The results of the study found two main findings. First, there is lack of preparedness of the institution of inclusive school education so that there is a deep understanding on all components of the institution of the inclusive school organizer. Second, one of the impacts of the components makes the providers of inclusive education in regular schools be incapable in creating a conducive, safe, and comfortable social environment for children with special needs as it will interfere with the children's learning process.

Keywords: social environment, inclusive, children with special need

Abstract 38

TEN MINUTES FOR SCHOOL ENVIRONMENTS: SIMPATIC CHARACTER EDUCATION STRENGTHENING POLICY IN DIY
Sa’dun Akbar, Lenita Puspitasari

Character education practices in various schools are considered still not alive and strong. The Revitalization of Character Education and Strengthening Character Education Movement is an effort to revive and strengthen educational practices that are meaningful to build good character. Among the policies of the Ministry of Education and Culture, the Yogyakarta Regional Area is Ten Minutes for the School Environment (SMUTLIS). The SMUTLIS policy is a very sympathetic policy because of the overwhelming response from schools and proven to be able to develop good character throughout the school community.

Keywords: strengthening, character education, SMUTLIS
Abstract 39

MOM WORKED: HOW PATTERNS OF PARENTING AND ATTACHMENT BY CHILDREN
Sandy Tegariyani Putri Santoso, Via Fahrinnia

The need for self-actualization and increasing economic needs make women more and more involved to work outside the home. What if this happens if the woman had become a mother. It had an effect on the domestic sphere of a mother, especially in terms of child care. Mothers who work will involve third parties in caring for their children. It will had an impact on the pattern of care provided and how the attachment relationship between mother and child.

Keywords: working mother, parenting styles, child attachment

Abstract 40

DEVELOPING STORY BOOK BASED ON LOCAL CULTURE FOR IMPROVING PROSOCIAL BEHAVIOUR
Siti Fadillah, Hapidin, Adolf Bastian

The purpose of this research is to develop a storybook based-local culture to improve prosocial behaviour. The method used is research and development with a qualitative and quantitative approach using ASSURE model which consists of analysing learner characteristics, stating objective, selecting media, utilising materials, requiring learners’ response, and evaluation. The steps of ASSURE are divided into the preliminary study, development stage, and validation stage. Subjects in this research are children of three kindergartens in the city of Pekanbaru. This research has been through the expert test which shows that the media is possible for field use. Field trial stages begin with one to one trial, small group trials, and large group trials. The result of effectiveness test at large group trial showed that there is a significant difference between the results of the child's prosocial behaviour before and after being given the local story-based storytelling media.

Keywords: prosocial behaviour, story books, local culture-based education
Abstract 41

AC KIDS: ART OF COOKING FOR KIDS
Siti Rodliyah Ummus Sholihah, Nurima Trissia, Andini Mukharoma Meidina,

The growth of children aged 4-8 years is influenced by the provision of nutrients with the right quality and quantity. Nutrition fulfillment of meals is one effort in fulfilling the requirement of vitamin and mineral of child. Therefore, in order to optimize the quality and quantity of children's nutritional meals can be done by providing a healthy food provision. Provision of healthy food supplies for children can be done by providing nutrition consultation facilities both offline and online. In addition to paying attention to the nutritional needs of each child, this business also provides children's creative development services through cooking classes. The price offered is affordable for all levels of society considering the purpose of this business is the fulfillment of child nutrition.

Keywords: healthy food, cooking class, creativity, early childhood.

Abstract 42

THE LEARNING MODEL OF FLOOD DISASTERS MITIGATION BASED ON LOCAL CULTURE FOR EARLY CHILDHOOD IN BENGAWAN SOLO RIVER BASIN
Siti Wahyuningsih, Warananingtyas Palupi, Ruli Hafidah, Muh. Munif S, Adriani Rahma, Nurul Kusuma Dewi

This article aims to describe the learning model based on the local culture for early childhood. The study used an action-based qualitative approach. The research target was 27 children aged 5-6 years. The research was conducted at PAUD Garuda and TK Aisyiyah Gandekan Surakarta, located in Bengawan Solo river basin. Data collection techniques used semi-structured interviews, observation, and documentation. Data analysis used Miles and Huberman interactive models. The data were analyzed in accordance with Miles and Huberman procedures using content analysis models. As a result of the research, it is possible to formulate the findings that flood disaster mitigation learning which is based on local culture, provide children' interests and excitement in accordance with their basic nature of playing. The results of this study also make children regardless of the pressure and fear of their soul through traumatic healing from the flood disaster that always comes.

