

**THE IMPLEMENTATION OF ACCELERATION PROGRAM
AT LABORATORY PRIMARY SCHOOL STATE
UNIVERSITY OF MALANG**

THESIS

By:

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NIM: 10140021



**INTERNATIONAL CLASS PROGRAM (ICP)
TEACHER EDUCATION FOR ISLAMIC PRIMARY SCHOOL
DEPARTMENT
EDUCATION AND TEACHER SCIENCES FACULTY
MAULANA MALIK IBRAHIM MALANG STATE ISLAMIC
UNIVERSITY
July, 2014**

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*Submitted to Education and Teacher Sciences Faculty of State Islamic University
of Maulana Malik Ibrahim Malang to meet a requirement to obtain a Bachelor
Degree of Education for Primary School Teacher (S.Pd.I)*

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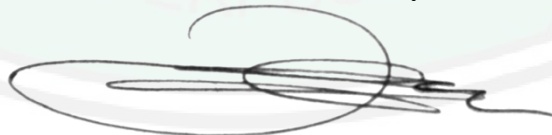
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LABORATORY PRIMARY SCHOOL STATE UNIVERSITY OF
MALANG****THESIS**

Prepared and Compiled by

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DEDICATION SHEET

I dedicate my thesis for a pair of pearl hearts which gives infinite love, educate and take care of me until reach the expectation. Affection and immolation that irreplaceable my beloved mother Nur Qoni'ah and my beloved father Sudirman.

To:

My brother and sister Andoko Noeryanto,
Ahmad Tsubutul Ulum and Mochammad Syahrowardi and Sri Sukaryanti
who always give prayer, motivation and inspiration.

To:

My niece Andryan Noer Febrianto and Maulida Fatimatuz Zahra who always
entertaining

MOTTO

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“Allah will raise the people who belief among you and the people whose given the knowledge” (Q.S Al-Mujadalah:11)



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NOTA DINAS PEMBIMBING

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Appendixs : 4 (four) Exemplar

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Malang

Assalamualaikum W,W.

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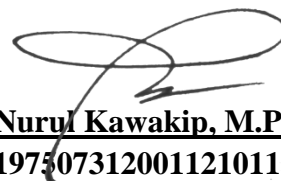
Program : Teacher Education Islamic Elementary School

Title of Thesis : The Implementation of Acceleration Program at
Laboratory Primary School State University of Malang

As the advisor, we argue that this thesis has been proposed and tested decent. So, please tolerate presence.

Wassalamualaikum W. W.

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Hereby, I certify that the thesis I wrote to fulfill the requirement for S.Pd.I entitle” The Implementation of Acceleration Program at Laboratory Primary School State University of Malang” is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, 02 July 2014



A handwritten signature in black ink, appearing to be "Indah Nurainiyah".

Indah Nurainiyah

PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

The author extend this thanksgiving to the presence of the God almighty who has given taufik, hidayah, and inayah, so writing this thesis can be resolved properly. Sholawat and salam hopefully bless the king remained the Prophet Muhammad who had become a role model as Education World father, which has been guiding people from the darkness to the lightness of his light of science.

The writing of the thesis is made in order to meet the final assignment to get a bachelor degree (S1) Education of Islamic Elementary School Teacher Department, Tarbiyah and Teacher Sciences Faculty Maulana Malik Ibrahim Islamic State University of Malang.

Furthermore, there is a complete sense of gratitude when the author has yet to say thanks to all those who have helped. Therefore, with all the humility of the author convey a thank you to:

1. My mother Nur Qoni'ah and Father Sudirman who had given the outpouring of compassion, moral or material support, prayers and instructions to always learn, seriously, be thankful, be patient, and always remember to Allah
2. All of spiritual teachers in Luhur High Boarding School Institution that always gives their blessing and prayer support, especially to Prof. KH. Achmad Mudlor SH. (Rip)
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4. Dr. H. Nur Ali, M. Pd as the Dean of the Faculty of Tarbiyah and Teaching Science Islamic State University (UIN) Maulana Malik Ibrahim
5. Dr. Mohammad Walid, M.A Principle of PGMI Department
6. H. Ahmad Nurul Kawakip M.Pd,M.A thesis supervisor as a lecturer who has been guiding and directing
7. Mrs. Susi as the principle of Laboratory Primary School State University of Malang which has received and gives a chance to me to carry out research
8. All of the teachers and students Class 4AICP Laboratory Primary School State University of Malang who are willing to become the resources for the

finishing this thesis may achieve the quality and be able to getting the hope and ideals

9. All my compatriots Guide Student Wahidiyah community (Mr. Bramantyo, my older brother Agung and Bahar, my younger brother Ulum and Rudi, my older sister Erika and Anggun) who always gives the motivation, support and prayer and mujahadah
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12. The last for all those who always support me and motivating to always be active in learning and optimistic pursuit of ideals

Best wishes for all the assistance provided to us will be rewarded with plenty of grace and goodness by God almighty and made a lot of useful charity FiddunyaWal Akhirah.Amin.

Furthermore we are aware in the writing of this report many mistakes which have been corrected, therefore any suggestions and criticisms that builds very needed for us to getting the good future.

Malang, 02 July 2014

Author

TRANSLATION OF ARABIC AND LATIN

Writing translation of Arab-Latin in this thesis is using the transtalion orientation based on the decisions of Religion Ministry Indonesia Republic and Education and Culture Ministry Indonesia Republic no. 158 year 1987 and no. 0543 b/U/1987 that underlines as following:

A. Letters

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	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. Long Vokal

Long Vokal (a)	= â
Long Vokal (i)	= î
Long Vokal (u)	= û

C. Diftong Vocal

أَو	= aw
أَي	= ay
أُو	= û
أِي	= î

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ABSTRACT

Nurainiyah, Indah. 2014. The Implementation of Acceleration Program at Laboratory Primary School State University of Malang. Essay, Teacher Education of Islamic Elementary School Department, Education and Teacher Science, Islamic State University of Maulana Malik Ibrahim Malang. Advisor: H. Akhmad Nurul Kawakip, M.Pd. M.A

Government regulation of Indonesia Republic number 17 of 2010 about Management and Organization of Education Article 135 (verse 2): special educational programs for students who have the potential intelligence and/or special talents can be either: a. acceleration program; and/or b. enrichment program. Acceleration program held by the Government now a day meets a fraction of the needs of special education services for children are intellectually gifted child or esteemed. It is mentioned as such because there are still many special services outside the acceleration model. This policy of implementation acceleration program was appreciated by Laboratory Primary School of State University of Malang by designing the program into natural acceleration model. Acceleration of learning is not imposed but naturally that is based on the speed of learning in every student. In contrast with the acceleration in general, this school implemented the acceleration based on modules which the modules are used as the main instrument in determining categories of students.

This research has several purposes: (1.) To describe the implementation of natural acceleration program at Laboratory Primary School of State University of Malang. (2.) To describe the obstacles that occurred in implementation of natural acceleration program at Laboratory Primary School of State University of Malang.

This study used descriptive qualitative method. The data source in this study is from words and actions, the writing source and photos. Data collection technique was done through observation, interview and documentation then analyzed by systematically reviewing all the data retrieved.

The result of this research shows that (1.) The acceleration Program at Laboratory Primary School State University of Malang is different with acceleration in general because the acceleration in this school is carried out naturally in accordance with the speed of learning students without classes, differentiated services and facilities. The individual learning based on the module system and the teacher as an advisor and facilitator. This acceleration is a entire program because when the students at class 4 was entered in the nomination of program. Acceleration students are students who have a high learning speed on all subjects with a qualified in acceleration's program. The acceleration program has been different academic calendar. (2.) The obstacles that is occurred on the implementation of Acceleration Program at Laboratory Primary School State University of Malang are as follows: a) Delay in distributing the module. b) Less attractive module. c) Students are bored. d) Teachers are bored. e) Differences in the teaching and learning model from the teachers. f) The serving not maximum from the teacher. g) The average result of study is minimum. h) Less cooperation of the parents.

Keyword: Implementation, Natural Acceleration Program, Obstacles

CHAPTER I

INTRODUCTION

A. Research Background

An institution is one of the social structures that exist in the community. The institution conducts the activity of teaching and learning process where the teacher as a regulator of all activities carried out with their students. In the process of teaching and learning, the teacher will confront heterogeneous students that have different needs.

This is a challenge that must be faced by teachers. As the following quote: "as the main theme in all *Learning To Teach*, how to look at the needs of all students become a challenge for teachers since the beginning of the history of formal schooling".¹ "But grouping students according to age still makes the classes full of students with the capabilities, interests, and a diverse range of needs. Indeed at the beginning of the twentieth century, John Dewey and progressive educators stressed the need for teachers to carry out the teaching of individually."²

Government of Indonesia has made a policy in terms of giving attention to the child (student) also which was written in: Law No. 23 of 2002 on child protection Article 52: a child who has an advantage is given the opportunity and accessibility for irregular education.³ Government regulation of Indonesia Republic number 17

¹Richard I. Arends, *Learning To Teach belajar untuk mengajar* (New York: McGraw Hill Companies, 2007), P. 109

²Ibid.

³*Undang-Undang Republik Indonesia Nomor 23 Tahun 2002 Tentang Perlindungan Anak.* (Jakarta, 2002)

of 2010 about Management And Organization of Education Article 135 (verse 2):special educational programs for students who have the potential intelligence and/or special talents can be either: a. acceleration program; and/or b. enrichment program.⁴

Based on the rules above, it can be understood that the Government recommend every school to give preferential treatment to students who have a disorder or potential intelligence or special talent. One of the special education program for gifted children is called “acceleration program”.⁵

Acceleration means the allow children in order to develop their ability and speed jumping over conventional stages in public education.⁶National Education Department define learning acceleration program is an educational service delivery according to the potential of talented students, by giving it the opportunity to adjust their regular program within such time their friends.

From this, it was expected to students who have specific talents will get the treatment of study to suit their capacity, so that they can develop their talents without deterred by less ability students. As mentioned in the regulations of the Government of the Republic of Indonesia number 17 of 2010 about the management and organization of the Education Section 134 (1 and paragraph 2) that:

⁴Undang-undang RI No. 20 Tahun 2003 tentang SISDIKNAS dan Peraturan Pemerintah RI Tahun 2010 tentang Penyelenggaraan Pendidikan serta Wajib Belajar. (Bandung: Citra Umbara, 2010), P. 313

⁵Reni akbar H. *Akselerasi A-Z informasi Program Percepatan Belajar.* (Grasindo 2005) , P. 76

⁶Bernadette Tynan. *Melatih Anak Berfikir Seperti Jenius Menemukan dan Mengembangkan Bakat Pada Setiap Anak* (Jakarta: PT.Gramedia Pustaka Utama (anggota IKAPI) 2005) , P.44

Special education for learners who have the potential intelligence and/or talents of exceptional work developing potential advantages into real achievements of learners in accordance with the special characteristics. Special education for learners who have the potential intelligence and/or special talent aims to bring the entire potential of a distinction without neglecting the development of the balance of spiritual intelligence, intellectual, emotional, social, aesthetic, and other intelligence, and kinesthetic.⁷

Apart from the functions and purposes above, there are few things to be objectionsto the acceleration program. According to Southern and Jones, the objectionconcerns the academic field, the field of social conformity, the field of extra curricular activity, and emotional adjustment. Acceleration program which is held by the Government now a day meets a fraction of the needs of special educationservices for children areintellectually gifted child or esteemed. It ismentioned as such because there are still many special services outside the acceleration model.⁸

This policy of the implementation of acceleration program was appreciated by Laboratory Primary School of StateUniversity of Malangby designing the program into natural acceleration model. Acceleration of learning is not imposed but naturally that is based on the speed of learning in every student. In contrast with the acceleration program in general, this school has implemented the acceleration based on modules which the modulesare used as the main instrument in determining categories of students.Students can complete the modules faster than the target specified in all subjects with a minimum value of 80 can continue to do the next module (acceleration).

⁷Undang-undang RI No. 20 Tahun 2003 tentang SISDIKNAS dan Peraturan Pemerintah RI Tahun 2010 tentang Penyelenggaraan Pendidikan serta Wajib Belajar. (Bandung: Citra Umbara,2010), P. 312-313

⁸Yustinus Semiun, OFM. *Kesehatan Mental 2*. (Yogyakarta:Kanisius(anggota IKAPI, 2006)), P. 258

Therefore, based on the existing phenomenon the researcher has initiation to examine further about the **"The Implementation of Acceleration Program at Laboratory Primary School State University of Malang."**

B. Research Focus

This study only describes the problems that are occurred on the implementation of acceleration program. Therefore, the focuses of the research are:

1. How the natural acceleration program has been implementing at Laboratory Primary School of State University of Malang?
2. What are the obstacles that are occurred in natural implementation of acceleration program at Laboratory Primary School of State University of Malang?

C. Research Purposes

1. To describe the implementation of natural acceleration program at Laboratory Primary School of State University of Malang
2. To describe the obstacles that are occurred in the implementation of natural acceleration program at Laboratory Primary School of State University of Malang

D. Research Benefits

1. Theoretical Benefits

The Program can fulfill the needs of learners who have specific characteristics in terms of the development of cognitive and affective aspects

then give service to the gifted students to be completed more quickly than usual.

2. Practical uses

a. For Institution

Institution will get the benefit from this result study as a reference to further enhancement of program and improve the quality of its output.

b. For Teachers

Teachers can find out the problems that would be encountered in the process of learning and teaching in order to equip themselves before teaching. In addition teachers can run as well as possible with the learning process so that the goals of the program could be achieved.

c. For Researcher

The researcher will add insight in depth about the phenomenon of education especially in Indonesia and the implementation of the natural acceleration program at Laboratory Primary School of State University of Malang.

E. Research Originality

The originality of this research presents a field study of differences and similarities between this research with previous studies. This is intended to avoid any repetition of the study with the same aspects. Thus will note the sides that distinguish between research scientists with previous research. In this case it would be easier to understand, if researcher are presenting it in the form of a table

or matrix compared of exposure to an explanation present.⁹ The study reflects some previous studiesbut it still keeps originality of this research.

Table 1.1
Research Originality

No.	Researcher, year, and the title of research	Similarities	Differences	Originality of Research
1.	Wiwit Kurniati. 2010. Entitled “Acceleration classroom learning management: at Laboratory Primary School of State University of Malang case study” ¹⁰	Research Field	Focus research on classroom learning management includes planning, organizing, implementing, and evaluation of learning classes and the results showed that the implementation of the accelerated classes run smoothly and according to the guidelines This type of Qualitative Research (case study)	Expose the learning management of acceleration class
2.	Edwyn Yudha Prasetyo. 2012. The proceeding of natural acceleration class viewed from the learners management substance(at laboratory Primary school of state university of Malang case study) ¹¹	Research field	Focus research on learner management includes planning, implementation, and evaluation and the obstacle The results showed there were obstacle for students in accelerated classes This type of research	Expose The implementation of natural acceleration class viewed from the learners management substance and the obstacles

⁹Wahidmurni, *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan Pendekatan Kualitatif dan Kualitatif; Skripsi, Thesis, Dan Disertasi* (Malang: UM Press, 2008), P. 23-24

¹⁰Wiwit Kurniati. *Manajemen Pembelajaran Kelas Akselerasi: Studi Kasus di SD Laboratorium Universitas Negeri Malang*. Skripsi. Jurusan Administrasi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Malang, 2010

¹¹Edwyn Yudha Prasetyo. “*Penyelenggaraan kelas akselerasi alami ditinjau dari substansi manajemen peserta didik (studi kasus di Sekolah Dasar Laboratorium Universitas Negeri Malang)*”, Skripsi Fakultas Ilmu Pendidikan Universitas Negeri Malang, 2012

			qualitative (case study)	
3.	Indah Nurainiyah. 2014. The implementation of acceleration program at Laboratory Primary School of State University of Malang	Research field	The focus of the research is Acceleration program and problems that occur Type a descriptive qualitative research	Expose the implementation of acceleration program and problems

The similarities of research which is conducted by Wiwit Kurniati and Edwyn Yudha Prasetio with this research are the object of research and the field of research that is natural acceleration at Laboratory Primary School at State University of Malang. The differences of the research lies in the focus research and types of research where research which is conducted by Wiwit Kurniati focused on learning management class with the type of acceleration is qualitative research with case studies design and research conducted by Edwyn Yudha Prasetio focused on the proceeding of natural acceleration class viewed from the learners management substance and the type of research qualitative case studies design. While this research focused on natural acceleration program implementation and the obstacles that is occurred in natural acceleration program implementation does not only happen to the students. This type of research is qualitative descriptive.

Thus is known clearly to all the researcher's knowledge that research conducted has never been done before.

F. The Scope of Research

The scope and the object of research at Laboratory Primary School of State University of Malang. In order for an explanation in writing this could be guide the author's give limitation of problems that researcher's study, are: how the implementation natural acceleration program and what the obstacle that happens in the natural acceleration program. If found the problem outside the limit, it just only as a complement to this discussion until the intended target.

G. Definition of the Key Terms

The following definitions of the term were made to equalize the perceptions or views on the meaning of the title of this thesis.

1. Acceleration Program

Acceleration program is service of education the students who have a potential of special intelligence and/or special talents.

2. Natural Acceleration Program

Natural Acceleration Program is special program for students who have the speed of learning in completing the module faster than their friends. If in their change the students can follow a target of acceleration program well and have completed all the modules then the teacher has to recommend them to follow exam with grade 6. So the students accelerated only takes 5 years to finish school.

CHAPTER II

LITERATURE REVIEW

A. Natural Acceleration Program

1. Definition

Acceleration means the allow children to develop their ability and speed jumping over conventional stages in public education.¹²National Education Department define that learning acceleration programis an educational service delivery according to the potential of talented students, by giving it the opportunity to adjust their regular program within such time faster than his friends. Acceleration program is service of education the students who have a potential of special intelligence and/or special talents (CI/BI). The acceleration program completion of education is a shorter period of time compared to the program as usual. Does this group of learners can complete your education in SD/MI for a period of 5 years old and in junior high/High School/MA MTs within 2 years.This acceleration program implementation is oneimplementation of law No. 20 of 2003 on the national education system, article 5, paragraph 4, namely “that citizens who have special talents and intelligence reserves the right to obtain irregular education.”¹³

¹²Bernadette Tynan. *Melatih Anak Berfikir Seperti Jenius Menemukandan Mengembangkan Bakat Pada Setiap Anak* (Jakarta: PT.Gramedia Pustaka Utama (anggota IKAPI) 2005), P.44

¹³Undang-undang RI No. 20 Tahun 2003 tentang SISDIKNAS

2. Purpose

Generally, the Organization of learning acceleration program aims to:

- a. providing services to learners who have particular characteristics from of cognitive and affective
- b. fulfill the human right of learners in accordance with the needs of education itself
- c. intellectual and interest meet the future perspective of learners
- d. prepare students to become future leaders.¹⁴

3. Model of organizing learning acceleration programs

There are three models which are used to educate students who are intelligent and talented. First is acceleration model, second is enrichment model, and the third is model of grouping (grouping). The Model of organizing learning acceleration program can be divided into three namely: special service, special classes, and special schools.¹⁵

Infact, the phenomenon which is happening in Laboratory Primary School of State University of Malang is not a formed acceleration as acceleration program in general. The formation of this acceleration occurs naturally based on student learning in a natural speed. It is called as natural acceleration program.

