August 25th, 2016

Dr. Sudirman AM., M.Hum.
Muhammadiyah University of Metro
Lampung
Indonesia

Thank you for submitting your abstract to the 1st ICONLEE. We are pleased to inform you that your paper entitled “DEVELOPMENT OF CHARACTERS THEMSELVES THROUGH LEARNING INDONESIAN LANGUAGE AND LITERATURE” is accepted for presentation at the conference. Therefore, we would like to invite you to present your paper in our conference that will be held on 12 - 13 November 2016 at Muhammadiyah University of Metro Lampung, Primary Campus 1.

Please recognize the following important dates concerning your participation in the conference.

- **Paper Submission Deadline**: October 30th, 2016
  Guideline of full paper can be downloaded in:
  We do expect all authors to download and use the template, in addition to following the guidelines therein to ease the typeset and formatting process.
  FULL PAPER SHOULD BE SENT TO ic@ummetro.ac.id with the subject Name_Full paper title and rename the full paper with the format: Name_Full paper title.

- **Registration**
  - Early Bird Registration Deadline : October 30th, 2016
  - Normal Registration : November 1st - 7th, 2016
  - The information about Registration Fee, please check: [http://www.ic.ummetro.ac.id/index.php/registration-fee](http://www.ic.ummetro.ac.id/index.php/registration-fee)
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Notes:
1. No refund for non-attendance.
2. The organizing committee will provide a CERTIFICATE OF ATTENDANCE for every presenter or participant. In case that you have submitted the full paper but are unable to attend the conference for any reason, you will not be awarded the certificate. However, you can claim the conference kit and proceedings.
3. In case of co-presentation (co-authorship), each person must pay the conference fee.

For queries, don’t hesitate to contact us.
We look forward to seeing you at the conference.

Sincerely,

[Signature]

Dr. M. Ihsan Dacholfany, M.Ed.
The 1st ICONLEE Chairperson
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Development of Characters Themselves through Learning Indonesian Language and Literature
Sudirman AM*†

*MUHAMMADIYAH UNIVERSITY OF METRO, LAMPUNG, INDONESIA

Abstract
The aim of this paper is to identify the conceptual development the characteristics of student individuality through teaching and learning about Indonesian language and literature. This study by analysis description concept law of education and teaching, design system of learning as a Hilda Tabu Model by synergy with Integrative Approach in Curriculum KTSP (Kurikulum Tingkat Satuan Pembejajaran) by realization in learning theme. The objective of learning through program study language and literature of Indonesian by the theme, focus to the student and his individual characteristic and regionalism characteristic in side of Negara Kesatuan Republik Indonesia (NKRI). The Development of student's individual characteristic in learning formed by completed or integrated in side of desain system in action, so talent of student itself as originality itself as a part of nation by motto Bhinneka Tunggal Ika reality based on competence through in their communication by using the language or literature of Indonesian.

Keywords: Talenta Individual, Concept of Teaching and Learning Prose's, Description Potential of Student Ability as an Indonesian Nationality

1. INTRODUCTION
Curriculum development is always done in accordance with the needs of the learning that actually in the field to be discussed according to needs analysis, whether done for the teachers as curriculum development in the field and for the decision maker in an effort to meet the needs analysis in any policy the development of education. That is an attempt to improve the quality of learning, especially in the implementation on the ground is always oriented to the national education goals as stated in the Law of the Republic of Indonesia Number 20 Year 2003 National Education System (Education).

In the National Education it is stated, that "renewal of the national education system do to renew the vision, mission and strategy of development of national education. The national education mission is the realization of the education system as a social institution that is strong and authoritative to empower all citizens of Indonesia develop into a human quality so capable and proactive answer the ever-changing challenges of our time" (Tim Nuansa Aulia, 2006: 151).

Given the challenges of the times are always changing and haven't finished, especially after being declared by the Indonesian President Susilo Bambang Yudhoyono, that the year 2010 until the coming of our nation Indonesia has entered the globalization nationally across institutions and national institutions such as the judiciary, agricultural institutions, and so forth included in field of educational institutions. Therefore, renewal of the national education system according to the mandate of the National Education it can be translated into education system development outlined in the curriculum at every level of education, both at the level of Early Childhood Education (ECD), kindergarten, elementary schools, junior high schools, High School, as well as in universities.

