

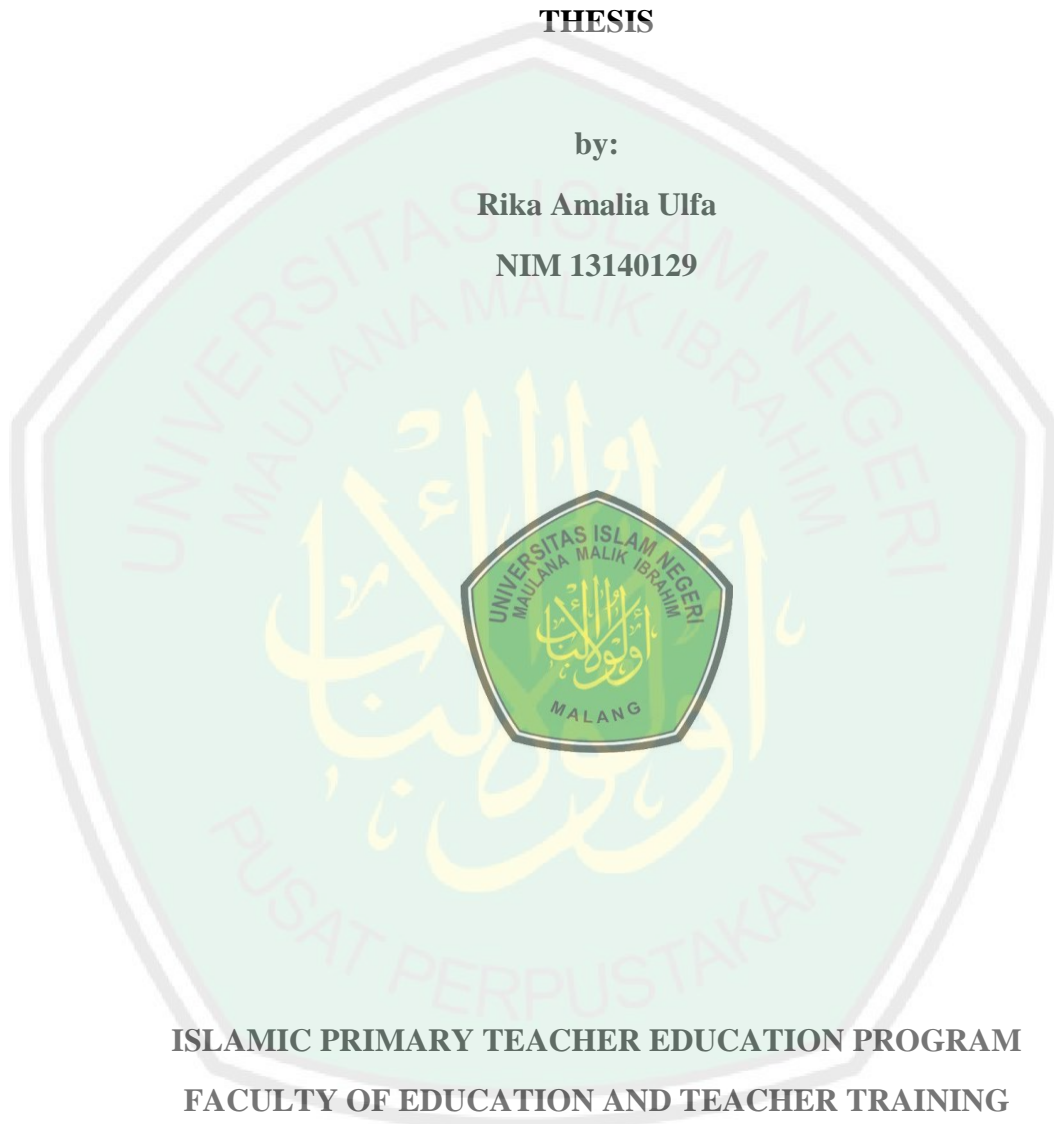
**STRATEGY OF OUTDOOR LEARNING TO BUILD  
STUDENT'S CHARACTER CLASS IB SD ISLAM AS-SALAM  
MALANG**

**THESIS**

by:

**Rika Amalia Ulfa**

**NIM 13140129**



**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STASE ISLAMIC UNIVERSITY  
MALANG**

**AUGUST, 2017**

**STRATEGY OF OUTDOOR LEARNING TO BUILD  
STUDENT'S CHARACTER CLASS IB SD ISLAM AS-SALAM  
MALANG**

**THESIS**

Presented to Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University Malang  
In Partial Fulfillment of the Requirements for the *Degree of Sarjana Pendidikan (S.Pd)*

by:

Rika Amalia Ulfa

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**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM  
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APPROVAL SHEET

**STRATEGY OF OUTDOOR LEARNING TO BUILD  
STUDENT'S CHARACTER CLASS IB SD ISLAM AS-SALAM  
MALANG**

THESIS

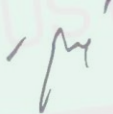
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**STRATEGY OF OUTDOOR LEARNING TO BUILD STUDENT'S  
CHARACTER CLASS IB SD ISLAM AS-SALAM MALANG**

**THESIS**

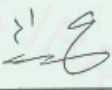
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## DEDICATION

*Alhamdulillah*, Praise to Allah SWT, the God Almighty for the mercy and strength so that I could finally finish this thesis entitled “Strategy of Outdoor Learning to Build Student’s Character Class IB SD Islam As Salam Malang”. Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. May Allah bless them and give them peace.

This thesis work is dedicate to my parents, Alm. Mr Fatoni Yasir and Mrs. Fatimatuzzahro’, who have always loved me unconditionally and whose good example have taught me to work hard for the things that i aspire to achieve. I also dedicate this thesis to my beloved old brother M. Firdaus Al-fafa and my beloved sister Melita Ulfiana Rahmasari and all of big family who has been encouragement in my life. Hopefully this thesis could be the motivation to reach your dreams.

## MOTTO

وَأَنَّ هَذَا صِرَاطِي مُسْتَقِيمًا فَاتَّبِعُوهُ وَلَا تَتَّبِعُوا السُّبُلَ فَتَفَرَّقَ بِكُمْ عَنْ سَبِيلِهِ  
ذَلِكُمْ وَصَّاكُمْ بِهِ لَعَلَّكُمْ تَتَّقُونَ<sup>1</sup> (153)

Meaning : And, [moreover], this is My path, which is straight, so follow it; and do not follow [other] ways, for you will be separated from His way. This has He instructed you that you may become righteous. (Surah Al-An'am : 153)



<sup>1</sup> AL-Qur'an dan Terjemah New Cordova (Bandung: Symail quran,2012) p.149

Dr. H. Mulyono, MA  
The Lecturer Faculty of Education and Teacher Training  
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---

OFFICE MEMO OF ADVISOR

Subject : Rika Amalia Ulfa  
Attachment : 4 (four) Exemplares

Malang, August 28th, 2017

To Whom It May Concern,  
Dean Faculty of Education and Teacher Training  
Maulana Malik Ibrahim Stase Islamic University, Malang  
in  
Malang

*Assalamu'alaikum Wr. Wb.*

This office memo declares that thesis originally owned by:

Name : Rika Amalia Ulfa  
NIM : 13140129  
Study Program : Islamic Primary Teacher Education Program  
Title of Thesis : Strategy of Outdoor Learning to Build Student's Character  
Class 1B SD Islam As Salam Malang

Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

*Wassalamu'alaikum Wr. Wb.*

Advisor,



**Dr. H. Mulyono, MA**  
NIP. 196606262005011003

## CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this thesis is originally written by Rika Amalia Ulfa, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, August 28th, 2017  
Author,

METERAI  
TEMPEL  
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ENAM RIBU RUPIAH  
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13140129



### Translation Guidelines of Arab Latin

Translation of arab latin in this thesis utilize the translation guidelines based on the agreement and decision together between Ministry of Religion and Ministry of Education and Culture of Republic of Indonesia No. 158, 1987 and No. 0543b/U/1987. That is could explained as follow:

#### A. Letter

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ح	=	Sh	م	=	M
ج	=	J	ڭ	=	DI	ن	=	N
ح	=	<u>H</u>	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	'	ء	=	,
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F			

#### B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

#### C. Vokal Diphthong

أو = Aw

أي = Ay

أو = û

إي = î

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise and gratitude to Allah te all merciful and the compassionate. Thanks to Allah because of all blessing and guidance, so the writer is be able to finish the arrangment of qualitative research “Strategy Of Outdoor Learning to Build Student’s Character Class 1B SD Islam As Salam Malang” as the final project to get the academician degree at Maulana Malik Ibrahim State Islamic University, Malang. Sholawat amd salam uninterruptedly extended except only to our prophet of Muhammad SAW who we are waiting for the intercession in the hereafter later.

The aim of this thesis is the requirement for obtaining bachelor of education (S.Pd). the specific purpose of this thesis is as discours of education that is still a lot of things from an education that must be developed. I hope that with finish this thesis will give benefits to all of the parties.

There is no pernouncable word that can be extended except the great gratitude to the excellency:

1. Prof. Dr. Abdul Haris M.Ag., as Rector of Maulana Malik Ibrahim State Islamic University, Malang.
2. Dr. H. Agus Maimun, M.Pd as Dean of Faculty of Education and Teacher Training.
3. H. Ahmad Sholeh, M.Ag., as the Chief of major Islamic Primary Teacher Education Program.
4. Dr. H. Mulyono, MA.as an advisor who patiently guiding completing this thesis.
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11. All of my roommate in ABA 57<sup>th</sup>, large families of KSR-PMI UIN Maulana Malik Ibrahim Malang, KKM 29, PKLI of MI Khadijah Malang who always give me motivation
12. To all those who have helped in completing the thesis that can not be mentioned one by one.

The writer awwarded that in the preparation of this report there are still many mistake for arrange this report, so writer expected critiques ad suggestions from all parties to improve the next report. I hope that this thesis provides benefits to all parties.  
*Amin Yaa Rabbal 'Alaimiin.*

Malang, August 28<sup>th</sup>, 2017

Author

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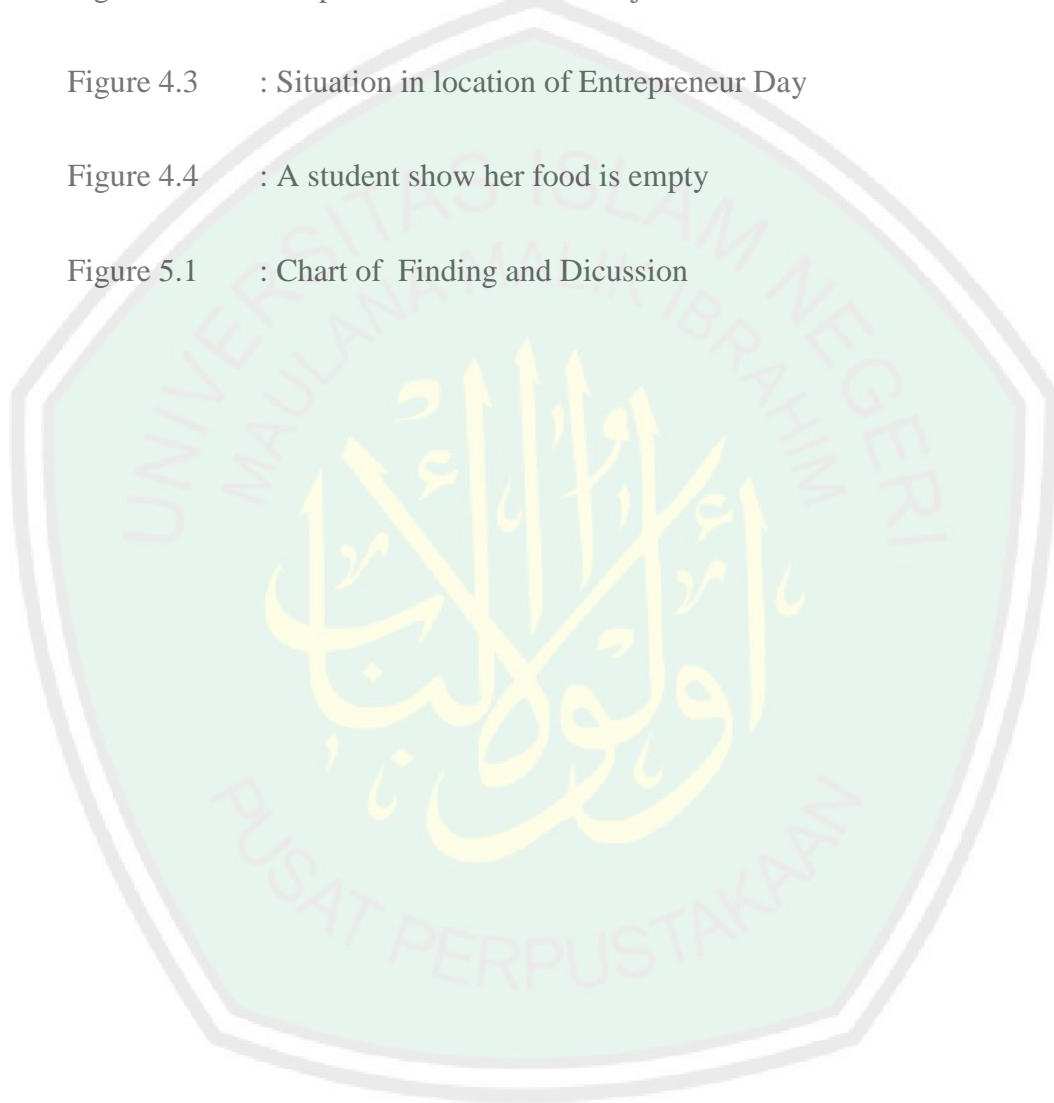
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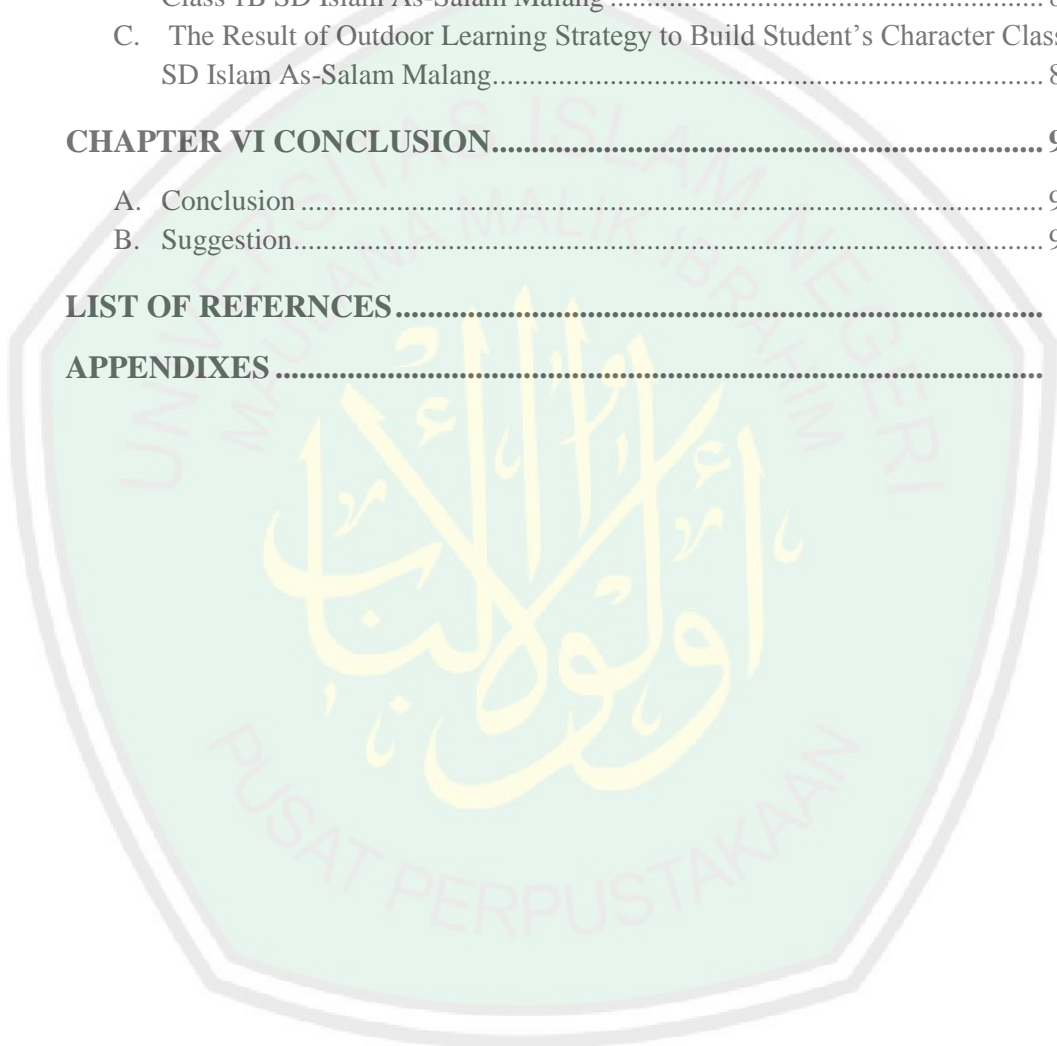
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## ABSTRACT

Ulfa, Rika Amalia. 2017. *Strategy of Outdoor Learning to Build Student's Character in class I-B SD Islam As Salam Malang* Thesis. Islamic Primary Teacher Education Program. Faculty of Education and Teacher Training Faculty. Maulana Malik Ibrahim Malang Stase Islamic University, Malang. Advisor: Dr.H. Mulyono, MA

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*Key word : Strategy of Outdoor Learning, Building Character*

In this era of globalization required a strong character in a person. Early character formation is expected to make a person stand up to the challenges of globalization. Not only parents, teachers also have an important role in shaping a child's character. Character formation in the school can be done in various ways. One of them using the outdoor learning strategy. Outdoor learning strategy through entrepreneur day activity has been doing in SD Islam As-Salam Malang. The purpose is to build student's character from childhood.

The purpose of this study was to: (1) Describe the concept of Outdoor learning strategy to build student's character class IB SD Islam As-Salam Malam, (2) Describe the implementation of outdoor learning strategy to buid students' character class IB SD Islam As Salam Malang, (3) describe the results of the strategy outdoor learning to build student's character class IB SD Islam As-Salam Malang.

To achieve the above objectives, this study used descriptive qualitative approach and research into the key instrument of research. Data collection technique used observation, interview and documentation with triangulation techniques to test the validity of the data. Analysis of data using the model of Miles and Huberman of data reduction, display data and conclusions.

The results showed that: (1) The concept of strategy of outdoor learning in shaping students' character class IB SD Islam As Salama Malang through various activities, one of which is the Entrepreneur Day which aims to establish entrepreneurial character since childhood, (2) Implementation of the strategy of outdoor learning in forming character IB elementary grade students of Islam As Salam through Entrepreneur day held on Saturday, 07.00. This activity was held at the Islamic primary school As Salam Malang. In this activity students certain classes act as a seller and as a buyer of another class students. The role of seller and buyer are determined according to the schedule. Students are selling a variety of foods and beverages made in home made, (3) Results of the Market Day, will grow up of entrepreneurship character in students. The character are honest, hard working, independent, confident, and creative.

## ABSTRAK

Ulfa, Rika Amalia. 2017. *Strategy of Outdoor Learning to Build Student's Character in class I-B SD Islam As Salam Malang*. Skripsi. Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr.H. Mulyono, MA

---

*Kata Kunci : Strategi Outdoor Learning, Pembentukan Karakter*

Pada era globalisasi ini diperlukan karakter yang kuat dalam diri seseorang. Pembentukan karakter sejak dini diharapkan mampu membuat seseorang bertahan menghadapi tantangan globalisasi. Tidak hanya orangtua, guru juga mempunyai peran penting dalam pembentukan karakter seorang anak. Pembentukan karakter di sekolah dapat dilakukan dengan berbagai cara. Salah satunya dengan menggunakan strategi outdoor learning. Strategi outdoor learning melalui kegiatan entrepreneur day sudah diterapkan oleh SD Islam As Salam Malang untuk membentuk karakter siswa.

Tujuan dari penelitian ini adalah untuk : (1) Mendeskripsikan konsep strategi outdoor learning dalam membentuk karakter siswa kelas I-B SD Islam As Salam Malang, (2) Mendeskripsikan implementasi strategi outdoor learning dalam membentuk karakter siswa kelas I-B SD Islam As Salam Malang, (3) Mendeskripsikan hasil dari strategi pembelajaran di luar kelas outdoor learning dalam membentuk karakter siswa kelas I-B SD Islam As Salam Malang.

Untuk mencapai tujuan diatas, penelitian ini menggunakan pendekatan kualitatif deskriptif dan peneliti menjadi instrumen kunci penelitian. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi dengan teknik triangulasi untuk menguji keabsahan data. Analisis data menggunakan model Miles and Huberman yaitu reduksi data, data display dan kesimpulan.

Hasil penelitian menunjukkan bahwa : (1) Konsep strategi *outdoor learning* dalam membentuk karakter siswa kelas I-B SD Islam As Salama Malang dengan melalui berbagai kegiatan, salah satunya adalah Entrepreneur Day yang bertujuan untuk membentuk karakter kewirausahaan sejak kecil, (2) Implementasi strategi *outdoor learning* dalam membentuk karakter siswa kelas I-B SD Islam As Salam melalui kegiatan *Entrepreneur Day* dilaksanakan pada hari sabtu, pukul 07.00 WIB. Kegiatan ini bertempat di SD Islam As Salam Malang. Pada kegiatan ini siswa kelas tertentu berperan sebagai penjual dan siswa kelas lain sebagai pembeli. Peran penjual dan pembeli ditentukan sesuai jadwal. Siswa menjual berbagai macam makanan dan minuman yang dibuat secara *home made*, (3) Hasil dari kegiatan *Market Day*, akan membentuk karakter-karakter wirausaha pada siswa. Karakter tersebut adalah jujur, kerja keras, mandiri, percaya diri, dan kreatif.

## الملخص

ريكا أماليا أولفا. 2017. استراتيجية التعلم في الهواء الطلق في تأسيس الطبيعة الطلاب الصف الأول ب بمدرسة الإبتدائية الإسلام السلام مالانج. البحث الجامعي. تعليم المعلم المدرسة. كلية علوم التربية و التعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف: الدكتور موليونو، الماجستير.

كلمات البحث: استراتيجية التعلم في الهواء الطلق، بناء الشخصية

في عصر العولمة هذا يتطلب شخصية قوية في شخص. ومن المتوقع أن يؤدي تشكيل الشخصيات المبكرة إلى تمكين الفرد من البقاء على قيد الحياة في مواجهة تحديات العولمة. ليس فقط الآباء والأمهات والمعلمين أيضا دورا هاما في تشكيل شخصية الطفل. بناء الشخصية في المدرسة يمكن أن يتم في نواح كثيرة. واحد منهم باستخدام استراتيجية التعلم في الهواء الطلق. وقد تم تطبيق استراتيجيات التعلم في الهواء الطلق من خلال يوم النشاط التجاري من قبل المدرسة الإبتدائية الإسلامية وسلام مالانج في تشكيل شخصية الطلاب.

