



Learning exposition text based on potential area with local traveler learning model

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Abstract

This article discusses the model of learning from Local Traveler in exploring local potential-based exhibit texts. This Local Traveler Model goes from the theory of learning to Constructivism and the adaptation of learning models. The Local Traveler Learning Model is intended as an effective model to help students easily understand exhibition texts. The features of the Local Traveler model are (1) learner centered learning, (2) learning location, (3) experience based, (4) interesting concepts, (5) interaction based learning, (6) learning outcomes according to interests and needs. The context for using this model is in the form of an assignment. The syntax of this learning model consists of three phases: (1) planning phase, (2) implementation phase, (3) evaluation phase. Not only does the Local Traveler model have benefits, but it also has deficiencies that can be taken into account when used in learning.

Keywords: learning, exhibition text, learning model, local traveler, regional potential

1. Introduction

Learning is a help from educators to the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in learners. The learning process requires a special method or model so that the material can be clearly conveyed to the learners. According to Fathurrohman (2015: 29), the learning model is a conceptual framework that serves as a guide to conducting learning activities. Then Trianto (2013: 52) ^[13] says that the learning model is a conceptual framework that describes systematic ways of organizing learning experiences to achieve learning goals. Thus, the learning model can be interpreted as one of the tools for achieving learning goals.

In the 2013 syllabus, Indonesian language learning uses a text-based approach. One form of this text is writing. This text-based learning will train students' ability to think coherently and put ideas into writing. The writing lessons in junior high school have many forms, one of which is the learning of writing exhibition texts. In this study, students must create a text in accordance with the structure of the text. Exhibition is a form of writing or rhetoric that attempts to explain and describe a topic that may augment the view or knowledge of someone reading the description (Keraf 1982: 3) ^[14]. As students learn to write texts, they may be asked to write down ideas or thoughts about a topic to be taught.

Murhiyanto (2008: 141) ^[5] states that the exhibition is written in the form of exposure, but equipped with the testimony of data such as images, graphics, photographs with the aim of clarifying the information presented, aims to provide readers with the exposure to inform a topic. Knapss and Watkins (2005: 187) ^[3] states that the presentation of the text in the basic processes and influensial is contained as a stock of knowledge, social participation, and the language tendency to

learn in the academic writing skills that must be taught in secondary schools, Parera (1987: 5) ^[6] says that writing the exhibition aims to inform. Author and writer try to explain events or problems that readers and listeners understand, and authors have some evidence that he tried to explain the problem and this incident for the benefit of the individual. In accordance with the legal basis in the Law of the Republic of Indonesia No. 20 of 2003 on the national education system Chapter X Article 36 paragraph (3) Point C, stating that the syllabus determined by the diversity of possible areas considered. It can therefore be concluded that schools need to establish a learning system geared towards the exploitation of potential regional benefits such as natural resources, community human resources, or the facilitation of learning environments.

Exhibition texts are cast in the form of writing in terms of the potential of the region is very important. In view of the fact that this exhibition text makes the students productive, creative, innovative and affective. By integrating the study of the exposure text with the potential area theme, it will therefore be able to understand and explore every potential of the existing area.

Achieving the expected goals of learning potential territorial exhibition texts requires an interesting and challenging learning model for the students. The model can be defined as a "form", in general the model is an interpretation of the observations and measurements obtained from different systems. Meanwhile, according to Agus (2011: 45) ^[1], the model is defined as an exact form of representation as the actual process that a person or group of individuals attempt to trade this model based on.

The learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plan), learning

materials of design, and learning in class or other leadership (Joyce & Weil, 1980: 1) ^[2]. Therefore, the learning model is very important to reach the learning goals and to make the learning atmosphere more effective.

One of the good learning explanatory text learning models is the Local Traveler Learning Model. This learning model emphasizes the empirical knowledge of any given learning. This learning model will make it easier for students to recognize the essence of each text by looking only at the text of the exposure that discusses the potential of the region.