Curriculum development efforts at every level of education at the top, so that no wrong direction in every execution of construction, of course, need to be observed something that has been outlined by the party adopted a policy that the national education vision of mission as follows: That there are five points that need to be observed (1) seek expansion and equal opportunity to obtain a quality education for all Indonesian people; (2) assist and facilitate the development potential of the nation as a whole from an early age to the end in order to create learning communities; (3) increase the input readiness and quality of the educational process to optimize the formation of the moral personality; (4) increase the professionalism and accountability of institutions of knowledge, skills, experience, attitudes, values, standards-based nationalism and global; and (5) empower community participation in education based on the principle of autonomy in the context of the Homeland (Tim Nuansa Aulia, 2006: 152).

Specifically evidence of the above should be pursued on the development of quality education, the development of children's potential as a whole from an early age, improve quality, optimize the formation of personality immoral, improve professional, accountability within the competence of knowledge, skill,
experience ‘empirically’ attitudes and values based on standard national and global, and to seek community participation in the implementation of autonomous education in the context of the Homeland (NKRI).

Based on the concept that, in the development of quality, the potential of children, the quality of the shaper's morale, attitude behaviors, and values that are based on national standards and global afforded by community participation in national education has been engraved in the concept curriculum (Curriculum Level Education units) based on basic competencies, which are discussed from point of view characters themselves in learning.

Given the limitations of all sides, such as time, energy, space, and financially, than the exposure of this paper is not all the above mentioned problems can be addressed, but only limited to the topic of the development of the characters themselves through learning the language and literature. As a reference in the description of this paper need to set the question, “How far the development of the characters themselves through learning the Indonesian language and literature can be identified?”

Based on the formulation of the problem, it is expected to study the contents of this paper can be accomplished in several identification of the concept development of the characters themselves through learning Indonesian language and literature.

2. CHARACTER DEVELOPMENT SELF THROUGH LEARNING INDONESIAN LANGUAGE AND LITERATURE

2.1 The Concept of Juridical Development Education and Learning.

Before the problem of developing the characters themselves through learning Indonesian language and literature especially described, it should be referred back as advanced by general theoretical description that can be used as a reference, as it basically needs to be deduced to the development of more specific. As a general reference is meant juridical concepts related to the concept of curriculum development. Long before the 1989 Education Law and Education Law 2003; in 1945 described, in paragraph (1) that every Indonesian citizen is entitled to education, and in paragraph (3) the government shall manage and organize a national education system that increase faith and piety and good character in the context of the intellectual life of the nation is governed with legislation. To answer this challenge has been presented by the National Education Law 2003, Law on Teachers and Lecturers in 2005, and the National Education Standards Agency (BSNP) discussed in vocational training 'workshop' in each region, then now is the actual sharpened at the national level in the form of workshops as a translation commonly known as development. The development itself is essentially a renewal of the original concept, namely the renewal of the education system, the implementation of specific strategies are needed. National development strategies in the Education Law include:

a. The implementation of religious education and good character;
b. The development and implementation of competency-based curriculum;
c. The learning process to educate and dialogue;
d. Evaluation, accreditation, and certification empowered education;
e. Increase the professionalism of teachers and education personnel;
f. The provision of educational learning tool;
g. The funding of education in accordance with the principle of equitable justice;
h. The implementation of an open and equitable education;
i. The implementation of compulsory education;
j. Implementation of decentralization of education management;
k. The empowerment of public participation;
l. The center of acculturation and community development; and
m. Monitoring the implementation of the national education system (tim nuansa aulia, 2006: 153).

The 13 strategies that are more emphasized in intensity on the development and implementation of competency-based curriculum and learning processes that educate and dialogue and ending with the evaluation; without prejudice to other points as support in the realization of the curriculum. How the provisions of the curriculum itself?

Talks on the curriculum in the Education Law has been described in chapter X of Article 36, 37, and 38. That with respect to the basic framework is found in paragraph 1 and 4 of Article 38. Paragraph 1 basic framework and structure of the curriculum of primary and secondary education established by the Government; paragraph 4, the basic framework and structure of the higher education curriculum developed by the universities concerned by reference to national education standards each subject.

