

**Welcome to
International Conference on Economic Educational and Entrepreneurship (ICEEE)
2016 at Universitas Negeri Surabaya**



Drs. Eko Wahjudi, M.Si
Dean, Faculty of Economic
Universitas Negeri Surabaya
Indonesia

It is an honor to have you joint this conference, with theme **Economic Education and Entrepreneurship Learning Innovation**are, this conference jointly organized by Faculty of Economic, Universitas Negeri Surabaya with ASPROPENDO, and the 1st annual conference to celebrate the 5th anniversary of Asosiasi Profesi Pendidik Ekonomi Indonesia (ASPROPENDO).

The goals of this conference are to give economic educators the opportunity to share ideas and networks while working together on economic education and entrepreneurship learning innovation for future exchange internationally. It is anticipated that the exchange of the ideas and research findings will contribute greatly to future generations and economic education.

On behalf of the Faculty of Economic, Universitas Negeri Surabaya, I would like to express my gratitude and my sincere appreciation to our co-host institution, the keynote speakers, guest participants and the organizing committees for their efforts. I would like to thank to all delegations and participations that come to the part of this conference.

The 1 st International Conference on Economic Education and Entrepreneurship 2016

of the world about how to make a better Innovation Learning in Economic Education. We are educator and we are should give changes in innovation learning in Economic Education.

We thank to:

Universitas Negeri Surabaya

Faculty of Economic of Universitas Negeri Surabaya

ASPROPENDO (Asosiasi Profesi Pendidik Ekonomi Indonesia)

Audience, participant, and proceeding speakers.

And all who support to hold this conference.

Thats all, thanks for your attention, we apologize if there is any mistakes. Enjoy the conference. Hope this will be useful for all of us.

Wassalamualaikum wr.wb

The 1 st International Conference on Economic Education and Entrepreneurship 2016



Prof. Dr. Ady Soejoto, M, Si

The Board Experts Aspropendo
Universitas Negeri Surabaya
Indonesia

Bissmilahirohmanirrohim
Assalamualaikum Wr, Wb

Welcome to the International Conference on Economic Educational and Entrepreneurship 1st 2016,

Honorable;

The rector of State University of Surabaya,

The Dean of Faculty of Economic of Universitas Negeri Surabaya,

The Chairman of the Asosiasi Profesi Pendidik Ekonomi Indonesia (Aspropendo),

And speakers who have agreed to attend this conference

The Asosiasi Profesi Pendidik Ekonomi Indonesia (Aspropendo) members, audiences and participants that enliven this conference.

Give thanks to the God Almighty, for all the blessings and joy, so we can attend this International Conference on Economic Educational and Entrepreneurship 1st 2016.

Ladies and gentlemen,

In this year, Asosiasi Profesi Pendidik Ekonomi Indonesia (Aspropendo) celebrates its 5th anniversary. This celebration took place in Surabaya, the same city where the organization was founded in July 2011. In this 5 years Aspropendo consistent annually organizes scientific activities such as workshops, seminars and call paper, held in various universities in Indonesia who joined as a member of Aspropendo.

In this celebration, Aspropendo determined to hold international seminar, which will be an annual event for Aspropendo. The Agenda called International Conference on Economic Education and Entrepreneurship (ICEEE). Next year, this agenda will be continued and one of universities in Indonesia, who joined as a member of Aspropendo will get the honor to hold the conference.

This International Conference on Economic Education and Entrepreneurship 1st 2016, were attended by more than 153 speakers from all over Indonesia and other countries. A ‘Mukernas’ were held in the previous day, and attended by all Aspropendo members throughout Indonesia at ‘Papilio Hotel’. I would like to express my gratitude and my sincere appreciation to all who have supported the ‘Mukernas’ and this International Conference on Economic Education and Entrepreneurship 1st 2016, and support Aspropendo to carry its vision and mission. Aspropendo will continue to strive and participate in advancing education, especially economic education in Indonesia. The existence of Aspropendo will be challenged by the time. The creativity and innovation from all members will answer its challenges.

That’s all, and ‘Dirgahayu ke 5 Aspropendo, Dari Aspropendo Untuk Indonesia’

Thank you, Wassalamualaikum Wr. Wb

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Application of the Learning IPS Model Live To learning outcomes Student at Public Junior High School 12 Madiun City

Dra.Sudarmiani,M.Pd. Drs. Agus Terlaksana, M.Hum
aniwidjiati@yahoo.com, agusreog67@yahoo.com

ABSTRACT

Live model of learning students are exposed to natural reality where knowledge construction is done. Thus the live learning model was developed based on constructivist and contextual approach. The problem in this study is "Does the use of live models in IPS Learning can improve social skills in the City of Madiun Junior High School Students?" The method used is descriptive quantitative method. Data collection techniques used observation, questionnaires, and documentation. The population in this study were students in the City of Madiun Junior High School Academic Year 2015/2016. While sampling technique using a random sampling technique. Data analysis using t-test technique. The survey results revealed t-count = 4.850 are H_0 is rejected and H_a accepted. This means that the alternative hypothesis which states "Using Live Models in Social Learning Can Improve Social Skills in the City of Madiun Junior High School Students" is received.

Keywords: Live Model, Social Learning, Social Skills

A PRELIMINARY

IPS (Social Sciences) is the study of human social relations or community. Humans as social beings will conduct social relationships with others, from family to global society. It is, as revealed by Nursid Sumaatmadja (2007: 1.3) that every person from birth, inseparable from other human beings. Live models is the behavior seen by people in everyday social life. Learning with live models means learning through observation of the behavior of the model to be around the students' social environment (Alwisol, 2005: 368). Learning through live models students are exposed to natural reality where knowledge construction is done. Thus the live learning model was developed based on the constructivist approach and contextual.