Keywords: mitigation learning, flood disaster, traditional game/local culture
Abstract 43

PERCEPTION OF ELEMENTARY SCHOOL TEACHER EDUCATION STUDENTS OF UNIVERSITAS NEGERI MALANG TOWARDS THE MAIN PARTS OF PLANTS

Sri Estu Winahyu, Harti Kartini, Lilik Bintartik

This study aims to describe students' perceptions of the main parts of plants (root, stem, and leaf). This type of descriptive research, with data collection through the semi-open questionnaire. Data analysis used a descriptive quantitative method. The results of the study found that students' perceptions of the main parts of plants have not been entirely scientifically correct. Perception errors occur on the concept of taproot on roots of mangrove plants, determination of carrot stems, complete leaf arrangement and vein in banana plants. Thus it can be concluded that most students did not have a scientifically correct perception of the major parts of plants. Therefore, the recommendation from this study is that lecturers should use factual examples during their learning.

Keywords: perceptions, plant, student, elementary school teacher education.

Abstract 44

IMPLEMENTATION OF CURRICULUM 2013 IN THE APPLICATION OF INTEGRATED THEMATIC LEARNING IN PRIMARY SCHOOL

Sri Sugiharti

Curriculum 2013 is a curriculum developed to enhance and balance the skills of soft skill and hard skill in the form of attitude, skills and knowledge. Curriculum 2013 emphasises the output of students who have characters such as religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love of the homeland, respect for achievement, friendship/communicative, love peace, caring for the environment, social care, and responsibility. Implementation of learning includes: initial activities, core activities, i.e. observing, questioning, associating, experimenting, and networking and closing activities. Teachers are required to be more creative in developing the media. Assessment techniques and instruments in the Curriculum 2013 are grouped into 3 namely competency assessment of attitude, knowledge and skill.

Keywords: implementation of curriculum 2013, integrated thematic learning, elementary school
Abstract 45

SKILLED AND CREATIVE ABILITIES OF ELEMENTARY SCHOOL TEACHER EDUCATION STUDENTS AT FACULTY OF EDUCATION OF UNIVERSITAS NEGERI MALANG ON CREATING DRAWING ARTWORKS

Sumanto

This research aims to describe skilled abilities on art techniques, creativity on drawing shapes, line composition, illustration and expression in the course of elementary school fine arts for Elementary School Teacher Education (PGSD) student. This research used the descriptive qualitative design. The research subjects consisted of 88 PGSD students at Campus 3 of State University of Malang, Blitar, East Java, Indonesia. The data was collected by documentation and appreciative observation. The data analysis used a descriptive qualitative content analysis approach and a drawing artworks analysis. The research result shows that: (1) the skilled abilities of drawing techniques in shapes, line composition, illustration, and expression show various sketch qualities on utilizing drawing tools and colours in accordance with their own preferences, (2) most of PGSD students have shown creative abilities on drawing artworks.

Keywords: creative and skilled ability, drawing of shape, line, illustration, expression

Abstract 46

DEVELOPMENT OF COLOR NOTATION FOR KINDERGARTEN CHILDREN

Suryadi

This study aims to produce products in the form of media that can help children understand, read, and memorize the music notation. Development used in this research is Dick & Carey model from step 1 to step 9. Based on the description of data analysis from material experts, media experts, learning experts, and the results of the trial tests, it can be stated that the music notation media for kindergarten-aged children that has been developed is very feasible and effective to use. The total score for this product was 381 or in percentage was 98% and was categorized as excellent. This indicates that the products produced are very feasible and very effective so that development needs to be carried out.

Keywords: music, color notation, kindergarten
Abstract 47

ANALYSIS OF CLIMATE STRENGTHENING AND LEARNING SKILLS THROUGH FLIPPED CLASSROOM

Susilaningsih, Henry Praherdhiono, Eka Pramono Adi, Nunung Nindigraha

Flipped classroom applied to learners, in order to have a learner’s characteristic for the willing and skilled accomplishing the project. This ability is needed to strengthen the self-concept and the needs of self-development of students facing the learning era. The analysis was carried out by conducting a focus group discussion between the team of researchers and developers of the Educational Technology curriculum. FGD conducted for clicking construction Upside Learning model in the study of micro-scale. The focus of analysis is 1) studies which are teachers, 2) technology and media, 3) learning contexts, 4) learning content. FGD produce models of flipped classroom a learning model that enable students to undertake exploration of learning material either online or offline under guidance before giving substance subjects. Substance is carried out at meetings in class.

