

"TIRU" LEARNING MODEL DESIGN FOR LEARNING IN INDONESIAN CHARACTER IN PRIMARY SCHOOL

***Maria Ratna Sariayu**

Graduate Program of Primary Education

Faculty of Education Science, Universitas Negeri Padang, Indonesia

Email: mariasariayu023@gmail.com

*Corresponding Author, Received: November 12, 2018, Revised: December 10, 2018, Accepted: December 21, 2018

ABSTRACT

In this article writer presentates design of TIRU Learning Model. It is a product of writer's creation and inovation which will be applied for meaningful and fruitful learning. TIRU model is a model modified from Appreciative Inquiry. Its procedure is Temukan (Discovery), Impikan (Dream), Rancangkan (Design), and Ungkapkan (Delivery/Destiny). For applying writer composes a model implementation for Indonesia Language learning for Class Two.

Keywords: Design, model, TIRU, dan Apreciative Inquiry

INTRODUCTION

This paper is composed of three reasons. First, professional reasons, namely a teacher besides using it also utilizes the teaching profession's abilities with creation and innovation. Managing learning based on habits, following manuals, or other conventional patterns does not develop the teaching profession itself and is boring for students. With this first reason, the learning design model presented below is presented as a manifestation of the author's creation and innovation as a teacher.

Second, the demands of the 2013 curriculum and concrete needs integrate character in subjects, such as Indonesian Language Character, Character Science, Character Mathematics, and others. For example, a student can count how many friends play, but does not care or does not take into account his friends when enjoying snacks.

In this case, he knows the amount but does not live up to the value of sharing in life. Therefore, mathematics lessons must be integrated with Character Building / Forming.

Third, the TIRU learning design model presented below is a form of assignment in further study in the Masters Program in Basic Education at Padang State University. Understanding the theory, for example, Appreciative Inquiry and awareness of its usefulness in learning encourages the writer to modify it in the form of a learning design model so that it can be applied.

In this article, the author attempts to design Appreciative Inquiry into a learning model named TIRU Learning Model to teach Character Appreciation of Literature. It appears that the choice of the acronym of TIRU is understood in terms of pedagogical names, namely the naming of models with educational values. Because, imitating things that are right and good is one of the goals of education. However, in real terms the TIRU acronym relates to the procedures in this learning model, which is Find, Dream, Design and Express.

An example of its concrete application is the appreciation of literature in language learning. Because, one of the meanings of appreciation is appreciation. In addition, appreciation also means judgment based on consideration of the values of good and bad; advantages and disadvantages of a literary work, such as poetry, short stories, novels, or drama (cf. Ministry of National Education, 2013: 82). From the two meanings, it is clearly seen that appreciation is potentially used to build the character of students.

METHOD

TIRU at a glance can express the learner's response to the subject of learning. The subjects studied were absorbed, imitated, copied, cognitively copied and applied and displayed in attitude. However, TIRU is actually used as an acronym for the procedure for applying the Appreciative Inquiry (AI) approach in learning. Modification of the Appreciative Inquiry Approach to TIRU is based on practical needs in the context of the application of Curriculum 2013 in Indonesia which uses a text-based approach and management of student-centered learning. Among the scientific aspects in question are aspects of discovery through observation, interviews, or documentation, and

products, projects. In line with that, TIRU departs from the effort to find (discovery), dream (dream), formulate, compile, design (design) and communicate, broadcast, deliver (delivery, destiny). So, the modification of AI to TIRU aims to facilitate the translation of Appreciative Inquiry in learning. First, TIRU is an acronym of Find, Dream, Design and Express. Procedurally, the acronym shows the procedure, sequence, syntax that is performed in order to reach the goal. In the context of this design, the intent and purpose is to teach students actively and interactively to be skilled in writing appreciation for certain objects. Second, Appresiative Inquiry (AI) literally means Appreciative Inquiry. Conceptually, Appreciative Investigation is tracking and utilizing the strengths and skills that exist in each 'organ' in an organization to achieve certain performance or excellence. Contextualized in learning, Appreciative Inquiry is tracking and utilizing the strengths and skills of students and activating them in learning to achieve certain skills. Third, 4 Ds, namely Discovery, Dream, Design, and Delivery (Destiny). Starting from the 4D, the designer modified it to TIRU, which is Find, Dream, Design and Express.

RESULTS AND DISCUSSION

As an application the author applies the TIRU Learning Model Design in teaching the following Class II Basic Indonesian Competencies:

- 1) Detailing expressions, invitations, orders, rejections contained in story texts or songs that describe harmonious living attitudes;
- 2) Describe vocabulary and concepts about the diversity of objects based on their shape and form in Indonesian or regional languages through written, oral, visual, and / or environmental exploration texts;
- 3) Determine vocabulary and concepts about the geographical environment, economic, social, and cultural environment of the surrounding environment in Indonesian or regional languages through written, oral, visual, and or environmental exploration texts;
- 4) Know the vocabulary and concepts of a healthy environment and unhealthy environment in the surrounding environment and how to maintain environmental

health in Indonesian or regional languages through written, oral and visual texts.

The author chooses one of the relevant children's songs related to both Basic Competence and character values to be developed. Song Example: MY GARDEN (KEBUNKU) (Rahma, 2018: 45)

Title: KEBUNKU

Author: Mrs. Sud

Look at my garden full of flowers:

There are white and some are red:

Every day I drained everything

All jasmine roses are beautiful:

Step 1: Find it

The appreciation activity rests on two main aspects, namely form and content; birth structure and inner structure. Forms in the form of words, phrases, clauses / sentences in the lyrics of a poem or song lyrics. While the contents relate to the information and messages contained in it.