Natural acceleration is different from the existing acceleration program.

Natural acceleration class is not acceleration program learning that made one or more classes, but the acceleration of learning with handling learners

¹⁴Reni Akbar- Hawadi. *Akselerasi A-Z Informasi Program Percepatan Belajar*. (Penerbit PT Grasindo.2004), hal.21

¹⁵*Ibid.*, P.22

individually. Through the handling of individual learners, the teachers can learn more about emerging talents indirectly.¹⁶

Natural acceleration at this school is based on the speed of the individual in completing a given module. Because the learning is good for the child who has the ability of ordinary or special are the same that uses the module.

Limitation of the notion of modules developed by the research and development of educational and Cultural Affairs (BP3KK) Department P & K is as follows: “module is one of the smallest Unit of teaching and Learning Program which outlines in detail as follows:

- a. instructional goals will be achieved
- b. the topics that will be the base of teaching and learning
- c. issues material to be studied
- d. the position and the function modules in a broader program of unity
- e. the role of teachers in the process of teaching and learning
- f. tools and resources that will be used
- g. learning activities to do and we appreciate his in successive
- h. the worksheet should be filled by children
- i. evaluation program that will be implemented.”¹⁷

The module is a unit of teaching programs which is organized in some manner for purposes of study. The module can be seen as an education program package consists of components that contain learning objectives, lesson modules, learning tools, methods or media, then the source of learning and his system. The module has certain characteristics, such as

¹⁶EdwynYudhaPrasetio.

“Penyelenggaraankelasakselerasi dalam ditinjau dari substansi manajemen peserta didik (studikusus di Sekolah Dasar Laboratorium Universitas Negeri Malang)”,
Skripsi Fakultas Ilmu Pendidikan Universitas Negeri Malang, 2012

¹⁷B. Suryosubroto. *Sistem pengajaran dengan modul*. (PT. Bina Aksara), P.17

shape of the smallest teaching units and complete, contains a series of learning activities which is designed systematically, contains learning objectives are formulated clearly and specifically, allowing students to learn independently, and is the realization of individual differences and the embodiment of individual teaching.¹⁸

4. Acceleration Program Students Selection

Many factors affect student learning achievement, for example intelligence. But for the following acceleration program isn't enough by their intelligence only. Lubinski and Benbow said that students who have high motivation and ability, will more quickly acquire the knowledge and skills in the following of acceleration program.¹⁹

In addition, spiritual intelligence also has the influence on the learning achievements of students. Spiritual intelligence can be stabilised or controller in other intelligence such as intellectual and emotional intelligence quotient. Therefore, the purpose of education can be achieved that is the intellectual life of the nation by making a virtuous person.

5. Step of Doing Module Learning

a. Students receive the learning modules

- 1.) Teachers prepare and divide the partial to each student according to completion time limit respectively.

At the beginning of the study, all students receive the same partial (class IV part 1). To the next, each student receives a partial match with a speed of each student in completing the learning module.

Learning through module when associated with the time it takes to

¹⁸Nana Sudjana dan Ahmad Rivai. *Teknologi pengajaran*. (Bandung: sinar baru), P. 132

¹⁹Asmadialsa. *Keunggulan dan kelemahan program akselerasi di SMA tinjauan psikologi pendidikan*. (yogyakarta. Universitas gadjah mada. 2007), P. 6

learn, it will be found an extensive learning speed. Some children just need a short time to finish the main module. Otherwise it will be found number of students who need more time. So that possible students are different to each other.

2.) Teachers explain and guide the students (grade IV in early meetings of the semester 1) in a classical way of learning about the module system and then having them understand it is expected that students learn independently and teachers monitor it from a far and guide when students have difficulty.

b. Students read learning modules

Students are reading material without waiting for teacher instruction. Because in the learning materials have been included which contains a lesson learning instruction about the activities to be carried out.

1.) Patterns of learning activities through the interaction of teacher-student and student-student, or positively through discussion, ask and answer or other sources that are required as a result of the seminar for individual projects or scientific reports, and so on.

2.) For students who want to accelerate their learning or the finishing the partial, allowed students to learn independently, anywhere, anytime, and with anyone without depend on the teacher at school. On the basis of that our vicinity (natural universe/ environment) are learning resources. So that the child can work or study with anyone who are could help in the process of their learning.

c. the students reported the results of the work

- 1.) Students individually or in groups reporting the results of the work that has been completed for confirmed to the teacher or through the answer keys are available.
- 2.) Patterns of presentation can be actualized through the use of speech, text usage that requires students to read, use the impressions, and multi media. The core of the presentation patterns are students acting as publisher of a number of information acquired either directly or through an intermediary medium.
- 3.) The teacher gives the feedback of work reports of the students and discussing with students.
- 4.) Students improve the work in accordance with the teacher feedback about the report of his work (the equating of perception) or teacher give an affirmation about the studied the student's concept.

d. Students evaluate

- 1.) Students who have finished working on the activity sheet ask the for the evaluation sheet.
- 2.) Partial evaluation can only be carried out in schools by each students and may not work with another. It is intended to find out the absorption of materials that students learn and student learning pure result.
- 3.) Students submit evaluation results to the teacher to be corrected.
When the results of the evaluation of the students achieved 80%

correct or higher, students continue the next partial. And if evaluation results are less than 80%, students follow remidi or repeat back an evaluation with the guidance of a teacher.

- 4.) The students return the evaluation questions that have been used to a place that has been provided.

For more details the learning Groove with the modules system can be seen in the following chart.

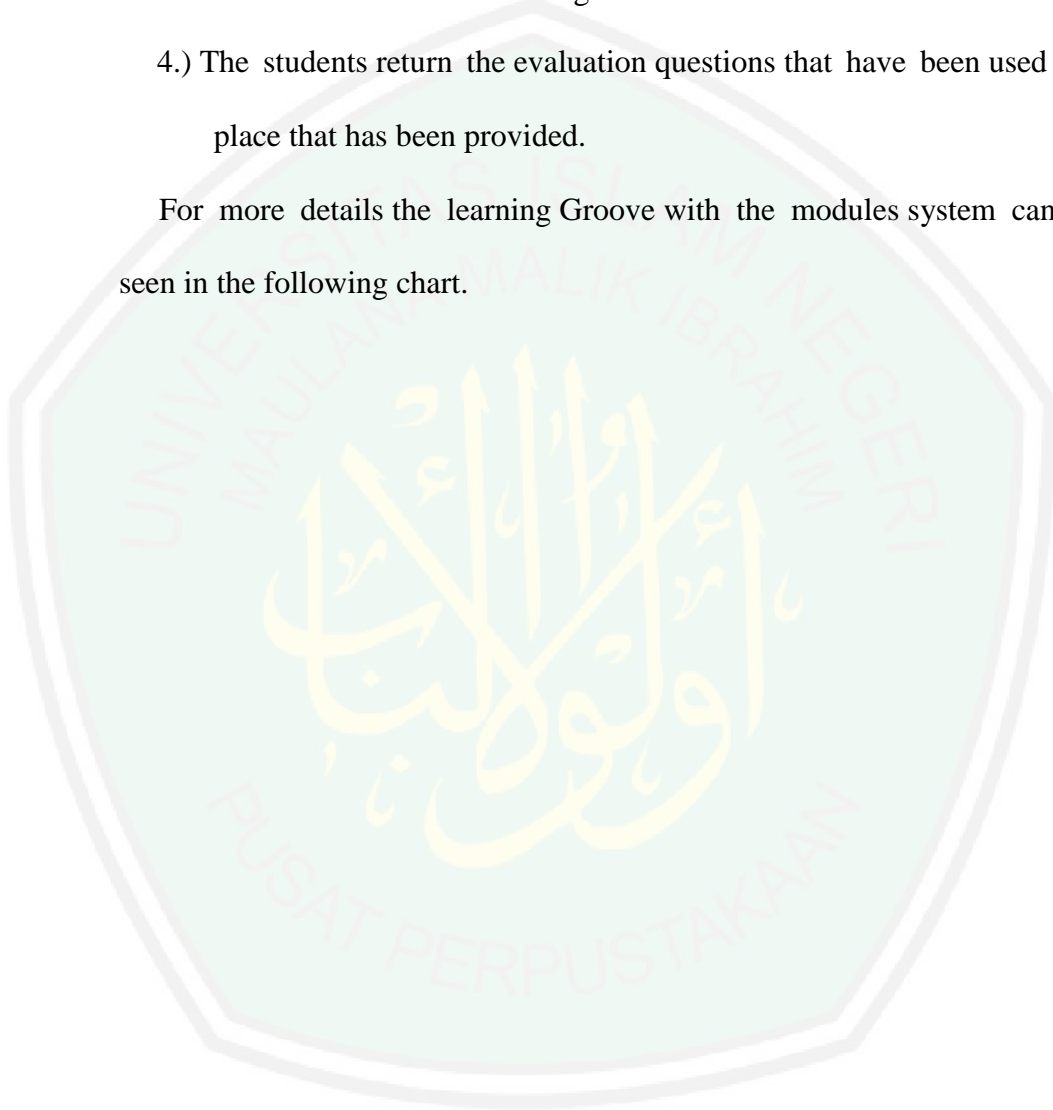
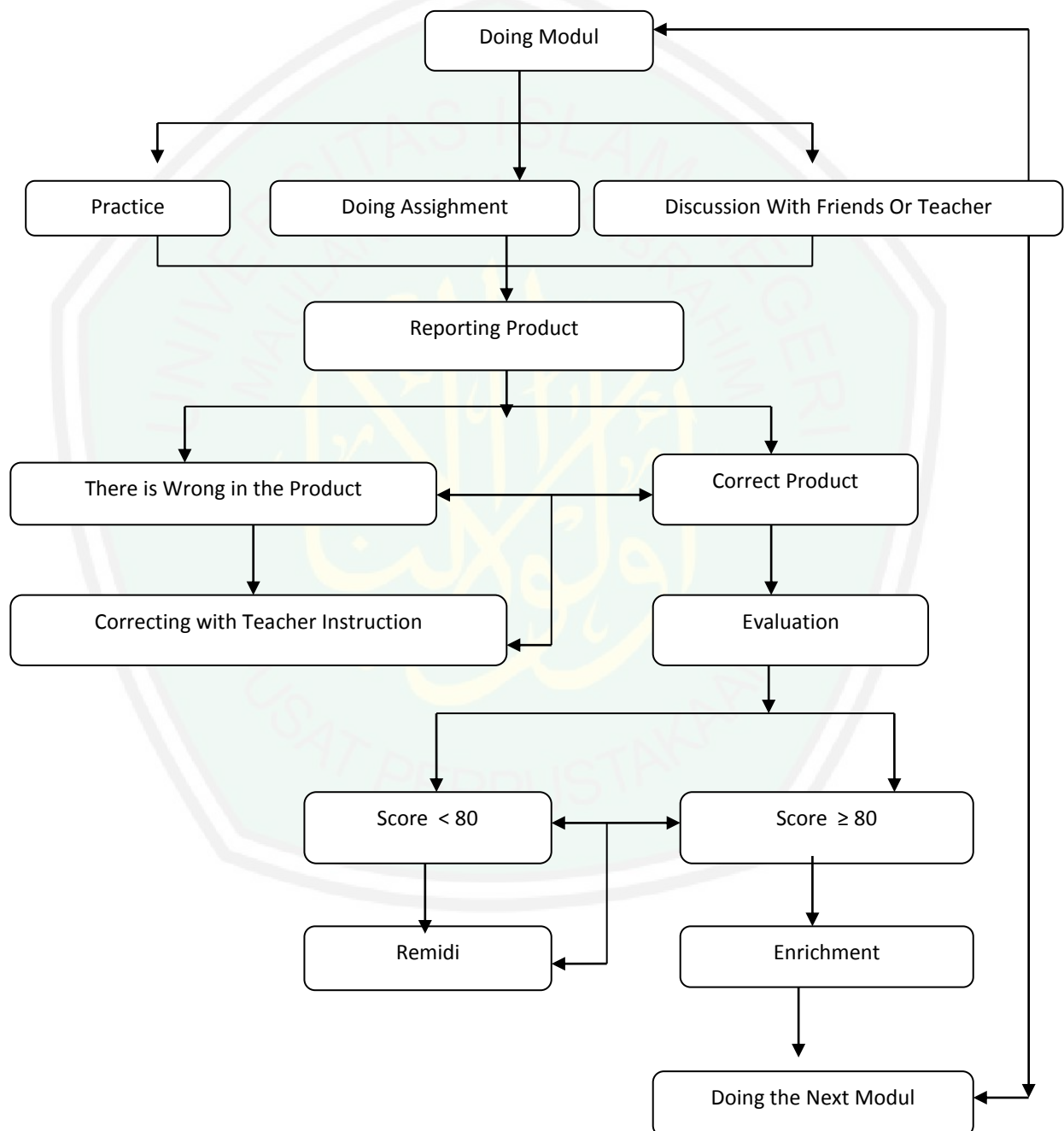


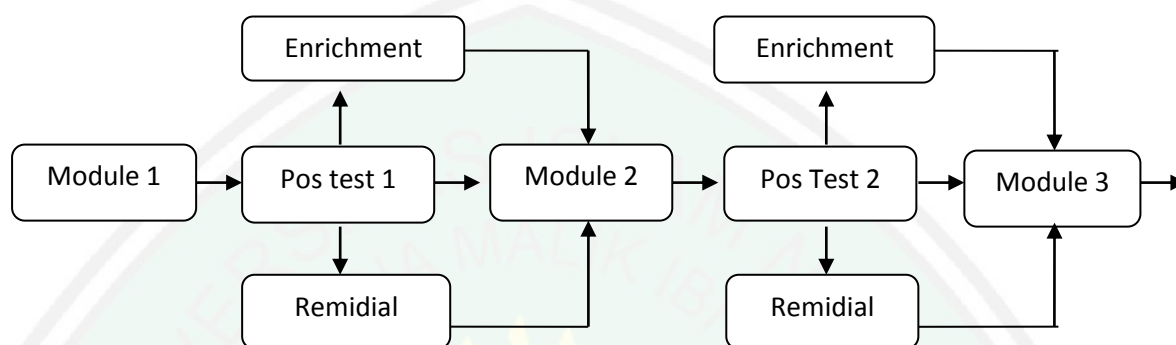
Diagram 3.1

The Groove of Learning Using the Module System²⁰²⁰KTSP SD Laboratorium UM, P. 161

6. Step of Natural Acceleration Learning

Management developed at Laboratory Primary School State University of Malang is education management based learners. The actualization of academic management based learners in the form of granting freedom to the learners to progress according to their speed. This concept is called acceleration learning model. Learners progress in a sustainable way (continuous progress). This Model will be relevant to active student application in the learning. That way, surely will accommodate into academic management system as supporters of their studies. Academic Management Model as proposed, the turn will accommodate and can reach the provisions of compulsory education in nine year. The most important is model of the academic management can improve the efficiency of students in the learning with give opportunities for the learner to be able to complete the entire competencies less than six years.

The acceleration system applied is a natural acceleration and not the contract model. That means students who have a high learning speed still study together with other students with the same treatment and are not grouped. Learners who have mastery of specific module unit can go forward linierly in the next module unit. To be able to move from one module to the next module, learners must have mastered the previous module unit with the level of mastery at least 80%. Systematically the sequence can be understood through the following diagram:

Diagram 3.2**Natural Acceleration Model²¹**

B. Obstacles that Occur on Implementation of Acceleration Program at Laboratory Primary School State University of Malang

Obstacles or problems are situation that limit the achievement of the goal. Something that cannot be attained purpose means to contain the problem. The research has done by wiwit kurniati in 2010 showed that:”the implementation of accelerated classes is said went smoothly and in accordance with the existing guidelines.”²²In contrast to the results of research which has been done by Edwyn Yudha Prasetio in 2012 says that:

the obstacle found that parent requests from their children may be included as learners of natural acceleration, but the ability of the learners in question is not adequate, and the learners difficult to achieve the partial target, step solution from teacher class is doing the calling parents and explain in detail about the accelerated classes, then the teacher class give more attention to the

²¹KTSP SD Labororium UM, P. 164

²²WiwitKurniati. *Manajemen Pembelajaran Kelas Akselerasi: Studi Kasus di SD Labororium Universitas Negeri Malang*. Skripsi. Jurusan Administrasi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Malang, 2010

difficulties learners, so that it runs as expected, without any coercion from anyone.²³

It shows that this school will not run smoothly even though it's getting better. As the aphorism says: the higher the tree, the stronger windblows. Growing the acceleration program which is applied in this school will receive more obstacles. Therefore, the evaluation process is needed in this acceleration program so that schools can find problems or obstacles which is occurred. After knowing the problems or obstacles that occurs, the schools have to find the solution that is suitable to be applied for the development of the school in order to increase the quality of education program/teaching process.

²³EdwynYudhaPrasetio. *“Penyelenggaraan kelas akselerasi alami ditinjau dari substansi manajemen peserta didik (studi kasus di Sekolah DasarLaboratoriumUniversitas Negeri Malang)”*, Skripsi Fakultas Ilmu Pendidikan Universitas Negeri Malang, 2012

CHAPTER III

RESEARCH METHODS

A. Approach and the Types of Research

This research is intended to find out how the implementation of natural acceleration program at Laboratory Primary School State University of Malang. The approach which is used by the researchers is a descriptive qualitative approach because of theoretical explanations to be built upon data requires perspective, the definition and interpretation of the participants at Laboratory Primary School of State University of Malang.

Qualitative research methods are often called naturalistic research method because his research is done in natural conditions.²⁴ Bogdan and Taylor defined the methodology of qualitative research procedures that produce as the words written or spoken of people and behavior that can be observed.²⁵ Descriptive research is a kind of research that seeks to describe and interpret data based on facts.

B. Location of Research

The location of the research at Laboratory Primary School of State University of Malang on Bogor street 19 Malang. The intention why the researcher chooses this school is because the school only accepts the students who are ready to learn and apply some different programs with the other schools, such as natural

²⁴Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), Cet. IV P. 14

²⁵Lexy J. Moloeng, *Metodologi Penelitian kualitatif; Edisi Revisi* (Bandung: PT Remaja Rosdakarya, 2005), Cet. XXI P. 448

acceleration program. Because of the unique learning process and the programs which are offered, especially in providing special treatment toward children make this school has high demand from the people.

C. The Presence of Researcher

In using qualitative approach, which became the main tool is human (human tools), it means that it involves its own researcher as an instrument.²⁶ Having regard to the ability of researchers in terms of asking questions, tracking, observing, and understanding as an essential tool that can not be replaced by other means. Because of the importance of such matters the researcher has a must come directly in the field.