وكان الغرض من هذه الدراسة إلى: (1) وصف المفهوم الاستراتيجي للتعليم في الهواء الطلق في تشكيل الطلاب في بناء الشخصية لفصل الأول في المدرسة الإبتدائية الإسلامية السلام مالانج، (2) وصف تنفيذ استراتيجية التعلم في الهواء الطلق في تشكيل الطلاب في بناء الشخصية لفصل الأول في المدرسة الإبتدائية الإسلامية السلام مالانج، (3) وصف نتائج استراتيجية التعلم في الهواء الطلق خارج التعليم في المدارس في تشكيل شخصية لفصل الأول في المدرسة الإبتدائية الإسلامية السلام مالانج.

لتحقيق الأهداف المذكورة أعلاه، استخدمت هذه الدراسة المنهج الوصفي النوعي والبحث في أداة رئيسية للبحث. تقنية جمع البيانات المستخدمة الملاحظة والمقابلة وثائق مع تقنيات التثليث لاختبار صحة البيانات. تحليل البيانات

باستخدام مايلز وهوبرمان نموذج هو خفض البيانات، وعرض البيانات والاستنتاج.

أظهرت النتائج ما يلي: (1) مفهوم استراتيجية التعلم في الهواء الطلق في تشكيل الطلاب في بناء الشخصية لفصل الأول في المدرسة الابتدائية الإسلامية السلام مالانج من خلال أنشطة مختلفة، واحدة منها هو يوم صاحبة المشروع الذي يهدف إلى إنشاء الطابع المشاريع منذ الطفولة، (2) تنفيذ استراتيجية التعلم في الهواء الطلق في تشكيل شخصية لفصل الأول في المدرسة الابتدائية الإسلامية السلام من خلال اليوم رجال الاعمال الذي عقد يوم السبت، 07.00. تم هذا النشاط في سد إسلام سلام مالانج. في هذا النشاط بعض طلاب الصف بمثابة الباعة والطلاب من فئات أخرى كما المشترين. يتم تحديد دور البائع والمشتري في الموعد المحدد. طلاب يبيعون مجموعة متنوعة من الأطعمة والمشروبات المصنوعة في المنزل الذي أدلى، (3) نتائج يوم السوق، وإنشاء مدونة روح المبادرة لدى الطلاب. شخصيات صادقة، والعمل الجاد المستقل، واثق، وخالقة.

## CHAPTER I INTRODUCTION

### A. Background of Study

The evolution of the times from agricultural era to the industrial era was followed by the era of information and communication has made human activity becomes easier once the competition getting tougher in life. Many discoveries that support human activities and work patterns, the patterns become easier and more efficient. As discoveries in the field of information and communication such as the internet, email, laptops, and much more. Meanwhile globalization has also directed toward human lifestyle consumerism and hendonisme style.<sup>2</sup>

Indonesia is currently facing the challenges of globalization, this is a tough challenge for the Indonesian people themselves. Key to the success to address these challenges lies in human resources (HR) is a reliable and character. Therefore the quality of the man himself must be better prepared.

Now the Indonesian nation is facing the challenges of globalization, where the impact of globalization is a change in the character and lifestyle of its people. Change the character in question have a negative impact because it resulted in a shift in moral values and significant improvements in the reality of life, both personal, community, or nation. Many Indonesian children who received the changes due to

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<sup>2</sup> Barnawi dan Mohammad Arifin, *Schoolpreneurship : Membangkitkan Jiwa & Sikap Kewirausahaan Siswa* (Jogarta : Ar-Ruzz Media, 2012), p.19.

globalization categorically without filtering it first. This leads to a loss of identity and character of the people in the community. The children of the nation would rather imitate foreign cultures that are considered more modern, such as how to dress that mimics the western artists, eat fast food, to be individualistic, and other behaviors that do not fit with the character of the Indonesian nation.

On the other hand, a phenomenon of globalization is increasingly harsh competition soul. It also requires us, especially the young generation in order to compete with other countries. Of course, the nation possessed character will be a strong foundation for the younger generation. By having a character such as honesty, discipline, hard work, independent, and creative young generation is expected to be successful in this globalisasi era. Because it has the entrepreneurial character as above be one key to success in the face of global competition.

Have an entrepreneurial spirit in the globalization of competition is needed. As we know in public life, many students or students who after graduation is difficult to find a job, this is because the number of applicants to jobs that are not comparable and ultimately caused the high unemployment rate in Indonesia. However, if the child is equipped with the character of early entrepreneurial so they can create their own jobs. Of course this is a good impact on the Indonesian economy

Building or embed characters in children is the responsibility of parents and teachers in schools Parents are the first educators for children

have a very important role in providing basic character education as a child in the future. But the character of education affairs is also not free from the intervention of a teacher. Education not only talk about science, but also the problem of moral or character education. Based on the Law of the Republic of Indonesia number 20 of 2003 on National Education System stated purpose pendidikan "Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, Independent, dan menjadi warga negara yang demokratis serta bertanggung jawab".<sup>3</sup>

Judging from the national education goals it can be seen that this aspect of the character is closely related to education. For the establishment and development of a child's character can not be ignored. Schools that have contributed substantially in the process of the formation of character should have the right strategy, interesting and fun for students.

Here teachers are important in building the character of personnel at the school. Most of the interactions that occur in the school is the interaction between students and teachers. Either through a learning process akademic curricular, and extracurricular. Teachers' understanding

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<sup>3</sup>Mohammad Fadillah & Lilif Mualifatul Khorida, *Pendidikan Karakter Untuk Anak Usia Dini* (Jogjakartaa: Ar-Ruzz Media, 20113), p 24..



of the importance of character education will determine the successful implementation of character education in schools.<sup>4</sup>

Today, school face enormous challenges in educating all of the young people in their charge. In addition to providing youth with basic academic knowledge and skills, and promoting their character development, schools have increasingly been called upon to play a primary role in helping to solve a variety of social problems among youth. Although, historically, schools have always had responsibility for both academic and character development, the sheer number of areas to be addressed in the curriculum today may seem overwhelming. A duty for teachers for a diverse range of knowledge, skills teacher, creative, innovative, and much more. Including the ability to understand a variety of learning strategies. Teachers are required not only to use the learning strategy, but must always use or develop a variety of learning strategies so that the learning process does not run with the monotony. Often teachers are using methods lectures, discussions and Q & A This resulted in students easily bored and reluctant to accept the lesson.

On development, the traditional teaching strategy was felt to be able to explore the greatest potential students, does not develop children's creativity, learning effectiveness is not achieved, and students feel bored and tired. Eventually students become lazy learning. As an indicator, we can see the results of traditional learning in graduate school in the country.

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<sup>4</sup>Zubaedi, *Desain Pendidikan Karakter : Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*, (Jakarta : Kencana Prenada Media Group,2012), p. 164.

The majority of them do not develop their creativity, not knowing the greatest potential, and tend to be pragmatic in an economic context. Who lived in the school education in long duration, such as does not affect the formation of character, skill, mental, moral, and social dedication.<sup>5</sup>

In the learning process will be seen how the characters owned by learners. Whether it is consistent with the character of our people or the character that has been mixed by foreign cultures into the country of Indonesia. Characters will only be a discourse, if not exactly its delivery to students. So, we need the right strategy so that the character can actually form as expected. The learning process is not just limited to the classroom. Learning a cool, fun and not bored is expected by the student's learning. Learning to remove environmental approach saturation and create a love of the environment within the students. The environment created around a child that age is an environment that can stimulate children to explore everything around them. Environment can provide a good stimulus for the development of children's creativity. Equal opportunity is given to the child to explore the environment around them provide a new idea for them to develop the creative potential they have.<sup>6</sup>

There are two (2) ways to use the environment as a source of teaching or learning. First, bring learners in the environment and society for the purpose of the lesson (outdoor study, field trips, service projects,

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<sup>5</sup>Jamal M'mur Asmani, *7 Tips Aplikasi PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan) Menciptakan Metode Pembelajaran yang Efektif dan Berkualitas* (Jogjakarta : DIVA Press, 2011), p. 6.

<sup>6</sup>Yeni Rahmawati dkk, *Strategi Pengembangan Kreativitas Pada Anak Usia Taman Kanak-Kanak* (Jakarta : Kencana Prenada Media Grup, 2010), p. 49.

school camping, interviews, surveys). Second, bringing the resources of the community learning classes for the sake of learning (resources persons, objects, such as exhibitions or collections).<sup>7</sup>

The concepts of student learning and the surrounding environment can be easily controlled through concrete observation. The positive impact of the implementation of the environmental approach that students can be encouraged attitude of curiosity about something that exists in a given environment.

In accordance with the stages of child development in the natural surroundings that approach is more effective when applied to students SD / MI, because students SD / MI is still in the stage of concrete operations, the ability to think logically, they can think systematically to achieve problem solving. At this stage the problems it faces is the concrete problem. So the child will better understand when a child can see something concrete.<sup>8</sup>At this time, the lesson is still meaningful school. During the student's learning in school education is rarely in direct contact with nature-oriented life around. So children have to deal with something tangible to children understand what is around.

The environmental factors are more influential in terms to build habits, personality, attitudes, values, and so on. The environment is something that exists outside the individual. The teaching environment is everything that can support the teaching itself can be used as a learning

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<sup>7</sup>Ahmad Rohani, *Pengelolaan Pengajaran* (Jakarta: PT. Rineka Cipta, 2004), p. 19.

<sup>8</sup>Suyono and Hariyanto, *Learning and Teaching: Theory and Basic Concepts* (Bandung: PT. Youth Rosda paper, 2011), p. 82.

resource. Not just teachers and textbooks that can be used as a learning resource. Many things can be learned outside of environmental in nature or class, so the child's knowledge is not limited to the knowledge of the teacher or just the textbook.

In connection with the use of the environment, school should enable to take advantage of the surrounding environment to be involved in the learning process. utilizing optimal environment by greatly assist teachers in developing learning strategies. Free natural atmosphere is still beautiful, fresh and clean also may encourage the involvement of students in the following study, both physically, mentally, emosiaonal, as well as the spiritual. Use of the environment can also add to the excitement for students, as befits the development of young children love to play in the wild. This situation will support the effectiveness of the learning process.

In connection with the researchers to see the unique way of in SD Islam As Salam Malang, use of outdoor learning strategies in the learning process. Outdoor learning activities that are the focus of research is on market day activities. In the outdoor learning process is performed also in the process of building the character of the students, especially the character that reflects an entrepreneur is an honest character, discipline, hard work, independent and creative. Because the school wants to introduce and build entrepreneurial character early on.<sup>9</sup>Students will be closer to the surrounding environment, have an attitude of caring and love

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<sup>9</sup> Sdiassalam, *Jadi Entrepreneur Cilik* (<http://sdiassalam.sch.id/?p=400>, diakses 10 November 2016 jam 20.30 WIB)

for nature. Other characters will also be more easily formed with outdoor learning.

## **B. Focus of Research**

1. How is the concept of outdoor learning strategy to build characters in students class IB SD Islam As Salam Malang?
2. How is the implement of outdoor learning strategy to build characters in students class IB SD Islam As Salam Malang?
3. How is the results of the outdoor learning strategy to build characters in students class IB SD Islam As Salam Malang?

## **C. The Objectives of Research**

1. To describe the concept of outdoor learning strategy to build characters in students class IB SD Islam As Salam Malang.
2. To describe the implement of outdoor learning strategy to build characters in students class IB SD Islam As Salam Malang.
3. To describe the results of the outdoor learning strategy to build characters in students class IB SD Islam As Salam Malang.

## **D. Significances of Research**

### **1. Theoretical Benefits**

- a. To broaden the knowledge of learning strategies outside the classroom (outdoor learning) in building the character of students.

- b. Expected to discover the principles and concepts related to outdoor learning strategies in building the character of elementary school students.

## 2. Practical benefits

### a. School

- 1) As information and knowledge about the strategy of learning outside the classroom in an effort to build student's character class IB SD Islam As Salam Malang.
- 2) As a guideline for improving learning outside the classroom strategies to shape the character of the students.

### b. Teacher

- 1) As a guideline for optimizing the learning strategies
- 2) Improving teachers' creativity to create interesting learning.

### c. Student

- 1) Help students be more motivated to learn and to cultivate positive characters in themselves, because it can learn with a nice atmosphere outside the classroom.
- 2) Students more close with the natural surroundings as well as care for the environment.

### d. Researcher

Add insight, experience, and knowledge that are essential for the formation of the character of the students in the future.

### **E. The Limitation of Research**

Due to the limitations of time and look at the many outdoor activities in SD Islam As Salam Malang, the researchers only focused on one activity that is 'market day'. Besides the character is meant entrepreneurial character that includes an honest, confident, independent, hard work and creative.

### **F. Originality of Research**

The originality of the study presents the similarities and differences that will be examined in studies that have been studied by previous researchers. It is intended for avoiding the repetition of the same researchers.

First, a study done by Naimatun Nisak in 2014 in Nature SD Ar Rohmah Malang with the title "Pemanfatan Lingkungan Sebagai Media Pembentuk Karakter Siswa di SD Alam Ar Rohmah Malang". Similarities between the research to be conducted by this research is the formation of a character on the student done by utilizing the external environment outside the classroom or school and focusing on market day activities. There is also a difference is if the research environment as a medium, it is the research that will be done is discuss about strategies<sup>10</sup>,

The second study is a study conducted by Rezita Anggriani, 2015 entitled "Strategi Guru dalam Pembentukan Karakter Siswa menurut

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<sup>10</sup>Naimatun Nisak, *Pemanfatan Lingkungan Sebagai Media Pembentuk Karakter Siswa di SD Alam Ar Rohmah Malang* (Skripsi S.Pd Malang : UIN Malang, 2014)

Kurikulum 2013 di Kelas 4 Madrasah Ibtidaiyah Nurul Huda Ngadirejo Kota Blitar" as for the formulation of the problem in this research are: (1) How is the strategy of teachers in building the character students according to the curriculum in 2013 at grade 4 MI Nurul Huda Ngadirejo Blitar City? (2) What is the impact of strategies that teachers in the character formation of students according to the curriculum in 2013 at grade 4 MI Nurul Huda Ngadirejo Blitar City? (3) How supporting factor and strategies of teachers in building the character of students according to the curriculum in 2013 at grade 4 MI Nurul Huda Ngadirejo Blitar City ?. The second equation of this study was to discuss about strategi teachers in building the character, but the research will be carried out the strategy to be used is already clear that the strategy of outdoor learning, other difference is in the study of character formation based on the curriculum in 2013, while research to be conducted formation entrepreneurial character.<sup>11</sup>

Another study conducted by Arieny Mustikawati 2015 with the title "Program Market Day Sebagai Sarana Menumbuhkan Jiwa Kewirausahaan siswa SDIT Luqman Al-Hakim Internasional, Banguntapan, Bantul, Yogyakarta". The formulation of the problem in this research are: (1) How is market day program SDIT International Luqman Yogyakarta. (2) What is the role of market day program in fostering the entrepreneurial spirit of students SDIT Luqman Internasioanal Yogyakarta. (3) How urgency market day program in fostering the

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<sup>11</sup>Rezita Aggraini, *Strategi Guru dalam Pembentukan Karakter Siswa menurut Kurikulum 2013 di Kelas 4 Madrasah Ibtidaiyah Nurul Huda Ngadirejo Kota Blitar* (Skripsi S.Pd. Malang, UIN Malang, 2015)



entrepreneurial spirit of students SDIT Luqman Internasioanal Yogyakarta. These research equation to study author discusses lakukan is market day activities and the establishment of entrepreneurial character. As for the difference lies in the formulation of the problem.<sup>12</sup>

**Table 1.1 Originality Research**

No	Judul/Penulis	Persamaan	Perbedaan	Orisinalitas
1	Pemanfaatan Lingkungan Sebagai Media Pembentuk Karakter Siswa di SD Alam Ar Rohmah Malang (Naimatun Nisak, 2014)	Doing outdoor activity	The characters will be build	The research will be, the researcher will discuss about strategy outdoor learning to build student's character. Include discuss about how the concept, implementation
2	Strategi Guru dalam Pembentukan Karakter Siswa menurut Kurikulum 2013 di Kelas 4 Madrasah Ibtidaiyah Nurul Huda Ngadirejo Kota Blitar (Rezita Anggraini, 2015)	Discuss about strategy what will use the teacher	Inthis research, characters will be build depend on curriculum 2013	and the result of outdoor learning strategy to build student's character. Outdoor strategy in this research will focus on market day activity. And the characters are honest, confident, independence, hard work, and creative.
3	Progam Market Day sebagai Sarana Menumbuhkan Jiwa Kewirausahaan siswa SDIT Luqman al-	Build entrepreneur character through market day activity	Focus research what will be discuss	

<sup>12</sup>Arieny Mustikawati, *Progam Market Day Sebagai Sarana Menumbuhkan Jiwa Kewirausahaan siswa SDIT Luqman al-Hakim Internasional Banguntapan, Bantul Yogyakarta* (Skripsi S.Pd Yogyakarta, UIN Yogyakarta, 2015)

Hakim Internasional Banguntapan, Bantul, Yogyakarta. (Arieny Mustikawati, 2015)			
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### G. The Term Definition

1. Outdoor Learning strategy is activities outside the classroom or in the school environment, its activities can be: playing in the school environment, parks, settlements and activities that are adventurous, as well as to develop aspects of the relevant knowledge.
2. Character is a trait, nature or characteristic of a person who was as distinguishing between one person to another.
3. Market Day is one of the trading activities undertaken by students is usually done once a week. This activity aims to foster the entrepreneurial spirit since childhood.

### H. Systematics Discussion

In the discussion of an issue must be based NII framework of thinking is clear and orderly. This Propoal serve as a framework for discussion of some of the chapters referenced in thinking systematically.

Adpun systematic discussion as follows:

#### Chapter I Introduction

Introduction is the first chapter that introduce the reader to be able to read why the research was conducted, what is examined in this study.

This introductory chapter contains several things: (1) the background of the problem (2) the focus of the study (3) research purposes (4) the benefits of research (5) runag scope or boundary problem (6) originality peelitian (7) definition of the term (8) systematics discussion

## **CHAPTER II Literature**

Study of literature as a handle and theoretical reference that serves as a reference in theory for doing research. In this literature review section will discuss the learning outdoor Strategy Definition, Characters and Strategies in the formation of character

## **CHAPTER III Research Methods**

The research method in this chapter contains a description of the approach and the type of research, data and data sources, data collection techniques, data analysis, checking the validity of data and research procedures.

## **CHAPTER IV Exposure Data and Research Finding**

This chapter presented a description which consists of a general overview of the background research, research data exposure, and research findings. Exposure data contains descriptions description data relating to the variables or the data used to answer the problem formulation.

## **CHAPTER V Discussion**

This chapter contains a discussion of the results of the study, include: the concept of outdoor learning strategy, the implementation of

outdoor learning strategy, and the results of outdoor learning strategy to build student character class IB SD Islam As Salam Malang.

#### **CHAPTER VI Conclusion**

This chapter is the last chapter of the thesis and contains two things, the conclusion of which contains a summary of all the research that has been described in Chapter IV. And then the suggestions.



## CHAPTER II LITERATURE

### A. Strategy of Learning

#### 1. Understanding Learning Strategy

According to Kemp, that learning strategy is a learning activity that must be done teachers and students so that learning objectives can be achieved effectively and efficiently.

Quoting from J.R David, mentioned that in learning strategy there is a planning. It's mean, that the strategy is still basically a conceptual of the decision to be taken in an implementation of learning.<sup>13</sup>

According to Nana Sudjana said that the teaching and learning strategy is an action plan to implement teacher learning, meaning and keeping teachers' efforts in using teaching variables (objectives, methods, tools, and evaluation) in order to influence students to achieve the goals set. Thus the teaching and learning strategy is a real effort of teachers in teaching practice is considered more effective and efficient or politics and tactics that teachers put into practice in the classroom teaching students.<sup>14</sup>

Learning strategy can be defined as well as the ways that will be selected and used by a teacher to deliver learning materials that will allow learners to receive and understand the learning material that

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<sup>13</sup>Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta : Kencana Prenada Media Group, 2007), p. 126.

<sup>14</sup> Sunhaji, *Strategi Pembelajaran* (Yogyakarta : Grafindo Litera Media,2009),p.1

eventually learning objectives can be mastered at the end of the learning activities.<sup>15</sup>

Use of strategies in teaching and learning is an action plan including the use of methods and utilization of various resources for learning. In the selection of the strategy carried out by considering the circumstances, learning resources, needs and characteristics of students faced in order to achieve certain learning.

Preparation of learning strategies geared to achieve certain goals. Therefore, the determination of strategies need to be formulated clear objectives that can be measured its success, since the purpose is the spirit in the implementation of a strategy.

By having a strategy, a teacher will have guidelines in action during the learning process takes place. So that teaching and learning can take place in a systematic, targeted, and effective.

## **2. Criteria to Choosing Learning Strategy**

Selection of learning strategies that will be used in the learning process should be oriented around learning objectives to be achieved. Furthermore, it should be adapted to the type of material, the characteristics of the students, as well as the circumstances in which the learning process will take place.

Mayer convey some of the criteria that can be used in selecting a learning strategy, as follows:<sup>16</sup>

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<sup>15</sup> Hamzah B. Unno, *Model Pembelajaran (Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif)* (Jakarta : PT Bumi Aksara, 2009),p..2

a. Goal-oriented learning

Type what behaviors are expected to be achieved by students. For example, arrange the chart learning analysis. It's mean the method most closely match by TPK is a workout or practice immediately.

b. Select learning techniques in accordance with the skills expected to be held when the work later. For example, when working, the students are required to be good at computer programming. Means the most likely method is practical and analytical digunakan case / problem solving (problem solving).

c. Use of instructional media as much as possible to giving out the sensory stimulation to the learners. That is, in units at the same time learners can perform physical activity or psychological. For example, using an overhead projector. In explanation a chart, it's better than just a teacher using an overhead projector cerama, because the use OHP enable learners as well as to see and hear the teacher's explanation.

There are several strategies that can be used by teachers, but not all are equally effective in achieving the learning objectives. teacher needed creativity in choosing learning strategies.

## B. Indonesia Curriculum Education

Etymologically, the curriculum comes from the Greek, 'carier', wich mean the runners and 'curare', wich means the race. Thus, the term

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<sup>16</sup> Ibid, p.8.

curriculum is derived from the world of sports in the days of Ancient Rome in Greek, which implies a distance that must be taken by runners from the starting line to the finish line.<sup>17</sup> Furthermore there are some definitions of the curriculum proposed by some experts. Syaodih asserts that curriculum covers all learning, activities and experiences of the students with the guidance from the school both inside and outside the classroom. Wayne also confirms that curriculum is defined as all the planned learning space given to students by educational institutions and experiences processed by students when the curriculum is implemented.<sup>18</sup>

Since 1945, the curriculum has changed several times, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013. The development of the curriculum can be mapped into six periods, namely: (1) Curriculum 1975; (2) Curriculum 1986; (3) Curriculum 1994; (4) Curriculum 2004; (5) School based curriculum (SBC) which refers to National Education Standards and (6) Curriculum 2013.