Social Sciences (Puskur, 2006: 5) is an integration of various branches of the social sciences such as sociology, history, geography, economics, politics, law and culture. Social Sciences formulated on the basis of reality and social phenomenon that embodies the interdisciplinary approach of aspects and branches of the geography, economics, politics, law, and culture). IPS or social studies that are part of the school curriculum content of the material derived from branches of the social sciences: sociology, history, geography, economics, politics, anthropology, philosophy, and social psychology.

Geography, history, and anthropology is a discipline that has a high coherence. Learning geography provides insight unanimity with regard to the territories, while history provides insight with respect to the events of the various periods. Anthropology includes comparative studies with regard to values, beliefs, social structure, economic activities, political organization, and spiritual expressions, technological, and cultural objects from cultures selected. Political science and economics belong to the sciences about policy on activities relating to decision-making. Sociology and social psychology is the science of behavior such as the concept of roles, groups, institutions, interaction and social control. Intensive

concepts such as this are the social sciences and social studies. social sciences (sociology, history)

Social studies programs in education schools, ranging from kindergarten education up to secondary education, is characterized by the integration knowledge, skills, and attitudes within and across disciplines (NCSS, 1994: 3) Hence students not as a recipient passive knowledge, but as a builder of knowledge and attitudes through active academic perspective of reality.

The fundamental problem is that the subjects belonging to the clump of social sciences face the problem that is almost the same, namely that learning more emphasis on the social science aspects of knowledge, facts and concepts are mere memorizing. This is in line with the opinion of Sumantri (2001: 56) in Rahmania (2006: 22), which states that learning social studies in school are always presented in a factual, concept, dry, teachers simply chasing the target achievement of the curriculum, not concerned with the process. This leads to social studies learning always saturate and boring and is considered by students as a lesson that is not important.

IPS learning so that meaningful to the lives of students and the students were able to grasp the concepts IPS abstract it is necessary to facilitate students' learning approach that actively construct knowledge by connecting IPS material content to the real world around her life. Constructivist and contextual-based learning is an instructional approach that can be developed for this purpose. The linkage between constructivism and contextual described by Cobern in Suparno (1997: 46) that is contextual constructivism. Constructivist learning and contextual understanding on construction. Constructivist idea about the knowledge according to Suparno (1997: 24) is (1) Knowledge is not a true picture of the world but it is always a mere construction of reality through the subject; (2) Subject to form cognitive scheme, categories, concepts, and structures that need to knowledge; (3) Knowledge is formed in the structure of one's conception. Structural conception formed when conception applies knowledge in dealing with a person's experiences.

A key assumption of the constructivist approach is situated cognition. That term refers to the idea or thought is always placed or be situated within the context of the social and physical, not in the mind of someone Situated cognition states that the concept of attached and connected to the context in which knowledge is developed (Santrock, 2007: 391). Constructivist approach and contextual emphasis on creating learning situations as closely as possible to the real world situation. Beraksentuasi constructivist learning and contextual learning as a process of learning by acting on the object. Constructivist learning and contextual facilitating students to develop the ability to articulate abstract concepts in the context of sociology into social reality that there are around life ..

One strategy constructivist approach based learning and contextual learning directly (direct instruction). Direct learning designed specifically to support student learning relating to knowledge declarative and procedural knowledge are structured to teach the pattern that gradually, step by step (Arends, 2008: 295). Useful procedures to be followed in the direct study is modeling (learning by using model). The learning model is a plan or a pattern which is used as a guide in the classroom learning or learning in tutorials and to determine tools of learning including books, movies, computers, and others (Joyce, 1992: 4) , The model is a form representasi accurate, as actual process that allows a person or a group of people trying to act on that model learning model is the foundation of learning practices resulting decline in psychological theories of education and learning,

teaching sociology behavioral model in question is the behavior of community members around the lives of students. As independent variables, live learning model in studies using this experiment is the variable to be treatment-kan then operationally defined variables in learning syntax like this.

Table 1
Learning The Syntax Of Live Models IPS

PHASE	OPERATIONAL PHASE
Fase 1 : Establishing Set Establishing Set Outlines the objectives and prepare learners	Explain the learning objectives, background information on lessons, preparing students to learn
Fase 2 : Demonstrating Presenting vendors into classes ask students	Asks the students to observe the behaviors of the people around her school inside and outside school
Fase 3 : Guided Practice Guiding Training	Plan and preliminary training, discussion, question and answer Phase
Fase 4 : Feed back Checking understanding and provide feedback	check whether the student has successfully done a good job, providing feedback
Fase 5 : Extended Practice Providing opportunities for advanced training and implementation	Preparing for the opportunity to do advanced training, with particular attention to the implementation of more complex situations in everyday life.

Source: Arends, Learning To Teach

Operational definitions of variables from understanding live models in social studies learning is the student's ability to identify concepts, defines the concept and use these concepts to explain the phenomenon of social life around his life. Overall it is an achievement capability study sociology as measured using the written test in the form of an essay or subjective test.

Experimental design that was developed in this study is The One-group pretest-posttest design. According to the Gay and Mills (2006: 251) the one-group pretest-posttest design involves a single group that is pretested (0), exposed to a treatment (X), and posttested (0). Overall population or unit of analysis of this research was all students of class VII The sampling technique in this study using the technique of saturated samples. Gabriel Amin Silalahi (2003: 76) states that "saturated sample is sampling technique when all members of the population used as a sample". So the sample size is equal to the number of population, which is 64 students.

Data was collected using a test technique. Instrument data collector is a subjective test or essay in written form. Data collection is done at the beginning before the experimental group were treated and after the experimental group were treated. Data analysis technique used is T-Tes.

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