D. Data and Data Source

The data are in the form of facts, information, or description. Information which is the raw material in the study to be made of material or materials trouble shooter for revealing a symptom.²⁷The data presented by the primary data and secondary data²⁸ The primary data is the data obtained directly from the source. Such as data on how the implementation of acceleration program at Laboratory Primary School of State University of Malang obtained through observation and interview with the curricular is Siti Nafi'ah S. Pd, vice principle of students

²⁶ Bogdan, Robert, C. Dan Biklen, Sari Knopp. 1990. *Riset kualitatif untuk Pendidikan: pengantar ke teori dan metode*. Alih bahasa: Munandir. Jakarta : pusat antar universitas.

²⁷ Andi Prastowo, *Metode Penelitian Kualitatif*. (Yogyakarta: Ar-Ruzz Media, 2011). P. 204

²⁸ Wahidmurni. *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan Pendekatan Kualitatif dan Kuantitatif; Skripsi, Tesis, dan Disertasi*. (Malang: UM Press, 2008). P.41

management Alvi Nurisnaini S. Pd, vice principle of publicist Aflacha S.Pd, teacher class 4A ICP Otong Kurniawan S. Pd and student Class 4A ICP.

While secondary data is data that is retrieved from the information that has been processed by other parties, namely the school documents.

Table 3.1
Data and Data Resources

No.	Data	Source
1.	Observation (Learning implementation in the class)	- Researcher
2.	Interview (acceleration concept program, acceleration program implementation and the obstacles)	- Siti Nafiah S.Pd (The curricular) - Alvi Nurisnaini S. Pd (Vice principle of students management) - Aflacha S.Pd (Vice principle of publicist) - Otong Kurniawan S.Pd (Teacher class) - Students
3.	Documentation (the object of research and document)	- Clerical Staff - Researcher's document

E. Data Collection

The need of data collection techniques are required in order to determine the evidence and the facts which are obtained serve as objective data and not actual deviations occurred. In this study the researcher uses three kinds of data collection techniques, namely:

1. The observation Methods (observation)

Observational method is a way of collecting data through observation of the five senses which then held the record-keeping. Suharsimi Arikunto

suggests that observation also includes observation activities with concentration against an object by using all the senses.²⁹

2. Method In-depth Interviews (in-depth interview)

The interview is a conversation with a specific meaning. The conversation was conducted by the two parties, namely the people who asks some questions or interviewer and interviewed who gave the answer of those questions.³⁰

3. The Method of Documentation

In addition to the methods of observation and interview, the researcher use methods of documentation. Documentation data is used to complete the data which is obtained from the observation and interview. In the implementation of method, the researcher examined the documentation objects written for example books, document, laws, daily note etc. ³¹

F. Analysis of Data

According to Miles and Huberman in the analysis of qualitative data that appears disembodied words and not a series of numbers. That data may have been collected in various ways, such as observation, interview, or the essence of a recording that will “processed” through the recording, typing, or setting back.³²

²⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta), P. 156

³⁰ Lexy J Moleong, *Metodologi penelitian kualitatif: edisi revisi* (Bandung : PT. Remaja Rosda Karya, 2007), P.135

³¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta), P. 158

³² . Matthew B. Milles dan A. Michael Huberman, *analisis data kualitatif* (jakarta : UI Press, 1992), P.

G. Checking the Validity of Findings

1. The persistence of observation (observation persistent)

Researcher conduct observation, documentation and recording observations directly.

2. Validation of the interview results / Member check

Researcher perform the validation of the interview results in writing to the subject research.

3. Triangulation

Triangulation is used for examination of the validity of the data by leveraging other sources outside of that data for the purposes of checking or benchmarking data.³³

4. Discussion of the associate

Researcher conducted discussion with her colleague to enrich the knowledge and strengthen the data findings.

5. View the literatures

Researcher checking the data research to relate with the literatures.

H. The Stages of Research

1. Pre-trial Stage Field

- a. find the problem
- b. draft research plan
- c. select the field Research
- d. draft proposals research

³³*Ibid.*, hal 178

e. explore and assess the state of the field

f. asking for permissions

g. prepare equipment research

2. Implementation Stage

a. steeped in research objectives and prepare

b. enter the field

c. collecting the data

d. analyze the data

3. Preparation of research reports stage

a. exposure data from research findings

b. data processing via data categories have been determined

c. analysis of data

d. preparation of research reports

e. revision of the research report

CHAPTER IV

RESEARCH RESULTS

A. Background Objects

1. Overview History of Laboratory Primary School State University of Malang³⁴

Prof. Soepartinah Pakasi MA is the founder of IKIP Malang in Primary school in the 1960s. The school is well known with its multiple teaching and learning approaches. For example, read the method for beginners, this is called "aan iin" method. Grouping the students based on the their ability which is caused a high motivation to compete among the students. Teaching and learning methods are carried out with contextual approach and inquiry method caused the high understanding and interactive learning processes. Independent study that applied, encouraging the creativity of the students in searching the suitable learning activities for themselves.

IKIP Malang Primary School is led by Soepartinah Pakasi MA. During of new regime era, it is created as a pilot project called PPSP (Pioneer Project of School Development). PPSP apply the comprehensive learning approach with teaching and learning module-based system. With this approach, the student learning acceleration can be facilitated, so that the efficiency of the learning time can be achieved. The duration of the students in completing primary and secondary schools only need 8 years. Learning structures in PPSP is 5-3, with the

³⁴Dokumen Sekolah Dasar Laboratorium UM Malang

time allocation 5 years for completing Primary School and 3 years for completing high school.

At the end of "education reform projects" of the Government, PPSP and all of management has not been exist. Then the Government published the regulations that the University is not able to manage the school. So the management of the primary school curriculum PPSP IKIP Malang was given the education and culture, under control of education and culture of East Java. The Laboratory is transformed into Primary School experiment. However the experiment primary school building owned by the State University of Malang.

In order to continue the school management system and the teaching and learning process at Primary School of IKIP Malang that is formed by Prof. Soepartinah Pakasi MA, *Dharma Wanita* IKIP founded one Primary School *Dharma Wanita*. The primary school is called *Dharma Wanita* IKIP Malang on 17th July 1986. This School has continuing Mrs.ion management system and learning Laboratory Primary School UM has been established by Prof. Soepartinah Pakasi MA.

During Prof. Nurul Huda MA period *Dharma Wanita* IKIP Malang Primary School formally changed into Laboratory Primary School UM on 1997. Then Laboratory Primary School UM management has been under control of IKIP Malang through UPT Development Laboratory Schools, since IKIP Malang change into the State University of Malang on 1999/2000.

Since 2001, Drs. Suprihadi Saputro S.Pd. M.Pd, the principal of Laboratory Primary School UM has developed a school based on competency management using Mastery Learning and continues progress.

Individual learning is through independent study and modules that are being applied to evidence that Laboratory Primary School UM has been successful in developing education efficient. The acceleration model that has been developed gives an opportunity to accelerated students to complete their learning in just 5 years. Individual approach is done has changed the paradigm of students on learning essential.

On 2005, the school developed a national school with an international standard of qualification. Therefore, the Laboratory Primary School UM collaboration with the Cambridge International Examination declared on 05 July 2007. Then, Prof. Dr. H. Suparno, Rector, formally stated that the Laboratory Primary School an “Integrated nine-year basic education” under control of one school and one Director. Laboratory Primary School UM has been accredited as the only major program Center, Cambridge University International in Indonesia.

Since June 2007 Laboratory Primary School UM as school contributes online system to serve other schools who want to access become a national school with an international standard of qualification. In addition, the program is also available for home schooling program.

2. School Profile³⁵

a. Identity of the School³⁶

The identity of the school attach in appendix IV.

b. Position of the Laboratory School

Laboratory School State University of Malang was formed from a set of programs activities organized by the developer Unit of State Laboratory School (UPSL) of Malang.

The main task of the Unit of the Laboratory School developer is to build and extended the school's laboratory based on research and development activities school model.

Dealing with the Unit of the Laboratory School developer the main task as above, basically from the point of academic functions the laboratory school was as a research and Development Unit of the State University of Malang.

3. School Vision and Mission

Vision

Accomplishing the Primary School model for the achievement of cultural intelligence graduates in global-multicultural life through the realization of school as a community center learning (learning society) characterized by an independent, active, creative, effective, fun, dignity, personality, and an insightful environment.³⁷

³⁵ Dokumen Sekolah Dasar Laboratorium UM Malang

³⁶ Ibid.

³⁷ KTSP SD Laboratorium UM. P. 11 (sekolah masih menggunakan kurikulum KTSP karena 1. Memanfaatkan persediaan modul yang masih ada 2. Belum siap mengikuti kurikulum 2013 karena dianggap lebih sulit dan sekolah akan mencoba menerapkan kurikulum tersebut pada tahun ajaran 2014-2015. Berdasarkan Wawancara dengan Ibu Siti Nafi'ah waka kurikulum pada tanggal 22 Maret 2014 pukul 11.20 WIB)

Mission

The Mission of the laboratory primary school is (1) education development/scientific logic center, (2) the ethics of education development center, (3) an esthetic education development center, (4) humanica education development center, (5) environmental education development center, and (6) practical theology education development center.³⁸

B. Data Exposure

1. The Implementation of Natural Acceleration Program at Laboratory

Primary School State University of Malang

Based on the results of research conducted, researcher obtains data about the Implementation of natural acceleration program and the obstacles at Laboratory Primary School State University of Malang. Researcher takes data using methods of observation, documentation, and in-depth interviews. Data sources which researcher decide to obtain information that is asked the curricular, student management vice principle, publicist vice principle, teacher guide, parent and students of IV A ICP class so researcher obtain the following results:

Prior to the discussion of the implementation of natural acceleration program at Laboratory Primary School State University of Malang, researcher is asking about the concept of implementation of natural acceleration program at Laboratory Primary School State University of Malang, so that from the research results can be known exactly how the implementation of natural acceleration program at Laboratory Primary

³⁸ KTSP Sekolah Dasar Laboratorium UM Malang, P. 11

School State University of Malang. As expressed by Mr. Otong Kurniawan Class 4A ICP that: "the natural acceleration is the learning acceleration program of student. Depending on how children could learn more quickly than other children by completing the entire task (partial/ evaluation)."³⁹

The result of the interview above was gives an overview slightly that natural acceleration is the acceleration of learning students are naturally looking at student's ability individually in completing partial that are on the module. Agreed with the curricular, Siti Nafi'ah S.Pd. state that: "there is a natural acceleration program, is learning acceleration programs based on student's ability naturally."⁴⁰ Then clarified by Alvi Nurisnaini S.Pd, student management vice principle's statement, which says:

We are facilitating the speed of each individual module without using categorized in the class of its own. So still follow their class and it's naturally not forced. However there is a target of the same episodes on each child. Who determines the strategy and is the speed of learning of each individual. Finally could categories the speed later. Every child has the speed of each. That's all.⁴¹

So, the natural acceleration program is is special program for students who have the speed of learning in completing the module faster than their friends. If in their change the students can follow a target of acceleration program well and have completed all the modules then the teacher has to recommend them to follow exam with grade 6. So the students accelerated only takes 5 years to finish school.

³⁹ Wawancara dengan Bapak Otong Kurniawan wali kelas IV A ICP Pada tanggal 10 April 2014 pukul 10.00 WIB

⁴⁰ Wawancara dengan Ibu Siti Nafi'ah waka kurikulum pada tanggal 22 Maret 2014 pukul 11.20 WIB

⁴¹ Wawancara dengan Ibu Siti Nafi'ah waka kurikulum pada tanggal 22 Maret 2014 pukul 11.20 WIB

This Program was conceived by Drs. Suprihadi Saputro S.Pd M. Pd on 2003/2004. He really understands the capabilities of each student, so he is determined to make an acceleration program naturally. As the opinion of student's management vice principle below:

Probability, since 2003/2004. It was conceived by Mr. Suprihadi Saputro. Hereally understands that each child has its own specialist that could not be the same, so each child has a unique, personal expectation we can serve them differently as well. Because it could not be equated it, then he gave a natural acceleration. So the kids can graduate in 5 years based on the speed of each and the advantages they have.⁴²

This type of individual is teaching every student's own pace and continue with each similar load, a completed with an annual task subjects. Each student can complete within 6 months or eight months or a year and a half, depending on their ability.⁴³ Like the statement submitted by the curricular below:

If the existence of this acceleration along with the implementation of the module. In 2003, if not wrong. Because I see in 2005-2006 that graduate so accelerated already exists. The founder is Drs. Suprihadi Saputro S.Pd M.Pd. He is a thinker. He make this primary school is different with the other primary schools with using the name of the laboratory that became the characteristic of this school. He highly appreciated the student's ability. So the faster are facilitated, but also the law are facilitated to with the individual service. But the teacher makes the target to monitor. So that the students are not to late. Maximum primary school is 6 years should not be more.⁴⁴

Around the year 2003 the Laboratory Primary School implements all of the learning based on modules/partial. This is in conjunction with the ideas from principal to implement the acceleration program based on module. All

⁴² Wawancara dengan Ibu Alvi Nurisnaini waka kesiswaan pada tanggal 23 April 2014 pukul 11.30 WIB

⁴³ Oemar, Hamalik. *Proses belajar mengajar* (Jakarta: Bumi Aksara, 2001) P. 187

⁴⁴ Wawancara dengan Ibu Siti Nafi'ah waka kurikulum pada tanggal 22 Maret 2014 pukul 11.20 WIB

the learning activities focused on completing the modules have been designed by the teachers of each subjects.

Surely Dr. Suprihadi Saputro S.Pd M. Pd had its own expectations that hope all educators there also. This hope is delivered by Mrs. Alvi below: "We hope that our graduates will be self-contained, he is more independent, and he has learning strategic that he knows his needs on its own, so it's not a parent or a teacher forced him to learn but based on he needed."⁴⁵

Based on the statements of Mrs.Siti Nafi'ah, apparently by the existence of this program, it is expected the quality of graduates getting better, the process of learning better and teachers are increasingly developing their ability to create learning materials that are interesting and relevant to student so have different characteristics and different capabilities.

There are three models that are used to educate students who are intelligent and special talent (gifted and talented), that are the acceleration model, enrichment model (enrichment), and grouping model (grouping). The model of organizing acceleration learning program can be divided to three that are special service, special classes, and special school.⁴⁶

Laboratory Primary School State University of Malang applied the model of acceleration. It's not based on special service, special classes or special school, but naturally that is based on the acceleration of learning each individual. They are not made in different classes so that almost every class there are students who have student more speed (acceleration).

⁴⁵ Wawancara dengan Ibu Alvi Nurisnaini waka kesiswaan pada tanggal 23 April 2014 pukul 11.30 WIB

⁴⁶ Reni Akbar- Hawadi. *Akselerasi*. (Penerbit PT Grasindo.2004), P.22

Teachers give the same service to all students, both students of acceleration and regular students. As a statement of Edwyn Yudha Prasetio in the results of his research, is: "Implementation of natural acceleration class is not much different handling with regular learners, because the true natural acceleration learners only solidified the portion of their learning so that they graduate faster compared to regular classes, they continue to be one class without separate with other learners."⁴⁷

Then Mrs. Alvi adds answer as follow:

Exactly the same, it's just facilitating book. For example he is now at 4 class semester 2 and he can finish the 5th grade of the semester 1 then later we give facilitation book of 5 class semester 2. That's all. As well as regular, on his time later. We give the book quickly because he's already done and if the regular will get in time as well. Because we didn't want to make them feel exclusive and arrogant. It includes our service form.⁴⁸

Based on the curriculum handbook Primary School Laboratory Primary School State University of Malang explains as follow:

The Acceleration applied at Laboratory Primary School State University of Malang is whole program, which means that every student when it graduated to 4th grade have the opportunity to complete his studies much faster (accelerated) in accordance with the ability, will, and commitment with the parent. So all student when he in 4 grade he had entered the acceleration program automatically. In short, at Laboratory Primary School, the acceleration program not just as acceleration classes like other schools in General.⁴⁹

⁴⁷ Edwyn Yudha Prasetio. "*Penyelenggaraan kelas akselerasi alami ditinjau dari substansi manajemen peserta didik (studi kasus di Sekolah Dasar Laboratorium Universitas Negeri Malang)*", Skripsi Fakultas Ilmu Pendidikan Universitas Negeri Malang, 2012

⁴⁸ Wawancara dengan Ibu Alvi Nurisnaini waka kesiswaan pada tanggal 23 April 2014 pukul 11.30 WIB

⁴⁹ KTSP SD Laboratorium UM. P. 182 (sekolah masih menggunakan kurikulum KTSP karena 1. Memanfaatkan persediaan modul yang masih ada 2. Belum siap mengikuti kurikulum 2013 karena dianggap lebih sulit dan sekolah akan mencoba menerapkan kurikulum tersebut pada

That is distinguishes the acceleration program at Laboratory Primary School State University of Malang with other school. The facilities and opportunities given to entire students are same. If the student quickly, then with the legitimate of their parents and teachers, the value of all subjects is sufficient, then the student can be given the next module (accelerated) through evaluation. While the common student and late students given attention also. So in a class there are students with different abilities and level of achievement of the different modules. "So, all the students that graduate to 4 class, he entered acceleration automatically. So, the students which entered and could finish including "accelerate student". Become accelerated student. If this program is for all, obliged to follow."⁵⁰

The guiding teacher give reinforcement that all children in 4 grade are being a nominator to follow the acceleration program, but in his later there is a child who was declared "accelerated students" if it has completed all the insurance according to the academic calendar of acceleration program. So as long as he has not yet completed, means is still a nominator and possibility to fail. The curricular clarifies with the following statement is: "On his way there are students who do not normally run in constant so that some students are not into categories accelerated again. Children who have entered the

tahun ajaran 2014-2015. Berdasarkan Wawancara dengan Ibu Siti Nafi'ah waka kurikulum pada tanggal 22 Maret 2014 pukul 11.20 WIB)

⁵⁰Wawancara dengan Ibu Alvi Nurisnaini waka kesiswaan pada tanggal 23 April 2014 pukul 11.30 WIB

category of acceleration is not much comes out and it is necessary the presence of self-motivation, teachers and parent.”⁵¹

All students grade 4 was nominated in acceleration program. There are students who do not meet the criteria of the acceleration program and there are students who meet the criteria of the acceleration program. Students who meet the acceleration program sometimes not always run stable so that the target of acceleration program he cannot yet accomplished too. However by the self-motivation of students, teachers and parents can keep that stability. So that students who meet the categories can be done the whole task match with acceleration program's academic calendar and later will be student of acceleration. The statement was delivered by Mrs. Alvi about of acceleration students as following: “For the graduate 5 years? Yeah... students that "accelerated student" we have to offer to the parents, whether willing or not, if you are willing to be accelerated students, we give facilitation and he could gradeate the 5 years. If not, then he should follow regular target only.”⁵²

Accelerated students have academic calendar on its own, because they are faster, so the target of increase the class only 8 months. Until the time of 2 years (24 months) were utilized for finishing the module class 4 up to 6 classes where each module is completed for 4 months only. Each of the student achievement, teachers always have been coordination with

⁵¹Wawancara dengan Ibu Alvi Nurisnaini waka kesiswaan pada tanggal 23 April 2014 pukul 11.30 WIB

⁵²Wawancara dengan Ibu Alvi Nurisnaini waka kesiswaan pada tanggal 23 April 2014 pukul 11.30 WIB

the parents, if the parents do not permit his child to follow the target, then the child is not facilitated the next class. If parents agree his child to follow, next class will be facilitated. When a child completes the target academic calendar of acceleration program, teachers will consider the national examination for students/schools test students with accelerated and regular grade 6 students.