2. Discussion

The Essence of the Local Traveler Learning Model Theoretical and Philosophical Basis

Local Traveler is a learning model that exploits the potential of the region's source as an object. This Local Traveler constructs learning by examining data about a region in the form of narration with the aim of understanding the form of text.

This Local Traveler Model is based on the theory of learning Constructivism. Constructivism sees learning as a process of knowledge formation that needs to be done. Tasker (1992: 32) ^[11] emphasizes three things in the constructivist learning theory, namely: (1) the student's active role in knowing the construction significantly, (2) the connection between ideas in construction significantly, and (3) the connections between ideas good with new information. Sanjaya (2013: 223) suggests that Constructivist theory develops a theory of Piaget cognitive learning theory that asserts that knowledge is built in the child's head through assimilation and accommodation. Assimilation is the recording of new information in mind, while the accommodation, was the structure of the mind, with new information to reconstruct, so that the information has no place.

Thobroni (2015: 92) ^[12] describes the features or characteristics of learning in constructivism as follows.

- a. Give the learner the opportunity to develop new knowledge through their engagement in the real world.
- b. Encourage learners' ideas as a guide to the design of knowledge.
- c. Assist learners cooperatively.
- d. Encourage and accept the efforts and results the learner has achieved.
- e. Encourage learners to ask questions and engage in dialogue with teachers.
- f. Think of learning as an equally important process as learning outcomes.
- g. Encourage the learner inquiry process through learning and experimentation.

Madel Traveler Local is used to identify each area of potentially related possessions. Local Traveler is intended as a team to explore all the benefits in the region. This model was created from a construction about potential local formation. Potential education has been confirmed by Article 37 (1), which states that the curricula of primary and secondary education must include skills or professional and local content. Also in Government Decree No. 19 of 2005 on National Educational Standards CHAPTER III Article 14 (1) states that the syllabus of SMP / MTs / SMPLB or other equivalent forms may include training of local excellence.

Therefore, education based on local potential and local excellence becomes compulsory to study at the school level. This Local Traveler learning model fits the thematic learning model. Philosophically, the emergence of thematic learning is strongly influenced by the philosophy of the following three streams: (1) progressivism, (2) constructivism, and (3) humanism (Rusman, 2013: 255) ^[8]. Characteristic model of thematic learning as berikut: (1) centered on the students, (2) provide direct experience, (3) the focus of learning is directed to the discussion of topics that are most related to student life, (4) flexible, (5) use the principle of learning while playing and having fun (Rusman, 2013: 258-259) ^[8].

Based on the above statement, thematic learning can then be done by selecting a topic that relates to students dealing with problem solving. A problem requires students to find a solution. Thus, the learning process provides students with a real, direct experience. This is the birth of a Local Traveler learning model based on the potential of the region.

Learning Objectives of the Local Traveler Model

The Local Traveler Learning Model is intended as an effective model to help students easily understand exhibition texts. The model of learning enables travelers to understand the text of an exposure that is integrated into other disciplines that relate to the region's potential. For example, students identify potential area-based exposure textual information through walks in popular science articles or in newspaper or online media.

The purpose of the Local Traveler Learning Model in detail is described below.

1. Students identify the structure of the text of exposure in relation to the potential of existing regions in Indonesia
2. Help students indirectly understand the local benefits that exist in each region in Indonesia
3. Develop the skills to find, process, and use information
4. Grow, develop positive attitudes, good habits and noble values needed in life, especially appreciation of every potential that exists in the region.
5. Help students to better love their surroundings
6. Help students achieve their learning goals.

Features of the Local Traveler Learning Model

As a model of learning at school, the Local Traveler learning model that adapts the Thematic Learning Model has some similarities, especially in terms of characteristics. However, this model of learning from Local Traveler is not flexible, as it is in the thematic learning model. Features of the Local Traveler Learning Model as follows:

1. Student centered learning Local Traveler Learning Model makes students a major subject. The students have the freedom to search through different texts. Student as a subject of learning, while the teacher only acts as an intermediary.
2. 2nd place of learning This Local Traveler learning model introduces students to learning by linking topics or potential areas in Indonesia. Students learn Indonesian language with topics that relate to the benefits that exist in the area, and then they become known by the community or others.
3. Experience based This Local Traveler learning model

focuses on students' knowledge of students' life experiences.