So, Indonesia uses Curriculum 2013 in that time. In general, Curriculum 2013 contains four elements of change. They are (1) Standard of graduate competencies, (2) standard of content, (3) standard of learning processes, and standard of assessment.<sup>19</sup>

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<sup>17</sup>C. Rudy Prihantoro, *The Perspective of Curriculum in Indonesia on Environmental Education, International Journal of Research Studies in Education*. Volume 4 Number I, 77-83. January 2015

<sup>18</sup>*Ibid*

<sup>19</sup>Kemendiknas, *Kurikulum 2013 Pendidikan Dasar dan Pendidikan Menengah*



The common thread in curriculum 2013, that can be used for the curriculum development is the standard of processes. Standard processes that was initially focused on the exploration, elaboration, and confirmation is changed to observing, questioning, processing, presenting, summarizing, and creating. In addition, learning processes does not only happen in the classroom but also can happen outing class or school environment.

### **C. Outdoor Learning**

#### **1. Definition of Outdoor Learning**

The learning process can occur anywhere, inside or outside the classroom, even outside of school. The process of learning is done outside the classroom or outside the school, has a very important meaning to the development of students, because the learning process can thus provide hands-on experience to students, and hands-on experience allows the subject matter will be more concrete and tangible, which means the learning process will be more meaningful.<sup>20</sup>

The 'environment' in which we find ourselves can impact on us differently. Environment means any space-room, corridor, forest, field, street, etc. For example going underground on the London underground is experiencing a different environment, but some of us like it, some of us do not. Ask any group and there will be some who enjoy the brilliance of the

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<sup>20</sup> Husamah, *Pembelajaran Luar Kelas Outdoor Learning* (Jakarta: Prestasi Pustaka Karya, 2013), p. 19.

underground system of getting you from point a to point b, the hustle and bustle, the variety of people. Others will describe the fear it instills, the hatred of being cooped up, of being in close proximity to others. This is one environment, but it impacts on people differently. Likewise being in the outdoor area can impact on children differently, they can behave differently and do different things and sometimes an environment can have a greater impact on some children more than others<sup>21</sup>.

The learning process is learning outdoor use environment learning media. The environment is very influential in the growth and development of children. In the approach to the environment means getting students to study abroad in the field of learning topics. Environmental approach is an interaction that stem from the relationship between physical development with the surrounding environment.<sup>22</sup>

Specifications for outdoor learning area flexible enough performance cater to individual needs and a minimum prerequisite and is expected to incorporate considerations of location, size, fencing, terrain, surface and shade. Outdoor space must be easily accessible from indoors to minimize the possibility of accidents when children passed from the inside out, or otherwise break room or locker children placed close with an outdoor area.<sup>23</sup>

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<sup>21</sup>Helen Bilton, *Outdoor Learning in the Early Years : Management and Innovation* (London : Routledge Taylor&Francis Group,2010) p. 32

<sup>22</sup>I Husamah, *Pembelajaran Luar Kelas Outdoor Learning* (Jakarta: Prestasi Pustaka Karya,2013), p..19

<sup>23</sup> Rita Marina, *Pengolaan Lingkungan Belajar* (Jakarta: Prenada Media Group,2010), p.109

These ways of thinking about outdoor education begin to reflect great diversity. Some of these differences are explained when looking at the setting in which outdoor education takes place. For example, teachers in an inner city school may want to make use of their school grounds, or nearby park or woodland, to pursue learning outcomes. Equally, teachers may have access to rural areas and pursue learning outcomes in wilder nature. If a teacher is trained in adventurous activities then she may want to pursue learning outcomes through these means in either urban or rural settings.

The outdoors is the ideal environment for experiential learning, because it offers unique opportunities to be creative, to move around, to be noisy and to take risks. The outdoors is full of special stimuli such as weather, sounds, smells and textures which can enrich and enhance a child's learning environment. Being outdoors enhances all aspects of children's development: social, physical, creative, cultural and personal. Children with these skills well-developed are better able to learn and to retain that learning<sup>24</sup>.

Learning a variety of outdoor-based activities, the environment around us can take advantage of committing the kinds of activities. One of outdoor learning strategy is market day activity.

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<sup>24</sup> Foundation Phase Outdoor Learning Handbook p.2

## 2. Outdoor Learning Objectives

The reason of teaching and learning activity doing outside the classroom not only because feel unhappy learning in the classroom or feel bored studying in a closed room. However, learning activities outside the classroom have the main objectives to be achieved in accordance with the ideals of education. In general the educational goals to be achieved through learning activities outside the classroom or in the school environment is as follows:<sup>25</sup>

- a) Directing students to develop their talents and creativity of the widest in the open. In addition, the teaching and learning activities outside the classroom also aims to provide a space for them to develop their personal initiative.
- b) Teaching and learning activities outside the classroom aims at providing background (setting) a means for the formation of the mental attitude of the students. I.e., they are expected not "nervous" when faced with the reality that must be faced.
- c) Raising awareness, appreciation, and understanding of students about the environment and how they can build a good relationship with nature.
- d) Help float all the potential of each student to be a perfect human being, which has a development body, mind, and spirit perfectly.

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<sup>25</sup>Adelia Vera, *Metode Mengajar Anak di Luar Kelas (Outdoor Study)* (Jogjakarta: DIVA Press,2012), p. 21.

- e) Providing context in the process of introducing life social the level of practice (reality on the ground). In this case they will have ample opportunity to directly feel things have been understood in theory (subjects)
- f) Creating awareness and understanding of students how to respect nature and the environment, as well as the coexistence amid differences in ethnicity, ideology, religion, politics, race, language, and ect.
- g) Introduce various activities outside the classroom to make learning more creative
- h) Gives time as possible for students to learn from experience by directly through free implemnetasi school curriculum in different areas.
- i) Utilize the resources that come from the environment and surrounding communities for education
- j) So that students can understand the optimum use of all subjects. In other words, if the lesson is only delivered in the classroom, the students' understanding of these subjects less.

To achieve the main objectives of learning activities outside the classroom a teacher still plays a very important in conditioning the reaction or response of students, as teachers teach students in the classroom. And teachers are responsible to read the situation and condition of the students. Thus, if the learning activities outside the classroom is not

controlled then the teacher must be able to create an atmosphere that is conducive to teaching and learning process beyond the classroom.<sup>26</sup>

### 3. Steps Usage Environment as Outdoor Learning

In planning for outdoor learning learning teacher must have careful planning. Without careful planning learning activities students will be difficult, so the learning objectives are not achieved and the student can not perform the expected learning activities.

There are several steps that must be taken into use as an outdoor learning environment, which is preparatory step, implementation, and follow up.

#### a) A Preparatory Step

There are several procedures that must be taken at these preparatory steps, among others: 1) In connection with the discussion of a specific subject areas, teachers and students find learning objectives expected, the students can be obtained relating to the use of the environment as a source of media and learning resources. For example, students can explain the work process hydroelectricity or students can explain the sub-district level governance structures. 2) Determine the object to be studied or visited. In defining the object of the visit should be noted the relevance of the learning objectives, then reach such close enough and cheap journey, do not require a long time, the availability of learning resources, security for students to learn as

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<sup>26</sup> Ibid, hlm.26

well as allow it to be visited and studied by students. 3) Determine how student learning at the time of the visit. For example, note what happened, observing a process, ask questions or interviews with officials and what to ask, depicts or describes the situation in the form of maps, sketches, and others. Besides, it helps the students were divided into groups and each group was given a special assignment in learning activities. 4) Teachers and students prepare application for a permit to enable them get permission to visit the object you want to jump. It is important for officers there to prepare materials in need. 5) Technical preparation used for learning activities, such as the rules on travel and destination, learning equipment to bring, also prepared questions to be asked, supplies (food, cameras) and supplies P3K. The preparation is made of teachers with students on study time.

b) Step Implementation

In this step is to conduct learning activities at the destination in accordance with the plans that have been prepared. Usually the learning activities begins with an explanation of the officers visited object in accordance with the demand that has been said before. In the explanation, the students can ask questions through their group so that time can be more careful. Record all the information obtained from these explanations. Once the information given by the officer, the students with the guidance of the officer saw and observed the object being studied. Students can ask questions or also to practice whenever

possible and record it. Next the students in the group discussing the results of his study, to better equip and understand the material being studied. End of the visit to thank the officers and leaders of the visited objects.

It is to be noted, if the object of the visit its free and there is no need officers who accompanied him, like a tent, studying the social environment, learning in the garden dantaman, studying in the yard of the school or studying in the open more, then the students directly study the object of study or melakuka activity as directed by the teacher (who had also contained in the lesson plan / RPP).<sup>27</sup>

c) Follow up

Follow-up of learning activities above are classroom activities to review and discuss the results of the environmental study. Each group was asked to report its results to be discussed together. Teachers can ask impressions obtained by the students of the learning activities

#### 4. Advantages of Outdoor Learning Learning

The concept of learning by using the environment has several advantages, there are:<sup>28</sup>

- a) Learners are taken directly to the world that konkert on understanding the concept of learning so that students can not only imagine material.
- b) So that the environment can be used whenever available everytime, but depending on the type of material being taught

<sup>27</sup> Ibid, hlm.15

<sup>28</sup> Hamzah B, *Belajar dengan Pendekatan PAIKEM* (Jakarta : PT Bumi Aksara,2011), , p.



- c) The concept of learning by using the environment do not cost as all have been provided by the natural environment.
- d) Easy to digest by the students because the material is presented in concrete terms.
- e) Students' motivation will be increased because students feel that learning atmosphere is different from usual.
- f) Comfortable condition allowing students do not feel bored.
- g) Make it easy to control the bad habits of some students.
- h) The learning process will not be monotonous.
- i) Students will be more flexible in thinking and tend to think of the material being taught karean material being taught has happened in plain sight.

The other benefits of outdoor learning are<sup>29</sup> :

- a) Their health and fitness benefit from running, jumping and skipping outside and using toys and equipment that cannot be used inside;
- b) They can experience nature at first hand - how the weather changes and how plants and animals react to the different seasons;
- c) Problem solving can relate to real experiences such as, how to move logs from one area to another;
- d) Children can experience aspects such as conservation and sustainability at first hand and develop a love of nature.

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<sup>29</sup> Foundation Phase Outdoor Learning Handbook p.5

## 5. Disadvantages of Outdoor Learning Learning

In its application, the concept of learning outside the classroom has several drawbacks anatra as follows:<sup>30</sup>

- a) More likely to be used for science or science pelajaran eye.
- b) Differences in environmental conditions in each region (lowland and high datarn)
- c) The change of season that led to changes in environmental conditions at any time.
- d) The onset of natural disasters.

The use of outdoor learning strategy has several advantages and disadvantages. Teachers should prepare activities as well as having alternative at any time when natural disasters or changes in uncertain conditions.

### D. Outdoor Learning Strategies For Building Character

Introducing values of life that make up the character can also be implanted through activities outside the classroom teaching. Planting the value of this model is more think about processing and cultivation of values through an activity for discussion and peel values of life.<sup>31</sup>

The advantages of this strategy is that the child will receive value through concrete experience. The experience will be more ingrained than just information that is monologue. This activity is more profound and

<sup>30</sup> Husamah, op.cit., P 147

<sup>31</sup> Zubaedi, op.cit, p. 245

encouraging children. This model requires creativity and understanding of children's needs in depth not only in the event only. Therefore, it takes compact and have the same perception.<sup>32</sup>

Based on the study the importance of building the following characters for children presented some ideas for activities that can be applied in the formation of character, especially the character of entrepreneurship for primary school age children, these activities include:<sup>33</sup>,

1. Observation

Observation is a field study conducted by collecting data based on the observations of an object or situation. Teachers can give assignments for students to observe places of businesses in the neighborhood, goods and services. Students are required to observe how the number of employees, which goods are sold, how many goods can be sold in one day, and so on. For example, give each student the task, make observations in the salon, garage, restaurant and others. Students are asked to record some of the things found on the salon business. Students can conduct interviews with business owners, employees and even visitors.

With an assignment like this, students can obtain a lot of information and experiences on entrepreneurship. Moreover, this task

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<sup>32</sup> ibid

<sup>33</sup>Putri Rachmadyanti dan Vicky Dwi Wicaksono, *PENDIDIKAN KEWIRAUSAHAAN BAGI ANAK USIA SEKOLAH DASAR*. Prosiding Seminar Nasional Inovasi Pendidikan Inovasi Pembelajaran Berbasis Karakter dalam Menghadapi Masyarakat Ekonomi ASEAN. Jurnal fkip uns, Universitas Negeri Surabaya. 2016

can train students from elementary social aspect, because the child will interact with others to obtain data about the process of running a business, how the process of starting a business, service to visitors, visitor comments, and other matters.

## 2. Study tours

The children can be invited to travel to work or visit the shopping areas, or places of production of goods or services. For example, children are invited to visit the factory of making sausage, baking, or producer-manufacturer of craft products to be exported abroad. Work experience like this will be a memorable experience for the children, because they can immediately know how the process of making these goods and services. Being interested and impressed, is expected to give motivation to the children so that later can open up a useful employment and foster the entrepreneurial spirit in children. Before perbuilding good works would travel teachers and teachers need preparation, both in terms of tool materials, costs, and time.

## 3. Market day

Market day is like a bazaar or exhibition activities organized by the school, where there are students who make and sell their works which are usually held in any one month or according to school policy. This activity is carried out by students from production, distribution and consumption. This activity begins from the provision of duty and responsibility to the students to makestuff good or scraft that applies

the principles of entrepreneurship. This activity can be organized in groups. This means that the student and his group creates the idea of making products using the principle of adding value to or benefit from an item. For example, students made craft of patchwork, of bottles, stick ice cream and others are converted into other forms of interesting and useful stuff. Then the students were given to sell or offer their products in the event that *diberinama* market day

Other students and teachers become responsible consumers. Teachers also have an obligation to continue to control the market day and instill the value of purchase in accordance Shari'ah religion. In this event, the schools could invite parents to participate as consumers. This was done as a form of appreciation for the activities carried out by the students.

## **E. Character**

### **1. Understanding of Characters**

The word character comes from a Greek word meaning *to mark* (menandai) and focuses on how to apply the value of goodness in the form of action or behavior<sup>34</sup>, While the Indonesian Dictionary, it is written that the character is, “tabiat, watak, sifat-sifat kejiwaan, akhlak, atau budi pekerti yang membedakan seseorang dari yang lain”.

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<sup>34</sup>Weyne dalam Tuhana Taufiq Andrianto, *Mengembangkan Karakter Sukses Anak di Era Cyber*(Jogjakarta : Ar-Ruzz Media,2011) p 17

The character, in terms of the structure of the natural anthropology, is something that can be changed. For that, it is necessary to distinguish between the character as they are seen (character as seen) and character as experienced (character as experienced).<sup>35</sup>

The terms of "karakter" and "kepribadian" or "watak" is often used vary but Allport shows that "watak" mean normative and that he also said that *character is personality evaluated and personality is character devaluated*.<sup>36</sup>

Other, character is the nature of the human mind that affect all thoughts and actions. Some people interpret that character synonymous with personality. This character is narrower than the personality and is only one aspect of personality as well as temperament. "watak" and "karakter" with regard to the tendency of individual behavior assessment based on moral standards and ethics.<sup>37</sup>

Hermawan Kertajaya said that the character is "characteristic" which is owned by an object or individual. The distinctive feature is the "original" and rooted in the personality or the individual objects. And this distinctive will be remembered by others about a person and as an assessment of likes or dislikes of that person.<sup>38</sup>

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<sup>35</sup>Ngainun Naim, *Character Building: Optimalisasi Peran Pendidikan dalam Pengembangan Imu & Pembentukan Karakter Bangsa* (Jogjakarta: Ar Ruzz Media,2012), hlm), p. 53.

<sup>36</sup>Abdul Majid & Dian Andayani, *Pendidikan Karakter Prespektif Islam* (Bandung: PT Remaja Rosdakarya,2012 p. 12.

<sup>37</sup> Ibid.

<sup>38</sup>M. Furqon Hidayatullah, *Pendiikan Karakter : Membangun Peradaban Bangsa* (Surakarta: Yuma Pustaka,2010), p. 13.

Scerenko said, define the character as attributes or characteristics that forming and make difference between other personal characteristics, ethical and mental complexity of a person, a group or a nation.<sup>39</sup>

Character can be defined as the value of building one's personal basis, formed by influence of heredity or environmental influences, which distinguishes it from other people, as well as manifested in attitudes and behavior in daily life.<sup>40</sup>

To some, having character simply means “following the rules.” If you do what you are asked (or told), avoid becoming involved with drugs or gangs, do your schoolwork and graduate from school, and find useful employment, then you have character. This certainly is relevant to character, but is far from sufficient. As understood here, character refers to a much broader constellation of attitudes, behaviors, motivations, and skills. It is more than simply avoiding involvement in socially undesirable behaviors. Character includes attitudes such as the desire to do one’s best and being concerned about the welfare of others; intellectual capacities such as critical thinking and moral reasoning; behaviors such as being honest and responsible, and standing up for moral principles in the face of injustice; interpersonal and emotional skills that enable us to interact effectively with others in a variety of circumstances; and the commitment to contribute to one’s community and society. Stated simply, character is the realization of one’s positive development as a person—intellectually,

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<sup>39</sup> Muchlas Samani & Hariyanto, *Konsep dan Model Pendidikan Karakter* (Bandung : PT Remaja Rosdakarya,2014), hlm.42.

<sup>40</sup> Ibid, hlm.43

socially, emotionally, and ethically. To be a person of good character is to be the best person that one can be.

It is important to strongly emphasize the social aspect of character. Having good character does not simply mean being competent as an individual. Good character also includes being committed to making positive contributions to one's community, and to promoting a democratic way of life based upon justice, equality, and respect for all people. Good character also does not mean always conbuilding to the status quo, but requires "breaking the rules" on occasion if demanded by conscience.

Referring to the various definition of character, then the character is a trait, nature or characteristic of a person who was as distinguishing between one person to another. And the formation of character can be caused due to hereditary or environmental factors.

## 2. Objective of Character Building

Narwanti mention that in building the character aims to establish the nation's tough, competitive, high morals, bertoleran, worked together, spirited patriotic, growing, dynamic, oriented science and technology that are all inspired by the faith and piety to God Almighty based on Pancasila.<sup>41</sup> The objectives of character building are:<sup>42</sup>

- a) Facilitate the strengthening and development of values so manifest in the behavior of children, either when the in the school and after graduate.

<sup>41</sup> Sri Narwanti, *Pendidikan Karakter* (Yogyakarta : Familia,2011), p.16.

Dharma Kesuma, Cepi Triatna dan Johar Permana, *Pendidikan Karakter Kajian Teori dan Praktis di Sekolah*, (Bandung : Remaja Rosdakarya, 2011), p. 11.



- b) Correcting the behavior of learners who do not correspond to the values that developed the school.
- c) Developing correction harmony with family and community responsibility for character education plays together.

The purpose of the formation of character also refers to the act of correcting behavior that is not in accordance with Pancasila into better behavior in order to create harmony in the family and society.

### 3. Function Character Formation

Several functions according Narwanti character formation, are as follows:<sup>43</sup>

- a) Development function, the function of the development of potential learners to be personally well-behaved and behave reflects the behavior and culture of the nation.
- b) Repair function, strengthen education gait nasioanal to be responsible for the development potential of learners more dignified.
- c) Filtering function, to filter their own national culture and culture of others that are inconsistent with the values and character of the nation's dignity.

The functions above are some of the functions of the formation of character and many other functions. With the functions mentioned above are expected to shape the character of a dignified nation in accordance

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<sup>43</sup> Sri Narwanti, op.cit., p.18

with the lofty ideals of the nation, realizing human capable of carrying the good name of the nation to be the best.

#### 4. Values Character

National education goals as a definition of quality that should be owned by every citizen of Indonesia, developed by various educational units at various levels and paths. National education goals includes a variety of human values which must be owned by citizens of Indonesia. Therefore, the purpose of national education is the most operational resources in the development of education and national character<sup>44</sup>,  
Description Value Value and Character Education:

- a. **Religious** : Attitudes and behaviors are obedient in carrying out the teachings of religion, the practice of religion tolerant of others, and live in harmony with other faiths.
- b. **Honest** : Behavior that is based on an attempt to make himself as one who always believed in words, actions, and jobs.
- c. **Tolerance** : Attitudes and actions that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who differ with him.
- d. **Discipline** : Measures indicating orderly behavior and comply with various rules and regulations.

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<sup>44</sup>Zubaedi, *Desain Pendidikan Karakter*. . . (Jakarta : Kencana Prenada Media Group,2012),, p 74.

- e. **Hard work** Behavior which shows an earnest effort to overcome various barriers to learning and assignments, as well as completing the task as well as possible.
- f. **Creative** : Thinking and doing something to generate new way or the result of something that has been held.
- g. **Independent** : Attitudes and behavior that is not easily dependent on others to complete tasks.
- h. **Democratic** : How to think, behave and act the same rights and obligations judging himself and others.
- i. **Curiosity** : Attitudes and actions are always working to find more depth and breadth of something that is learned, seen and heard.
- j. **Spirit of nationality** : How to think, act, and insight that puts the interests of the nation above personal interest and his group.
- k. **Love the country**: How to think, act, and do that show of loyalty, care, and a high appreciation of language, physical and social environment. Culture, economics, and politics.
- l. **Rewarding Achievement** : Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success.
- m. **Friendly** : The act of showing pleasure to talk, hang out, and cooperate with others.
- n. **Peace love** : Attitude, words and actions that cause others to feel happy and secure on the presence of himself.

- o. **Like to read** : Habits take time to read the various readings that provide the study for him.
- p. **Environmental care** : Attitudes and actions which seeks to prevent damage to the surrounding natural environment, and develop efforts to repair the environmental damage that has occurred.
- q. **Social care** : Attitudes and actions always want to give help to others and society membuthkan.
- r. **Responsible** : Attitudes and behavior of people to carry out their duties and obligations, which should be done to yourself, society, environment (natural, social, and cultural), country, and God Almighty.