Keywords: learner's characteristic, self-concept, life-based learning, flipped classroom

Abstract 48

CREATING CRITICAL LITERACY SKILLS FOR YOUNG LEARNERS AT PRIMARY SCHOOL

Titis Angga Rini

In this 21st century, critical literacy skill is one of the important abilities of young learners that should be grown since primary school. Through critical literacy, students, currently as a millennial generation, are able to respond intelligently for various kinds of information that develops around them. In this paper, growing the critical literacy is related to students’ critical reading and thinking skills. Critical literacy can be fostered through sustainable implementation design for 1st-3rd grade and 4th-6th grade of elementary school. This design can be varieted with proper activities for young learners in primary school such as finding clues, completing pictures, and reading diaries.

Keywords: critical literacy, primary school, thinking and reading critically
Abstract 49

EVALUATING PERSON AND ITEM FIT IN SCIENCE ACHIEVEMENT TEST OF TIMSS 2015 FOR AUSTRALIAN GRADE 4 STUDENTS USING RASCH MEASUREMENT

Yulia Linguistika

The purpose of the study was to evaluate the person and item fit of science achievement test for Australian grade 4 students (N = 421) using Rasch measurement. This study was conducted in two stages. First, the software evaluated the person fit then the misfitting persons are removed based on the criteria. Second, the software examined the item fit of the reduced data set. The result indicated that there were ten underfitting persons with the range of person fit index from 1.512 to 1.984. The item difficulty, infit, and outfit MNSQs range of the initial analysis and those of after misfitting person removal are slightly different. The Rasch item and person reliability slightly change. For the final analysis, the infit MNSQs and the outfit MNSQs are within the reasonable range for high stakes MCQs which implies that the items are good and indicate the sufficient fit to Rasch model for practical measurement purposes.

Keywords: Rasch model, students’ science achievement, person fit, item fit

Abstract 50

IMPROVING THE NUMBER SENSE ABILITY OF ELEMENTARY SCHOOL STUDENTS IN MATHEMATICS LEARNING

Yuniawatika

Numbers are one of the scopes of mathematics that has been familiar since childhood because numbers are everywhere. Numbers are close to everyday life because they can be found in many ways and are used in various fields. Understanding the concept of numbers correctly and correctly will have a significant impact on advanced mathematics. The concept of numbers can be mastered by students if the number sense ability develops in students. Number sense is related to flexible thinking about numbers. Number sense is an ability that plays a very important role in solving mathematical problems that can be developed through learning. In this case, PMRI is a learning that needs to be considered to improve the ability of students’ number sense.

Keywords: number sense, mathematics learning, elementary school
Abstract 51

EVALUATION OF SCHOOL-BASED MANAGEMENT (SBM) IMPLEMENTATION IN BASIC SCHOOL USING CONTEXT, INPUT, PROCESS, AND PRODUCT MODELS

Yurni Rahman

The purpose of this study was to (1) evaluate the Management of Primary Schools (SBM) in SD Negeri 61 District Timur Timur Gorontalo City; (2) evaluate the input of SBM in SD Negeri 61, Kota Timur District, Gorontalo City; (3) evaluate the Management of Primary Schools (SBM) in SD Negeri 61, Kota Timur District, Gorontalo City; (4) evaluate the School-Based Management Project (SBM) in the Public Elementary School 61 in Kota Timur District, Gorontalo City. This study uses survey evaluation methods. Data writing techniques use questionnaires, documentation, and tests. Data analysis using descriptive analysis. The population is students in grade 4, 5 and class 6 and teachers and principals in the Public Elementary School 61 in Kota Timur Subdistrict, Gorontalo City, totaling 3 classes.

Keywords: management, superior school, school-based management

Abstract 52

ANALYSIS OF AVOD TECHNOLOGY FOR SHARING ON THE INTEGRATED NETWORK LEARNING AT MIDDLE SCHOOL

Zainul Abidin, Henry Praherdhiono, Yulias Prihatmoko

The research activity aims to strengthen students' cognitive and practical psychomotor in the domains of knowledge, attitudes and skills in Life-Based Learning through AVOD technology-rich media and the provision of extensive sharing features in integrated online learning. Cognitive and psychomotor practical is a manifestation of the implications of 21st century abilities. The study provides evidence analysis for practical cognitive and psychomotor skills not directly compared to sharing in classrooms when face to face, but the focus only on sharing has been connected or connected. Cognitive and psychomotor practical is expected to be a learning material in class during face to face and online, so the most important key is to provide material sharing via Audio Video On Demand (AVOD) and the provision of special features that can accommodate sharing activities both synchronously and asynchronously.

Keywords: synchronous, asynchronous, learning-based life