Based on a number of the statement above, it can be concluded that the natural acceleration program is a school program organized to facilitate students who have special speed learning to complete the task (module) within 5 years. The characteristic of this acceleration program is natural. Natural means in accordance with the speed of each student so that making students do not feel pressured in the learning process.

The process of admission at Laboratory Primary School State University of Malang is different from other schools. The school accepts students by selection. The school only accepts students who are ready to learn. To find out which student learning readiness can be assessed from several things such as: 1) What the child is still crying when not waited his parents? 2) Does the child doing the rule? 3) What the child can do something 4) How did the child relationship with his friend and so on. For cognitive ability was considered ancillary. Because according to Mrs. Siti Nafi'ah readiness to learn is more important than physical ability or cognitive abilities. Children who already have the readiness of learning will be more easily taught than the children that do not have the readiness to learn. The school also accepts

children who have special needs when the child is complete the requirement. But given the certificate is different from normal children. Children with special needs will get a certificate of special needs. While the consideration teachers in determining students of acceleration is when students can complete the module within 4 months of the first well. The score of all the subjects fulfill KKM and parents allowed his child to get the next module. As explained in the school curriculum guidelines following:

As for the accelerated student standard are as follows:⁵³

1. Students entered in acceleration program's networking start at class 4 semester 1 has completed their first four-month partial semester 1 for all subjects except Penjaskes and Kertakes,
2. The score of the KKM Raport (2x score of UAS + evaluation score + score + enrichment score)/4 the final score at least 80,
3. Approval of all the teachers and principal,
4. Approval of the parents as a sign of cooperation between parents, teachers and principals,
5. Have commitment to completing the targets that have been determined,
6. Have the $IQ \geq 130$.

While the learning activity learner's standart are as follows:⁵⁴

1. The learning activities that refers to the involvement and active participation of the students in cognitive and emotive in KBM
2. Learning done contextually-experimental, social, intellectual, and physical-environmental
3. Based on the initiative of students
4. The role of the teacher in the learning process as a facilitator
5. The use of multi media-strategic and multi resources in the learning process
6. Utilization the technology of learning (learning package-module or worksheet)
7. Inquiry-based learning and discovery learning.

⁵³ KTSP SD Laboratorium UM. P. 182-183

⁵⁴ KTSP SD Laboratorium UM Malang. P. 151-152

The learning process is carried out with the model of "moving class" make teachers better prepared to teach and make students spirit and not bored because the atmosphere is not monotonous and students can choose theseat as he pleases. But learning using the module requires teachers to work more actively again. Besides the teachers make a module that will be used in learning, teachers should make many tools of learning such as implementation plan learning, syllabus, an annual program, program semester.

Based on interview's researcher with various sources state that the teacher in the classroom as facilitator. Instruction is individualized. As the statement that delivered by Mr. Otong Kurniawan follow:"classroom management is like most schools, but in this Laboratory Primary School management by providing services on an individual basis."⁵⁵

Teachers service the students in special/individual. Where a teacher serving manyquestions from the students, list the daily value's students, supervise each student and to control the extent to which students working on the module.If any student has completed one's partial, then the teacher should give the evaluation to them without waiting for other friends. So in this classthere are many learning activities of students, different capabilities, as wellasdifferent characters. That required more attention from teachers.Therefore, since2006, the school decided that each classis filled by two teachers. Both havethe same duties and functions and co-exist.

⁵⁵ Wawancara dengan Bapak Otong Kurniawan wali kelas IV A ICP Pada tanggal 10 April 2014 pukul 10.00 WIB

Accelerated students were getting the same facility with regular students. Acceleration's student do not need command to learn because he is more independent and more pleasure in learning. As the statement delivered by Mr. Otong follow: "the acceleration's student enhance the study in order to able to finish the task (partial/evaluation) more quickly."⁵⁶

This was confirmed by the one of parent of acceleration's student, and as publicist vice principle at Laboratory Primary School State University of Malang that:

I proud of my children become the accelerated student. As parent never command a child to learn, he has already to study himself, he aware with his task. Beside that the acceleration at Laboratory Primary School State University of Malang is is naturally, according to the speed of learning of the students. So the students have not feels pressured because the classes are not separated with regular students.⁵⁷

The statement above shows that there is a positive response from the parents about this implementation of natural acceleration program. But she aware that in the implementation of acceleration program still has some obstacles. The first obstacles in implementation of natural acceleration based on module described by Mrs. Alvi as follow:

Maybe our school is private, which are not binding, so there are some teachers enter and out whenever they want, it's the weakness, so in my opinion this goal of program haven't been 100 percent fulfilled, because we have to change personnel, and we should give a treatment and they must adapt. Finally there are some aspect were not optimal.⁵⁸

⁵⁶ Wawancara dengan Bapak Otong Kurniawan wali kelas IV A ICP Pada tanggal 10 April 2014 pukul 10.00 WIB

⁵⁷ Wawancara dengan Ibu Aflacha waka humas sekaligus orang tua siswa pada tanggal 06 Mei 2014 pukul 11.10 WIB

⁵⁸ Wawancara dengan Ibu Alvi Nurisnaini waka kesiswaan pada tanggal 23 April 2014 pukul 11.30 WIB

Based on the observations has done by researcher at entire grade IV ICP and interviews of some of the existing accelerated students in the class. Researcher concluded that students of acceleration interest to follow the acceleration program, but sometimes they were felt bored because they must to complete partial/modules faster than his peers. Some activities of acceleration's students in the class are working on the module, working on the question of evaluation, and help others. Some things that students do to avoid the boring are drawing, reading novels till play alone.

The other opinions, researcher also asked students who do not follow the acceleration program. Some students claimed to want to follow this program, but have to meet the requirements yet. The last stated that they did not want to follow the acceleration program because they fear stress and no playing time, and the partial/modules can be done anywhere.

See some of the statements above, especially statements that were presented by Mrs. Alvi as student's management vice principle and Mrs. Siti as the curricular, the researcher want to expose some of the obstacles that exist on the implementation of this program.

2. The Obstacles that Occurred in the Implementation of the Acceleration Program at Laboratory Primary School State University of Malang

The implementation of natural acceleration Program at Laboratory Primary School State University of Malang same with the existence of individual learning using modules system. As the statement of Mrs. Siti Nafiah follow:

The existences of acceleration program same with the learning module system. On 2003. So, every teacher was given a task to create a module for their students. In the early, teachers use the break to make the modules, and teachers still not ready to facing the students who are faster to complete of the module. But the teacher demand for readies module early now.⁵⁹

Progressively enhanced program quality from year to year, at first the readiness of learning using the module is still lacking, but further modules have been prepared earlier so that the special student facilitated and acceleration program can run smoothly.

The earlier process of making module not ensure that module distribute to the students smoothly, because the delay printing also can be a constraint to delay of distribution module to the students too. Mrs. Aflacha state the following: "the obstacle is when there is a delay in distributing books, so studentscan't work on the module directly, so that students are provided with enrichment work on books that are available in the classroom."⁶⁰ Although students still learn, but students have not been able to work on the mainmodule that become their task. So, the time of working of the module is also reduced. Thus, amodule is a very major infrastructure determines the success of the learning process.

Speaking of the module, the module is media of learning used to individual learning.⁶¹ One of the principles of making media is attracting attention. Module as the main learning medium must to pay attention to

⁵⁹Wawancara dengan Ibu Siti Nafi'ah waka kurikulum pada tanggal 22 Maret 2014 pukul 11.20 WIB

⁶⁰Wawancara dengan Ibu Aflacha waka humas sekaligus orang tua siswa pada tanggal 06 Mei 2014 pukul 11.10 WIB

⁶¹Sumiati dan Asra, *Metode Pembelajaran* (Bandung: CV. Wacana Prima, 2007) P. 161

their pleasant to be able to add spirit learning student. Mrs. Siti Nafi'ah state asfollow: “the obstacles are perhaps the module less interesting. Creation of modules based on their respective teachers. Modules are less attractive because it is no color, too many readings and students less to read so that students are less understanding.”⁶²

The next obstacle was the student feel bored. Their bored are seen when researcher doing direct observation. In fact, some students have been working on module, but in the classroom students are not working on the next module, but spent the time in the class to play, and start working on it back when motivate by the teacher. In addition, the students are bored caused by the less of interactive modules. While the students are prefer to the fun learning activity such as practical etc. The learning that require deep explanation or need practice if just explain with the readings would be very difficult to understood by students and the students will be boring because of the monotone learning and has not been able to understand the material. Differenceson teacher abilities in teaching may cause boring on the students too.

These challenges are increasingly perceived by teachers. So teachers are expected to be more active to make an interesting addition to the load module to teach every day. This situation sometimes makes teachers felt bored. Mrs. Siti Nafi'ah state as follow:

⁶²Wawancara dengan Ibu Siti Nafi'ah waka kurikulum pada tanggal 22 Maret 2014 pukul 11.20 WIB

In addition, the obstacle on my view is the teachers are bored. The individually learning process is great for serving students in particular, but the teacher's capacity could not be accommodate the student needs. We've tried to provide service in students by having two teachers in each class, however the service to students are still insufficient because so many differences in the student needs.⁶³

This statement is in line with the recognition of Mr. Otong Kurniawan as class IV A the ICP said that: "obstacles faced more to the service of children. Teachers already have 2, but many students who have not served to the maximum."⁶⁴

The second statement above shows that there are obstacles on teachers that teachers bored and teachers felt unable to serve students maximum. Although there is already a two teacher in the school classroom, but service to students considered to be still less because of the different students needs and should be served in particular. Some solutions also have been performed such as grouping students according to the level of their achievement, and then create a rule queue for students who want to ask and arrange the seating position.

Concerns about the teacher's language ability in teaching and learning can be obstacle for the acceleration student on bilingual classes. The teachers may not application the language intensively, so it caused the delay of doing the module. Because the modules content are using english language. As the curricular statement following: "If in bilingual classes more difficult because of language. Probably of first class in terms

⁶³Wawancara dengan Ibu Siti Nafi'ah waka kurikulum pada tanggal 22 Maret 2014 pukul 11.20 WIB

⁶⁴Wawancara dengan Bapak Otong Kurniawan wali kelas IV A ICP Pada tanggal 10 April 2014 pukul 10.00 WIB

of teachers less familiarizes the English language, so it can be obstacle to completing the module needs more time.”⁶⁵

Accelerated Students have intellectual field passion but less in the social field. Their passion in learning makes no pay attention to their environment. In addition, the accelerated students tend to commune with other acceleration’s students. As the statement from Mrs. Aflacha follow:

The passion of accelerated students is work on its own. The difference may be accelerated students more ego in socialization, but not all. The accelerated students tend to commune with their group, but as parents must control the son. I like have smart child, but their desire have to be obeyed, so parents must to be more direct. Accelerated students feel more superior to his friend. So never change friends. The accelerated students become a group. And the low students with the low students group too.⁶⁶

Unnecessary acceleration forced students in learning, but parents should give more attention to the students because of the social child tends to be weak. Students have a strong desire so parents need to provide direction to the child in order to be able to control his ego. As the statement of Mrs. Alvi follows:

Maybe yes in socialization, because they focus on academic field. Rarely spent the time to play, but a few times we inform the parents because the accelerated students have own learning strategies. In fact, there some acceleration’s students that can graduate for 4 years, but we worried there is a psychological disorder, then he is too small, his friends too big. Actually we already think of the various establishments, both academic, psychological, social, so each class there are 2 teachers are expected to be able to monitor his progress.⁶⁷

⁶⁵Wawancara dengan Ibu Siti Nafi’ah waka kurikulum pada tanggal 22 Maret 2014 pukul 11.20 WIB

⁶⁶Wawancara dengan Ibu Aflacha waka humas sekaligus orang tua siswa pada tanggal 06 Mei 2014 pukul 11.10 WIB

⁶⁷Wawancara dengan Ibu Alvi Nurisnaini waka kesiswaan pada tanggal 23 April 2014 pukul 11.30 WIB

Beside teachers, parent's role is very needed in shaping the students. The role of parents is monitoring social children's development that tends to have a different habit of studying and socialization. Further cooperation of parents in the learning activities can facilitate determining the readiness of students in learning activities such as preparing the modules and the property before going to school. Because there will be obstacles when parents do not have a good cooperation with the school. As the obstacle expressed by Mrs. Siti Nafi'ah follow: "Another obstacle is the collaboration of parents in preparing school's property for children. How children can follow the lesson and the property are no carry. Especially modules of learning that become the main media in the process of learning."⁶⁸

That is the implementation of natural acceleration program at Laboratory Primary School State University of Malang. A lot of the advantage things that can be taken as well as reference for the reader. However, many experienced problem that occur and needed many solutions to solve the problems that occur.

C. Research Finding

1. The Implementation of Natural Acceleration Program at Laboratory Primary School State University of Malang

Implementation of acceleration program at Laboratory Primary School State University of Malang have taken place around the year 2003 in

⁶⁸Wawancara dengan Ibu Siti Nafi'ah waka kurikulum pada tanggal 22 Maret 2014 pukul 11.20 WIB

conjunction with the application of learning using the module. The founder of this program was Dr. Suprihadi Saputro S.Pd M.Pd. as principle. He contributed in the advancement of the Laboratory Primary School State University of Malang.

One of his real contribution was applied the learning based on the module and found the natural acceleration program. The natural acceleration program become the fascination for the Laboratory Primary School State University of Malang. Acceleration learning at Primary School level does not exist in other place and its implementation naturally. That the students who have a high learning speed keep learning together with other children with the same treatment and not grouped in a certain class. The background of natural acceleration program is the existence of problems regarding individual characteristics and speed of learning in the class.

Differences in individual characteristics would happen at any institution. Starting from the selection process for the Laboratory Primary School State University of Malang is different from other schools. Not all children are accepted by the school. The school held a selection through some exams to determine which students will be accepted. The school is not only cognitive ability oriented only, but also more oriented on the learning readiness of students candidate. Even student learning readiness into consideration than the cognitive ability. That's the students at Laboratory Primary School State University of Malang. The school contain the whole potential and the needs of students but with consideration of the readiness to learn.

The entire implementation of learning at Laboratory Primary School State University of Malang based modules and individual services. Hehoped with the natural acceleration program can facilitate the high speed students in the learning. This Program greatly appreciate the students ability. The low studnets would not hamper students who have high speed in thelearning due to the learning based on individual and is not depend on the other students despite of the same class. In addition the model of “moving class”is also applied to enhance the spirit of student learning and teacher preparation.

The acceleration applied at Laboratory Primary School State University of Malang is the thoroughly program means that every students when they enter to 4th grade have the opportunity to complete their studies much faster (accelerated) in accordance with the ability, will, and commitment with the parents. So all students at four grade had entered the acceleration program automatically. In short, the acceleration program at Laboratory Primary School not just as applicable as acceleration classes like the schools in general but the acceleration students have standard as follows:

- a. Students enter in acceleration program networking start from class 4 semester 1 has completed partial semester 1 in first four-month for all subjects except *Penjaskes* and *Kertakes*,
- b. the value of the KKM Raport $(2 \times \text{the score of UAS} + \text{evaluation value} + \text{enrichment value}) / 4$ the final value of at least 80,
- c. approval of all the teachers and principal areas of study,

- d. approval of the parents as a sign of cooperation between parents, teachers and principal,
- e. a commitment to completing the targets that have been determined,
- f. have the $IQ \geq 130$.

While the students learning activities are:

1. the learning activity that refers to the involvement and active participation of the students in cognitive and emotive in KBM
2. learning done contextually-experimental, social, intellectual, and physical-environmental
3. based on the initiative of the students
4. the role of the teacher in the learning process as a facilitator
5. the use of multi media- strategies and multi resources learning in KBM
6. benefit and utilization technology of learning (learning package-module or worksheet)
7. enquiry-based learning and discovery learning.

The fundamental role of teachers, especially in the cognitive ability field are increase the student's ability to discover the new knowledge to analyze the learning process of students. Teachers are not the only source-controlled everything. In connection with it, teachers are required to be able to coordinate those resources to help students learn. Those resources can be coordinated to assist children in learning for examples expert librarians, health nurse, guards museum, doctors, pharmacists, farmers etc. A teacher is required to be able to manage it so that the study can provide a valuable learning experience.

This natural acceleration program has special calendar to organize the learning of students. In the end the accelerated students can complete the Primary School atleast for 5 years. In fact, it could be created under target 5

years, however the school consider the psychology of the child while he was at the next level, will have the distinction of a distant age, so make students uncomfortable.

About the student financing accelerated and non-accelerated are not distinguished. Provided two teachers in each classroom. The teacher told them the same treatment and they have the same rights to each other to a race to complete the module. So there are many activities in the classroom in accordance with the target of each students. If A student is completing the module class 4 semester 2, accelerated students was working on module 5 class 1 semester there are also working on enrichment, remedial etc. The task of the teacher is ready to serve a variety of questions from each student, conducting assessments, as well as other services in particular.

The concept of the acceleration program above gives new nuances in the world of Indonesia's education especially in Primary School level which has never been found before researcher. The concept of acceleration program implemented naturally based on speed of learning of each individual using module.

A few years this school was running acceleration program that gradually progression although there are still some obstacles. This is evident based on the some school's statements that run these program is not easy and it is more elaborate. But along the time, the teachers more trained and feel the benefits from the implementation of this program. The Program is unique that can be the attraction for parents. Because some

acceleration's students that go on to higher school has a good achievement. The same in the financing is becomes attractiveness to the parents, if his son is following this natural acceleration program, parents can save the cost of 1 year. But the goal of this program has not maximum achieved yet because there are still some obstacles. Among the things to be thought by the curricular about the graduations of acceleration program are excellent compared to the non-accelerated students, but the excellence has not been spread evenly. So the need for evaluation in the learning process.

2. The Obstacles that Occurred in the Implementation of the Acceleration Program at Laboratory Primary School State University of Malang

The difference acceleration program with the non acceleration is academic calendar. Acceleration's students targeted graduate faster up to 5 years. So the students were given a special target in completing the module. Student learning acceleration speeds higher than students of non-accelerated. So the little problems will become obstacles to the students. As concerns about the delay in distributing the module make students cannot work on the module and the time wasted. Because the main target in learning is completed the module. So teachers overcome this situation by using of printed books from sources variety are available as learning materials so that students keep learning.