##### 5. Character of Entrepreneurship

Before getting to know how the entrepreneurial character then we must first understand what the sense of entrepreneurship. Entrepreneurship comes from the Boston entrepreneur means intelligent people or gifted to identify new products, determine how new production, develop operations for the procurement of new products, market capitalization and regulate its operations.<sup>45</sup>

Geoffrey G. mentions the characteristics of an entrepreneur, as written in the table <sup>46</sup>

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<sup>45</sup> Sonny Sumarsono, Enterprise (Yogyakarta: Graha Science. 2013), p 2

<sup>46</sup> Ibid pp 5-6

**table 2.1**  
**Entrepreneurial Character**

<b>Watak</b>	<b>Ciri – ciri</b>
Percaya diri	Keyakinan, mandiri, optimis
Berorientasi pada tugas dan hasil	Kebutuhan untuk berprestasi, berorientasi laba, ketekunan, dan ketabahan, kerja keras, energik dan inisiatif.
Pengambilan resiko	Kemampuan untuk mengambi resiko yang wajar dan tantangan
Kepemimpinan	Perilaku sebagai pemimpin, bergaul denan orang lain, menanggapi saran dan kritik
Berorientasi ke masa depan	Pandangan ke depan, prespektif

Based on the above characteristics can be taken a couple of characters that correspond to the values of entrepreneurship for children. That is the character of an honest, independent, confident, hard work and creative.

## CHAPTER III RESEARCH METHODS

### A. The Approach of Research and Type

This research generally aims to find out how outdoor learning strategy build character in students class IBSD Islam As-Salam Malang. Because this study was to understand the phenomenon that occurs naturally and to be presented naturally and what the approach is used mainly in this study is a qualitative approach.

Qualitative research by Moleong is research that aims to understand the phenomenon of what is experienced by the subjects, such as behavior, perception, motivation, action, and others in a holistic manner and by way of description in the form of words and language, in a special context natural and by using various scientific methods<sup>47</sup>,

The type of research is descriptive qualitative research through participation observation passive, the researcher come on the observed activity, but does not get involved in that activity<sup>48</sup>. This called descriptive qualitative because this research is aimed to describe the processing of data in the form of words, the general picture is happening in the field.

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<sup>47</sup> Lexy Moleong, *Metodologi Kualitatif* (Bandung : Remaja Rosdakarya, 2007) hlm 4), p 4

<sup>48</sup> Sugiono, *Metodologi Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2011) p.227

## **B. Presence of Researcher**

In this study used a qualitative approach, this part put forward the position of researchers in qualitative research is as planners, implementers, data collection, analysis, and data interpreter he eventually became a reporting research results.<sup>49</sup> Instruments other than humans (such as questionnaires, guidelines, interviews, observation and so on) can also be used but its function is limited to support research task as an instrument. So, the presence of the researcher is absolute.

The presence of researchers in the field, SD Islam As Salam Malang in order to obtain data or information that is as much about the actual data and trustworthy validity, then analyze the data and draw conclusions from the data analysis.

## **C. The Site of Research**

This study was conducted in SD Islam As Salam Malang in located on Jl. Bendungan Wonorejo 1A Malang. Shool is located inside the housing. Although not directly close to the highway, but the location of the school was easy to find.

School choosed researchers because it has an interesting strategy in the formation of character. One of them is the market day activity. Although there are several schools in Malang implementing similar activities, but in this school the results of market activity has been relatively successful.

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<sup>49</sup> Ibid., P 10

#### **D. Data and Data of Sources**

The data source is the source from which the data will be extracted. If dilihat in terms of the importance of the data, the data source can be divided into two kinds, namely primary and secondary data sources.

The data used in this study there are two (2) primary data and secondary data.

1. Primary data is live data collected by researchers from its first sources (informants). In this study, teachers, students and principal of SD Islam As Salam Malang are primary data. To obtain concrete data that researchers use interviewing techniques.<sup>50</sup>
2. Secondary data is data obtained from other parties not directly obtained from the subjects of the study investigators. In this case the researchers also obtained from books, archival sources and documents.<sup>51</sup>

#### **E. Collecting Data**

In qualitative research, data collection is done in a natural setting (natural conditions), the source of primary data, and more data collection techniques on participant observation (participan observation), in-depth

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<sup>50</sup>Sumanto, *Metodologi Penelitian Sosial dan Pendidikan* (Yogyakarta : Andi Offset, 1990), p. 47

<sup>51</sup>*Ibid*



interviews (in-depth interviews) and documentation<sup>52</sup>, In this case the researchers used data collection techniques as follows:

### 1. Observation

Regular observations interpreted with systematic observation and recording of the phenomena under investigation. Observations are divided into three types of participant observation, observation of overt and covert, and unstructured observation<sup>53</sup>, This type of observation used by researchers in this study is unstructured observation, that kind of observation that is not prepared systematically on what will be observed. In observing the researchers did not use instruments that have been standard, but only in the form of signs observation. Therefore, researchers can conduct a free observation, noting what is attractive, done some analysis and then make conclusions<sup>54</sup>,

Observations by the researchers is to see, examine and take records of matters related to the process of learning outside the classroom that can shape the character of fourth grade students of Islam As Salam Malang.

### 2. Interview

The interview is a technique the researchers used data collection to obtain oral testimonies through chatting and face to face with people who can give information to investigators.

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<sup>52</sup> Sugiyono, Educational Research Methods Quantitative Approach, Qualitative and R & D (Bandung: Alfabeta, 2011 Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung : Alfabeta,2011), p 225

<sup>53</sup> Sugiyono, op.cit., P 226

<sup>54</sup> Ibid, p 228

In this research, using the kind of unstructured interviews. Citing Beni, walkin interview structured interview is free, the researchers did not use the interview guides that have been arranged in a systematic and complete collection. Interview guides used only in the form outlines the issues to be questioned.<sup>55</sup>

Interviews conducted by researchers is the principal, teachers, and students. Interviews were conducted with a view to determine what kind of learning outside the classroom so as to form the character of the students.

### **3. Documentation**

Document is a record of events that had passed. Documents can be in the form of text, images, or the monumental works of a person. Studies document is complementary to the use of observation and interviews in qualitative research<sup>56</sup>,

In this study document to be used is the school curriculum, photos, and other written documents that are likely to support the completeness of the data needed by researchers

### **F. Data Analysis**

Analysis of qualitative data according to Bogdan and Biklen cited by Moleong are the efforts made by working with the data, organize data, pick it out into a unit that can be managed, synthesis, search and find

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<sup>55</sup> Ibid, p.192.

<sup>56</sup> Sugiyono, op.cit., P. 240.

patterns, find what is important and what is learned, and decide what can be told to others.<sup>57</sup>

According to Miles and Huberman, activity in qualitative data analysis performed interactively and continues over time through, so that the data is already saturated. Activity in the data analysis, namely:

1. Data Reduction

The data obtained from the field quite a lot, for it then it should be noted secara thorough and detailed. As noted, the longer researchers to the field, then the amount of data will be more and more complex and complicated. It is necessary for data analysis through data reduction. Data reduction means summarizing, choose the basic things, focus on the things that are important. Thus the reduced data will provide a clearer picture and facilitate researchers to conduct further data collection and look for it when necessary.<sup>58</sup>

2. Presentation of Data

Once the data is reduced, then the next step is displaying data or presenting data. In presenting qualitative research data can be presented in the form of a brief description, chart, relations between categories, flowcharts, and the like. The most often used in presenting the data in qualitative research is the narrative text.<sup>59</sup>

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<sup>57</sup>Lexy. J. Moleong, *Qualitative Research Methodology* (Bandung: Remajarsdakarya 2007), hlm.248.

<sup>58</sup>Sugiyono, *op.cit.* p.236.

<sup>59</sup>Ibid, p.249

### 3. Withdrawal Conclusion

The conclusion of qualitative research is a new finding that had not been there. The findings could be a description or gambaran an object that previously were dim so that after investigation may become apparent. Can be a clause or interactive relationship, hypothesis or theory.<sup>60</sup>

In early conclusions were found still provisional and will change if no strong evidence to support the next stage of data collection. But if the conclusion is found at an early stage is supported by evidence that reliable and consistent when researchers returned to the field to collect data, the conclusions expressed a credible conclusion.<sup>61</sup>

#### G. Checking Validity of Data

In the study, each case must be checked for validity findings, the research results can be accounted for truth and can be authenticated. As with the effort of checking the validity of the data from this study, researchers used a technique of triangulation and member checks

1. Triangulation is a checking technique, according Moleong validity of data utilizing something else, outside of the data for checking or as a comparison of this data<sup>62</sup>, Triangulation used in this study include:
  - a. Triangulation source, to test the credibility of the data is done data have been obtained through several sources.

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<sup>60</sup> Ibid, p.253

<sup>61</sup> Ibid, p. 252

<sup>62</sup> L. Lexy. J. Moleong, *Metodelogi Penelitian Kualitatif* (Bandung: Remajarosdakarya, 2007), p. 178

- b. Triangulation techniques, to test the credibility of the data were made by way of verifying data to the same source with different techniques. The technique used is the technique of interview, observation and documentation.
2. Membercheck, is the process of checking the data obtained by researchers to data providers. Membercheck purpose is to make the information or or data obtained and will be used in the writing of the report, according to what the purpose of data sources or informants.<sup>63</sup>

#### **H. Research Procedure**

In qualitative research there are steps or procedures that need to be done. The stages are:

1. Phase Pre-Courses

This stage is an early stage in the research, where researchers conducted observations to the place that will be the object of research, in this case SD Islam As Salam Malang. This stage is necessary so that researchers can get to know about the background of the research will be conducted. In this stage there are a few things done by researchers of which has obtained a permit to do research, find a picture of the object to be examined.

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<sup>63</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung : Alfabeta,2011), p 276

## 2. Research

The research phase is the core of a research activity because at this stage the researchers looked for and collect the necessary data. At this stage, the researchers conducted several activities, such as collecting data about the object of research through the documents of the school, then did an interview terhap teachers, principals and students, in addition to interviews the researchers also conducted direct observation on the activities of market day, it is intended that the researcher can see firsthand what is happening on the ground.

## 3. Data Analysis Phase

At this stage, the researchers interpret the data obtained in the field. In addition, the researchers also tested the validity of the data obtained, hereinafter will be described in a research report.

## 4. Report Writing Phase

At this stage the researchers describe all of the research conducted in written form from all the planning of the study, the data collected and the data analysis and conclusions of research undertaken

## CHAPTER IV EXPOSURE DATA

### A. Exposure Data

#### 1. School profile

- a. School name : SD Islam As Salam
- b. Address :
  - Street : Jl. Bendungan Wonorejo No.1A Malang
  - Village / Sub : Karang Besuki
  - Districts : Sukun
  - City : Malang
  - Province : East Java
  - Postal code : 65 415
- c. No phone : (0341) 580550
- d. E-mail : sdassalammalang@yahoo.com
- e. website : <http://sdiassalam.sch.id>

SD Islam As-Salam Malang is located at Jl. Bendunagn Wonorejo No. 1A Karang Besuki, Sukun, Malang. School location entry to housing. Although not directly close to the highway, but the school was located and easy to find.

#### 2. The History of School

SD Islam As-Salam Malang is located at Jl. Bendunagn Wonorejo No. 1A Karang Besuki District of Sukun Malang. First, SD Islam As-Salam is located in a warehouse near a school building now, they also

rent one. As for the school building where now it has occupied since four and a half years ago. SD Islam As Salam Malang was established by the foundation. The members who participate in the development of SD Islam As Salam Malang are the men who retired from PT. Brantas which is then concerned with education. This school was officially established in 2010

SD Islam As Salam Malang which is now led by Drs. Arief M.Kpd already have school buildings and facilities were adequate. Even until now still doing construction to support teaching and learning in school.

### **3. Vision and Mission of School**

#### **a. School Vission**

Making the Islamic Education Institute, Superior and reliable. Gave birth to the Muslim youth who *berakhlakul Karimah* and academic achievement, ready to face the challenges of the future.

#### **b. School mission**

- 1) Holding a quality basic education that is grounded in the values to Islamization
- 2) Conducting a comprehensive Mentoring and education aimed at building personal akhlakul Karimah.

#### **c. Aim**

- 1) Grow, develop, shape and direct the students become a servant of Allah. pious and shalihah.



- 2) Provides the knowledge, skills as a provision into the family and community environment. Establish a personal attitude is commendable, vibrant and responsible.

**d. Motto**

“Kebersamaan membentuk generasi muda muslim yang taqwa, cerdas, dan terampil”

"Togetherness building young generation Muslim piety, intelligent, and skillful"

Judging from the vision, mission and motto of Islam As-Salam SD Malang, all berhubungan by making man better with Islam as its foundation. Not only excel in science SD Islam As-Salam Malang also shape the character akhlakul Karimah. kepada students.

**4. Organizational Structure of School**

Here is a chart of the organizational structure in SD Islam As-Salam Malang:

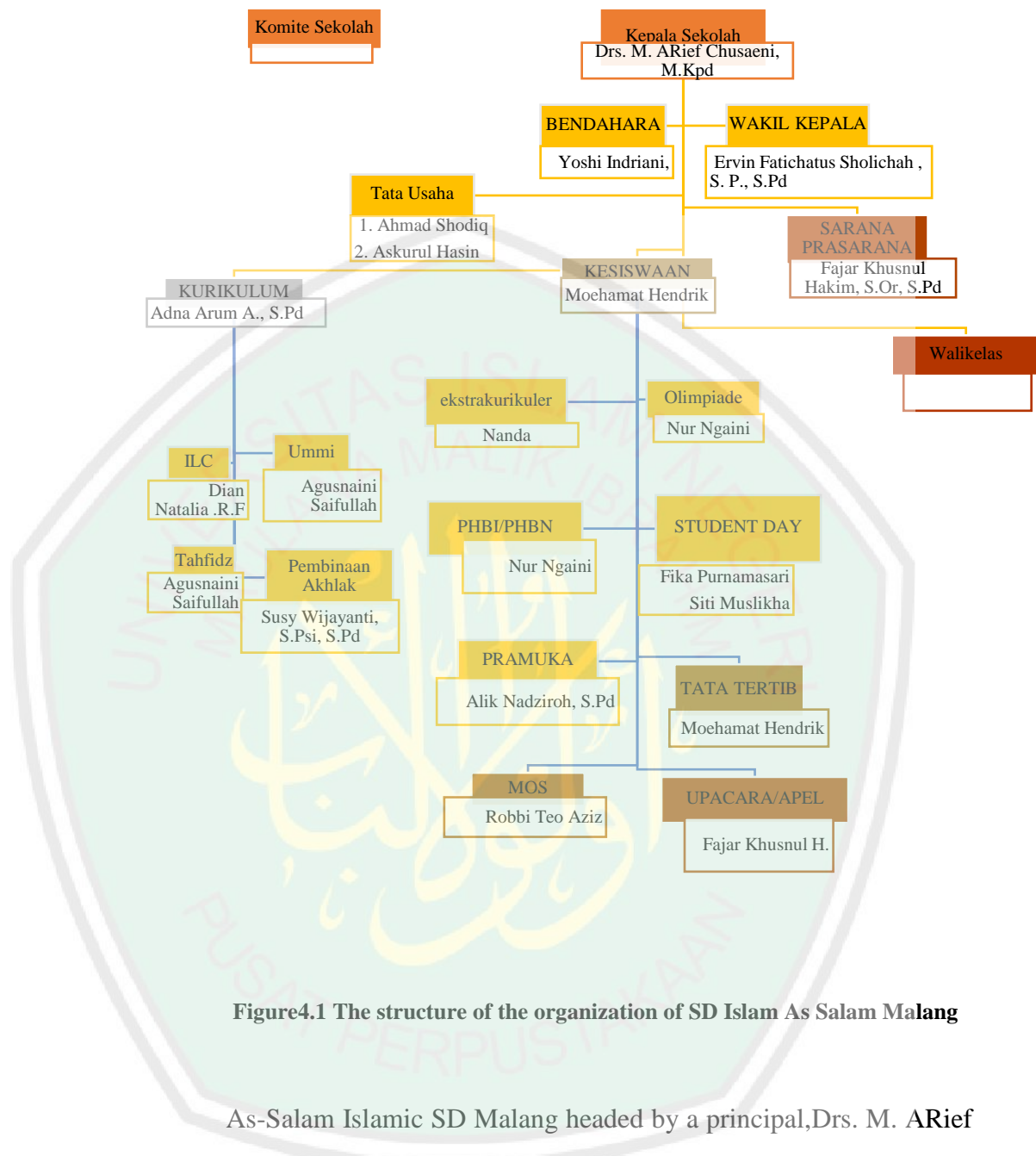


Figure4.1 The structure of the organization of SD Islam As Salam Malang

As-Salam Islamic SD Malang headed by a principal, Drs. M. Arief Chusaeni, M.Kpd. Besides SD Islam As-Salam Malang have qualified teachers, all teachers at this school must be at least graduated from S1. Number of teachers in SD Islam As-Salam Malang with details as follows, 15 permanent teachers, prospective teachers remain the foundation 9, and 23 temporary teachers.

## 5. Graduate Profile As Salam Islamic SD Malang

- a. Prayer on consciousness itself.
- b. Hafiz Quran Juz 3-4
- c. Dutiful to parents
- d. Tartil read the Qur'an
- e. Discipline and Responsibility
- f. Confidence and good social behavior
- g. Ready to move on to a higher level.

As-Salam Islamic SD Malang has eight graduate profile for students. Schools guarantee when you graduate from SD Islam As-Salam Malang and students will have a profile as written above.

## 6. Curriculum Structure SD / MI

The curriculum structure consists of a number of subjects, the burden of learning and education calendar.

Curriculum Structure SD / MI is as follows:

**table 4.1**  
**SDI Curriculum Structure AS REGARDS TA. 2016/2017**

No.	Component	Grades and Allocation of Time					
	Subjects	I	II	III	IV	V	VI
1.	Islamic education	4	4	4	4	4	4
2.	Civic education	5	6	6	4	4	4
3.	Indonesian	8	8	10	7	7	7
4.	Mathematics	5	6	6	6	6	6
5.	Natural Sciences	-	-	-	3	3	3
6.	Social Sciences	-	-	-	3	3	3
7.	Cultural Arts and skills	4	4	4	6	6	6
8.	physical education and Health Sciences	4	4	4	3	3	3

<b>9.</b>	Local Muatal						
	a. English	-	-	-	1	1	1
	b. Local language	2	2	2	2	2	2
	c. Arabic	2	2	2	2	2	2
<b>10.</b>	Aqeedah Akhlaq	1	1	1	1	1	1
<b>11.</b>	Islam history	-	-	-	1	1	1
<b>12.</b>	Quran Hadith	1	1	1	1	1	1
<b>13.</b>	Tahfidzul Quran	5	5	5	5	5	5
<b>14.</b>	methods UMMI	4	4	4	4	4	4
<b>15.</b>	Self Development / remedial / enrichment *	2	2	2	2	2	2
<b>16.</b>	Pray practice	2	2	2	2	2	2
<b>Total Expenses Learning</b>		<b>49</b>	<b>51</b>	<b>53</b>	<b>57</b>	<b>57</b>	<b>57</b>

Information:

\*) Equivalent to two hours of lessons, conducted outside the lessons.

One hour lesson = 30 minutes

Classroom learning activities I - VI follow the curriculum in 2013 with a thematic approach.

Worship practice equivalent to 1 hour lesson (Duha Prayer and Prayer Dhuhr in congregation).

Payload Elementary School curriculum includes a number of subjects that the breadth and depth of the learning load wajin and local content material as well as personal development for students.

### **1. Compulsory Subjects**

#### **a. Religious education**

Religion has a very important role in the life of mankind. Religion as a guide in efforts to achieve a meaningful life, peace and dignity.

Recognizing the importance of the role of religion for human life it is the internalization of religious values in the life of every person becomes a necessity, pursued through education in the family, school and society.

Religious education held in SD Islam As Salam is Islamic religious education, which includes subjects: Islamic Education, creed morality, history of Islam, the Koran Hadith, Tahfidzul Quran, UMMI method, and Arabic.

Conformity with as set out in the Education Unit Level Curriculum, Religious Education The purpose of this is as follows:

- 1) Increase Faith and devotion learners
- 2) Building learners in order to become a man of faith and fear of God Almighty and noble berakhlakuk. Noble character includes ethics, manners, and morals as a manifestation of religious education.
- 3) Increased spiritual potential include the recognition, understanding, and cultivation of religious values and practice these values in individual or collective social life.
- 4) Building learners to be able to show love and concern for our fellow human beings and the environment as a form of devotion to God Almighty.
- 5) Building learners who have a habit of honesty, discipline, fair, responsible, able to communicate with courtesy and respect for others according sebgau status and dignity of God's creatures.
- 6) Building learners who have a habit of living a clean, neat, orderly, and conformity rules.

## **b. Citizenship and Personality**

Education in Indonesia to prepare students to be citizens who have strong and consistent commitment to maintain the Unitary Republic of Indonesia. Subjects Civics is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, and characterized by Pancasila and the Constitution of 1945. The purpose of the subjects of Citizenship and Personality is as follows:

- 1) Critical thinking, rational and creative in responding to the issue of citizenship.
- 2) Show love and pride of the nation, state and homeland Indonesia.
- 3) Appreciating the diversity of religious, ethnic, cultural, racial and economic groups in the surrounding environment.
- 4) Building a private law-abiding, disciplined, polite, recognizing advantages and disadvantages of self, love reading, have kindness and sensitivity to the surrounding environment.
- 5) Participate actively and responsibly, and act intelligently in the activities of the society, nation and state, as well as anti-corruption.

- 6) Evolving positively and democratically to shape itself based on the characters of Indonesian society in order to live together with people around.
- 7) Building learners who know and understand their rights and obligations, able and willing to cooperate in a group or community, tolong mutual help, live in harmony in diversity as well as keeping yourself within the family and society.
- 8) Building learners who are able to express themselves through art and local culture, as well as the open and show a positive attitude towards globalization.

**c. Science and technology**

Science and Technology related to car mencari know about a systematic nature, so that not only the mastery of the form of a collection of 'knowledge of the facts, concepts, or principles, but also a process of discovery. Science and technology education is expected to be a vehicle for begi learners to learn self lam funds around, as well as prospects for further development in applying it in our daily lives. The purpose of the subjects of science and technology in Islamic primary school As Salam (according Curriculum Education Unit) which is as follows:

- 1) Get belief in the greatness of Allah SWT is based on the existence, beauty and order of his creations alan

- 2) Develop knowledge and understanding of science concepts that are useful and can be applied in everyday life
- 3) Develop a curiosity, a positive attitude and an awareness of the relationship interplay between science, environment, technology and society
- 4) Develop the ability to think logically, critically and creatively
- 5) Develop skills to investigate the surrounding natural process, know about natural phenomena, solve the problem and give depth to the decision
- 6) Raising awareness to participate in maintaining, protecting and preserving the natural environment
- 7) Raising awareness to appreciate nature and all its regularity as a creation of Allah SWT
- 8) Demonstrated listening, speaking, reading, writing and arithmetic
- 9) Obtaining knowledge, concepts and skills of science and technology as a basis for continuing education to SMP / MTs.

**d. Aesthetics / Arts and Skills**

The charge of cultural arts and skills as mandated by the Indonesian Government Regulation No. 19 of 2005 on National Education Standards are not only contained in one subject because the culture itself covers all aspects of life. Arts subjects and skills, the cultural aspect is not dealt with separately but are integrated with art.