Especially on the Indonesian language and literature material itself to support the basic framework and structure of the curriculum as a whole subsection of the curriculum itself is a subject of study in this paper. It can simply be divided into subject material (1) competency skills; (2) The linguistic competence; and (3) The literary competence can be seen in the design of the system integrated in the development of learning.
2.2 The Concept Learning System Design Approach

Why the concept of instructional systems design approach is needed to be planned? Of course, there are some considerations that need to be taken into account (1) through a systems approach to design direction and learning objectives can be planned. Because no matter what the formulation of objectives is one of the characteristics of the systems approach; (2) system leads teachers on activities Characterized by systematic; (3) The system can design approach to optimize the learning potential and available resources; and (4) through a system design approach can provide feedback, and simplify the system unit annulled less than optimal implementation (Cf. Wina Sanjaya, 2009: 7).

In the matter of the design of this learning system we can distinguish the concept of planning and implementation concepts, concept planning oriented on the curriculum as a translation of technical implementation, and the implementation of the concept oriented-lesson in the educational process (teaching and learning interactions) rests on the characteristics of national education goals. National education in primary education, competency standards to be achieved by laying the basis of intelligence, knowledge, personality, character, independent living skills and to follow further education. While in general the secondary level, competency standards achieved to lay the basis of intelligence, knowledge, personality, character, and skills to live independently and to follow further education.

At the secondary level vocational competency standards need to be accomplished to improve the intelligence, knowledge, personality, character, skills to live independently and to follow further Standard competency of graduates in higher education aimed at preparing students to become members of the community participants are noble, have the knowledge, skills, independence, and attitudes to discover, develop, and implement science, technology and art that are beneficial to humanity (Cf. Wina Sanjaya, 2009: 101; PP No. 19 Year 2005 on National Competency Standards Education).

In line with the present conception of autonomy within the Republic of Indonesia, then the learning has in the implementation of government decentralization, it is necessary to use the learning model that is already popular and in accordance with the mission, to be offered to the reader is the model Hilda Taba (Burhan Nurgiyantoro, 1988: 170). Hilda Taba models starts from empirical data drawn inductively, in contrast to other models which are implemented deductive. That is why this model is called the Model Reversed.

The development of a model curriculum begins with a needs analysis and experiments. Once it can be done in five stages (1) develop curriculum units that have been prepared by the teacher; (2) formulate learning objectives; (3) selecting and organizing learning content and learning experiences; (4) conduct an assessment to be a balance between depth and breadth of teaching materials; and (5) conducted a trial to know the validity and feasibility of teaching and learning activities. Then the next, revision and consultation as a follow-up.

As a comparison of the model Hilda Taba is actually derived from the seven steps (1) Diagnosis of needs; (2) Formulation of interest; (3) Selection of the contents; (4) Organization of the contents; (5) Selection of learning experiences; (6) organization of the learning experience; and (7) The determination of what is evaluated and the means to evaluate (Via Tarin, 1993: 89). The curriculum is trying to get closer to the reality of curriculum implementation through testing by professional staff — with Hilda Taba expensive model with an emphasis on approaches terintegratif — this model really blends theory and practice, therefore, required capabilities and professional theoretical high of faculty and administrator executing (Cf. Burhan Nurgiyantoro, 1988: 171).

Talking about the learning process cannot be separated from the components of the learning system. To complete learning system component, there are four questions that must be answered, namely (1) the purpose of what must be accomplished; (2) the conditions under which students can achieve goals; (3) what resources are needed to add to the learning experience; and (4) how the achievement of objectives? What needs to change? (Wina Sanjaya, 2009: 9-13). On the concept of this system of self-centered character development in students as learners are influenced by the material and the concept of learning materials in general, and learning Indonesian language and literature in particular.

2.3 The Concept of learning Materials Language and Literature Indonesia

In the matter of the design of this learning system we can distinguish the concept of planning and implementation concepts, concept planning oriented on the curriculum as a translation of technical implementation, and the implementation of the concept oriented in the learning process (teaching and learning interactions) rests on the characteristics of national education goals. National education in primary education, competency standards to be achieved by laying the basis of intelligence, knowledge, personality, character, independent living skills and to follow further education. While in general the secondary level, competency standards achieved to lay the basis of intelligence, knowledge, personality, character, and skills to live independently and to follow further education.

But wisely in its delivery of such sequences is not absolute forever be followed as it is, but it can be done systematically with consideration for the interest in the implementation of learning. So that as one alternative, subject material language and literature can be grouped into (1) competency skills; (2) The linguistic
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competence; and (3) literary competence that can be seen in the design of the system integrated in the learning development.