In addition, the performance of modules are less attractive make students not spirit to study and working on the module for long time. Modules that are less attractive in terms of display such as the drawing

is not colorful, the module contents reading materials too much and make less interests of students reading and understanding. So teachers need to update content and display module for students more interested in learning and increase their learning outcomes. Less interactive a module that is created by these teachers became one of the causes of students feel bored in learning. In addition, the boring students also caused by difference learning model of teachers. This requires teachers to further improve their creativity to package the module as learning materials to make it more interesting and quality and improve teaching model in class.

These challenges are increasingly felt by teachers. The burden of teaching and learning different from other schools every day because at Laboratory Primary School State University of Malang teachers must serve each student individually. However, service to students considered to be still less because of the different student's needs and should be served in particular. Some solutions have been performed, such as grouping students according to their achievement level, and then create a rule queue for students who want to ask and arrange the seating position.

Concerns about the teacher's language ability in teaching and learning can be obstacle for the acceleration student on bilingual classes. The teachers may not application the language intensively, so it caused the delay of doing the module. Because the modules content are using english language.

Next accelerated students have intellectual field passion but less in the social field. Their passion in learning makes no pay attention to their environment. In addition, the accelerated students tend to commune with other acceleration's students. Unnecessary acceleration forced students in learning, but parents should give more attention to the students because of the social child tends to be weak. Students have a strong desire so parents need to provide direction to the child in order to be able to control his ego.

Beside teachers, parent's role is very needed in shaping the students. The role of parents is monitoring social children's development that tends to have a different habit of studying and socialization. Further cooperation of parents in the learning activities can facilitate determining the readiness of students in learning activities such as preparing the modules and the property before going to school. Because there will be obstacles when parents do not have a good cooperation with the school.

The general problem that happening on this acceleration program has been a discussion in education world. Therefore, to minimalist the obstacle of accelerated students in social adjustment, at Laboratory Primary School State University of Malang created naturally without different classes and treatment. The following tables about the obstacles that researcher have found.

Table. 5.1**The Obstacles of Natural Acceleration Program**

No.	The Obstacles	Discussion
1.	Delay to distributing the modules	Module is the main media for each student that becomes a main task to finishing the stud both accelerated students and non accelerated student. If there is delay in distributing to students then student is automatically cut off time for the finishing module.
2.	The modules less attractive	Creating the modules are the assignments of each teacher. The printing makes the modules in accordance by teachers. So teachers are expected to package the module more attractive again in the display, the material/contents and lesson's strategies.
3.	The students are bored	The boring of students caused by a few things. Such as modules are less interesting, learning in the classroom without variation, less of motivation from both the student and the parents etc.
4.	The teachers are bored	Actually learning model individually is very nice especially for accelerated students. However, become the weight of assignment of teachers in the teaching and learning. Start from making a module, assessing students individually till serve the students specifically made the teacher tired and their energy are drained.
5.	Differences of teaching and learning model of the teacher	Teaching and learning model could be different, but the differences should not be obstacles of program's goal.
6.	Language	Concerns about the teacher's language ability in teaching and learning can be obstacle for the acceleration student on bilingual classes. The teachers may not application the language intensively, so it caused the delay of doing the module. Because the modules content are using English language.
7.	The teacher's service less maximum	These are service less maximum are felt by many teachers who had researcher interviewed. At least 3 teachers admit it. So, school always held evaluation. One of the follow-up of the evaluation process is prepared two teachers in

		every class. However these solutions still need to be improved so that these obstacles could be minimized.
8.	Student learning outcomes are less evenly	Some students have a high learning outcomes especially accelerated students. However many students learning outcome below average.
9.	Less of cooperation from the parents	Parents have a very important role in the learning process of the child. Parents have to understand learning program which was followed by the child. Parents should always motivate children and parents must help children's learning process to check the property of learn that will bring the children to school. When the parents are not able or do not understand it must be always in cooperation with the school. A good cooperation will support the operations of a program.

CHAPTER V

DISCUSSION

A. The Implementation of Acceleration Program at Laboratory

Primary School State University of Malang

Accelerated learning is the most advanced learning approach used in the present and has many benefits. Acceleration learning based on the last research on the brain and learning.⁶⁹ Accelerated learning is results achieved, not the method used.⁷⁰ The basic concept of the existence of the accelerated class is creating the future class model that is able to respond all challenges.⁷¹ Teaching and learning management system on acceleration class has the substantial different with regular classes mainly concerns:

1. System of study
2. Time Allotment
3. Target of curriculum
4. Infrastructure

Implementation of acceleration program at Laboratory Primary School State University of Malang have taken place around the year 2003 in conjunction with the application of learning using the module. The founder of this program was Dr. Supriyadi Saputro S.Pd M.Pd. as principle. He

⁶⁹Dave Meier. *The Accelerated Learning Handbook*. (Bandung: Kaifa. 2002) P. 26

⁷⁰Dave Meier. *The Accelerated Learning Handbook*. (Bandung: Kaifa. 2002) P. 37

⁷¹Iif Khoiru Ahmadi,dkk. *Pembelajaran Akselerasi*. (Jakarta: Prestasi Pustaka. 2011) P.

contributed in the advancement of the Laboratory Primary School State University of Malang.

One of his real contribution was applied the learning based on the module and found the natural acceleration program. The natural acceleration program become the fascination for the Laboratory Primary School State University of Malang. Acceleration learning at Primary School level does not exist in other place and its implementation naturally. That the students who have a high learning speed keep learning together with other children with the same treatment and not grouped in a certain class. The background of natural acceleration program is the existence of problems regarding individual characteristics and speed of learning in the class. Acceleration learning process is the science internalization in individual. The learning activities will through effectively if the learning students on the positive situation and without pressure.⁷²

Differences in individual characteristics would happen at any institution. Starting from the selection process for the Laboratory Primary School State University of Malang is different from other schools. Not all children are accepted by the school. The school held a selection through some exams to determine which students will be accepted. The school is not only cognitive ability oriented only, but also more oriented on the learning readiness of students candidate. Even student learning readiness into consideration than the cognitive ability. The school also accepts special needs students as long as

⁷²Khoiru Ahmadi, dkk. *Pembelajaran Akselerasi*. (Jakarta: Prestasi Pustaka. 2011) P. 4

it has the readiness to learn. According to Sardiman AM, the factors of acceleration learning are: (1.) The internal of learning subject (2.) The external of learning subject is there is learning psychology that gives the main role. This factor always gives the pillar and the easy of achieve the learning goal optimally. Its view of the functions as the students think in teaching and learning comprehension, so the mastery of learning material that given by teacher can easy and effective.⁷³ Learning process starts from the interest to learn something.⁷⁴ That's the students at Laboratory Primary School State University of Malang. The school contain the whole potential and the needs of students but with consideration of the readiness to learn.

Class division must pay attention the child personality development form, the child may to play with their friends for socialization, beside give and take, care, not for subject learning score needs.⁷⁵ The entire implementation of learning at Laboratory Primary School State University of Malang based modules and individual services. He hoped with the natural acceleration program can facilitate the high speed students in the learning. This Program greatly appreciate the students ability. The low studnets would not hamper students who have high speed in the learning due to the learning based on individual and is not depend on the other students despite of the same class.

⁷³Iif Khoiru Ahmadi,dkk. *Pembelajaran Akselerasi*. (Jakarta: Prestasi Pustaka. 2011) P. 17-18

⁷⁴Iif Khoiru Ahmadi,dkk. *Pembelajaran Akselerasi*. (Jakarta: Prestasi Pustaka. 2011) P. 9

⁷⁵Iif Khoiru Ahmadi,dkk. *Pembelajaran Akselerasi*. (Jakarta: Prestasi Pustaka. 2011) P. 23-24

In addition the model of “moving class” is also applied to enhance the spirit of student learning and teacher preparation.

The acceleration applied at Laboratory Primary School State University of Malang is the thoroughly program means that every students when they enter to 4th grade have the opportunity to complete their studies much faster (accelerated) in accordance with the ability, will, and commitment with the parents. So all students at four grade had entered the acceleration program automatically. In short, the acceleration program at Laboratory Primary School not just as applicable as acceleration classes like the schools in general.

The teacher’s task in order to optimize the process of learning is as a facilitator who is able to develop children’s learning ability. The facilitator’s job is to start the process of learning, and departed for an internal road to free create students knowledge.⁷⁶

The fundamental role of teachers, especially in the cognitive ability field are increase the student’s ability to discover the new knowledge to analyze the learning process of students. Teachers are not the only source-controlled everything. In connection with it, teachers are required to be able to coordinate those resources to help students learn. Those resources can be coordinated to assist children in learning for examples expert librarians, health nurse, guards museum, doctors, pharmacists, farmers etc. A teacher is

⁷⁶Dave Meier. *The Accelerated Learning Handbook*. (Bandung: Kaifa. 2002) P. 119

required to be able to manage it so that the study can provide a valuable learning experience.

This natural acceleration program has special calendar to organize the learning of students. In the end the accelerated students can complete the Primary School at least for 5 years. In fact, it could be created under target 5 years, however the school consider the psychology of the child while he was at the next level, will have the distinction of a distant age, so make students uncomfortable. Social, psychology and spiritual development of students is the basic principle in acceleration.⁷⁷

About the student financing accelerated and non-accelerated are not distinguished. Provided two teachers in each classroom. The teacher told them the same treatment and they have the same rights to each other to a race to complete the module. So there are many activities in the classroom in accordance with the target of each students. If A student is completing the module class 4 semester 2, accelerated students was working on module 5 class 1 semester there are also working on enrichment, remedial etc. The task of the teacher is ready to serve a variety of questions from each student, conducting assessments, as well as other services in particular.

The concept of the acceleration program above gives new nuances in the world of Indonesia's education especially in Primary School level which has never been found before researcher. The concept of acceleration

⁷⁷Iif Khoiru Ahmadi, dkk. *Pembelajaran Akselerasi*. (Jakarta: Prestasi Pustaka. 2011) P.

program implemented naturally based on speed of learning of each individual using module.

In contrast to the acceleration of the learning organization model in general, namely: There are three models that are used to educate students who have intelligent and special talented (gifted and talented), that are the model of acceleration, the model of enrichment, and the model of grouping (grouping). The Model of organizing learning acceleration program can be divided to three, that are special service, special classes, and special schools.⁷⁸

A few years this school was running acceleration program that gradually progression although there are still some obstacles. This is evident based on the some school's statements that run these program is not easy and it is more elaborate. But along the time, the teachers more trained and feel the benefits from the implementation of this program. The Program is unique that can be the attraction for parents. The same in the financing is becomes attractiveness to the parents, if his son is following this natural acceleration program, parents can save the cost of 1 year. But the goal of this program has not maximum achieved yet because there are still some obstacles. The graduations of acceleration program are excellent compared to the non-accelerated students, but the excellence has not been spread evenly. So the need for evaluation in the learning process. These

⁷⁸Reni Akbar- Hawadi. *Akselerasi A-Z Informasi Program Percepatan Belajar*. (Penerbit PT Grasindo.2004), P.21

researcher will deliver some obstacles that occur in the field as researcher's discovery.

B. The Obstacles that Occurred in the Implementation of the Acceleration Program at Laboratory Primary School State University of Malang

The general problem that happening on this acceleration program has been a discussion in education world. Therefore, to minimalist the obstacle of accelerated students in social adjustment, at Laboratory Primary School State University of Malang created naturally without different classes and treatment. The following tables about the obstacles that researcher have found.

Table. 5.1

The Obstacles of Natural Acceleration Program

No.	The Obstacles	Discussion	Solution
1.	Delay to distributing the modules	Module is the main media for each student that becomes a main task to finishing the stud both accelerated students and non accelerated student. If there is delay in distributing to students then student is automatically cut off time for the finishing module.	Refresh the management. For example. Prepare the module early, making a strong agreement with the publisher and always control it.
2.	The modules less attractive	Creating the modules are the assignments of each teacher. The printing makes the modules in accordance by teachers. So teachers are expected to package the module more attractive again in the display, the material/ contents and lesson's strategies.	Some of the interactive multimedia characteristics are as follows: 1. Self Instructional 2. Self Contained 3. Stand Alone 4. Adaptive 5. User Friendly 6. Representation of the contents 7. Visualization with Multimedia (Video, animation, sound, text, image) 8. Using an interesting variation and a high resolution 9. Varied learning

			type 10. Learning and strengthening response 11. Can be used for classical or individualized. ⁷⁹
3.	The students are bored	The boring of students caused by a few things. Such as modules are less interesting, learning in the classroom without variation, less of motivation from both the student and the parents etc.	According to Mackenzie-Sykes, if in implementation of acceleration program wisely in accordance with the applicable guidelines, then there will be emotional disturbances arise in students. ⁸⁰
4.	The teachers are bored	Actually learning model individually is very nice especially for accelerated students. However, become the weight of assignment of teachers in the teaching and learning. Start from making a module, assessing students individually till serve the students specifically made the teacher tired and their energy are drained.	Research on the impact of routine and burnout experienced by teachers bring Sarason(1971) on the General conclusion that the routine and saturation rarely to make difficult teachers find again the sense of personal growth, and having some kind of stagnation in the growth of intellectual (sense of intellectual growth). Dynamics of life teachers make their thinking becomes barren. Developing creative thinking into expensive stuff. ⁸¹
5.	Differences of teaching and learning model of the teacher	Teaching and learning model could be different, but the differences should not be obstacles of program's goal.	Level 2 Diploma is teacher education for Elementary School, level 3 Diploma for the SLTP, and level Undergraduate for High School level. In addition teachers need to teach appropriate educational background and have teaching experience at least 3 years of regular classes. Teachers must have personality characteristic according to Hawadi was fair and impartial, democratic,

⁷⁹Rudi Susilana, cepi riyana. *Media pembelajaran: hakikat, pengembangan, pemanfaatan dan penilaian*. Bandung. CV. Wacana Prima. P. 127-130

⁸⁰Singgih D. Gunarsa. *Dari anak sampai usia lanjut: bunga rampai psikologi perkembangan anak*. Jakarta. PT. BPK Gunung Mulia P.245

⁸¹Doni Koesoema A. *Pendidikan Karakter di zaman keblinger*. 2009. Grasindo P. 40

			cooperative attitude, flexibility, sense of humor, use of award and acclaim, broad interest, pay close attention to children's issues, as well as his appearance and be interesting. ⁸²
6.	Language	Concerns about the teacher's language ability in teaching and learning can be obstacle for the acceleration student on bilingual classes. The teachers may not application the language intensively, so it caused the delay of doing the module. Because the modules content are using english language.	First, the issue of language obstacles. The information presented is actually important, or interesting for the reader. However, the language used to convey information that can not be understood to the reader. As a result, important value or interest from the information are useless. ⁸³
7.	The teacher's service less maximum	These are service less maximum are felt by many teachers who had researcher interviewed. At least 3 teachers admit it. So, school always held evaluation. One of the follow-up of the evaluation process is prepared two teachers in every class. However these solutions still need to be improved so that these obstacles could be minimized.	...the problem still around issues of educational infrastructure is incomplete, the number of educators quality is lacking, and the separation unsmoothly. As a result, the teaching and learning activities that lead to improved learning outcomes goal difficult to realized. ⁸⁴
8.	Student learning outcomes are less evenly	Some students have a high learning outcomes especially accelerated students. However many students learning outcome below average.	Other indicators of student-teacher ratio that shows the number of students for each teacher. These indicators describe the workload of teachers in teaching and may show in the quality of teaching the classroom. ⁸⁵
9.	Less of cooperation from the parents	Parents have a very important role in the learning process of the child. Parents have to understand learning program which was	The role of parents is very important in terms of social development, in preparing the child indirectly applying the

⁸²Singgih D. Gunarsa. *Dari anak sampai usia lanjut: bunga rampai psikologi perkembangan anak*. Jakarta. PT. BPK Gunung Mulia P.240

⁸³Rondang Pasaribu. *Bagaimana mengelola penerbitan media sekolah*. (Yogyakarta Penerbit Kanisius (Anggota IKAPI) : 1995) P. 24

⁸⁴Indra Bastian. *Akuntansi Pendidikan*. (Erlangga: 2006) P. 172

⁸⁵Antony Bagul Dagur. *Prospek & Strategi Pembangunan Kabupaten Manggarai dalam Perspektif Masa Depan*. (Jakarta. Indomedia: 2004) P. 135

		<p>followed by the child. Parents should always motivate children and parents must help children's learning process to check the property of learn that will bring the children to school. When the parents are not able or do not understand it must be always in cooperation with the school. A good cooperation will support the operations of a program.</p>	<p>elements of education, which is a process which are parents use any ability to their own benefit and program run by children, parents, and school programs are all part of a process.⁸⁶</p>
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⁸⁶Setya Ningsih. Peran Orang Tua terhadap Motivasi Belajar Anak di Sekolah (Studi Kasus di SMP Muhammadiyah 1 Berbah Sleman, Yogyakarta. Uin Sunan Kalijaga. Skripsi). 2013. P. 6

CHAPTER VI

CLOSING

A. Conclusions

1. The Implementation of Acceleration Program at Laboratory Primary School State University of Malang

This acceleration program is different with acceleration in general because the acceleration in this school is carried out naturally in accordance with the speed of learning students without classes, differentiated services and facilities. The learning was carried out on an individual basis with the module system. Service to students exclusively with the function of the teacher as a facilitator. There are two teachers in each classroom. The Program aims to embody every speed learning of students in the class. who have a high learning speed (acceleration) can finish faster because module can be executed without waiting for the next module that students learning speed is low.

This acceleration is a thorough program because when the students at class 4 was entered in the nomination of program. Acceleration's students are students who have a high learning speed on all subjects with a qualified in acceleration program. The difference with a non accelerated students is in the time of his ascension that is every 4 month. This has been set up in the academic calendar acceleration program. So that acceleration's students can graduate faster than a non acceleration's students.

2. The Obstacles that Occur in the implementation Acceleration Program at Laboratory Primary School State University of Malang are:

- a. Delay in distributing the module
- b. Less attractive module
- c. Students are bored
- d. Teachers are bored
- e. Differences in the teaching and learning model from the teachers
- f. Language
- g. The serving not maximum from the teacher
- h. The result of study minimum average
- i. Less cooperation of the parents

B. Suggestions

Acceleration contributes to academic achievement. No negative effects on social or emotional development have been established. If at all any adjustment problems occur, they tend to be minor and temporary in nature. On the other hand, failure to advance a precocious child may result in poor study habits, apathy, lack of motivation, and maladjustment. Those who argue against acceleration are of the firm opinion that the children who are grouped with older students will suffer negative social and emotional consequences or that they will become contemptuous of their age-peers. While the opponents of acceleration argue like this, the proponents argue that by being grouped with older students who are their intellectual peers in classes in which they are not

always first or correct, the gifted students acquire a more realistic self- concept and learn tolerance for others of inferior abilities. So far, the research evidence seems clearly to support acceleration, especially in the case of the most gifted students.⁸⁷

Researcher hope the finding of this research can be used as a basis for further studies, especially for researcher to always increase the science knowledge and related institutions to improve the quality of the program and generally for the reader or observer of education. So that, the quality of educations could be raise, especially the education of Indonesia.