Therefore, subjects Arts and Skills is basically a culture-based art education. Arts Education Culture and Skills given in school because unique, meaningfulness, and usefulness to the needs of the development of learners, which lies in the provision of aesthetic experience in the form of activity of expression / creativity and appreciate through a "learning by art," "learning through the arts" and "learn about art." this role can not be provided by other subjects (Curriculum Education Unit: 611). The purpose of the Cultural Arts subjects and skills, among others, the following

- 1) Understand the concept and importance of cultural arts and skills
- 2) Display an attitude of appreciation for cultural arts and skills
- 3) Showing the creativity through cultural arts and skills
- 4) Meampilkan sseni participation in culture and skills in local, regional, and global.

**e. Physical education and Health Sciences**

Physical Education Sports and Health aims to:

- 1) Develop aspects of physical fitness, motor skills, skills of critical thinking, social skills, reasoning, emotional stability, moral action, aspects of healthy lifestyles and the introduction of clean environment through physical activity, sport and health of selected planned systematically in order to achieve national education goals.

- 2) Developing learners to have a clean living habits, healthy, fit, secure and enjoy free time.

## 2. Local content

Local content subjects in SD Islam As Salam covers subjects:

- a. Javanese language
- b. English
- c. Arabic
- d. Islam history
- e. Aqeedah Akhlaq
- f. Qur'an Hadith

## 3. Self-development

Subjects self-development in Islamic primary school As Salam consists of two activities, namely:

- a. Guidance and love of the homeland character formation through

the following activities:

- 1) Apples every Saturday.
- 2) Mabit (Night Bina Iman and Taqwa), held once every semester for classes IV - VI.

- 3) outdoor Learning

- b. Channeling talents and interests of students through extracurricular

activities that include:

- 1) Drama
- 2) Scout (Scout)

- 3) Tartil (Art Read the Qur'an)
- 4) Coloring and Drawing
- 5) Write
- 6) English and Arabian Club
- 7) Archery
- 8) Self-defense

### 7. Agenda Student Day

Student Day is a student program under field coordinated by Mrs. Fika Purnamasari. Student Day program held every Saturday, because in Islamic primary school As Salam Malang active lessons until Friday. Student Day program is devoted to class 1 and 2, while the 3-5 class scout activities.

Here is the schedule or agenda Islamic Elementary Student Day As Salam Malang second semester 2016/2017:

**table 4.2**  
**The Agenda Student day in SD Islam As-Salam Malang Semester 2016/2017 \***  
**temporary \***

Hari Sabtu Bln/Tanggal	Kegiatan		Keterangan	
	Kelas 1-2	Kelas 3-5		
JANUARI	7	Pembagian Rapor dan Lesson Plan Smt Genap		-
	14	Kreasi Bubur Kertas	Pramuka	-
	21	- Tindak dhateng Peken (Kelas 2) - Handy Craft/ Cooking (Kelas 1)	Pramuka	-
	28	Siswa belajar di rumah		PPDB (Penerimaan Peserta Didik Baru)

FEBRUARI	4	Gardening (Bersama Pramuka Siaga)	Pramuka Penggalang	-
	11	Entrepreneur Day III	- Entrepreneur Day III (Pembeli) - Pramuka	Penjual 1A
	18	Perpustakaan Keliling	- Pramuka (Kelas 3) - Outbound “Bakti Alam” (Kelas 4-6)	-
	25	Siswa belajar di rumah		Upgrading Teacher’s Skill MABIT (Kelas ...)
MARET	4	Kreasi Botol bekas	Pramuka	-
	11	-	-	Pekan PTS.
	18	- Tindak dhateng Peken (Kelas 1) - Handy Craft/ Cooking (Kelas 2)	Pramuka	-
	25	Siswa belajar di rumah		Pekan Kunjungan Edukasi. Upgrading Teacher’s Skill MABIT (Kelas ...)
APRIL	1	Entrepreneur Day III	Entrepreneur Day III (Pembeli) Pramuka	Penjual 1B
	8	Kunjungan Bandara Abdurrahman Shaleh (Hari Penerbangan)	Pramuka	-
	15	Guru Tamu	Pramuka	-
	22	PHBI (Isra’ Mi’raj)		-
	29	Siswa belajar di rumah		28-29 April Perjusa Kelas 4-5
MEI	6	Painting Time	Pramuka	-
	13	Story Time	Pramuka	-
	20	Pekan Akhir Semester dan Libur Awal Ramadhan		Pekan Proyek Akhir
	27			-

In this program, there are several activities, among others Follow dhateng Peken (Go to Market), Cooking, Handy Craft, Field Trip, and also Market day or Entrepreneur Day. Some day this student activity-based outdoor, one of which is the Entrepreneur day. Student's day agenda, schedule bias change depending on the circumstances.

## **B. Research Finding**

Based on the research that has been done, the researchers obtained data on Outdoor Learning Strategies in building student character class IB SD Islam As Sala Malang. In this study, researchers used the method of observation, interviews, and documentation.

### **1. The Concept of Outdoor Learning Strategy to Build Character in Students Class IB SD Islam As Salam Malang.**

The concept of outdoor learning strategy has been implemented by the SD Islam As Salam Malang from a few years ago. The concept of outdoor learning strategy aims to enable students are not bored when learning and the direct practice in the field will be easier for students to understand something. The goal of strategy of outdoor learning is making students having fun in learning process and student more understand if they are practicing. But, outdoor learning for SD Islam As-Salam not only used in science, social, mathematic, ect. Outdoor learning also used to build character of student, through some activity. There are some outdoor activity has been doing in SD Islam As- Salam Malang, Gardening, Tindak Datheng Peken, Entrepreneur Day, Field

Trip. The all of activities include in Student Day's Agenda SD Islam As-Salam Malang

Market day or Entrepreneur Day is one of the outdoor activities in SD Islam As Salam Malang. Entrepreneur day in SD Islam As-Salam Malang aims to foster the entrepreneurial spirit since childhood. In addition, students also learned how hard earn money. When they are in school, there are the parents who struggle to make a living. With so students become more appreciative parents and study hard.

In this school market day had been there since four years ago. Activity in the primary market day Islam As-Salam Malang including one of the activities in the program of Student Day. Please note Student Day program itself is one of the programs in the field of student affairs. In the Student Day program there are several activities and one of them is the Market Day. In one semester, the activity of Market Day held four times and the execution time is every Saturday.

SD Islam As Salam Malang has its own concept in conducting market day. In this case, they change the name of the activities originally 'market day' to 'entrepreneur day'. This was done to better suit the objectives of the activity in SD Islam As Salam Malang. As described by Ms. Fika, as a responsible market day:

“Hmmm, dulu awalnya namanya *market day* memang tapi kemudian setahun yang lalu kami ganti menjadi *entrepreneur day*.”

“Karena kalau *market* itu apa ya. .hmm, ya sekedar *market* aja, ada penjual ada pembeli. Tapi untuk kedepannya kita targetkan

anak-anak itu muncul jiwa kewirausahaan, jadi dari situ kita ubah menjadi *entrepreneur day* seperti itu”

"Well, first name is market day indeed but one year ago we replace an entrepreneur day." <sup>64</sup>

"Because if it's market.hmm, yes just ‘pasar’, there is a seller there is a buyer. But for the future we are targeting children appear entrepreneurial spirit, so from there we change into entrepreneur day like it " <sup>65</sup>

Another concept offered by SD Islam As-Salam Malang the activity of Market Day is that in every activity Market Day in school always has a different theme. The theme changes every semester. For this semester, the theme is “*Jadilah penjual dan pembeli yang Jujur dan Amanah*”. It is as described by Ms. Fika in interviews with investigators,

“Jadi kan setiap market day ada temanya, kalau kemarin itu hmm, gini satu semester itu kan empat kelas. II-A, II-B, I-A, I-B. Itu dengan tema yang sama, dalam artian, judulnya adalah ‘*Jadilah Penjual dan Pembeli yang Jujur dan Amanah*’

"So, there is theme in every market day activity, okay, one semester we do market day with four classes. II-A, II-B, IA, IB. It was the same theme, in a sense, the title is *Jadilah Penjual dan Pembeli yang Jujur dan Amanah*’ " <sup>66</sup>

From the results of these interviews can also be known that the activities of market day in SD Islam As Salam Malang teaching children to have an honest and trustworthy character. The students in

<sup>64</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017

<sup>65</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017

<sup>66</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017

turn according the schedule will feel how to be an honest seller and how to be pebeli honest.

“...jadi misal kelas II-A jad penjual, jadila penjual yang amanah, kelas II-B dan kelas lainnya jadilah pembeli yang amanah. Ya maksudnya kalau ada kembalian-kembalian lebih gimana gimana ya harus disampaikan. Kalau penjula, jadilah penjual yang amanah. Jadi semua itu merasakan pernah jadi penjual yang amanah dan pembeli yang amanah. Jadi penanaman karakternya ditanamkan disitu”

"... so for example the class II-A as aseller, be the seller trustworthy, class II-B and other classes as buyers mandate. Yes it's means, if we accept over money should be delivered. If seller, be a trustworthy seller So it all felt ever so trustworthy seller and buyer mandate. So the building of character implanted there "<sup>67</sup>

In addition to the theme for activities in SD Islam As-Salam Malang itself also has a procedural and guidance in detail about the implementation of the Market Day. In addition it has been determined also the theme of merchandise that will be sold by students.

“Yang saya tahu di As-Salam sendiri, *entrepeneur day* nya itu ada beberapa petunjuk pelaksanaan yang apa, yang kita khususnya, detailkan. Contohnya, hmm per tema. Misal kelas II-A kita beri tema *food and drink* seperti itu, kalau di tahun ini semua dipukul rata *food and drink*. Bedanya kalau di kelas II, hm... kemarin diperbolehkan *food and drink* yang sifatnya dijual di toko kemudian karena ada evaluasi ya, di kelas II-B tetap *food and drink* tetapi *home made*, buatan ibundanya sendiri. Nah, kemudian itu lebih menyehatkan dan hegenis, akhirnya untuk I-A kemarin kita ulang kembali *food and drink*, hmm *home made*. Sebelum-sebelumnya dulu boleh *stationary*, boleh alat-alat tulis atau pokoknya *sticker* atau mainan itu diperbolehkan. Namun karena adanya evaluasi tidak diperbolehkan lagi. Lalu untuk harganya juga terjangkau maksimal penjualan 2000, kemudian itu untuk penjualnya ya, kemudian anak-anak dipersilahkan untuk menata sendiri. Jadi orangtua itu tidak ikut nata, dipelaksanaannya tidak ikut nata, jadi pagi orangtua hanya mengantarkan barangnya, anak

<sup>67</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017



diminta untuk menata sendiri, anak diminta untuk menjajakan jualannya. Kemudian untuk segi pembeli, mereka juga dibatasi. Kalau yang kemarin-kemarin Rp 5000, belanjanya cukup Rp 5000 rupiah karena ada kenaikan harga itu ya, 5000 kadang kan hanya dapat 2 barang. Yang kemarin itu kita naikan jadi 7000, berbelanja ga boleh lebih dari 7000. Adapun pembelinya, kelas lain yang tidak berperan sebagai penjual, kalau kelas II-A yang berperan sebagai penjual, berarti II-B, I-A, dan I-B itu yang pembeli. Dan kelas atas, seperti itu.”

"I just know entrepreneurial day in As Salam, there are some guidelines that anything, which we specialize in detail. For example, each theme. Suppose class II-A, we give the theme of food and drink as it was, that in this all of class sell food and drink. The difference is that in class II, hm ... last semester we allowed to sell food and drink that are sold in stores, because we are doing evaluation, so class II-B sell food and drink but home made, made in by their mother. Well, then it's more healthful and hegenis, finally to class IA, theysell food and drink by home made. Ever before first be stationary, may stationers or substantially sticker or a toy that is allowed. However, because the evaluation is not allowed anymore. Then the price is also affordable for the maximum sales in 2000, then the children are coming too school to organize themselves. So parents do not participate to prepare, the parents only deliver in the morning, children were asked to organize themselves, the child is asked to sell their product. Then, to students as buyers, they are also limited. If the last activity maximum bring 5000 rupiah, so now that we increase to 7000 rupiah. And if class II A as seller so other class are buyer. "<sup>68</sup>

## **2. The Implementation of Outdoor Learning Strategy to Build Character in Student Class IB SD Islam As Salam Malang.**

Before conducting market day, teachers must first coordination meeting. Usually held on Wednesday. This meeting aims to determine the location, the type of merchandise that will be sold, the division of teacher assistant, and so forth.

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<sup>68</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017

“Kalau yang sebelum kegiatan itu dilaksanakan, jadi kesiswaan setiap hari Selasa ada rapat koordinasi, sedangkan *entrepreneur day* ini dilaksanakannya Sabtu, jadi setiap Selasa, saya sebagai koordinator pj, mengkoordinasi dengan teman-teman atau rekan-rekan guru kesiswaan. Apa saja yang saya butuhkan disitu? Dimana lokasinya, lokasinya pindah-pindah, kadang di aula atas, kadang di halaman depan, kadang kelas, 2 kelas dijadikan satu, sesuai kondisi dan kondisi. Kemarin di aula atas, karena aula atas sedang kosong, terus pakai kelas bawah karena aula atas sedang ada pelatihan, jadi kita pakai itu. Nah kalau sudah menentukan lokasinya, kita bentuk denahnya, denahnya dibentuk, kalau denahnya sudah kita buat daftar anak-anak, kita potong, kita tempel ke per-meja. Jadi pagi, Sabtu pagi orangtua datang itu cari nama anaknya, oh disini nama anakku, meja ini. Berarti barangnya ditaruh di meja itu, ditinggal sholat duha”

"If before the activity was carried out, so the teacher do coordination meeting on Tuesday, while the implementation of the entrepreneur day on Saturday. So every Tuesday, I as coordinator coordinate other teacher. What do I need there? Where it is located, its location moved around, sometimes in the upper hall, sometimes on the front page, sometimes the class, two classes into one, according to the conditions and the conditions. Yesterday in the upper hall, because the upper hall is empty, or we use the classes because the hall was activated, so we use it. Well if we determined the location, we form the sketch, if the sketch was done, we've created a list of the children, we cut, and then we stick to the each table. So in the morning, parents are looking for his son's name, oh my name here, in this table. So they put their product on table. After that they go to masjid to Duha prayer. "<sup>69</sup>

In addition to preparations made by teachers in the school, the parents have also done some preparations, such as the guardians or having to fill out a form provided by the school. The format contains the items to be sold, how much, and at what price. Not to forget the guardians are also required to prepare a dime for their children, it is intended that the child easy to give money to the buyer returns. After

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<sup>69</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017

filling out a form, then the form is handed back to homeroom on the same day with the implementation of the market day.

“....Kemudian kami membuat hmm, apa itu yang sudah ada di *flash disc* tadi. Daftar barang jualan, jadi apa yang akan mau mereka jual, kami bagikan hari rabu kertasnya. Ada yang sebelah sini, daftar barang jualan yang disini petunjuk pelaksanaannya, nanti dipotong, ini dibawa orang tua yang ini dikumpulkan kembali (Narasumber menunjukkan contoh). Jadi orangtua mengisi, anak mau jual donat 10, harga satuannya 1000, katakanlah seperti itu. Ada daftarnya, nanti dikumpulkan ke wali kelas”

".... Then we make hmm, what was already there in a flash disc earlier. List of merchandise, so what would they want to sell, we share the Wednesday paper. here, a list of merchandise that here the instructions execution, next cut it, one side brought of their parents and one side collect to the teacher. (informant shows an example). So parents fill out, for example kids want to sell 10 donuts, 1000 rupiah each donut."<sup>70</sup>

Preparations have been done, now time for implementation of the market day. Saturday, May 6th, 2017 researchers came to the As-Salam Islamic SD 07.00 Malang order to see the preparation that teachers and students before the implementation of the market day. When the researchers came to the site, the students had just finished conducting Duha prayer. After praying Duha, for IB grade students who on that day served as a seller, go to second floor hall.<sup>71</sup>2nd floor hall selected for the market day on that day because the previous market day already use the school yard for selling locations. This is in line with the results of an interview with Mrs. Fika.

<sup>70</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017

<sup>71</sup> Observations at the site of As-Salam SDI Malang, dated May 6, 2017

"Location moved around, sometimes in the hall, sometimes on the school yard, sometimes in class, two classes into one, appropriate to the circumstances"<sup>72</sup>



**Figure 4.2 Preparation of buyers in the Mosque**

Arriving at the site, the students of class IB set the table and chairs in accordance with the plan set by the teacher. The previous day, the teachers have done prepared benches which will be used to sell. While preparing the benches, the teachers also give a name to their respective benches. It is intended that the students are not confused that when students arrive at school they can immediately put merchandise into an existing table name.

When in the location market day, there are no parents who helped to sell or just accompany it. The students prepare by own, from organizing food and beverage, prepare plastic bags and also prepare for

<sup>72</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017

change that has been brought from home.<sup>73</sup> In this event also seen the forming of an independent character in students. Students dare to sell without parental presence and prepare by own.

In addition to the students of class IB, also some teachers whose task is to assist students in the location. One teacher assistant, accompanying five students.<sup>74</sup> The task of the accompanying teachers, among others calculate the amount of merchandise and the money brought in by the students then write it down on paper that has been provided. This is so that when there is a report accompanying teachers give evidence, teachers also help students in giving change.

Currently IB classes on that day served as a seller of food and drink prepare their food and drink, then other classes are served as a buyer that is a class IA, II-A and II-B gathered at the mosque. As for the grade three to grade six follow extracurricular scout. Students who on that day acted as buyers gathered at the mosque to get referrals from Mrs. Fika. First, Mrs. Fika condition the students by referring to sing and clap. Furthermore, the new Miss Fika provide guidance or rules that must be implemented for the buyer. Mrs. Fika also reminded the students to be honest in buying, if you take 2 food meal you must also pay 2 food. Mrs. Fika also reminded to maintain cleanliness by throwing packs of food or drink into the trash. When the class IA, IIA, and IIB got preparation of Mrs Fika, already seen their enthusiastic

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<sup>73</sup> Observations at the site of As-Salam SDI Malang, dated May 6, 2017

<sup>74</sup> Observations at the site of As-Salam SDI Malang, dated May 6, 2017

faces. They can not wait to buy food or beverages sold IB classes later.<sup>75</sup>

At 07.30 pm the sellers are ready, the buyer is allowed to leave the mosque and go to the location of the market day. The buyers were very enthusiastic, they immediately ran to the location of the selling. At that time the atmosphere was so crowded. Even buyers to jostle for being too enthusiastic and spirited.<sup>76</sup>



Figure 4.3 The atmosphere at the location entrepreneur day

Equally with the buyer, the class IB as sellers were also very enthusiastic. This is evident from the type of food and minumana they sell. There was selling ice cork, pudding, steamed cake, sausage, sempol, milk, and many more. They also provide unique names for the food and beverages they sell, such as Wei who named *burger ganteng*, he also gives a discount on food. There is also the naming pastel delicious, healthy sempol, pudding and other pious child.

<sup>75</sup> Observations at the site of As-Salam SDI Malang, dated May 6, 2017

<sup>76</sup> Observations at the site of As-Salam SDI Malang, dated May 6, 2017

Food and beverages sold are home made or made by mothers at home. As has been said by Mrs. Fika

“hm... kemarin diperbolehkan *food and drink* yang sifatnya dijual di toko kemudian karena ada evaluasi ya, di kelas II-B tetap *food and drink* tetapi *home made*, buatan ibunya sendiri. Nah, kemudian itu lebih menyehatkan dan hegenis, akhirnya untuk I-A kemarin kita ulang kembali *food and drink*, hmm *home made*”

"Hm ... allowed food and drink that are sold in stores, later, because evaluation yes, in class II-B we still sell food and drink but home made, home-made by mother. Well, then it's more healthful and hegenis, finally class IA yesterday we re back food and drink, hmm home made "<sup>77</sup>

It is also expressed by Izza and Diva. When researchers asked who makes the food, the IB's second grade students admitted if the food they sell is made in the mother and they also told me if helped membuatnya.

“yang buat mama, . . . buatnya malam sama subuh. Hmm bantu nutup mika, bantu kupas pisannya..”<sup>78</sup>

“yang buat Umi,... bantuin buat pizzanya” ucap Diva sambil masih malu malu<sup>79</sup>

Based on observations in the field to the price of food and drinks, the least expensive sold at a price of Rp 500, while the most expensive prices for Rp.2000.<sup>80</sup> Teachers do not limit on the price of food or beverages to be sold, however, for the buyer already notified in advance that carries a maximum allowance of Rp. 7000. As has been said by Mrs. Fika

<sup>77</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017

<sup>78</sup> Wawancara dengan Izza, murid kelas IB SDI Islam As-Salam Malang, tgl 06 Mei 2017

<sup>79</sup> Interview with Diva, grade IB SD Islam As-Salam Malang, dated May 6, 2017

<sup>80</sup> Observations at the site of As-Salam SDI Malang, dated May 6, 2017

"Yes, we increase from Rp 5000 to Rp 7000. Students not allowed buy more than Rp 7000"<sup>81</sup>

There are some students who fast food sold for example, which sells healthy sempol, sausages and ice cork. As for the students who are food or drink much and not sold all of them do a variety of creative things that the merchandise sold. Such as giving a discount, or buy 2 get 1 free, and so forth.

In addition, the seller is also not ashamed to shout peddle their wares.

*"Roti kukusnya seribu rupiah..."*

*"Pukis nya kak, ayo beli pukisnya..."*

*"puding puding ... "*

The situation is so crowded but still conducive and pleasant. Noticeably excited faces on the students and there is no face that looks gloomy or unhappy. Although the food and drink they have not sold out, but the sellers still excited.

About 40 minutes after the activity begins, class of 3-5 to go to the location market day and the atmosphere in locations increasingly crowded, but it did not make the students scrambling, they can still orderly. Although the upper class students have understood the money but no one is trying to cheat the requested change. There is even a class that helps students IB to give change.<sup>82</sup>

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<sup>81</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017

<sup>82</sup> Observations at the site of As-Salam SDI Malang, dated May 6, 2017



Indeed, not all students have understood the IB class with money and can give change. Terdapat some children who can give his change without help. There also are still hesitant in giving money back, and there is need assistance in describing the change. This is said to be an obstacle Bu Fika market day activities

“Kendalanya waktu pelaksanaan kegiatan itu biasanya ada saja, hmm... ini selisih uang, dari laporan dengan uang yang ada. Biasanya dipengaruhi ketika memberi kembalian. Mungkin, yang beli salah, yang beli kan juga anak kelas satu, enggak mudeng juga, kurang paham juga”

"The problem is when the activities hmm ... this difference in money, of the report with the money that students gets. Usually affected when giving change. Perhaps, the buyer and seller do not know about money"<sup>83</sup>

Outside the hall, a few students were enjoying the food and drink they buy earlier while talking with friends. When the researchers also joined the students who were outside, they seems happy and ravenously eating food. There is a second grade student who directly talked about his experiences while following market day yesterday semesters. Then students lainpun also shared their experiences. Many students are excited and enthusiastic dengana danya market day activities and would be requested to sell again, they are not embarrassed if you have to sell.