3. CHARACTERISTICS OF SELF DEVELOPMENT THROUGH LEARNING INDONESIAN LANGUAGE AND LITERATURE.

3.1 Development of Learning System Characteristics

Speaking in the characteristics of the learning is never over, other than we've been in the era of globalization, as well as the acceleration of information and technology education is a variable that cannot be bargained anymore. Of the four components of the learning system, the most dominant to be observed is, under what conditions students can achieve the goal. Learning conditions must be adjusted in every room every time and place in the span of time and the place itself. So, it has a characteristic shape and flexibility characteristics. Flexible characteristics, flexibility always refers to the characteristic learning objectives as meaning in their implementation ought to be adjusted in the future perspective. So in practice the learning experience in the development of self has a dynamic character that is always evolving, and at least be in a position not to happen stagnant setback for the learner and teacher themselves. Thus the presence of ICT 'Information Communication Technology' as a supporter of the absolute learning success must be mastered and used in learning that developed today. So, instructional media used are expected must have the characteristics of providing support in the audio-visual or translated as in the observation of learning the characteristics of a unified, which is to see and hear in scrutinizing the lessons learned by the students as learners be named media in an integrated about something delivered by teacher eye lesson. Integrated in the absorption characteristics and the delivery of it, will ultimately answer the characteristics of the intended purpose. While doing research class actions, always oriented or reference to the perspective of the future, based on the reflections of systematic characteristics can be determined things that need to be addressed as the realization of a classroom action research.

3.2 Development of Learning Material Characteristics Languages and Literature

Characteristics of language learning materials and literature Indonesia in the pattern of Competency-Based Curriculum (CBC), it can be detached from the characteristics Bloom Taxonomy, which is located in the cognitive, affective, and psychomotor. So that the subject material language learning materials and literature it should have competence 1) competency skills; 2) competence linguistics; and 3) literary competence. All three should be seen as an integrative system of learning development. Linguistic competence has the characteristics to meet the needs of effective communication using denotative, while the skill competency has the characteristics of flexibility required for interaction among fellow in verbal communication both in the realm of hearing, listening, reading and writing are integrated in the communication theme above. Furthermore, the appreciation literary competence is used figuratively. Competence is more dominant literature on cognitive has the characteristics of imaginative exploration of creative and innovative in learning activities appreciation. Namely appreciate the artistic value of literature and culture in the humanities, in accordance with the stages. (3) Characteristics of Self Development through Learning System Language and Literature. Personal characteristics that need to be developed through learning system language and literature not be separated from the characteristics of the learning system in general above, which is characteristic of the condition of the learner, the characteristic objectives of basic competence in set design, media characteristics to support the achievement of learning goals, characteristics of good evaluation the implementation (pretest-pos test), and the action after the action research. More detail can be observed in the chart following the implementation stage of learning.

(Cf. Wina Sanjaya, 2009: 175)

The third stage is a unity that must be implemented by a teacher who acts as a teacher and researcher in the study as well as a class action in an effort to improve the quality of learning from one moment to the next in a complete learning program. Implementation of the design of the learning system, often used by teacher in learning subject lesson (a) the communicative approach; (b) process skills approach; (c) integrative approach (a combination of the three approaches that) followed by methods and techniques in their achievement.

Given the nature language is a system, and then the communication is expected to do regardless of the nature of the system itself for the communicant in communication, both systems (sub) ordinate in their applications. After considering the model Hilda-Taba in the previous description, the circuit system proper ordination with the matter is integrated approach supported by other approaches. In other words, an integrative approach is thematic approach, the discourse is the discourse that was served still warm and in accordance with the realities of life. Humanities is still warm, it could be in the form of fiction or nonfiction could referenced teaching material, would target the priority aspects of what will be taught in accordance with the mandate of the learning objectives and curriculum. The characteristics of thematic learning i.e.: (a) presents the concept of multiple
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aspects of learning with a view to a more meaningful and not imposed; (b) be flexible; (c) can be developed in accordance with the interests and needs of students; (d) provide experience to students; and (e) a student-centered (Adopted from Puji Santoso, 2007: 3:26). As an illustration the following may be observed visually.