Researcher has conducted research with such a degree. But do not despair of man is perfect. Therefore, the limitations of the researcher, the researcher suggested for the next researchers to the study in depth about any problems that occur and provide the best solution for this natural acceleration program, so that it can achieve a greatly program and can bemade into a pioneering school program qualified acceleration to meet future life either in the world or in the here after.

⁸⁷G. Lokanadha Reddy. 2011. *Encyclopedia of special education 8*. (New Delhi. Discovery publishing house) P. 22-23

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CURRICULUM VITAE

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Time enter : 2010
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Curriculum of education:

No.	School	Time of Graduate
1.	TK Kusuma Mulya Jerukwangi	1998
2.	SDN Jerukwangi	2004
3.	SMP Negeri 1 Kandangan	2007
4.	MAN Kandangan	2010

Organization's Experiences:

No.	Name of Organization	Period	Position
1.	Lembaga Tinggi Pesantren Luhur Malang	2013 - now	Principle III
2.	Yayasan Bina Lembaga Tinggi Pesantren Luhur Malang	2012 - now	Teacher
3.	Yayasan Bina Lembaga Tinggi Pesantren Luhur Malang	2013 - now	Curriculum vice principle
4.	Badan Pembina Mahasiswa Wahidiyah Pusat	2012 - now	Treasurer
5.	Badan Pembina Mahasiswa Wahidiyah Cabang Malang Raya	2012 - 2013	Principle II

Malang, 02 July 2014
 Mahasiswa

Indah Nurainiyah

DOCUMENTATION



Building of SD Laboratorium UM Malang



Library of SD Laboratorium UM Malang



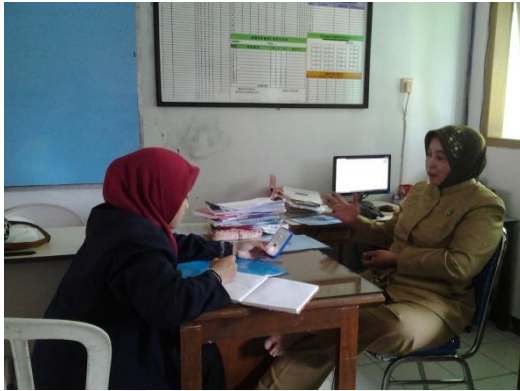
Symbol of Legitimation SD Laboratorium UM Malang



The Appreciation of SD Laboratorium UM Malang



Interview with Student Management Vice Principle



Interview with Publicist Vice Principle



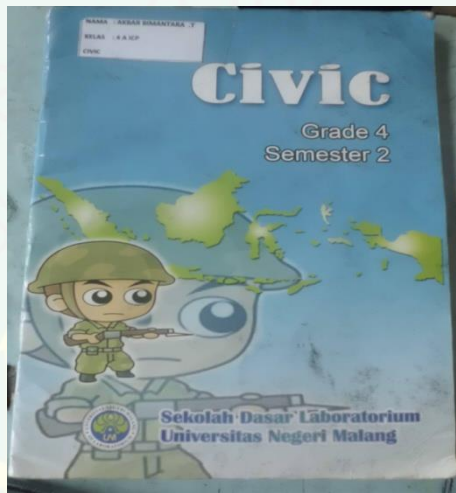
Take Picture with Acceleration Student's Parent



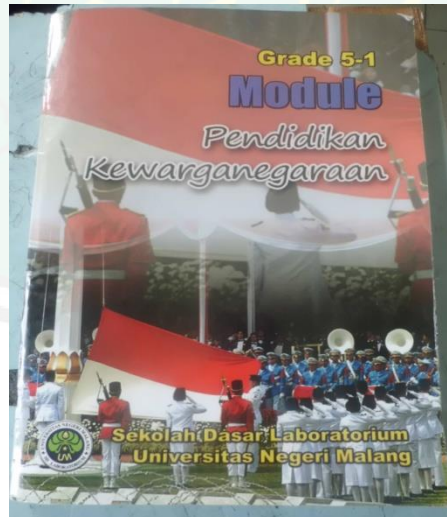
The Learning Process in the Civic Class



Classroom



Civic Module Class IV semester 2



Civic Module Class V semester 1



For Acceleration Students



For Reguler Students



List of Assessment



Students Class IV A ICP



Students Acceleration at Class IV A ICP

APPENDIX V

INTERVIEW QUESTION

No.	Day/Date/ Hour	Responden	Question
1.	Saturday, 22 March 2014, at 11.20 WIB	Siti Nafi'ah S.Pd (Curriculum vice principle)	1. What is the natural acceleration program? 2. When natural acceleration program appear? 3. Who is the founder of the natural acceleration program?
2.	Wednesday, 23 April 2014, at 11.30 WIB	Alvi Nurisnaini S.Pd (Student management vice principle)	4. Why the natural acceleration program established? 5. What is the hope of the founder of the natural acceleration program? 6. Is the natural acceleration program implementation at this time already according to expectations?
3.	Tuesday, 06 May 2014, at 11.10 WIB	Aflacha S.Pd (published vice principle and parent)	7. What are the obstacles in the implementation of the natural acceleration program? 8. What efforts have been made to solve the problems? 9. What efforts have to be carried out by teachers for these obstacles yet? 10. How the implementation of natural acceleration program?
4.	Thursday, 10 April 2014, at 10.00 WIB	Otong Kurniawan S. Pd (Class IV A ICP)	1. What is the natural acceleration program? 2. What are the advantages and disadvantages of natural acceleration program? 3. How does the teacher manage the classroom? 4. How does the accelerated student's responses in the learning process? 5. What are the obstacles experienced by teachers during the implementation of learning? 6. What efforts have been made to solve these obstacles? 7. What efforts have to be carried out by teacher for these obstacles yet?

5.	Thursday .10 April 2014, at 10.00 WIB	Students of Class IV A ICP	<ol style="list-style-type: none">1. Do you follow the acceleration program? Why?2. Do you interest to follow the acceleration program?3. Don't you interest to follow the acceleration program?
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KALENDER PENDIDIKAN PROGRAM AKSELERASI



**HARI EFEKTIF SEKOLAH, EFEKTIF FAKULTATIF DAN HARI LIBUR SEKOLAH DI PROVINSI JAWA TIMUR
TAHUN PELAJARAN 2012/2013
UNTUK TK/TKLB/RA, SD/SDLB/MI, SMP/SMPLB/MTs, SMA/SMALB/MA/SMK DAN YANG SEDERAJAT**

NO.	BULAN	TANGGAL																															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
1	JULI 2012									1	2	3	4	5	6	LU	7	8	9	LPP	LPP	LPP	LU	EF1	EF2	EF3	EF4	EF5	EF6	LU	EF7	EF8	
2	AGUSTUS 2012	EF9	EF10	EF11	EF12	LU	EF13	EF14	EF15	EF16	EF17	EF18	LU	LHR	LHR	LHR	LHR	LHR	LHR	LU	LHB	LHR	LHR	LHR	LHR	LHR	LHR	LU	10	11	12	13	14
3	SEPTEMBER 2012	15	LU	16	17	18	19	20	21	LU	22	23	24	25	26	27	LU	28	29	30	31	32	33	LU	34	35	36	37	38	39	LU		
4	OKTOBER 2012	40	41	42	43	44	45	LU	46	47	48	49	50	51	LU	52	53	54	55	56	57	LU	58	59	60	61	LHB	62	LU	63	64	65	
5	NOVEMBER 2012	66	67	68	LU	69	70	71	72	73	74	LU	75	76	77	LHB	78	79	LU	80	81	82	83	84	85	LU	86	87	88	89	90		
6	DESEMBER 2012	91	LU	92	93	94	95	96	97	LU	98	99	100	101	102	103	LU	104	105	106	107	108	109	LU	LS1	LHB	LS1	LS1	LS1	LS1	LU	LS1	
7	JANUARI 2013	LHB	LS1	LS1	LS1	LS1	LU	1	2	3	4	5	6	LU	7	8	9	10	11	12	LU	13	14	15	LHB	16	17	LU	18	19	20	21	
8	PEBRUARI 2013	22	23	LU	24	25	26	27	28	29	LU	30	31	32	33	34	35	LU	36	37	38	39	40	41	LU	42	43	44	45	46			
9	MARET 2013	47	48	LU	49	50	51	52	53	54	LU	55	LHB	56	57	58	59	LU	60	61	62	63	64	65	LU	66	67	68	69	LHB	70	LU	
10	APRIL 2013	71	72	73	74	75	LU	77	78	79	80	81	82	LU	83	84	85	86	87	88	LU	89	90	91	92	93	94	LU	95	96			
11	MEI 2013	97	98	99	100	LU	101	102	103	LHB	104	105	LU	106	107	108	109	110	111	LU	112	113	114	115	116	LHB	LU	117	118	119	120	121	
12	JUNI 2013	122	LU	123	124	125	LHB	126	127	LU	128	129	130	131	132	133	LU	134	135	136	137	138	139	LU	LS2	LS2	LS2	LS2	LS2	LS2	LU		
13	JULI 2013	LS2	LS2	LS2	LS2	LS2	LU	LS2	LS2	LS2	LS2	LS2	LS2	LU																			

KETERANGAN :

- | | | |
|------------------------|--------------------------------------|---|
| LHB : Libur Hari Besar | LPP : Libur Permulaan Puasa | Semester I : 109 hari |
| LU : Libur Umum | LHR : Libur Sekitar Hari Raya | Semester II : 138 hari |
| LS1 : Libur Semester 1 | EF : Hari belajar Efektif Fakultatif | Hari belajar Efektif Fakultatif : 16 hari |
| LS2 : Libur Semester 2 | KT5 : Kegiatan tengah semester | |

Libur Hari Besar

- | | | |
|--|---|-------------------------------------|
| 17 Agustus 2012 : Proklamasi Kemerdekaan RI | 1 Januari 2013 : Tahun Baru Masehi | 8 Mei 2013 : Kenakian Isa Almasih |
| 19-20 Agustus 2012 : Hari Raya Idul Fitri 1433 H | 24 Januari 2013 : Maulid Nabi Muhammad SAW | 25 Mei 2013 : Hari Raya Waisak 2567 |
| 26 Oktober 2012 : Hari Raya Idul Adha 1433 H | 10 Februari 2013 : Tahun Baru Imlek 2563 | 6 Juni 2013 : Isra' Mikroj 1434 H |
| 15 November 2012 : Tahun Baru Hijriah 1434 H | 12 Maret 2013 : Hari Raya Nyepi Tahun Saka 1935 | |
| 25 Desember 2012 : Hari Raya Natal | 29 Maret 2013 : Wafat Isa Al-Masih | |

CATATAN :

1. Hari Libur PILKADA menyesuaikan jadwal PILKADA di Kabupaten/Kota.

HARI EFEKTIF SEKOLAH, EFEKTIF FAKULTATIF DAN HARI LIBUR SEKOLAH TAPEL 2012-2013 (PROGRAM AKSELERASI)

BULAN	TANGGAL																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
ULI '12									1	2	3	4	5	6	LU	7	8	9	LPP	LPP	LPP	LU	EF1	EF2	EF3	EF4	EF5	EF6	LU	EF7	EF8
GUSTUS '12	EF9	EF10	EF11	EF12	LU	EF13	EF14	EF15	EF16	EF17	EF18	LU	LHR	LHR	LHR	LHR	LHB	LHR	LU	LHB	LHR	LHR	LHR	LHR	LU	10	11	12	13	14	
SEPTEMBER '12	15	LU	16	17	18	19	20	21	LU	22	23	24	25	26	27	LU	28	29	30	31	32	33	LU	34	35	36	37	38	39	LU	
OKTOBER '12	40	41	42	43	44	45	LU	46	47	48	49	50	51	LU	52	53	54	55	56	57	LU	58	59	60	61	LHB	62	LU	63	64	65
NOPEMBER '12	66	67	68	LU	69	70	71	72	73	74	LU	75	76	LHB	78	79	LU	80	81	82	83	84	85	LU	86	87	88	89	90		
DESEMBER '12	91	LU	92	93	94	95	96	97	LU	98	99	100	101	102	103	LU	104	105	106	107	108	109	LU	LS1	LHB	LS1	LS1	LS1	LS1	LS1	LS1
ANUARI '13	LHB	LS1	LS1	LS1	LS1	LU	1	2	3	4	5	6	LU	7	8	9	10	11	12	LU	13	14	15	LHB	16	17	LU	18	19	20	21
FEBRUARI '13	22	23	LU	24	25	26	27	28	29	LU	30	31	32	33	34	35	LU	36	37	38	39	40	41	LU	42	43	44	45	46		
MARET '13	47	48	LU	49	50	51	52	53	54	LU	55	LHB	56	57	58	59	LU	60	61	62	63	64	65	LU	66	67	68	69	LHB	70	LU
APRIL '13	71	72	73	74	75	76	LU	77	78	79	80	81	82	LU	83	84	85	86	87	88	LU	89	90	91	92	93	94	LU	95	96	
MAY '13	97	98	99	100	LU	101	102	103	LHB	104	105	LU	106	107	108	109	110	111	LU	112	113	114	115	116	LHB	LU	117	118	119	120	121
JUNI '13	122	LU	123	124	125	LHB	126	127	LU	128	129	130	131	132	133	LU	134	135	136	137	138	139	LU	LS1	LS1	LS1	LS1	LS1	LS1	LS1	LS1
JULI '13	LS2	LS2	LS2	LS2	LS2	LU	LS2	LS2	LS2	LS2	LS2	LS2	LS2	LU																	

Kelas 4/7 semester 1 tapel 2012-2013/Kelas 5/8 semester 2 tapel 2011-2012

25 Oktober 2012 Penerimaan Raport Kelas 4/7 semester 1/Kelas 5/8 semester 2

Kelas 4/7 semester 2 tapel 2012-2013/Kelas 6/9 semester 1 tapel 2011-2012

23 Pebruari 2013 Penerimaan Raport Kelas 4/7 semester 2/Kelas 6/9 semester 1

Kelas 5/8 semester 1 tapel 2012-2013/Kelas 6/9 semester 2 tapel 2011-2012

22 Juni 2013 Penerimaan Raport Kelas 5/8 semester 1/Kelas 6/9 semester 2

BAB V
KALENDER PENDIDIKAN
RINCIAN MINGGU EFEKTIF TAHUN PELAJARAN 2013 / 2014

HARI EFEKTIF SEKOLAH, EFEKTIF FAKULTATIF DAN HARI LIBUR SEKOLAH/MADRASAH DI PROVINSI JAWA TIMUR
TAHUN PELAJARAN 2013/2014
UNTUK TA/RA/BA/TKLB, SD/MI/SDLB, SMP/MTs/SMPLB, SMA/MA/SMALB/SMK DAN YANG SEDERAJAT

O.	BULAN	TANGGAL																															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
	JULI '13															1	2	3	EF1	EF2	EF3	LU	EF4	EF5	EF6	EF7	EF8	EF9	LU	EF10	EF11	EF12	
	AGUSTUS '13	EF13	EF14	EF15	LU	LHR	LHR	LHR	LHR	LHR	LHR	LU	LHR	LHR	LHR	LHR	LHR	LHR	LHR	LU	4	5	6	7	8	9	LU	10	11	12	13	14	15
	SEPTEMBER '13	LU	16	17	18	19	20	21	LU	22	23	24	25	26	27	LU	28	29	30	31	32	33	LU	34	35	36	37	38	39	LU	40		
	OKTOBER '13	41	42	43	44	45	LU	46	47	48	49	50	51	LU	52	LHB	53	54	55	56	LU	57	58	59	60	61	62	LU	63	64	65	66	
	NOVEMBER '13	67	68	LU	69	LHB	70	71	72	73	LU	74	75	76	77	78	79	LU	80	81	82	83	84	85	LU	86	87	88	89	90	91		
	DESEMBER '13	LU	92	93	94	95	96	97	LU	98	99	100	101	102	103	LU	104	105	106	107	108	109	LU	LS1	LS1	LHB	LS1	LS1	LS1	LU	LS1	LS1	
	JANUARI '14	LHB	LS1	LS1	LS1	LU	1	2	3	4	5	6	LU	7	LHB	8	9	10	11	LU	12	13	14	15	16	17	LU	18	19	20	21	LHB	
	FEBRUARI '14	22	LU	23	24	25	26	27	28	LU	29	30	31	32	33	34	LU	35	36	37	38	39	40	LU	41	42	43	44	45				
	MARET '14	46	LU	47	48	49	50	51	52	LU	53	54	55	56	57	58	LU	59	60	61	62	63	64	LU	65	66	67	68	69	70	LU	71	
	APRIL '14	72	73	74	75	76	LU	77	78	79	80	81	82	LU	83	84	85	86	LHB	87	LU	88	89	90	91	92	93	LU	94	95	96		
1	MEI '14	97	98	99	LU	100	101	102	103	104	105	LU	106	107	108	LHB	109	110	LU	111	112	113	114	115	116	LU	117	LHB	118	LHB	119	120	
2	JUNI '14	LU	121	122	123	124	125	126	LU	127	128	129	130	131	132	LU	133	134	135	136	137	138	LU	LS2	LS2	LS2	LS2	LS2	LU	LS2			
3	JULI '14	LS2	LS2	LS2	LS2	LS2	LU	LS2	LS2	LS2	LS2	LS2	LS2	LU																			

KETERANGAN :

LHB : Libur Hari Besar
LU : Libur Umum
LS1 : Libur Semester 1
LS2 : Libur Semester 2

LPP : Libur Permulaan Puasa
LHR : Libur Sekitar Hari Raya
EF : Hari belajar Efektif Fakultatif
KTS : Kegiatan tengah semester

Semester I : 109 hari
Semester II : 138 hari
Hari belajar Efektif Fakultatif : 15 hari

Libur Hari Besar

17 Agustus 2013	: Proklamasi Kemerdekaan RI	1 Januari 2014	: Tahun Baru Masehi	15 Mei 2014	: Hari Raya Waisak 2568
8-9 Agustus 2013	: Hari Raya Idul Fitri 1434 H	14 Januari 2014	: Maulid Nabi Muhammad SAW	27 Mei 2014	: Isro' Mikroj 1435 H
15 Oktober 2013	: Hari Raya Idul Adha 1434 H	31 Januari 2014	: Tahun Baru Imlek 2565	29 Mei 2014	: Kenalkan Isa Al Masih
5 November 2013	: Tahun Baru Hijriah 1435 H	2 Maret 2014	: Hari Raya Nyepi Tahun Saka 1936		
25 Desember 2013	: Hari Raya Natal	18 April 2014	: Wafat Isa Al-Masih		

CATATAN :

1. Hari Libur PILKADA menyesuaikan jadwal PILKADA di Kabupaten/Kota

APPENDIX IV

PROFIL SD LABORATORIUM UM

Identitas Sekolah :

Nama sekolah	: SD Laboratorium Universitas Negeri Malang
NPSN	: 20533899
Alamat	: jalan Bogor 19 Malang
Kode Pos	: 65145
Kelurahan	: Sumbersari
Kecamatan	: Lowokwaru
Kota	: Malang
Telepon/Fax	: (0341) 557789
Email	: sdlab@ laboratorium-um.sch.id
Website	: www.laboratorium-um.sch.id
Jenis Sekolah	: Swasta
Akreditasi	: Terakreditasi A (2008 sampai tahun 2012/2013)
Tahun Pendirian	: 22 Juni 1986
Tahun Mulai Beroperasi	: 1986
Waktu Pembelajaran	: Pagi
Status Tanah	: Sertifikat Hak Milik UM
Luas Tanah	: 2640 m ²
Kepala Sekolah	: Dr. Sulthoni, M.Pd.
SK Kepala Sekolah No	: 03a/KEP/H32.25/KP/2011(2011-2015)
Jumlah Tenaga Guru	: 48 orang
Jumlah Tenaga Non Guru	: 10 orang
Jumlah Siswa	: 550 Siswa

APPENDIX I



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://tarbiyah.uin-malang.ac.id> email : psg_uinmalang@ymail.com

Nomor : **Un.3.1/TL.00.1/1937/2013**
Lampiran : 1 (satu) berkas proposal skripsi
Perihal : **Penelitian**

04 Oktober 2013

Kepada :
Yth. Kepala Laboraturium Elementary School State University
di
Malang

Assalamu'alaikum Wr. Wb.