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<sup>83</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017

Time has shown at 08.30 pm, some students of class IB that food and drink are sold out counting money from the merchandise is assisted by teacher assistant that is written in the existing format.

There are some students that food or drink is not sold out, but they still feel happy because by their own efforts they get money. Judging from the sale of food and beverage on that day, the average grade IB students earned more than Rp. 40,000.



**Figure 4.4 student shows up that her food and drink is sold out**

Finish market day activities, students are required to clean and tidy up the rest of wares earlier, students must leave the premises market day, when it smoothed place earlier wares. 09.00 a.m market day activities on the day it was finished. Students take a rest before following extracurricular activities.

### 3. The Results of Outdoor Learning Strategy to Build Character in Student Class IB SD Islam As Salam Malang

Market day of activities that have been done in school, of course, there are certain objectives to be achieved. Namely to establish a character or foster entrepreneurship for students of classes IB SD Islam As Salam Malang.

“nah, kalau *Entrepreneur day* ya tujuannya memang agar anak-anak itu punya jiwa apa ya.. kewirausahaan dari kecil. Nah *alhamdulillahnya* di kelas III, IV keatas mereka sudah terbiasa akhirnya. Katakan ibunya bikin roti kukus gitu ya mereka bawa ke sekolah jual. Diselain hari *entrepreneur day* ya seperti itu nah biasanya seperti itu ya. Terus kelas IV, V itu apa ya.. kan ada anak disuruh jualan itu malu, saya enggak melihat itu di anak-anak, kemungkinan karena sudah terbiasa. Disuruh jualan pun oke, suruh jual lumpia oke. Jadi kelas III, IV ke atas itu sudah banyak yang gitu, kayak Suhel itu, bikin es sendiri, dia yang bikin es sendiri di rumah, bukan ibu nya. Ibunya mungkin Cuma bantu beberapa, tapi dia sendiri juga, memang anaknya memiliki jiwa *entrepreneur* yang tinggi. Bikin es krim, dijual juga disini. Selain itu juga saat berjualan anak-anak jadi belajar mandiri, mandiri dalam arti mereka bisa belajar usaha sendiri untuk dapat uang misalnya”

"Nah, if Entrepreneur day has a goal is that the children have what hmm .entrepreneurial spirit from childhood. Well *alhamdulillah* in Class III, IV and above those already accustomed to the end. They bring cake from house and sell in the school its okay. And grade IV, V, sometimes children will be shame if they sell something but I don't see student in here like that, Prompting selling was okay, tell the selling spring rolls okay. So the class III, IV until VI the already much so, like Suhel did, he makes his own ice at home, not his mother. His mother may help some stuff, but he himself was, indeed his son had a high entrepreneurial spirit. Make ice cream, sold well here. In addition, when selling children become self-learning, self-contained in the sense that they can learn their own business to make money, for example. "<sup>84</sup>

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<sup>84</sup> Interview with Mrs. Fika, program coordinator of Student Day SD Islam As-Salam Malang, dated 29 April 2017

Some entrepreneurial character that can be established through market day is an honest character, confidence, hard work, and creative

a. Honest

When market day activities, indirectly, honest character on the student will be formed. It is also listed on the market day theme is "Jadilah Penjual dan Pembeli yang Jujur & Amanah" both sellers and buyers are expected to always be honest and do not cheat.

When market day activities in mind that some classes IB students do not understand how to give the money back, but it did not make the top class as a buyer who was familiar with the money cheat. They did not ask for the money back over.<sup>85</sup> If there is any difference in money or money gained seller more than the results of the report then the money will be given to the homeroom. The difference this money is not because there is cheating, but due to the negligence of students bias so buyers and sellers alike do not understand about money.

“Jadi, kadang kalau kelebihan kami sampaikan ini uang nya mas, ini kelebihan 2000, ini bukan haknya mas. Silakan dimasukkan kotak ini (menunjuk kotak amal di dekat kantor kepala sekolah), biasanya dimasukkan ke sini, sedangkan kalau kurang, dari pendamping memberikan laporan ke wali kelas, wali kelas memberi laporan ke wali murid. Ini uangnya tadi kurang 2000 bu, mungkin kesalahan dalam ini, jadi itu tugas wali kelas.”

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<sup>85</sup> Observations on the location market day, May 6, 2017

"So, sometimes if the excess is conveyed his money, this excess of 2000, this is not him. Please put this box (designate the donation box near the principal's office), is usually inserted here, whereas if it is less, from the companion gives statements showing to homeroom, homeroom to report to parents. This money was less in 2000, possible mistake in this, so that the task of homeroom."<sup>86</sup>

Not only that, to be honest here not only when selling.

When in class, researchers looked at the grade IB students do exercises on their own without copying the work of his friend.

Although there are some students who are seen intend to cheat but finally he can work on his own<sup>87</sup>, The results of the work carried out themselves and honestly would be more useful than the result of cheating.

#### b. Confidence

Self-confidence is also one of the characters of entrepreneurial spirit that can be established through market day.

When selling no student is visibly embarrassed or self-conscious, they are in the spirit of shouting hawking food and beverages they sell. Sometimes some of the kids embarrassed if asked to sell, but it is not visible in IB grade students. It was also

addressed by Mrs. Fika

“apa ya.. kan ada anak disuruh jualan itu malu, saya enggak melihat itu di anak-anak, kemungkinan karena sudah terbiasa. Disuruh jualan pun oke, suruh jual lumpia oke. Jadi kelas III, IV ke atas itu sudah banyak yang gitu”

<sup>86</sup> Interview with Mrs. Ervin, SDI IB classroom teachers Islam As-Salam Malang, dated 26 April 2017

<sup>87</sup> Observation in class IB, dated May 9, 2017

" Usually, some students shy to sell something but I don't see it in here, most likely because it was used. Prompting selling was okay, tell the selling spring rolls okay. So the class III, IV to the top of the already much so "<sup>88</sup>

Results confident character formation can also be seen in the classroom. When the teacher asking a question, do not be shy to raise their hands and answer the question whether it is right or wrong.

"Kalau untuk di kelasnya juga, anak-anak juga tidak malu mengacungkan tangan dan menjawab pertanyaan. Mereka juga jika diminta maju kedepan untuk mempratekan apa gitu ya maju"

"If it's in its class as well, children are also not shy raised his hand and answered questions. They also if asked to come forward to mempratekan what so yes go ahead .. "<sup>89</sup>

c. Independent

Independent, nature can be applied in the implementation of the Market Day which students are encouraged to sell merchandise of his own work. For example, students make crafts, food, or any other that was later sold when the Market Day. They also sell goods on their own without the help of parents.

In everyday life was independent student by not cleave to another person. They learn to be responsible for himself. Trying to do their own work by teachers or parents at home.

<sup>88</sup> Interview with Mrs. Fika, SDI IB homeroom Islam As-Salam Malang, dated 29 April 2017

<sup>89</sup> Interview with Mrs. Ervin, SDI IB classroom teachers Islam As-Salam Malang, dated 26 April 2017

d. Hard work

Of course by then selling that merchandise sold must berkeja hard. Character hard work can also be established through market day. Tirelessly graders IB selling food and drink they had brought from home. They all worked hard to sell wares even if seen many competitors who sell similar food or drinks. IB grade student effort with shouted mention what kind of food or drink is sold, so expect buyers will be interested and buy the wares it.<sup>90</sup>

e. Creative

Have a creative character is indeed important for an entrepreneur. These characters are also likely to want embedded in As Salam Islamic elementary students Malang through market day. For this kekreativitasan, IB grade students is good enough.

When market day activities, students selling various kinds of food and beverages by giving it a unique name, such as 'burger handsome', 'pudding pious child', 'banana satay', and many more. Not only that, the class IB students also have a unique way of promoting food and beverages sold. There are on discount, there are also selling a 'buy two get one free'.<sup>91</sup>

When in class, student creativity is reflected in the task of making the craft in the next week. According to homeroom, all

<sup>90</sup> Observations at the site of As-Salam SDI Malang, dated May 6, 2017

<sup>91</sup> Observations at the site of As-Salam SDI Malang, dated May 6, 2017

the hand-crafted manufacturing process to be performed by students in the classroom. The results of these crafts, they are the candy of bottles, flip-flops of cardboard, car-mobbilan, and much more.<sup>92</sup>

Characters of the above can be seen in everyday of students in the classroom and at school. Although there have been honest character, confidence, independence, hard work, and creative self-graders 1B however, according to Mrs. Ervin as classroom teachers say that these characters will look more leverage when students were in grades 3-6.

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<sup>92</sup> Observation in class IB, dated May 9, 2017



## **CHAPTER V**

### **DISCUSSION**

In this chapter researchers attempted and explain to answer what has researchers describe with some data that have been found, either from observation, interviews, and documentation. From here the researchers tried to describe the data that has been found based on logic and reinforced with theories that already exist.

#### **A. The Concept of Outdoor Learning Strategiyo Build Character in Student Class IB SD Islam As Salam Malang.**

The concept of outdoor learning strategy has been implemented by the As-Salam Islamic SD Malang from a few years ago. The concept of outdoor learning strategy aims to enable students are not bored when learning and the direct practice in the field will be easier for students to understand something. But outdoor learning in SD Islam As-Salam is not only used for subjects such as science, social, math, and so on. Outdoor learning in SD Islam As-Salam Malang is also shown in the activity-specific activity in order to shape the character of students.

Character formation of students through several strategies have been carried out by SD Islam As Salam Malang, one is to hold events 'market day'. Market day is one outdoor activity based learning in SD Islam As-Salam Malang. Including an outdoor learning for the activities carried out by utilizing the market day outside the classroom environment. Utilization of the school environment can help the learning process and the

formation of character in students. The learning process is learning outdoor use environment as learning media. The environment is very influential in the growth and development of children. In the approach to the environment means getting students to study abroad in the field of learning topics. Environmental approach is an interaction that stem from the relationship between physical development with the surrounding environment.<sup>93</sup>

Market day in SD Islam As Salam Malang is one of the activities under the Student Day Student Affairs. Student Day itself in SD Islam As-Salam is a mandatory agenda for grade 1 to grade 3. Do on every Saturday with different activities, one of the activities is market day activity.

Market day in SD Islam As-Salam Malang has the objective to teach or instill the entrepreneurial character to the child since childhood. In this activity, children will experience firsthand how a good way of buying and selling. It is also consistent with the objectives of the outdoor learning is to give time as possible for students to learn from pengalaman directly through implemnetasi freely in various areas of the school curriculum<sup>94</sup>,

In addition to utilizing the concept of neighborhood schools, SD Islam As Salam Malang have other concepts in calling activity 'market day' to 'entrepreneur day'. The reason is because if you use the term 'market' it just seemed like the market there are sellers and buyers, to the

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<sup>93</sup> Husamah, *Pembelajaran Luar Kelas Outdoor Learning* (Jakarta: Prestasi Pustaka Karya, 2013), p. 19.

<sup>94</sup> Adelia Vera, *Metode Mengajar Anak di Luar Kelas (Outdoor Study)* (Jogjakarta: DIVA Press, 2012), p. 21.

use of the word 'entrepreneur' is considered more representative of the purpose of this activity is to grow the character or the entrepreneurial spirit since childhood.

The characters of this entrepreneurship will contribute positively to the lives of children in daily life. It is also expressed by Sandiga Uno in Ward, that entrepreneurship aims to make people better, not merely make a person rich.<sup>95</sup>

Market day activities carried out are not solely for students to earn money. On market day activities students are involved also in the process of manufacturing and marketing. Alternately students in class 1-2 acts as a seller or a buyer. At the time to be a seller, then these students will be involved in the process of making and marketing. As in the interview with Mrs. Fika, all food and beverages sold on market day activity is the result of a home made or produced by the parents. In this process the students' role is to help parents make food or drinks will be sold. In the marketing process, carried out independently by the student. Because at the time of selling the parents are forbidden to be around the site to help.

#### **B. The Implementation of Outdoor Learning Strategy to Build Character in Student Class IB SD Islam As-Salam Malang.**

In the planning stage of the program and the school policy for students cultivate an entrepreneurial spirit through market day activity

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<sup>95</sup>Dony S. Wardhana,. *100% Anti Nganggur (Cara Cerdas Menjadi Karyawan atau Wirausahawan)*. (Bandung: Ruang Kata,2013)

requires a lot of parties involved in the program. This activity is one of the Student's Day activities under the student field. In practice it takes some teacher assistant for students who acted as the seller at the time. One teacher accompanying five students

In addition to preparing the parties involved, prior to the implementation of Market day is also necessary to determine its location. Locations vary according to conditions, be in the front yard of the school, classroom, auditorium. For market day in May was held in the hall of the 2nd floor of this because the front page can not be used. In addition, the school also determines the theme. Themes market day in SD Islam As-Salam Malang 2016/2017 school year theme "Jadilah Penjual dan Pembeli Yang Jujur & Amanah"

Through observation, the activity of Market day SD Islam As-Salam Malang implemented after activities Duha prayer in congregation. For prospective buyers who at the time was a class IA, IIA, and IIB gathered in the mosque to receive briefings and to clarify the assignment of a buyer from Mrs. Fika. It is also found in the implementation of the steps of outdoor-based activities. Usually the learning activities begins with an explanation of the officers visited object in accordance with the demand that has been said before.<sup>96</sup>

While the IB grade students who served as a seller, preparing and arranging food or drinks will be sold. Teacher assistant here served to

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<sup>96</sup> Husamah, *Pembelajaran Luar Kelas Outdoor Learning* (Jakarta : Pustaka Karya, 2013), p.12

calculate the amount of food or beverages sold students and counted the money that had been prepared students for change.

From interviews, observation of the implementation of market day in SD Islam As-Salam Malang really trying to develop entrepreneurship skills of students. Students are actively in carrying out the tasks assigned. All students enthusiastically welcomed the implementation of the market day, because students felt there was something else, or get a new experience of a typical day in the classroom. Because outdoor activity based learning will provide hands-on experience to the students so that the lessons learned will be more striking on students<sup>97</sup>,

Market day activities in SD Islam As Salam Malang in the academic year 2016/2017 held for 4 times. One of them was held on Saturday May 06, 2017. On that day served as a seller is a class IB. The activity teknis Market day is as follows:

- a. Scheduled by those responsible for market day activities. Who served as a seller only grade 1 and grade 2, while for the buyer to teachers, and all students.
- b. Students who served as sellers arrange food or drinks will be sold in the table corresponding serial number in the location market day.
- c. Currency used is the original money
- d. Students sell food or drink made by parents in the home.

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<sup>97</sup>Adelia Vera, *Metode Mengajar Anak di Luar Kelas (Outdoor Study)* (Jogjakarta: DIVA Press,2012), p. 21.

- e. The price for each food or beverage is determined solely by the students who served as a seller
- f. Students who served as the buyer can only carry a maximum of around 7,000 rupiah currency
- g. Teacher assistant will help students who are not biased to give money back and record the results obtained
- h. Students tidy up the back table that is used to sell.

### **C. Results of Outdoor Learning Strategy to Build Character in Student Class IB SD Islam As Salam Malang.**

Implementation of market day as one of the outdoor activity based learning in SD Islam As-Salam Malang expected to foster the entrepreneurial character since childhood. Formation of a character in Indonesia is very important. Narwanti mention that in building the character aims to establish the nation's tough, competitive, high morals, bertoleran, worked together, spirited patriotic, growing, dynamic, oriented science pengetahuan and technology that are all inspired by the faith and piety to God Almighty based on Pancasila.<sup>98</sup>

Market Day is expected to instill the entrepreneurial spirit in children as capital when mature. Any future work as a child still requires an entrepreneurial spirit to be able to build a better Indonesia. Market Day not only be implemented at primary school, but can be implemented in school with any level of junior high school, or kindergarten. So the school is

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<sup>98</sup> Sri Narwanti, *Pendidikan Karakter* (Yogyakarta : Familia,2011), p.16..

expected to develop this program as planting asset for the nation's future global challenges increasing in various fields. When the child is already ingrained entrepreneurial spirit, it will form a good character or a character as a provision for the future. If the future many Indonesian people who have an entrepreneurial spirit, then the amount will be less and less corrupt. However, the program's success Market Day in instilling an entrepreneurial spirit that is a noble character in children will be successful if it is supported by various parties. Diataranya role of schools and teachers constantly monitor and supervise the activities of Market Day siswadalam process, so that if there is a mistake in children can be directed. On the other hand the role of parents in supporting their students greatly affect the success of the Market Day program.

And characters can be formed melalui market day activity is the entrepreneurial character. Due to have a soul like an entrepreneur then indirectly will appear characters such as honesty, confidence, independence, hard work, and creative.<sup>99</sup>

a. Honest

Honest is defined as behavior that is based on an attempt to make himself as a person who always trustworthy in word, action and work<sup>100</sup>, In everyday life honesty is very important. Being personally honest and open will bring harmony in the life of society. To be honest it is very important character imparted to children from childhood.

<sup>99</sup> Agus Siswanto, *The Power of Islamic Entrepreneurship*(Jakarta : Amzah, 2016), p 42

<sup>100</sup> Agus Wibowo, *Manajemen Pendidikan Karakter Di Sekolah (Konsep dan Praktik Implementasi)* (Yogyakarta: Pustaka Pelajar,2013)p. 14

Honesty is needed to be imparted to children through the activities of market day. Students are trained to be honest associated with the wares. Students must introduce appropriate merchandize existing conditions should not be exaggerated. In addition to be honest how he gave the money back as well as the students that as a buyer to be honest with the items he took. It is also appropriate to the theme of market day events SD Islam As-Salam Malang "Jadilah Penjual dan Pembeli Yang Jujur&Amanah"

Teachers also teach students, if earn more money and different from the calculation of profits and students will give the money to the teachers. Further accompanying teachers will convey it to homeroom to be conveyed to parents. And the money will be put into the charity box.

As for the current results in the classroom, students are honest with work on the problems given by the teachers themselves. They did not cheat or look at his work. In addition, when finding the money is not his right they will report to a teacher or homeroom.

The result of honest character of the activities above market day also in accordance with the indicators of success, the value of honesty in school. Indicators of the value of honesty in school according to Agus Wibowo) include (1) Provide facilities where finding lost items, (2) Transparency of financial statements and assessment of the school on a regular basis, (3) Provide the honesty canteen, (4) Provide a



suggestion box and complaints, (5 ) Prohibition carry communication facilities during the replay or exam<sup>101</sup>,

Meanwhile, according to Said Hamid Hasan, et al mentioned indicators of success, honest value as follows: (1) Do not cheat in doing any task; (2) put forward any claim without hesitation on a subject of discussion; (3) To suggest a sense of like or dislike of the subject; (4) To declare that the attitude towards a class discussion material; (5) Pay the goods purchased at the school store with honest; and (6) Return borrowed items or found in a public place.<sup>102</sup>

b. Confidence

The confidence will arise in children when the process of buying and selling in the Market Day. Students are trained to sell merchandise from one person to another so that he was able to get the results to be obtained. Students must leave his shy in front of buyers to facilitate the buying and selling process.

Self confidence is an essential ingredient for all aspects of the children's healthy development and key ingredient for school success. Confidence is belief in your ability to master your body, behavior, and the challenges you encounter in the large world. Children who are confident are eager to learn new skills and face new challenges. They also expect adult to be helpful and supportive of their effort. Self-confidence is also crucial for getting along with others and working

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<sup>101</sup>Agus Wibowo. *Pendidikan Karakter: Strategi Membangun Karakter Bangsa Berperadaban*. (Yogyakarta: Pustaka Pelajar,2012), p.100

out the many social challenges such as sharing, competition, and making friend, that children face in school setting. Self-confidence children see the other people like them and expect relationship to be satisfying and fun.

Self-confidence is a person's belief about all aspects of surplus assets and the confidence felt able to achieve goals in life.<sup>103</sup>

The confidence will appears on the behavior of someone who can work effectively, perform the duties properly responsible, do not depend on others, optimistic and tolerant. Such behavior is helpful when the student learning process. A person who has the confidence of students will strive in learning achievement.<sup>104</sup>

This is also reflected in the grade IB students SDI Islam As-Salam Malang. There is no shame when they sell, even there are some students who sell outside of the Market Day. Moreover, in the classroom, students are active in the lesson. They are not shy to raise their hands or answer questions from the teacher. Come forward in the presentation they're doing very confident.

c. Independent

Self-contained nature can be applied in the implementation of the Market Day in SD Islam As-Salam Malang, students are encouraged to sell merchandise of his own work with guidance from parents. For

<sup>103</sup> Thursan Hakim, *Mengatasi Rasa Tidak Percaya Diri* (Jakarta : Puspa Swara, 2005), p.6

<sup>104</sup> Norman Vincent Paele, *The Power of Confident Life (Panduan untuk Sukses Hidup Percaya Diri)* (Yogyakarta: BACA, 2006), p 339

example, students make crafts, food, or any other that was later sold when the Market Day. They also sell goods on their own without the help of parents. Before any students also practiced independently by preparing and arranging the merchandise itself without the help of others.

It is the hope of most parent that their children will grow up to be independent, people confident in themselves and confident in their relationship with others. Self-reliance is often associated with learning independence. Students who have learning independence will learn with awareness alone without any pressure from outside. In everyday life was independent student by not cleave to another person. They learn to be responsible for himself. Trying to do their own work by teachers or parents at home.

This is similar premises Poerwadarminta said that sense of independence in a large dictionary Indonesian independence was mentioned that the state can stand on its own, the state can take care of its own interests or cope without depending on others<sup>105</sup>

d. Hard work

Hard work is a behavior that indicates an earnest effort to overcome various barriers to learning and the tasks and complete the task as well as possible.<sup>106</sup> Hard work means students must also

<sup>105</sup>Poerwadarminta, W.J.S. *Kamus Umum Bahasa Indonesia*, Jakarta: Balai Pustaka), p.513

<sup>106</sup> Muhammad Yaumi, *Pendidikan Karakter : Landasan, Pilar & Implementasi* (Jakarta: Predanamedia Group, 2014), p 24

unyielding spirit in achieving the dreams and ideals. This character is very important to be imparted to the child, so the child can achieve its objectives in the future.