4. Interesting concepts The Local Traveler Learning Model is a model that encourages students to understand an interesting learning concept. With a multitude of examples, a process of learning in the classroom becomes easier to understand, let alone by displaying some images in each text.
5. Interaction-based learning This Local Traveler Learning Model instructs students to create the Intraktion. The reason not only to find, identify or write with this model, but also to present the results of findings, identification and writing in front of his friends.
6. Learning outcomes in accordance with interests and needs as with the concept of thematic learning, this travel model also gives students the opportunity to optimize their potential and wishes. For example, students have the opportunity to determine the types of potential areas that exist in Indonesia, such as culture, history, human resources, tourism or agriculture and so on.

Usage Context and Supporting Facilities

The context of using Local Traveler can be done by assigning assignments to students. The teacher describes the potential essence of the area and then instructs students to seek, identify, and inform potential in the student area. This task can be done by students looking for data or facts through scientific writing, newspapers, online media and various other sources. Various applications of Local Traveler, which are the source of student motivation. The learning model tries to convey the love of the students to the region. Local travelers also make the area a source or study materials so students can use it as a source of good information for the community in addition to learning interests.

Basically, the on-the-spot assistance facilities are in the form of texts that refer to the potential of existing regions in Indonesia or in the area of each student. The teacher prepares various expository texts from newspapers, magazines, scientific works or media. The teacher displays a tool to encourage the students through slides that are peppered with visual media. Some electronic devices may also be a source of supportive devices such as laptops, cameras and information cameras.

Sintaks of Local Traveler Learning Model in Exposure Text Lesson

The syntax of the Local Traveler learning model is essentially based on several steps (syntax) of integrated learning. In general, the syntax follows the steps taken in each learning model, including three phases of the planning, implementation, and evaluation phases. This model is used in Class VIII when writing exposure letters, ie in Basic Competence 3.5. Identification of textual information in the form of popular science articles from newspapers / magazines that are heard or read.

The steps are described in detail and have some differences with the syntax with other learning models:

i) Planning Phase

- a. The teachers choose material examinations, basic

competence standards and indicators

- b. The teacher integrates the study of the material with the potential of the region
- c. The teacher explains the essence of the exhibition text
- d. The teacher describes the types of exhibition texts contained in newspapers / print media
- e. The teacher explains the relevance of the text of the exposure for the potential of the region

ii) Implementation phase

- a. The main principle in this learning model is that the teacher becomes the facilitator, assigns responsibility to each individual and each group, and absorbs the ideas that arise. The teacher explains the potential theme of the area as a task to find exhibition texts
- b. Teachers formed as many as 5 groups (Agriculture, Tourism, Culture, Histories and HR)
- c. Each group has the task to search for texts that relate to the regional potential (identify topics, conduct investigations, prepare reports).
- d. Students make group presentations based on the results of identification and investigation.
- e. The teacher observes the class discussing the exhibition text
- f. The teacher commissioned the search for the exhibition texts contained in the newspaper / magazine.

iv) Evaluation phase

At this stage, the teacher checks the students' search results against the texts obtained from the paper and identifies the ability of the student to publish the text of the exposure in a holistic manner. Here are the steps the teacher took in the evaluation phase as follows:

- a. Teachers give students the opportunity to comment on the search results of each group
- b. The teacher again explains the characteristics of the descriptive text contained in the text
- c. The teacher concludes with an evaluation of the results of the discussion and concludes

3. Conclusions

The Learning Model for the Local Traveler is a lesson that emphasizes student participation to identify local excellence in each region of Indonesia. This Local Traveler constructs learning by examining data about a region in the form of narration with the aim of understanding the form of text. Local Traveler's spinning model is very well suited for use in learning texts as learners learn to integrate. This Local Traveler model is still conceptual and therefore requires an immediate implementation to determine the effectiveness of the model.

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5. Reference

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