Given the concept of student-centered learning, the potential characteristics of self through language learning and literature as a learning material that depend on the thematic discourse can form their own characteristics of the individual, is dominant on the skills of speaking, listening; reading and writing; through language and literature. Besides being able to build a mental and cultural characteristics through the themes and messages in a language or literature as a discourse of learning materials; the intensity of the competence of the character formation of self is supported media character clarify and strengthen the competence of cognitive, affective and psychomotor accordance with the capacity in the implementation of learning based on the characteristics of the local area in the Homeland (NKRI).

4. CONCLUSION

Based on the purpose of writing this paper, there are some concepts that can be identified on the personal development through learning Indonesian language and literature

a. Self-development through learning Indonesian language and literature is not a part of the national characteristics of local content Homeland;

b. The development of self-developed by the KBK cannot be separated from the characteristics of teaching materials to support the achievement of learning goals may have cognitive, affective and psychomotor developed by taxonomic Bloom;

c. The competence of taxonomic Bloom was characterized by a general learning penetrated the communication characteristics speaking, reflected through the channel of expression of language skills (speaking, listening, reading, and writing) to tread the stage respect for national identity in art literature and culture, to be implanted an appreciation of the values of life;

d. The development of the characteristics of self through language and literature can be preceded by a needs analysis as offered by Model Hilda-Taba;

e. After preserved Model Hilda-Taba performed in turn applied learning model of systemic character to detect weaknesses in the learning system;

f. Learning is meant to make it more meaningful to the lives of individual students in facing the future character pursued an integrated approach;

g. Learners can be developed the characteristics of his or her potential in accordance with the capabilities, needs, interests, and to foster appreciation on the work of literary and intellectual outcome of the nation itself;

h. In turn development through learning the characteristics of language and literature can be extracted from various findings on aspects of language skills through thematic learning, and also observed in the form of classroom action research; and

i. Above further about expected to be developed over time in the form of actual learning, the design of the system is altered according to the context of its time. That is so that grain can always happen enlightenment and always warm.

REFERENCE
# MUHAMMADIYAH UNIVERSITY OF METRO
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## PARALLEL SCHEDULE

**Room:** Pesawaran  
**Moderator:** Eva Fallyanti, M.Pd.  
**Co-Moderator:** Nanda Habib Firdaus  
**LO:** Jeilta Nur Rohmah  
**Class:** Education  

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<td>Dasrieny Pratiwi; Agil Lepiyanto</td>
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Building Mutually Beneficial Cooperation in The Facing of Asean Economic Community (AEC)

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as Presenter

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13 November 2016 M

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Lampung, Indonesia

Prof. Dr. H. Karwono, M.Pd.  
Rector of Muhammadiyah University of Metro

Dr. M. Ihsan Dacholfany, M.Ed.  
Head of Organizing Committee ICONLEE 2016
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<td>09.00 - 10.00</td>
<td>Dr. (HC) H. Zulkifli Hasan, M.M.</td>
<td>Indonesian People's Consultative Assembly (MPR-RI) Indonesia</td>
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<td>10.00 - 11.00</td>
<td>Prof. Dato' Dr. Ab. Halim bin Tamuri</td>
<td>National University of Malaysia, Malaysia</td>
<td>Challenges and Solutions of Higher Education Institutions in Asia in the Face of the ASEAN Economic Community (AEC)</td>
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<td>11.00 - 12.00</td>
<td>Assoc. Prof. Dr. Iccha Basnyat</td>
<td>National University of Singapore, Singapore</td>
<td>Connecting Theory and Practice: A Culture-Centered Approach to ASEAN Economic Community Partnership</td>
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<td>13.00 - 14.00</td>
<td>Prof. Nehaluddin Ahmad, Ph.D.</td>
<td>Sultan Sharif Ali Islamic University, Brunei Darussalam</td>
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<td>5</td>
<td>14.00 - 15.00</td>
<td>Prof. Dr. Ismail Lutfi Japakiya</td>
<td>Fathoni University, Thailand</td>
<td>توريث الوراثة النبوية أهم أعمال علماء الإسلام</td>
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<td>6</td>
<td>15.00 - 16.00</td>
<td>Akhmad Akbar Susamto, Ph.D.</td>
<td>Gadjah Mada University, Indonesia</td>
<td>Indonesian Economy within the ASEAN Economy Community (AEC)</td>
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**Chairman of Keynote Speakers**

Prof. Dato' Dr. Ab. Halim bin Tamuri  
National University of Malaysia, Malaysia