Of course by then selling that merchandise sold must hard work. Character hard work can also be established through market day. Tirelessly graders IB selling food and drink they had brought from home. They all worked hard to sell wares even if seen many competitors who sell similar food or drinks. IB grade student give their best effort among others shouted mention what kind of food or drink is sold, so expect buyers will be interested and buy the wares it. Either wares are sold out or not, but they all work hard and do earnestly. Correlation between hard work and hard study. Students must give their best effort to study hard if they want to be number one in class.

e. Creative

Creativity is the ability to realize new forms, new cognitive struktur, and new products, which may be physical such as technology or are symbolic and abstract such as definitions, formulas, literature or painting. Creativity is also defined. Creativity is the ability to provide new ideas and apply them in problem solving.<sup>107</sup>

Creative learning is a natural human process that occurs when people become curious and excited. Children prefer to learn in creative

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<sup>107</sup>Conny R Semiawan, *Kreativitas Keberbakatan*. (Jakarta: PT Indeks.,2009),p. 7

ways rather than just memorizing information provided by teacher or parents. They also learn better and sometimes faster.

At an early age is necessary to establish a creative character in children. This character can also train the child's ability to think. Each day children will dihadapkan by issue, to suss out the problem it dituntut children to think creatively. Creative ideas also berguna to create a whole new thing. It is also to be formed through the Market Day SD Islam As-Salam Malang.

An entrepreneur when trading is always creative and innovative so at trading always get a lot of customers. That is because all of the goods sold is always different from its competitors, at a bargain price but High Quality. Implementation of the Market Day requires students to create something different with his friend so will many kinds of merchandise in the Market Day. Students will create or make merchandise creative and innovative. Creativity be authorized to be entrepreneur because before children are able to create new things. And in entrepreneurship, creativity is required in order to compete with the other. Another example is the class of creative students in making handcraftwell.

The term "creativity," as it relates to the classroom, goes beyond art class and school projects. At its best, creativity in the classroom is about how a teacher captivates students and inspires them to learn. Teachers who are practised in the art of developing creativity are generally focused on

creating a classroom culture that thrives on creativity. They build a repertoire of strategies designed to spark new ideas and bring out a spirit of creativity in students, and they adapt and create ideas for their own curriculum needs. What is needed is teaching that is innovative. Children need to experience the unpredictable and the uncertain. They need lessons that produce surprise. Creative learners need creative teachers who provide both order and adventure, and who are willing to do the unexpected and take risks<sup>108</sup>



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<sup>108</sup>Discussion Document and Proceedings of the Consultive Conference on Education *Creativity and the Arts in the Primary School* (2009)

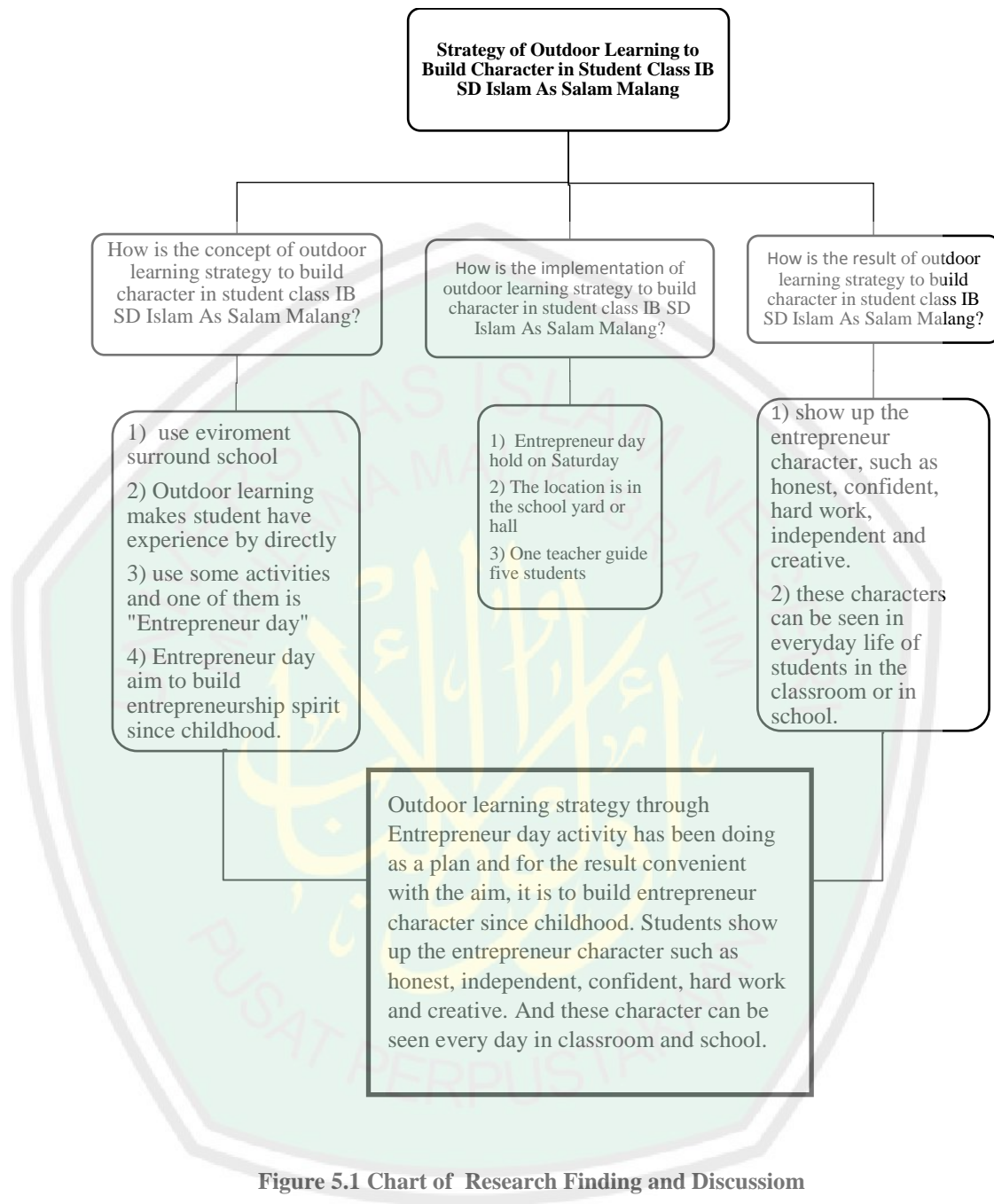


Figure 5.1 Chart of Research Finding and Discussion

## CHAPTER VI CONCLUSION

### A. Conclusion

From the research that researchers do with the title "Strategy of Outdoor Learning to Build Character's Student Class IB SD Islam As Salam Malang" can conclude a few things according to research focus, among other things:

1. The concept of outdoor learning strategy to build student character class IB SD Islam As Salam Malang in case are : 1) the concept is conducted by using the environment around the school; 2) there are some activity in SD Islam As Salam Malang-based outdoor, one of which Entrepreneur day; 3) The Entrepreneur Day aims to foster the entrepreneurial character since childhood; 4) In any event there is a theme entrepreneur day activities, such as "Jadilah Penjual dan Pembeli Yang Jujur dan Amanah" ;5) They sell foods and beverages that are made by parents or home made .
2. Implementation of outdoor learning strategy to build student character class IB SD Islam As Salam Malang , in case are: 1) held every Saturday, about 7:00 to 9:00 a.m.; 2) there is a teacher assistant, one teacher accompanies 5 students; 3) the seller and buyer trade well; 4) sellers and buyers are very enthusiastic about conducting Entrepreneur Day



3. Results of outdoor learning strategy to build student character are: 1) show up the entrepreneur character, such as honest, confident, hard work, independent and creative. 2) these characters can be seen in everyday in the classroom or in school. 3) results of character formation will occur optimally when the student was in grade 3-6.

#### **B. Suggestion**

Based on the research results and conclusions in this study, the researchers wanted to give advice to the parties involved, namely to:

1. Schools, should provide a location or a bigger place. When performed in the hall or classroom activities deemed less convenient due to limited space. Meanwhile, if the entrepreneur locations are in the school yard day expected for their supervision to students.
2. Teachers should have more varied to choose theme when the entrepreneur activity day.
3. Students should be able to improve the characters from Entrepreneur Day activities not only at school but also at home.
4. For the researchers expected their in-depth research to develop research with a problem like this.

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# APPENDIX



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk\\_uinmalang@yahoo.com](mailto:fitk_uinmalang@yahoo.com)

Nomor : Un.3.1/TL.00.1/ 1152 /2017  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

21 April 2016

Kepada  
Yth. Kepala SD Islam As-Salam Malang  
di  
Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Rika Amalia Ulfa  
NIM : 13140129  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)  
Semester – Tahun Akademik : Genap - 2016/2017  
Judul Skripsi : *Strategy of Outdoor Learning to Build Student's Character 1 B SD Islam As-Salam Malang*

Lama Penelitian : April 2017 sampai dengan Juni 2017 (3 bulan)  
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

a.n Dekan  
Wakil Dekan Bid. Akademik,

Dr. Hj. Sulalah, M.Ag<sup>aw</sup>  
NIP. 19651112 199403 2 002

- Tembusan :
1. Yth. Ketua Jurusan PGMI
  2. Arsip



**YAYASAN AS SALAM INSAN MADANI  
SEKOLAH DASAR ISLAM (SDI) AS SALAM**  
NPSN : 60726485

Jl. Bendungan Wonorejo 1A Malang 65415, Telp. (0341) 580550  
Website : sdiassalam.sch.id email : sdassalammalang@yahoo.com

SURAT KETERANGAN  
Nomor: 206/SDI-AS/V/2017

Yang bertanda tangan di bawah ini:

Nama : Drs. M. Arief Chusaeni, M.Kpd  
Jabatan : Kepala SDI As-Salam Kota Malang  
Alamat : Jalan Bendungan Wonorejo 1A Malang

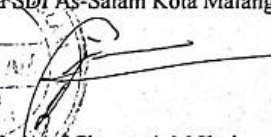
Menerangkan bahwa:

Nama : Rika Amalia Ulfa  
NIM : 13140129  
Asal : Universitas Islam Negeri Maulana Malik Ibrahim Malang  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

Benar-benar telah melaksanakan penelitian dan pengambilan data di SD Islam As-Salam Kecamatan Sukun Kota Malang guna penyusunan Tugas Akhir Skripsi dengan judul "*Strategy of Outdoor Learning to Build Student's Character I B SD Islam As-Salam Malang*".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 10 Mei 2017

Kepala SDI As-Salam Kota Malang  
  
Drs. M. Arief Chusaeni, M.Kpd



**THE STATE ISLAMIC UNIVERSITY  
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#### EVIDENCE OF CONSULTATION

Name : Rika Amalia Ulfa  
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Faculty/ Program : Tarbiyah and Teaching Science Faculty  
Teacher Education of Elementary School  
Advisor : Dr. H. Mulyono, MA  
Title of Thesis : Strategy of Outdoor Learning to Build Student's Character  
class IB SD Islam As-Salam Malang

No	Date of Consultation	Consultation Material	Signature
1.	November 29 <sup>th</sup> , 2016	Proposal Consultation	
2.	Desember 10 <sup>th</sup> , 2016	Proposal Consultation	
3.	Desember 20 <sup>th</sup> , 2016	Acc Proposal	
4.	June 15 <sup>th</sup> , 2017	Chapter I, II, III	
5.	June 20 <sup>th</sup> , 2017	Revision Chapter I, II, III	
6.	August 11 <sup>th</sup> , 2017	Chapter IV-V	
7.	August 15 <sup>th</sup> , 2017	Revision Chapter IV-V	
8.	August 18 <sup>th</sup> , 2017	Chapter IV	
9.	August 22 <sup>th</sup> , 2017	Revision Chapter IV	
10.	August 25 <sup>th</sup> , 2017	All Chapters	
11.	August 28 <sup>th</sup> , 2017	Revision All Chapter	
12.	August 30 <sup>th</sup> , 2017	Acceptable Eximination	
13.			

Acknowledged by,  
The Head Of PGMI Program,

**H. Ahmad Sholeh, M.Ag**  
NIP. 197608032006041001

**DATA GURU DAN PEGAWAI  
SD ISLAM AS SALAM MALANG**

NO	Nama/Titel/Tempat/Tanggal Lahir  NIP(baru)	JABATAN	AGAMA	Tgl Mulai Bekerja  di Sekolah Ini	Alamat & Telepon
1	Drs. M Arief Chusaini, M.Kpd Malang, 3 Maret 1964	Kepala Sekolah	Islam	01/10/2010	Perumahan Griya Modern Estate (GME)B-No 18 Oro-oro Ombo , Batu, malang 085855205242
2	Susy Wijayanti, S.Psi, S.Pd Madiun, 29-1-1976	Guru Wali kelas 2A	Islam	19-5-2009	Jl Margobasuki, Ulil Abshar No 55, Jetis Mulyoagung, Dau, Malang 085853059660
3	Ruli Hartati, S.PdI Tegal, 25-9-1982	Waka Kelas 1A	Islam	07/05/2012	Jl. Semanding Gg Mangga No 5. Sumbersekar, Dau, Malang 081334705219
4	Adna Arum Ambarwati, S.Pd Magetan, 4 Juli 1990	Waka KELAS 5A	Islam	07/05/2012	Villa Bukit Tidar A1/265 Merjosari, Malang 085755045078
5	Ervin Fatichatus Sholichah, SP, S.Pd Jombang, 16-10-1981	Guru pendamping kelas 1B	Islam	16-7-2012	Jl M Panjaitan XIII No 40, Malang 082131616538
6	Enis Riswandari, S.Pd Malang, 15 Februari 1976	WAKA KELAS 6	Islam	Jan-13	Jl Joyo Raharjo RT 07 RW 02 Malang 085855358086
7	Yoshi Indriani, SP Malang, 04 April 1973	TU Bendahara	Islam	Jul-13	Jl.Bendungan Sempor No.21 Malang 081373293858
8	Siti Muslikha, S.PdI Malang, 16 Juni 1990	WAKA KELAS 2A	Islam	Sep-13	Sumpersari  085755718576
9	Nurul Arifah, S.Pd Malang, 15 November 1987	Guru Pendamping kelas 2B	islam	Feb-14	Jl. Kakak Tua Utara 21 Rt 14 Rw 8 Sukun
10	Moch.Shodiq Malang, 11 Nopember 1990	OP,Kebersihan	Islam	01/01/2014	Jl.Candi Telagawangi III/35 Malang 083857020120



11	Fika Purnamasari, S.Pd Malang,5 Agustus 1989	WAKA Kelas 1B	Islam	7/4/2014	Raya Donomulyo 147 Rt/Rw 4/4 Donomulyo 085749664911
12	Nur Ngaini, S.Si Trenggalek,2 Maret 1989	Waka Kelas 5B	Islam	5/5/2014	Dusun Slorok Rt/Rw 5/2 Trenggalek 085755534522
13	Dian Natalia Refti F, M.Pd 24-Des-86	WAKA Kelas 5A	islam		
14	M. Hendrik Setiawan 16-Des-90	Guru Bahasa Inggris	islam		
15	Fajar Khusnul Hakim, S.Or, S.Pd Malang, 30 Agustus 1990	Guru Olahraga	Islam	01/01/2015	Wisnuwardhana 266 085731304886
16	Umi Kulsum, S.Ag 20 Juni 1973	Guru P.A.I	Islam	01/01/2015	Jl.LA.Sucipto No 144
17	Aflika Fatoni, S.PdI 16-Jan-81	Guru, Tahfidz, UMMI	Islam		
18	Agusnaini Saifullah, S.PdI Blitar,21 Agustus 1983	Guru Pend. Islam(Adab Islam)	Islam	05/01/2015	Jl.Kepuh No.1 /215 malang
19	Robbi Teo Aziz, S.PdI 22-Mei-92	Wali Kelas 3A	Islam	06/01/2015	Soekarno Hatta No.52
20	Nur Salim Alfian, S.PdI 26-Mar-92	Guru Pendamping 3A	Islam	06/07/2015	Tajinan
21	Anis Purmawati, SAB 27-Agu-82	WAKA Kelas 4B	Islam		
22	Nanda Frihastuti, S.Or 19-Apr-94	Guru Olahraga	Islam		
23	Askurul Hasin, S.Pd	TU Administrasi	Islam	18/06/1990	Tambaksari 16C Merjosari Malang
24	Endang Pramudiarti, S.Pd 10-Des-92	Pendamping Kelas 2A	Islam	10-Des-92	Jl. Keben II Permai B. 14
25	Nurul Ngainin, S.Pd	Guru Pendamping 1A	Islam		

## SARANA DANPRASARANA SEKOLAH

### Data Ruang

Nama Ruang	Kebutuhan	Yang ada	Baik	Kurang Baik	Rusak
Ruang Kelas	12	6	6	-	-
Ruang Guru	2	1	1	-	-
Ruang Kepala Sekolah	1	1	1	-	-
WC / Kamar mandi	6	2	2	-	-
Ruang TU	1	1	1	-	-
Mushola	1	1	1	-	-
Gudang	1	1	-	1	-
Kantin	1	1	-	1	-

### Data Ruang Lain yang dibutuhkan

Jenis Ruang	Jumlah	Ukuran	Keterangan
1. Ruang Perpustakaan	1		
2. Ruang Komputer	1		
3. Dapur	1		
4. Ruang Laboratorium IPA	1		
5. Aula (Ruang Pertemuan)	1		
6. Ruang UKS	1		
7. Ruang Ekstrakurikuler (Pramuka)	2		
8. Ruang Pos Satpam	1		
9. Lapangan Sekolah	1		
10. Ruang Parkir	1		
11. Ruang Laboratorium Bahasa	1		

### Data Mebeler

Nama Ruang	Kebutuhan	Yang ada	Baik
Meja Siswa	300	120	120
Kursi Siswa	300	120	120
Meja Guru di kelas	24	6	6
Kursi Guru di kelas	24	6	6
Meja guru di ruang guru	48	11	11
Kursi guru di ruang guru	48	17	17
Papan Tulis	12	6	6
Rak Buku	6	1	1
Almari Kantor	7	5	5
Almari Kelas	12	-	-
Loker Siswa	300	-	-
Loker Guru	48	-	-
Rak Buku Perpustakaan	6	-	-
Meja Baca Perpustakaan	10	-	-
Kursi Petugas Perpustakaan	2	-	-
Meja Petugas Perpustakaan	2	-	-
Lemari Kaca Laboratorium IPA	6	-	-
Meja Laboratorium IPA	30	-	-
Kursi Laboratorium IPA	30	-	-
Almari UKS	2	-	-
Dipan UKS	2	-	-
Kursi UKS	4	-	-

Meja UKS	4	-	-
Almari Ruang Ekstrakurikuler	5	-	-
Meja Ruang Ekstrakurikuler	6	-	-
Kursi Ruang Ekstrakurikuler	6	-	-
Etalase Kantin	3	-	-
Kursi Kantin	3	-	-
Meja Pos Satpam	2	-	-
Kursi Pos Satpam	2	-	-
Almari Dapur	1	-	-
Meja Dapur	1	-	-
Komputer Laboratorium Bahasa	1		
Headphone Laboratorium Bahasa	25		
Meja Laboratorium Bahasa	25		
Kursi Laboratorium Bahasa	25		
Kursi Guru Laboratorium Bahasa	1		
Meja Guru Laboratorium Bahasa	1		

**AGENDA STUDENT DAY \*SEMENTARA\***  
**SD ISLAM AS-SALAM SEMESTER GENAP TA 2016/2017**

Hari Sabtu Bln/Tanggal	Kegiatan		Keterangan	
	Kelas 1-2	Kelas 3-5		
JANUARI	7	Pembagian Rapor dan Lesson Plan Smt Genap		-
	14	Kreasi Bubur Kertas	Pramuka	-
	21	- Tindak dhateng Peken (Kelas 2) - Handy Craft/ Cooking (Kelas 1)	Pramuka	-
	28	Siswa belajar di rumah		PPDB (Penerimaan Peserta Didik Baru)
FEBRUARI	4	Gardening (Bersama Pramuka Siaga)	Pramuka Penggalang	-
	11	Entrepreneur Day III	- Entrepreneur Day III (Pembeli) - Pramuka	Penjual 1A
	18	Perpustakaan Keliling	- Pramuka (Kelas 3) - Outbound "Bakti Alam" (Kelas 4-6)	-
	25	Siswa belajar di rumah		Upgrading Teacher's Skill MABIT (Kelas ...)
MARET	4	Kreasi Botol bekas	Pramuka	-
	11	-		Pekan PTS.
	18	- Tindak dhateng Peken (Kelas 1) - Handy Craft/ Cooking (Kelas 2)	Pramuka	-
	25	Siswa belajar di rumah		Pekan Kunjungan Edukasi. Upgrading Teacher's Skill MABIT (Kelas ...)
APRIL	1	Entrepreneur Day III	Entrepreneur Day III (Pembeli) Pramuka	Penjual 1B
	8	Kunjungan Bandara Abdurrahman Shaleh (Hari Penerbangan)	Pramuka	-
	15	Guru Tamu	Pramuka	-
	22	PHBI (Isra' Mi'raj)		-

	29	Siswa belajar di rumah		28-29 April Perjusa Kelas 4-5
MEI	6	Painting Time	Pramuka	-
	13	Story Time	Pramuka	-
	20	Pekan Akhir Semester dan Libur Awal Ramadhan		Pekan Proyek Akhir
	27			-

- \*) - Kegiatan yang mengalami perubahan jadwal akan diinformasikan melalui surat pemberitahuan
- Kegiatan ekstrakurikuler dilaksanakan setiap hari Sabtu setelah kegiatan Student Day dan Ekstrakurikuler Wajib Pramuka

Menyetujui,  
Kepala Sekolah  
Koordinator Kesiswaan

Drs. M. Arief Chusaeni, M.Kpd  
Setiawan

Mengetahui,

M. Hendrik



## Form Pendamping Entrepreneur Day

*Assalamu'alaikum wr wb...*

Ibu Guru SDI As-Salam yang semoga selalu dalam lindungan Allah...

Kami mengharapkan bantuan serta kerjasama Ibu guru untuk mendampingi anak-anak dalam kegiatan Entrepreneur Day Sabtu, 6 Mei 2017. Adapun yang berperan sebagai penjual adalah siswa/i kelas 1B. Kami mengharapkan bantuan pendampingan Ibu guru dalam bentuk:

1. Mengisi dan mengecek lembar monitoring Entrepreneur Day
2. Membantu siswa/i yang kesulitan dalam menghitung kembalian

Adapun satu orang guru kami mohon kesediaannya untuk mendampingi 4-5 anak. Berikut pembagiannya:

<b>Bu Susy</b> <hr/> Rafa 'Aisy Ava Adin	<b>Bu Ika</b> <hr/> Via Nuril Nazila Wai	<b>Bu Ervin</b> <hr/> Daffa' Billy Diva Izza
<b>Bu Endang</b> <hr/> Haidar Cha-cha Sachi Abiy	<b>Bu Fika</b> <hr/> Mahda Radit Shafaa Arsyad Syifa'	<b>Bu Ainin</b> <hr/> Aan Aqila Alya Narayo

Note: Pendampingan ini bersifat SerSan (Serius tapi Santai) ^\_^

Sehingga Ibu guru insya'aLLAH masih bisa ikut berbelanja di Entrepreneur Day ini...