Kami mengharap dengan hormat agar mahasiswa di bawah ini:

Nama : Indah Nurainiyah
NIM : 10140021
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester : Ganjil, 2013/2014
Judul Skripsi : **The Implementation of Acceleration Program at
Laboratory Primary School of State University of Malang.**

dalam rangka menyelesaikan tugas akhir/menyusun skripsi yang bersangkutan mohon diberikan izin/kesempatan untuk mengadakan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

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

Wassalamu'alaikum Wr. Wb.

Dekan



Dr. H. Nur Ali, M.Pd

NIP. 19630403 199803 1 002

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip



APPENDI II



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI MALANG (UM)
UPT PUSAT PENGEMBANGAN
LABORATORIUM PENDIDIKAN (UPT P2LP)
SEKOLAH DASAR LABORATORIUM UM**

Jalan Bogor No. 19, Malang 65145
Telp. (0341) 557789 & 551312 Psw. 497 Fax (0341) 550222
Laman: www.laboratorium-um.sch.id - E-mail: sdlab@laboratorium-um.sch.id

SURAT KETERANGAN
Nomor : 218/UN32.20.5/PG/2014

Kepala Sekolah Dasar Laboratorium Universitas Negeri Malang menerangkan bahwa,

No.	Nama	Jurusan/Program
1.	Indah Nurainiyah	PGMI / S1 - PGMI

adalah mahasiswa UIN Maliki Malang Fakultas Ilmu Tarbiyah dan Keguruan yang telah melaksanakan penelitian skripsi tentang The Implementation of Learning Acceleration Program at Laboratory Primary School State University of Malang di SD Laboratorium UM pada bulan Desember 2013 - Mei 2014.

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

9 Juni 2014

Kepala Sekolah,


Dra. Susilaningsih, M.Pd.
NIP. 195908281985032 001

APPENDIX VI

TRANSKIP WAWANCARA

Hari/tanggal : Rabu, 23 April 2014

Nara Sumber : Alvi Nurisnaini, S.Pd

Jabatan : Waka Kesiswaan

1. Apa yang dimaksud program akselerasi alami?

Jawab: Anak- anak kita fasilitasi kecepatan masing-masing individu itu dengan menggunakan modul tanpa dikategorikan dalam kelas tersendiri. Jadi masih mengikuti kelasnya, dan itu alamiah tidak dipaksa, hanya ada target penggalan yang sama pada setiap anak ,yang menentukan adalah kecepatan dan strategi belajar masing-masing individu, akhirnya nanti bisa memilah kecepatan tersebut. Setiap anak mempunyai kecepatan masing-masing. itu aja kalo disini.

2. Sejak kapan program akselerasi alami ini muncul?

Jawab: Sejak 2000 berapa ya,,,kalau tidak salah 2003 atau 2004, saya lupa.

3. Siapa pencetus program akselerasi alami?

Jawab: Pencetusnya bapak Suprihadi Saputro sudah almarhum

4. Mengapa dibentuk program akselerasi alami?

Jawab: Beliau sangat memahami bahwa setiap anak itu mempunyai aaa...keistimewaan sendiri yang tidak bisa, yang tidak mungkin kita sama ratakan, jadi setiap anak itu mempunyai pribadi unik, yang harapannya kita bisa melayani mereka secara berbeda pula. Sehingga tidak bisa disamakan itu, maka beliau mencetuskan akselerasi alamiah. Sehingga anak-anak bisa lulus dalam 5 tahun berdasarkan kecepatan masing-masing dan kelebihan yang mereka miliki.

5. Bagaimana harapan pencetus program akselerasi alami?

Jawab: Kami berharap bahwa lulusan kami nanti bisa mandiri,dia lebih mandiri , dia mempunyai stategi belajar yang dia mengetahui kebutuhannya sendiri, sehingga bukan orang tua atau guru yang memaksa dia belajar tapi berdasarkan yang ia butuhkan

6. Apakah pelaksanaan program akselerasi alami saat ini sudah sesuai harapan?

Jawab: Dalam prosesnya karena mungkin kami sekolah swasta, yang tidak bisa mengikat, sehingga ada beberapa guru yang keluar masuk, kelemahannya disana, sehingga kalau menurut saya belum 100 persen terpenuhi, karena kami harus pergantian personil, harus membelajarkan, mengadaptasi akhirnya ada beberapa yang belum optimal.

7. Apa kendala-kendala dalam pelaksanaan program akselerasi alami?

Jawab: Jadi itu keluar masuknya guru sangat sering, Setiap guru itu belum mungkin melaksanakan secara 100%, sehingga ada beberapa perbedaan di masing- masing pembelajaran, kemudian aa,,,mungkin kurang pahamnya orang tua terhadap program akselerasi itu, sehingga kadang-kadang orang tua masih berfikir sulit, bahwa aaa...kenapa harus seperti ini, kendalanya itu tadi.

8. Bagaimana peminat program akselerasi?

Jawab : Kalau peminatnya, kita tidak pernah ini ya,,, otomatis kalau dia kelas 4 dia mengikuti akselerasi, jadi tidak kita tawarkan, tidak seperti sekolah- sekolah lain, siapa yang ingin akselerasi, maka dikategorikan khusus dengan biaya khusus, nanti tidak semuanya. jadi semuanya, jadi yang naik kelas 4 otomatis dia mengikuti kelas akselerasi, jadi nanti yang lolos, yang bisa menyelesaikan termasuk accselerated student. Jadi murid yang terakselerasi. kalau program ini untuk semuanya, wajib mengikuti,

9. Bagaimana dengan pertimbangan orang tua?

Jawab : Untuk yang lulus 5 tahun iya, jadi anak-anak yang “accselerated student” itu memang aa,,,untuk anak anak yang cepet kita tawarkan ke orang tua, apakah bersedia atau tidak, kalau bersedia ya akan kami teruskan, akan kami fasilitasi..., kalau tidak ya,, jadi dia harus mengikuti Target regular saja jadi kalau misalnya dia bersedia ya akan kita fasilitasi kelas berikutnya sehingga bisa lulus 5 tahun.

10. Apakah ada perbedaan fasilitas bagi siswa akselerasi dan regular?

Jawab : Sebenarnya sama saja, hanya bukunya saja yg kita fasilitasi jadi misalkan dia sekarang kelas 4 ya,, kelas 4 semester 2 dan dia bisa menyelesaikan kelas 5 semester 1 maka nanti kita fasilitasi buku kelas 5 semester 2. Hanya itu saja. Untuk regular sama, pada waktunya nanti. Kan hanya perbedaan waktu saja. Kalau yang ini kita percepat, kita berikan karena dia sudah selesai kalau yang regular ya nanti akan mendapatkan pada waktunya.

11. Usaha apa yang telah dilakukan untuk mengatasi kendala tersebut ?

Jawab: Kita sosialisasi pada orang tua, sosialisasi pada guru, itu setiap kali koordinasi kita ingatkan, kita pertajam, kita ulangi beberapa kali, sehingga guru mempunyai visi misi yang sama ,kemudian untuk orang tua juga gitu, kita sosialisasi perkelas, maupun global seluruh kelas. harapannya orang tua mempunyai tujuan yang sama.

12. Usaha apa yang belum dapat dilakukan oleh guru untuk mengatasi kendala tersebut ?

Jawab: Emm,,, apa yaa,,, kalau di SD sih,,saya pikir tidak masalah. Harapan sudah maksimal lah ya,,,kalau kita lihat perkembangan di SMP dan sekolah berikutnya. Anak anak aksel memiliki danun yang terbaik, harapan sudah maksimal, mereka mempunyai nilai dan prestasi yang bagus juga, ternyata berkelanjutan, jadi guru - guru di SMP pernah kita datangi, kemandirian terasah disana progresnya bagus, dia tanpa guru, aktif di organisasi, dan keberanian, tanggung jawab dan kemandiriannya terasah.

13. Bagaimana pandangan tentang kendala umum program akselerasi seperti sosialisasi dan lain-lain?

Jawab: Mungkin Sosialisasi siswa iya, kebanyakan karena mereka fokus di akademik, kadang-kadang jarang meluangkan waktu bermain, jadi cuman kita beberapa kali istilahnya memberitahukan kepada orang tua maupun pada anak karena mereka mempunyai strategi belajar sendiri ya,, itu yang kita arahkan saja. Agar tidak terlalu mengejar akademik. Sebenarnya kalau beberapa tahun kemaren ya,,Sebenarnya dia bisa lulus 4 tahun, tapi kita tidak mau meluluskan 4 tahun. Kenapa kita memilih 5 bukan 4? Karena kita pikir, kalau 5 tahun dia sudah matang lah ya,,kalau 4 tahun, kita khawatir ada gangguan psikologis, nanti dia terlalu kecil, teman-temannya terlalu besar sebenarnya sudah kita fikirkan dari berbagai segi, baik akademiknya, psikologisnya, sosianya, makanya setiap kelas ada 2 guru yang diharapkan bisa memantau perkembangannya.

14. Mengapa anak akselerasi dijadikan satu kelas dengan siswa reguler?

Jawab: Karena kita tidak mau membuat mereka merasa eksklusif, itu salah satu bentuk pelayanan kita membuat mereka tidak merasa arogan, seperti rombongan biasa, hanya saja ia mengerjakan yang lebih. Ketika nanti dia sudah siap, maka kita masukkan ke kelas 6 seperti siswa akselerasi yang lain. Sesuai kalender akademik kita ya kita masukkan di kelas 6, karena bersama-sama dengan anak aksel yang lain. akselerasi, kapan evaluasi, kapan rapotan, kapan UTS kapan UAS nya, yang sesuai dengan target kalender akademik akselerasi kita masukkan kelas 6 sama-sama untuk bisa fokus ujian nasional.

15. Benarkah karena terkendala kelasnya kurang sehingga dijadikan satu kelas?

Jawab: Jadi kita melayani berapapun jumlah siswa, Kalau kurang tidak, setiap tahunnya maksimal dalam kelas 30 siswa agar lebih fokus dan lebih mengena. Dari perkembangannya, Kalau 2 orang itu mulai 006 mulai 2006 mulai tertata, kewaliannya pun 2 orang dalam satu kelas agar kemampuan dan progres anak bisa diketahui lebih detail. Kalau 3 orang kita tidak bisa secara dana, kalau 3 orang juga dikhawatirkan ada yang nganggur

16. Bagaimana proses pembelajaran di kelas?

Jawab: Kita menggunakan inquiry learning. Jadi setiap modulnya, kita berusaha bahwa anak mencari dulu dengan peralatan yang ada, media yang ada, setelah itu ada proses, lalu jika siswa tidak tahu bisa bertanya kepada guru. Fungsi guru kan bisa sebagai fasilitator, banyak fungsinya di kelas, guru melayani pertanyaan siswa, barang kali pertanyaan itu ditanyakan oleh beberapa anak, kenapa harus koreksi bersama siswa, agar siswa tahu kesalahannya dimana. Melayani pertanyaan, memfasilitasi siswa dengan media, merekap, mengoreksi, lalu evaluasi, belum ada yang remidi, belum ada yang enrichment nggak pernah berhenti.

17. Bagaimana pelaksanaan ujian setiap siswa?

Jawab: Ujian tidak dilakukan bersamaan sesuai kecepatan siswa, hanya saja dengan target kita harus mengontrol siswa. Jangan sampai siswa melewati target,, kita laporkan kepada wali kelas, agar memotivasi siswa. Sebenarnya lebih ribet, cuman kita sudah terbiasa dan melihat manfaat yang baik sekali bagi anak-anak dan ini menjadi icon unik kita, karena kita sebagai sekolah swasta, jadi kita enjoy saja.

18. Bagaimana biaya mengikuti program akselerasi?

Jawab: Biayanya sama bagi seluruh siswa regular. Pembiayaan kita dari SPP siswa dan BOS (bantuan operasional sekolah) . Salah satu pemberian motivasi kepada siswa dan orang tua. Dengan mengikuti program akselerasi anak kan bisa mengirit biaya 1 tahun. Kita memotivasi secara rasional lah kepada anak.



TRANSKIP WAWANCARA

Hari/tanggal : Selasa, 06 Mei 2014

Nara Sumber : Aflacha S.Pd

Jabatan : Waka Humas

1. Apa yang dimaksud program akselerasi alami?

Jawab: Jadi anak itu melakukan proses pembelajaran sesuai dengan kemampuannya, jadi tetap satu kelas sama kalau dia lebih cepat ya itu otomatis dia akan alami mempercepat dirinya sendiri.. Jadi tidak ada kelas khusus yang harus diprogramkan menjadi anak akselerasi. Kelas biasa kalau anak-anak kita ini yaitu mengikuti kurikulumnya yaitu mengikuti kurikulum yang ada. Misalnya kelas 4 ya mengerjakan modul kelas 4 saja. Tapi kalau anak akselerasi pembelajarannya harus cepat dan nilainya ditentukan minimal harus 80 dia akan mengikuti pembelajaran lebih cepat lagi dia otomatis terakselerasi sendiri dengan alami. Bedanya itu aja. Kita kan mengikuti kurikulum nasional yang sudah ada panduannya. Kelas IV sampai dimana materinya, kelas IV sampai dimana materinya. Kan kita mulai menerapkan akselerasi mulai kelas IV. Kalau kita masih menggunakan kurikulum KTSP baru tahun depan ini ada kurikulum K13 mulai kelas 1,2,3 dan 4.

2. Sejak kapan program akselerasi alami ini muncul?

Jawab: Sejak program itu diajarkan tahun 2000 berapa ya, 2002 lah. Ini berawal dari sekolah ini bernama IKIP. DIKTI bisa memiliki sekolah saat diakui pemerintah yaitu PPSP. Setelah kebijakan baru, DIKTI tidak punya sekolah karena DIKTI hanya mengurus perguruan tinggi saja. Setelah itu ada ide baru, tahun 1986 kumpulan guru darma wanita UM membuat sekolah SD Dharma wanita tapi waktu rektornya pak Nuril, sekolah diganti sekolah laboratorium. Akselerasi pertama ya dulu PPSP itu, baru ada lagi pencetusnya yaitu Kepala sekolah pak Supriyadi Saputro Ketua UPSL pak Hendiyat Sutopo

3. Mengapa dibentuk program akselerasi alami?

Jawab: Kita mengembalikan lagi, dulu kan PPSP dengan pembelajaran modul sudah ada. Kan kecepatannya anak berbeda-beda.

4. Bagaimana harapan pencetus program akselerasi alami?

Jawab: Harapan kita mewadahi anak yang mempunyai kecepatan terakomodasi sesuai dengan kecepatannya itu dan salah satu kelebihan dari sekolah kita ini.

5. Apakah pelaksanaan program akselerasi alami saat ini sudah sesuai harapan?

Jawab: Baik sekali, tiap tahun kan ada akselerasi. Tidak ada masalah, karena apa? tidak dibuat tidak disetting karena sesuai dengan kemampuan anak.

6. Bagaimana dengan anak-anak akselerasi yang tidak konsisten?

Jawab: Anak yang protol karena kita punya target anak akselerasi harus menyelesaikan semua mata pelajaran. Misalnya di matematika dan sains tuntas, tapi di bahasa daerah belum tuntas, di Pkn belum tuntas. Makanya ia tidak merasakan apakah dia protol atau tidak itu dia tidak merasakan.

7. Sejak kapan anak disebut akselerasi?

Jawab : Anak akselerasi ibaratnya dia start bersama- sama, itu ada yang cepet lalu sebagai wali kelasnya tanya ke guru bidang study masing-masing. Anak ini sampai dimana anak ini sampai dimana. kan kita punya target.

8. Unik sekali ya bu program akselerasi alami ini!

Jawab: Iya unik. Termasuk Anak saya. Anak saya dua duanya akselerasi. Makanya saya tahu betul bagaimana akselerasi itu karena kebetulan pelakunya anak saya.

9. Bagaimana untuk pelayanan atau fasilitas kepada siswa?

Jawab : Fasilitasnya sama yaitu buku penggalan. Kalau yang biasa menempuh 3 tahun, kalau akselerasi hanya menempuh 2 tahun. Karena dia cepat aja, jadi anak tidak merasa tertekan anak-anaknya itu. Kita mngajar itu kan ada anak yang slowly, ada yang cepat sudah kelihatan. Gurunya memotivasi saja. Kan guru dalam pembelajaran modul itu hanya sebagai fasilitator dan memotivasi. Kan pelayanannya secara khusus. Tambah enak bisa dikerjakan dimana-mana modulnya. Bisa di pantau orang tua dan disekolah tinggal evaluasi saja. Tapi guru harus lebih banyak untuk menilai dan memantau apalagi anak akselerasi yang pekerjaannya selalu cepat.

10. Apa kendala-kendala dalam pelaksanaan program akselerasi alami?

Jawab: Kendalanya ketika perkiraan memberi target meleset, seperti mepet dengan UAS atau anak-anak belum memenuhi target Target sekolah siswa harus naik di bulan November, Anak-anaknya tidak merasa dia aksel, betul itu. Guru sampai kuwalahen. Anak-anaknya tidak masalah, lebih memotivasi. Harus ada kerjasama dengan orang tua, motivasi orang tua. Tanpa motivasi orang tua ya tidak akan berjalan, namanya tetap anak-anak. Mungkin anak aksel itu, kecenderungan mengerjakan sendiri. Perbedaan sosialisasi anak aksel lebih ego, tapi tidak semuanya. bertemannya dengan kelompoknya, tapi yap pinter-pinternya orang tua mengarahkan anaknya. Seneng punya anak pinter tapi Jeleknya itu keinginannya harus dituruti, orang tua harus lebih mengarahkan. Merasa lebih unggul dari temannya. Anak low kelompoknya low,, anaknya tidak pernah ganti-ganti teman.(olimpiade).