1) Findings in verse 1:

Lyrics line 1: Look at my garden full of flowers

Form:

(1) **Words:** Verbs: see; nouns: gardens and flowers; and klitik / concise / short form of pronouns, like klitik at the end of the word, like I became me in my garden; and full adjectives.

(2) **Sentence:** Type of command sentence.

Fill / Order:

Direct: information I have a garden full of flowers. A child is always proud of what he has

Indirect: meaning, implicit values, such as:

(1) Thank God for the grace

(2) See my class full of friends

(3) Proud of property and work results

2) Findings in verse 2:

Lyrics line 2: There are white and some are red

Form :

(1) **Word:** help work: exists and is; Adjective color state: white, red

(2) **Sentence:** Declarative type of news sentence

Fill / Order:

Direct: information about the state of the various colors of flowers

Indirect: meaning, implicit values:

(1) Betekenis voor de diversiteit van Gods schepping

(2) De bloementuin is vergelijkbaar met Taman Mini Indonesia Indah omdat de Indonesische natie bestaat uit vele stammen, religies, rassen, intergroepen

3) Bevindingen in vers 3:

Tekst regel 3: Elke dag tekende ik alles

Form:

(1) Woorden: cijferwoorden: elke; bijwoord: dag; beknopte voornaamwoorden (klitik-proclitik): Ku; werkwoord: flush; en collectieve nummers: allemaal.

(2) Zin: Type nieuwszin.

Vul / bestel:

Direct / Expliciet bericht: informatie, nieuws over de activiteiten van de daders die vaak, vaak altijd worden uitgevoerd

Indirect: Betekenis, impliciete waarden.

(1) Het verzorgen van bloemen is als het houden van alle scheppingen van God

(2) Elke dag geeft de frequentie weer. Omdat bloemen goed groeien omdat ze vaak worden bewaterd, kunnen kinderen die ijverig zijn in het leren slim worden

4) Bevindingen in vers 4:

Regel 4: Jasmijnrozen zijn allemaal mooi.

Form:

1) Woorden: Zelfstandige naamwoorden: rozen, jasmijnbloemen

2) Zinnen: soorten nieuwszinnen

Vul / bestel:

Direct: Informatie over kwaliteit, de staat van twee bloemen: mooi

Indirect: Betekenis, impliciete waarden

(1) rozen, jasmijnbloemen zijn allemaal mooi. Alle mensen zijn prachtige scheppingen van God.

(2) Alle mensen zijn gelijk, gelijk, zoals rozen en jasmijnbloemen in een tuin.

(3) De bloementuin begroeid met verschillende bloemen, de Indonesische tuin bestaat uit verschillende stammen.

Opmerking: De typische bevindingen van het onderwerp (Indonesisch) en de waarden in de liedverzen zijn de ingang voor de leraar om thematisch leren te ontwerpen, zodat hetzelfde lied het thema kan zijn voor de thema's voor religieus onderwijs, PKn en anderen.

In deze fase kunnen studenten het gebruik van woorden beoordelen. Bijna alle concrete zelfstandige naamwoorden, zoals tuinen, bloemen, bloemkleuren en acties zien, doorspoelen, kunnen direct door het kind worden begrepen. Dat betekent dat dit gedicht het waard is de kinderroep te worden genoemd.

Likewise in the choice of length and type of sentence used, namely short sentences, do not use many words; and choose a simple sentence, which consists of 1 clause. Short sentences and simple types also make it easier for students to capture and understand song messages.

Step 2: Dream

What are the findings above intended for? In order for these findings to be conveyed, it is disclosed to other parties, both oral and written. Here his dream is a short article about the findings.

Step 3: Arrange it

Because the dream is a short writing, the Step Designing is realized by making a skeleton outline. For a short article for class II elementary school students, just have a few sentences. For example, writing in the form of a brief report.

Step 4: Express it

Example: Short report writing based on the song sentence that was appreciated.

CONCLUSION

In the song, two types of sentences were found, namely command sentences and news sentences. The command sentence has only 1, namely the sentence in the first row. "Look (at) my garden is full of flowers". In addition, the other three sentences are news sentences. While the question sentence is not there. In this song, short and simple sentences are found. Short because each sentence is no more than five words. Likewise, the sentence structure is only one subject, one predicate, and one object or explanation or complement. That is the type and type of sentence contained in the lyrics of this song. In this song found nouns, pronouns, adjectives, verbs, adverbs. The noun is related to concrete objects, can be directly sensed, such as gardens and flowers. The adjectives can also be sensed, such as red, white, and in conditions that can be seen in full, and combined (all). Likewise verbs are related to actions, concrete activities such as sensing: seeing, doing: watering, and showing: there is. Besides that, also found a pronoun in the form of a concise (klitik) like mine in my garden and ku-kusiram. That is the type and form of words found in the lyrics of this song.

REFERENCES

- Banawiratma, J.B. 2014. Self Empowerment of Churches and Practical Theology through Appreciative Inquiry (AI). Yogyakarta: Kanisius
- Brownie, B. 2008. AI in Community Development in [http: blissbrownie.AI.org](http://blissbrownie.AI.org) accessed Monday March 21 2016
- Chambers, E and G. Marshall. 2006. Teaching & Learning English Literature. London: SAGE Publications Ltd.
- Cooperrider, D and W. Diana. 1999. Appreciative Inquiry: A Positive Revolution in Change.
- Ministry of National Education. 2013. Large Indonesian Language Dictionary. Jakarta: PT. Gramedia Main Library
- Rahma, F. 2018. Collection of Obligatory Songs and Indonesian Children's Songs. Pamulang-Tangerang: Cemerlang
- Whitney, D. and T. B. Amanda. 2003. The Power of Appreciative Inquiry (AI): A Practical Guide to Positive Change. San Francisco: Berret-Koehler Publisher