Demikian... Mohon bantuan dan kerja sama ibu guru. *JazaakumuLLAH Khairan Katsiiran. Wassalamu'alaikum wr. wb.*

**STUDENT DAY OF SD ISLAM AS-SALAM**

**“ENTREPRENEUR DAY”**

Data Penjual			
Nama : _____		Kelas : _____	
Data Barang yang Dijual			
Jenis Barang	Jumlah	Harga per-satuan barang	Terjual sebanyak (buah)
1.			
2.			
3.			
4.			
5.			
Keterangan			
Hasil penjualan :		Rp. _____	
Uang dari rumah (modal) :		Rp. _____	
+			
<b>TOTAL UANG</b>		Rp. _____	

Keterangan(diisi guru):

**Guru Pendamping**

.....





**Petunjuk Pelaksanaan Kegiatan Entrepreneur Day:**

1. Kegiatan dilaksanakan di lantai 2 SD Islam As-Salam, Sabtu/ 6 Mei 2017
2. Penjual diperankan oleh siswa kelas 1B.
3. Barang yang dijual merupakan makanan dan minuman sehat yang merupakan buatan wali murid.
4. Ananda diperkenankan menjual lebih dari 1 jenis makanan/ minuman.
5. Makanan/minuman dijual dengan harga maksimal Rp 2.000,-
6. Ananda dibawakan modal uang dari rumah untuk persiapan kembalian (dihimbau dalam bentuk uang pecahan)
7. Ananda diperbolehkan membawa daftar nama dan harga barang yang dijual untuk diletakkan di meja.
8. Ananda akan dikelompokkan 5 anak. Satu orang guru berperan sebagai pendamping pada masing-masing kelompok untuk membantu siswa/i kelas 2B selama kegiatan.
9. Mohon agar Wali murid mengisi lembar "Data Barang yang Dijual" dan mengumpulkan kepada Wali Kelas pada hari Jum'at.

**DATA SISWA KELAS IB SD ISLAM AS-SALAM MALANG 2016/2017**

No	Nama siswa
1	Abiy Rasha Putra Bagaskara
2	Adrian Aryaputra Nugraha
3	Aida Sachi Qonata
4	Aisyah Diva Nur Hasanah
5	Alya Nasywah Adfiani
6	Arsyad Syahdan Athaillah
7	Ava Dasha Adore
8	Daffa Almer Dzaky
9	Haidar Abdul Hakim
10	Herbrilly Zubair Al Hadrami
11	Kansa Izzati Adine
12	Mahda Ramadhan
13	Maysina Hazimatunnisa Asyifa
14	Muhammad Islam
15	Muhammad Nuril Fauzan
16	Muhammad Raditya
17	Muhammad Rafa Firdaus
18	Nada Rohadatul 'Aisy
19	Nayaro Adzka Falih
20	Nazila Nur Ilmania Fathoni
21	Raisa Aqila
22	Raisya Nurrahma Dania
23	Shafaa Naila Utomo
24	Shalahuddin Prameswara A
25	Verina Luthvia Lubna

## TRANSKIP WAWANCARA

Nama Responden : Fika Purnamasari, S.Pd  
Jabatan : Koordinator Program student Day  
Hari/Tgl : Rabu, 26 April 2017  
Tempat : Lobi sekolah

**Peneliti :** “Kegiatan *Market day* itu sendiri dimulai sejak kapan bu? Awal muncul ide kegiatan ini berasal darimana?”

**Informan :** “Kalau *market day* itu semenjak saya masuk kesini, saya masuk kesini sejak tiga tahun yang lalu itu sudah ada. Hmmm, dulu awalnya namanya *market day* memang tapi kemudian satu tahun yang lalu kami ganti menjadi *entrepreneur day*.”

**Peneliti :** “Alasannya apa Bu?”

**Informan :** “karena kalau *market* itu apa ya. . .hmm, ya sekedar *market* aja, ada penjual ada pembeli. Tapi untuk kedepannya kita targetkan anak-anak itu muncul jiwa kewirausahaan, jadi dari situ kita ubah menjadi *entrepreneur day* seperti itu”

**Peneliti :** “Apakah ada definisi khusus mengenai pengertian *market day* atau mungkin apa yang membedakan kegiatan *market day* di SD Islam As-Salam dengan *market day* di sekolah lain?”

**Informan** : “Kalau di As-Salam, saya kurang tau bedanya apa tapi yang saya tahu di As-Salam sendiri, *entrepeneur day* nya itu ada beberapa petunjuk pelaksanaan yang apa, yang kita khususkan, detailkan. Contohnya, hmm per tema. Misal kelas II-A kita beri tema *food and drink* seperti itu, kalau di tahun ini semua dipukul rata *food and drink*. Bedanya kalau di kelas II hm... kemarin diperbolehkan *food and drink* yang sifatnya dijual di toko kemudian karena ada evaluasi ya, di kelas II-B tetap *food and drink* tetapi *home made*, buatan ibunya sendiri. Nah, kemudian itu lebih menyehatkan dan hegenis, akhirnya untuk I-A kemarin kita ulang kembali *food and drink*, hmm *home made*. Sebelum-sebelumnya dulu boleh *stationary*, boleh alat-alat tulis atau pokoknya *sticker* atau mainan itu diperbolehkan. Namun karena adanya evaluasi tidak diperbolehkan lagi. Lalu untuk harganya juga terjangkau maksimal penjualan 2000, kemudian itu untuk penjualnya ya, kemudian anak-anak dipersilahkan untuk menata sendiri. Jadi orangtua itu tidak ikut nata, dipelaksanaannya tidak ikut nata, jadi pagi orangtua hanya mengantarkan barangnya, anak diminta untuk menata sendiri, anak diminta untuk menjajakan jualannya. Kemudian untuk segi pembeli, mereka juga dibatasi. Kalau yang kemarin-kemarin Rp 5000, belanjanya cukup Rp 5000 rupiah karena ada kenaikan harga itu ya, 5000 kadang kan hanya dapat 2 barang. Yang kemarin itu kita naikan jadi 7000, berbelanja ga boleh lebih

dari 7000. Adapun pembelinya, kelas lain yang tidak berperan sebagai penjual, kalau kelas II-A yang berperan sebagai penjual, berarti II-B, I-A, dan I-B itu yang pembeli. Dan kelas atas, seperti itu.”

**Peneliti :** “Apa saja yang dipersiapkan sebelum pelaksanaan kegiatan *market day*?”

**Informan :** “Kalau yang sebelum kegiatan itu dilaksanakan, jadi kesiswaan setiap hari Selasa ada rapat koordinasi, sedangkan *entrepreneur day* ini dilaksanakannya Sabtu, jadi setiap Selasa, saya sebagai koordinator pj, mengkoordinasi dengan teman-teman atau rekan-rekan guru kesiswaan. Apa saja yang saya butuhkan disitu? Dimana lokasinya, lokasinya pindah-pindah, kadang di aula atas, kadang di halaman depan, kadang kelas, 2 kelas dijadikan satu, sesuai kondisi dan kondisi. Kemarin di aula atas, karena aula atas sedang kosong, terus pakai kelas bawah karena aula atas sedang ada pelatihan, jadi kita pakai itu. Nah kalau sudah menentukan lokasinya, kita bentuk denahnya, denahnya dibentuk, kalau denahnya sudah kita buat daftar anak-anak, kita potong, kita tempel ke per-meja. Jadi pagi, Sabtu pagi orangtua datang itu cari nama anaknya, oh disini nama anakku, meja ini. Berarti barangnya ditaruh di meja itu, ditinggal sholat dhuha.”

**Peneliti** : “Jadi penjualnya itu per-anak ya Bu?, bukan berkelompok?”

**Informan** : “bukan, per-anak, ya per anak, individu. Untuk barang jualannya tidak dibatasi, seperti itu. Yang dipersiapkan mungkin terkait itu. Kemudian kami membuat hmm, apa itu yang sudah ada di *flash disc* tadi. Daftar barang jualan, jadi apa yang akan mau mereka jual, kami bagikan hari rabu kertasnya. Ada yang sebelah sini, daftar barang jualan yang disini petunjuk pelaksanaannya, nanti dipotong, ini dibawa orang tua yang ini dikumpulkan kembali (Narasumber menunjukkan contoh). Jadi orangtua mengisi, anak mau jual donat 10, harga satuannya 1000, katakanlah seperti itu. Ada daftarnya, nanti dikumpulkan ke wali kelas. Nah setelah itu kami membagi pendamping, satu pendamping memegang lima anak, anak-anak itu kan ada yang belum bisa memberi uang kembalian. Pendamping ini tugasnya ada disitu, tugas pendamping kan saya taruh juga di dalamnya (menunjuk dokumen yang diberikan). Jadi membantu pengembalian, terus membantu kalau anaknya bingung, seperti itu, itu tugas pendampingnya. Setelah itu kita bagi pendamping, sudah, pelaksanaan acara, lembar-lembar yang tadi, lembar barang jualan itu dipegang masing-masing pendamping. Berapa modal dari rumah, mereka dari rumah kan bawa uang, persiapan kembalian, kami biasanya, kami sarankan pakai uang receh, pakai uang pecah biar mudah, kemudian bawahnya nanti hmm.. dihitung sama pendamping itu, bawa uang

dari rumah segini, yng laku segini. Laporrannya uang yang dibawa pulang segini, ada tanda tangannya, dibwa pulang kembali sama anknya seperti itu.”

**Peneliti :** Kapan waktu pelaksanaan pembelajaran *market day* di SD Islam As-Salam Malang?

**Informan :** “untuk semester ini seharusnya dilaksanakan minggu kemarin, tapi karena sekolah ada kegiatan lain maka pelaksanaannya insyaallah minggu depan ini. Jadi ini kan kegitannya satu tahun empat kali, jadi satu semesternya 2 kali. Dilaksanakannya setiap hari sabtu. Kalau di Sekolah in setiap hari sabtu itu kelas 1 dan 2 ada kegiatan Student Day dan salah satunya ya market day ini. Untuk minggu depan ini kebutulan yang berjualan kelas saya, kelas IB dan kebetulan juga saya yang coordinator kegiatan ini.”

**Peneliti :** “Bagaimana bentuk pelaksanaan pembelajaran *market day* di SD Islam As-Salam Malang?”

**Informan :** “ya, untuk pelaksanaannya itu pagi anak-anak sudah datang ke sekolah. Untuk penjual mereka sudah bawa barang dagangannya dari rumah, untuk orangtua cukup mengantarkan di depan gerbang saja. Selanjutnya anak-anak menuju lokasi market day, bisa di halaman atau di aula untuk menaruh barang dagangannya di meja yang sudah diberi nomor. Masing-masing anak punya meja sendiri. Terus setelah sholat dhuha, baru ditata barang jualannya itu.

Sedangkan untuk kelas 1 dan 2 yang sebagai pembeli berkumpul dahulu di masjid untuk mendapat pengarahan dari saya sekaligus buat nunggu persiapan yang jualan. Dan seperti yang sudah saya katakan tadi, karena ini yang jualan masih kelas bawah maka perlu guru pendamping”

**Peneliti :** “Adakah tujuan khusus, diadakan kegiatan *market day*?”

**Informan :** “nah, kalau *Entrepreneur day* ya tujuannya memang agar anak-anak itu punya jiwa apa ya.. kewirausahaan dari kecil. Nah *alhamdulillahnya* di kelas III, IV keatas mereka sudah terbiasa akhirnya. Katakan ibunya bikin roti kukus gitu ya mereka bawa ke sekolah jual. Diselain hari *entrepreneur day* ya seperti itu nah biasanya seperti itu ya. Terus kelas IV, V itu apa ya.. kan ada anak disuruh jualan itu malu, saya enggak melihat itu di anak-anak, kemungkinan karena sudah terbiasa. Disuruh jualan pun oke, suruh jual lumpia oke. Jadi kelas III, IV ke atas itu sudah banyak yang gitu, kayak Suhel itu, bikin es sendiri, dia yang bikin es sendiri di rumah, bukan ibunya. Ibunya mungkin Cuma bantu beberapa, tapi dia sendiri juga, memang anaknya memiliki jiwa *entrepreneur* yang tinggi. Bikin es krim, dijual juga disini. Kalau butuh salah satu sampel anak, siswa, saya sarankan Suhel, kelas IV-A gitu. Selain itu juga saat berjualan anak-anak jadi belajar mandiri, mandiri dalam arti mereka bisa belajar usaha sendiri untuk dapat uang misalnya. ”



**Pertanyaan** : “Jiwa kewirausahaan atau karakter apa yang bisa ditanamkan kepada siswa melalui kegiatan market day ini bu?”

**Informan** : “kalau karakter ya seperti tadi, anak-anak belajar mandiri, percaya diri. Seperti suhel tadi ya, dia pede pede saja berjualan tidak malu. Kalau untuk di kelasnya juga, anak-anak juga tidak malu mengacungkan tangan dan menjawab Peneliti. Anak-anak juga kreatif, kalau dilihat saat berjualan nanti, anak-anak kasih nama makanan, minuman atau jualannya itu macem-macem. Bias dilihat hari sabtu besok. Di kegiatan ini kita juga menanamkan nilai kejujuran. Jadi kan setiap market day ada temanya, kalau kemarin itu hmm, gini satu semester itu kan empat kelas. II-A, II-B, I-A, I-B. Itu dengan tema yang sama, dalam artian, judulnya adalah ‘*Jadilah Penjual dan Pembeli yang Jujur dan Amanah*’ jadi misal kelas II-A jad penjual, jadila penjual yang amanah, kelas II-B dan kelas lainnya jadilah pembeli yang amanah. Ya maksudnya kalau ada kembalian-kembalian lebih gimana gimana ya harus disampaikan. Kalau penjula, jadilah penjual yang amanah. Jadi semua itu merasakan pernah jadi penjual yang amanah dan pembeli yang amanah. Jadi penanaman karakternya ditanamkan disitu”

**Peneliti** : “Bagaimana respon anak terhadap kegiatan *market day*, menurut Ibu”

**Informan** : “senang. Ya anak-anak senang, Alhamdulillah dari dulu setiap kegiatan market day anak-anak antusias, mereka berpartisipasi semua. Mungkin ada anak-anak yang agak kurang apa ya, seperti malas mengikuti kegiatan tapi nanti setelah lihat temennya atau dia dapat uang bias semangat. Tapi sejauh ini belum ada yang ogah-ogahan ikut kegiatan, mungkin yak arena mereka dapat uang ya jadi semangat”

**Peneliti** : “Untuk kendalanya apa Bu?, Apalagi untuk kelas bawah?”

**Informan** : “Kendalanya waktu pelaksanaan kegiatan itu biasanya ada saja, hmm... ini selisih uang, dari laporan dengan uang yang ada. Biasanya dipengaruhi ketika memberi kembalian. Mungkin, yang beli salah, yang beli kan juga anak kelas satu, enggak mudeng juga, kurang paham juga hahahaha... kebanyakan kelebihan, bukan kurang, kelebihan. Jadi, kadang kalau kelebihan kami sampaikan ini uang nya mas, ini kelebihan 2000, ini bukan haknya mas. Silakan dimasukkan kotak ini (menunjuk kotak amal di dekat kantor kepala sekolah), biasanya dimasukkan ke sini, sedangkan kalau kurang, dari pendamping memberikan laporang ke wali kelas, wali kelas memberi laporan ke wali murid. Ini uangnya tadi kurang 2000 bu, mungkin kesalahan dalam ini, jadi itu tugas wali kelas. Untuk pelaksanaannya, *alhamdulillah* lancar.”

## TRANSKRIP WAWANCARA

Nama Responden : Ervin Fatichatus Sholichah, SP, S.Pd

Jabatan : Guru Pendamping Kelas 1B

Hari/Tgl : Rabu, 06 Mei 2017

Tempat : Aula Sekolah

**Peneliti** : Ibu, bagaimana pemahaman ibu tentang kegiatan entrepreneur day untuk membentuk karakter siswa kelas IB?

**Informan** : Kegiatan entrepreneur day ini bertujuan untuk membentuk, menanamkan jiwa kewirausahaan anak sejak kecil. Kita mengajarkan bagaimana cara menjadi penjual dan pembeli yang amanah, tidak boleh curang. Selain itu kegiatan ini juga sarana untuk mempraktekan ilmu matematika yang sudah mereka dapatkan, penjumlahan, pengurangan. Kegiatan ini sangat bermanfaat kalau menurut saya.

**Peneliti** : Jiwa Kewirausahaan itu seperti apa menurut ibu? Atau karakter apa saja yang dibentuk, mungkin seperti jujur, kerja keras.

**Informan** : Karakter ya, Entrepreneur day ini, anak diajarkan untuk mandiri, mandiri disini kita ajarkan seperti bagaimana sih kita mendapatkan uang sendiri tanpa meminta ke orangtua, mereka juga dapat merasakan m=susahnya mencari uang, jadi mereka harus kerja keras dulu kalau ingin dapat uang. Jujur, ini seperti tema entrepreneur day semester ini “Jadilah pedagang dan penjual yang jujur dan amanah. Mau jadi penjual atau pembeli kita harus sama sama jujur. Missl, beli kuenya 2

bayar nya juga seharga 2 kue. Nah anak-anak ini kalau disuruh jualan atau acara entrepreneur day ini mereka harus percaya diri, ga ada yang malu-malu. Kalau malu jualan nanti barangnya kan ga laku”

**Peneliti** :Barang yang dijual apa saja bu?

**Informan** : Dulu macam-macam mbak, ada alat tulis, makanan, mainan, minuman, tapi untuk sekarang ini kita hanya memperbolehkan menjual makanan dan minuman yang dibuat dirumah oleh bundanya. Karena apa, supaya orangtua itu juga ikut aktif dalam semua kegiatan anak. Ini juga bisa mendekatkan anak dengan orangtuanya. Selain itu apabila produk dibuat sendiri itu lebih aman daripada beli makanan atau minuman yang sudah ada dipasaran.

**Peneliti** : Bagaimana respon orangtua dan siswa nya sendiri dalam kegiatan entrepreneur day di sekolah?

**Informan** : Alhamdulillah, untuk orangtua responnya positif. Mereka selalu aktif dalam kegiatan-kegiatan seperti ini. Jadi gini mbak, di SD Islam As-Salam ini setiap hari sabtu ada yang namanya Student Day, yang entrepreneur day ini salah satu kegiatannya. Dalam kegiatan student day ini orangtua banak dilibatkan di dalamnya dan para orangtua ini merespon dengan positif dan ikut dalam sema kegiatannya.

Kalau untuk anaknya, ya mereka senang, sangat antusias, belum pernah kami menemui anak yang nangis atau ngambek gara-gara disuruh jualan.

**Peneliti** :Terus, kalau kendalanya untuk kegiatan entrepreneur day ini apa?

**Informan** : sampai saat ini kami belum mendapatkan kendala yang besar ya, Alhamdulillah. Mungkin kendalanya saat anak belum bisa memberikan uang kembalian. Kegiatan entrepreneur day ini kan yang jualan hanya kelas satu dan dua, jadi masih ada beberapa anak yang belum bisa memberi uang kembali. Makanya kami memberi guru pendamping, satu guru pendamping untuk lima anak. Salah satu tujuan diberi pendamping yaitu membantu anak yang belum bisa memberi uang kembali.

**Peneliti** : Lalu Bu, Apakah kegiatan entrepreneur day ini sudah dapat dikatakan berhasil dalam membentuk karakter anak sesuai dengan tujuannya tadi?

**Informan** : Begini mbak, kalau karakter untuk kelas satu itu masih proses penanamannya, untuk hasil biasanya itu akan terlihat di kelas tiga ke atas. Tapi jika karakter seperti mandiri, jujur, percaya diri itu memang ada di anak. Di luar kegiatan entrepreneur day, mereka juga mandiri, misal tidak harus ditunggu orangtuanya saat di kelas, mandiri mengerjakan tugas sendiri, mengerjakan tugas sendiri berarti mereka juga jujur. Mereka juga percaya diri, disuruh maju ke depan kelas mempraktekan apa mereka juga mau. Jadi karakter-karakter seperti itu bisa dikatakan berhasil ada dalam diri anak.

**Peneliti** : Apa harapan Ibu kedepan untuk kegiatan Entrepreneur day ini?

**Informan** : Sebenarnya pelaksanaan entrepreneur day sudah baik, tidak terlalu ada kendala. Tetap melakukan evaluasi agar disetiap kegiatannya itu

lebih baik lagi. Dan orangtua tidak bosan untuk berpartisipasi dalam setiap kegiatan yang diadakan SD Islam As-Salam.



## TRANSKRIP WAWANCARA

Nama Responden : Kansa Izzati Adine

Jabatan : Siswa Kelas 1B

Hari/Tgl : Rabu, 06 Mei 2017

Tempat : Aula Sekolah

**Peneliti** : Mbak Izza jualan apa?

**Informan** : “Jualan sate pisang, mie ayam, jamur krispi”

**Peneliti** : “Siapa yang buat makananya?”

**Informan** : “Mama”

**Peneliti** : “Buat nya jam berapa?”

**Informan** : “Malam sama subuh”

**Peneliti** : “Mbak Izza ikut bantu mama nya ga? Bantu apa?”

**Informan** : “Bantu tutup mikanya, terus bantuin kupas pisangnya”

**Peneliti** : “Seneng ga mbak jualan? Mau jualan lagi ga?”

**Informan** : “Seneng, mau. Soalnya dapat uang banyak, ditabung. Habis itu uangnya bisa dikasih ke panti asuhan”

## TRANSKRIP WAWANCARA

Nama Responden : Maysina Hazimatunnisa Asyifa

Jabatan : Siswa Kelas 1B

Hari/Tgl : Rabu, 06 Mei 2017

Tempat : Aula Sekolah

**Peneliti** : Mbak Syifa jualan apa?

**Informan** : “Jualan pizza, sama sosis keju”

**Peneliti** : “Siapa yang buat makananya?”

**Informan** : “Umi”

**Peneliti** : “Mba kSyifa ikut bantu buat ga? Bantu apa?”

**Informan** : “Bantu buat pizza nya, kasih kejunya”

**Peneliti** : “Seneng ga mbak jualan? Kenapa?”

**Informan** : “Seneng, seneng aja ”



## TRANSKRIP WAWANCARA

Nama Responden : Herbrilly Zubair Al Hadrami

Jabatan : Siswa Kelas 1B

Hari/Tgl : Rabu, 06 Mei 2017

Tempat : Aula Sekolah

**Peneliti** : Mas Wel jualan apa?

**Informan** : “Jualan burger ganteng”

**Peneliti** : “Siapa yang buat makananya?”

**Informan** : “Mama”

**Peneliti** : “Mas Wel ikut bantu mama nya ga? Bantu apa?”

**Informan** : “Bikin ngasih dalemnya”

**Peneliti** : “Seneng ga mbak jualan? Kenapa?”

**Informan** : “Karena harga promosi, terus dapat uang banyak ”

## FIGURES



Interview with Mrs. Fika (Coordinator of Student Day)



Preparation for buyer before Entrepreneur day in Masjid with Mrs. Fika