11. Apakah ada program pendukung dalam pembelajaran?

Jawab: Program pendukungnya adalah perpustakaan, internet dan pembelajaran individual dengan pelayanan khusus.

12. Apakah ada perbedaan materi pada modul bagi akselerasi?

Jawab: Modul yang diberikan ini juga sama, pembuatnya adalah guru masing-masing. Modul yang dihasilkan oleh guru. Guru disini harus punya karya yaitu buku yang digunakan di kelas. Kelas 1-3 namanya penggalan. Kelas 4-6 namanya modul.

13. Bagaimana pelaksanaan program akselerasi alami?

Jawab: Pelayanannya secara individual, guru melayani secara individual sebagai fasilitator dan motivator aja. Anak-anak yang mengerjakan. Setelah sesuai target siswa evaluasi, setelah evaluasi diberikan modul selanjutnya. Untuk mengambil modul berikutnya dengan cara evaluasi. Ujiannya sudah terprogram semua di kalender akademik. Seleksinya otomatis dari nilai diatas kertas itu. Semua bidang studi harus rata. Tes IQ kan belum disyaratkan di SD.

14. Apa kekurangan dan kelebihan program akselerasi alami?

Jawab: Kekurangannya dan kelebihannya. Salah satunya mewadahi kecepatan siswa yang berbeda. Kekurangannya faktor pendukungnya itu, seperti sarana prasarana, kurang pahami guru, seperti kemarin ketika ada keterlambatan pendistribusian buku sehingga anak tidak dapat mengerjakan modul secara langsung, karena yang kita capai yaitu pembelajaran modul itu. Lalu siswa diberikan pengayaan dengan mengerjakan buku-buku yang tersedia di kelas agar tetap belajar.

15. Usaha apa telah dilakukan untuk mengatasi kendala tersebut?

Jawab: Pendistribusian buku sangat di perhatikan, anak yang tidak aksel belum boleh membeli buku selanjutnya.

16. Bagaimana pendapat ibu sebagai orang tua dari siswa yang mengikuti program akselerasi?

Jawab: Menurut saya akselerasi di SD itu tidak terlalu masalah. Karena waktunya panjang dan ini secara alamiah. Motivasi belajar anak juga tetap, di smp ditawarkan aksel tapi orang tua tidak mengizinkan karena di SD sudah akselerasi, umurnya sudah lebih muda, pembelajarannya juga lebih sulit, dan biayanya berbeda tidak seperti disini.

17. Bagaimana pendapat ibu sebagai orang tua tentang anak yang tidak mau mengikuti program akselerasi alami karena tidak memiliki waktu bermain?

Jawab: Kalau dirumah memang mungkin kecenderungan orang tua dalam mendidik anaknya mungkin karena tidak boleh bermain oleh orang tua, anak yang nggak aksel pun ada yang di protek orang tua. Disini banyak orang tua yang protect jadi anak memanfaatkan waktu di sekolah untuk bermain. Ada juga orang tua yang ambisi anaknya harus aksel padahal dia tidak mampu, ada juga anaknya mampu tapi orang tua kurang yakin. Dan lain sebagainya.

18. Bagaimana peran orang tua anak akselerasi ?

Jawab: Orang tua harus menjadi teman dan menjadi pengaduan pertama tas apa yang dikerjakan. Menjadi orang tua anak akselerasi enak sekali, karena orang tua tidak

pernah menyuruh anaknya untuk belajar lagi, dia sudah tau tugasnya sendiri. Kalau anak masih disuruh belajar, tidak akan jadi akselerasi. bukan alami lagi. Tanpa disuruh sudah belajar sendiri.



TRANSKIP WAWANCARA

Hari/tanggal : Jumat, 09 Mei 2014

Nara Sumber : Siti Nafi'ah S.Pd

Jabatan : Waka kurikulum

Program akselerasi mulai dari kelas 4.5 dan 6. Waktu 3 tahun itu di selesaikan 2 tahun. Makanya akselerasi itu percepatan sesuai dengan kecepatan anak. Jadi Menghargai kemampuan anak. yang cepat difasilitasi, yang lambat juga terayomi, perlakuannya sama dengan teman-teman lainnya, bahkan juga dikumpulkan kelasnya.

Kenaikan kelasnya tidak sama. Untuk yang akselerasi tiap semesternya 4 bulan, jadi 8 bulan selesai. Maka agar sesuai dengan waktunya, guru membuat target untuk memantau. Makanya gurunya juga ada pendampingnya (wali kelas dan wakil wali kelas) bertugas memantau kemampuan siswa. Sekolah SD ya maksimal 6 tahun, tidak boleh lebih, bahkan bisa lulus minimal 5 tahun.

Kalau akselerasi ini bersamaan dengan pelaksanaan modul. Tahun 2003 kalau nggak salah. Tahun 2005-2006 itu lulusan pertama akselerasi. pencetusnya Drs. Suprihadi Saputro M. Pd, beliau sangat baik sekali, memang beliau seorang pemikir yang memikirkan kemajuan sekolah dan memberi warna pada sekolah ini agar berbeda dengan yang lain. Sehingga jika ada supervisi dari sekolah lain, maka kami berbeda dengan yang lain karena kami tidak mengajarkan secara klasikal tapi individual.

Kendalanya terutama anak menengah ke bawah rame, tidak fokus pada apa yang mereka kerjakan, kecuali modulnya menarik. Kita berusaha mengelompokkan anak-anak yang penggalannya sama. Itupun kita tidak bisa berharap dia yang maju ke kita, maka guru harus tau materinya. Kita kan tahu mana yang sulit, mana yang mudah. Tapi dia tidak paham walaupun dia bisa menjawab karena memang materinya ada disitu, sehingga guru juga harus aktif menanyakan. Contohnya IPA tentang pembiasan cahaya. Pembiasan cahaya itu susah lo. Dia tidak paham mendekati itu yang seperti apa menjauh itu yang seperti apa, walaupun dia bisa menjawab tapi belum tentu paham, nah pengeremnya yaitu pengayaan.

Kalau awal dulu modul belum siap seluruhnya, kalau awal-awalnya ya guru membuat pada jam-jam istirahat. Anak yang cepat dia cenderung harusnya dua pertemuan habis untuk satu pertemuan, salah satunya kita tidak punya ruang guru agar guru tetap stand by dikelas. Tapi pembelajaran seperti ini memang ya lebih susah, lebih capek, karena ya kita terangkan satu persatu, belum lagi pengelolaan kelas, kelas bisa rame tanpa harus bekerja. Untuk anak yang menengah kebawah kita dekati, kita dekatkn dengan tempat duduk kita. Sebab kadang kala sudah diajari gini, tetep tidak mau menulis, makanya kita yang harus memotivasi untuk menulis.

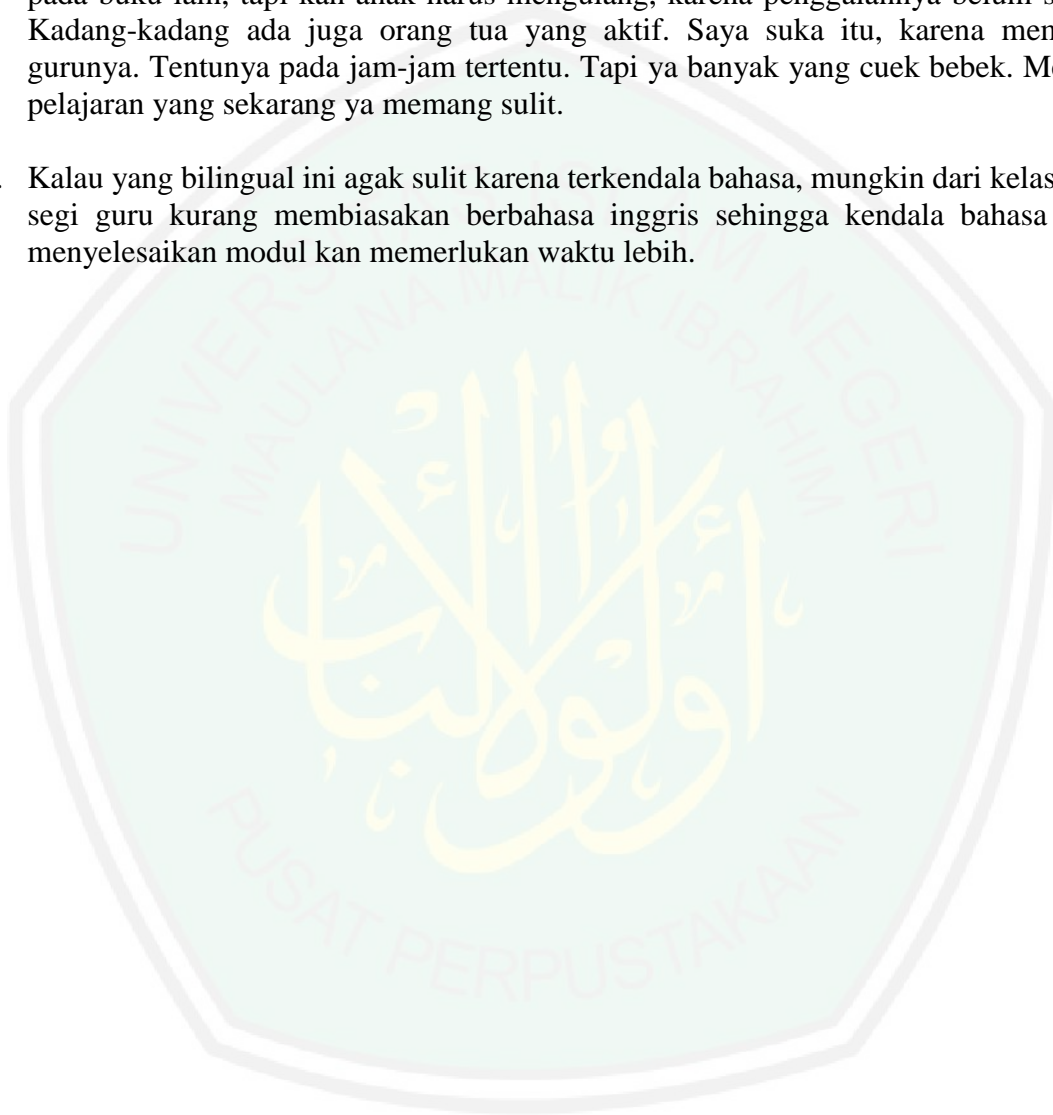
Seleksinya yang kita ukur bukan calistungnya saja, tapi dengan kesiapan belajarnya. Mau diperintah mau melakukan sesuatu, sosialisasi dengan anak lain bagaimana, dalam kelas mencari orang tuanya tidak, siap diperintah atau tidak, masih perlu bantuan atau tidak, sebab dengan kesiapan belajar guru akan lebih mudah mengajari. Kalau yang berhitung, menulis, bahasa inggris itu hanya penunjang saja, karena kesiapan belajar tetap kita butuhkan. Termasuk anak yang ABK jika siap belajar pasti kita terima. Anak ABK ijazahnya juga ABK.

Kendala akselerasi ya ini:

1. Pihak guru kejenuhan, saya bisa melihat itu.
2. Siswa kejenuhan
3. Bahan ajar kurang menarik,

Sesuai dengan yang dibuat teman-teman. Kalau warna ya warna. Terus ini, kenapa mengerjakan kok terlalu lama, makanya kita buat penggalan, yang salah satunya menuntut anak untuk membaca salah satunya yaitu melengkapi peta konsep. Sebelum melengkapi peta konsep anak tidak boleh melanjutkan modulnya.

4. Kerjasama orang tua. Karena anak selalu memerlukan pendampingan, seperti dalam mempersiapkan peralatan sekolah anak, sehingga guru mencarikan materi yang sama pada buku lain, tapi kan anak harus mengulang, karena penggalannya belum selesai. Kadang-kadang ada juga orang tua yang aktif. Saya suka itu, karena membantu gurunya. Tentunya pada jam-jam tertentu. Tapi ya banyak yang cuek bebek. Memang pelajaran yang sekarang ya memang sulit.
5. Kalau yang bilingual ini agak sulit karena terkendala bahasa, mungkin dari kelas 1 dari segi guru kurang membiasakan berbahasa inggris sehingga kendala bahasa untuk menyelesaikan modul kan memerlukan waktu lebih.



TRANSKIP WAWANCARA

Hari/tanggal : Selasa, 22 April 2014

Nara sumber : Otong Kurniawan S.Pd

Jabatan : Wali Kelas IV A ICP

1. Apa yang dimaksud program akselerasi alami?

Jawab : Akselerasi alami adalah suatu program percepatan belajar siswa. Tergantung dari bagaimana anak bisa belajar dengan lebih cepat dari anak/siswa yang lain, dengan cara menyelesaikan seluruh tagihan(penggalan/evaluasi).

2. Apa kelemahan dan kelebihan program akselerasi alami ?

Jawab : Kelebihannya adalah anak tidak dijadikan dalam kelas khusus tapi tetap berada di kelasnya sampai kelas 5 semester 1. Jadi siswa tidak banyak untuk dituntut.

3. Bagaimana cara guru mengelola kelas ?

Jawab: Seperti kebanyakan sekolah, tapi di SD Lab. UM pengelolaannya dengan memberikan pelayanan secara individu.

4. Bagaimana respon siswa akselerasi dalam proses pembelajaran ?

Jawab: siswa akselerasi akan meningkatkan belajarnya supaya mampu untuk menyelesaikan tagihan (penggalan/evaluasi).

5. Kendala- kendala apa yang dialami guru selama pelaksanaan pembelajaran?

Jawab: kendala yang dihadapi lebih kepada pelayanan terhadap anak (guru ada 2) sehingga sebagian besar anak banyak yang tidak dilayani secara maksimal.

6. Usaha apa telah dilakukan untuk mengatasi kendala tersebut ?

Jawab: membuat aturan dengan membuat antrian kepada siswa yang ingin bertanya dan penempatan tempat duduk.

7. Usaha apa yang belum dapat dilakukan oleh guru untuk mengatasi kendala tersebut ?

Jawab : usaha yang belum dapat dilakukan adalah pelayanan terhadap siswa yang kurang serta pengayaan yang juga masih kurang.

TRANSKIP WAWANCARA

Hari/tanggal : Rabu, 23 April 2014

Nara sumber : Seluruh Siswa kelas IV A ICP

Jabatan : Akselerasi dan Reguler

1. Apa kamu mengikuti program akselerasi? Mengapa?

Jawab: Ada siswa yang mengikuti program akselerasi alamiah dan ada yang tidak mengikuti program akselerasi alamiah. Siswa yang mengikuti program akselerasi alamiah tidak merasa keberatan dalam mengikuti program tersebut dan mereka memiliki motivasi yang berbeda-beda. Sedangkan siswa yang tidak mengikuti program akselerasi memiliki pandangan positif dan negatif, diantara pendapat yang disampaikan mereka adalah karena mereka belum memenuhi kriteria untuk masuk dalam program ini, materinya sulit, tidak memiliki waktu bermain lebih, dan takut stress.

2. Apakah kamu senang mengikuti program akselerasi?

Jawab: Siswa senang mengikuti program ini karena dapat lulus lebih cepat dan menghemat biaya selama satu tahun. Selain itu siswa merasa lebih unggul dibanding temannya.

3. Apakah kamu tidak senang mengikuti program akselerasi?

Jawab: Siswa tidak senang mengikuti program akselerasi karena akan mengurangi kesempatan bermainnya dan akan membuat jenuh

APPENDIX III



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. Email: psg_uinmalang@ymail.com

BUKTI KONSULTASI SKRIPSI
JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH

Nama : Indah Nurainiyah
NIM : 10140021
Judul : The Implementation of Acceleration Program at Laboratory Primary
School State University of Malang
Dosen Pembimbing : H. Akhmad Nurul Kawakib, M.Pd, M.A

No.	Tgl/Bln/Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	25 Maret 2014	Revisi proposal setelah ujian	
2.	03 April 2014	Revisi Bab I, II, III	
3.	25 April 2014	ACC Bab I, II, III (Indonesia) + Kompre	
4.	28 April 2014	Revisi Bab I, II, III (Inggris)	
5.	06 Mei 2014	ACC Bab I, II, III + Konsul Bab IV	
6.	29 Mei 2014	ACC Bab IV, V, VI	
7.	10 Juni 2014	ACC	

Malang, 10 Juni 2014
Mengetahui
Ketua Program Studi PGMI,

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

PKN/ 9/ IV-2/2013

PENGGALAN 9

SISTEM PEMERINTAHAN TINGKAT PUSAT



SD LABORATORIUM UM MALANG

TAHUN 2013

PENGGALAN 9

SISTEM PEMERINTAHAN TINGKAT PUSAT

Alokasi waktu

Siswa diharapkan selesai mengerjakan penggalan ini dalam waktu

4 Jam pelajaran atau 2 X pertemuan

A. MISI BELAJAR

Kompetensi Dasar

Mengenal lembaga-lembaga Negara dalam susunan pemerintahan tingkat pusat, seperti MPR, DPR, Presiden, MA, MK, BPK, dan lain-lain.

Indikator kompetensi

1. Menjelaskan pengertian lembaga negara menurut UUD 1945 Amandemen
2. Mengidentifikasi lembaga-lembaga tinggi negara menurut UUD 1945 Amandemen
3. Menjelaskan tugas-tugas lembaga tinggi negara menurut UUD 1945 Amandemen
4. Menjelaskan hubungan kerja antar lembaga tinggi negara menurut UUD 1945 Amandemen

B. RASIONAL

Dengan mempelajari pokok bahasan ini kalian akan mampu:

1. Mengenal lembaga-lembaga tinggi negara menurut UUD 1945 Amandemen
2. Menyebutkan tugas-tugas lembaga tinggi negara menurut UUD 1945 Amandemen

PEMBELAJARAN 9.1

LEMBAGA-LEMBAGA TINGGI NEGARA MENURUT UUD 1945 AMANDEMEN

Alokasi waktu: 2 x 40 menit (2 jam pelajaran)

Indikator

1. Menjelaskan pengertian lembaga negara menurut UUD 1945 Amandemen
2. Mengidentifikasi lembaga-lembaga tinggi negara menurut UUD 1945 Amandemen

Petunjuk Belajar Siswa

1. Bacalah bacaan di bawah ini dengan baik!
2. Untuk mengetahui apakah kalian telah memahami bacaan dengan baik, jawablah soal-soal latihan yang telah tertulis!
3. Setelah selesai menjawab soal latihan, cocokkan hasil kerjamu dengan kunci jawaban yang telah tersedia!
4. Bila hasil kerjamu telah mencapai nilai 80 atau lebih, lanjutkan kegiatanmu ke kegiatan 9.2! Bila nilaimu kurang dari 80 ulangilah kegiatan ini dengan bimbingan gurumu!

Pemerintahan berasal dari kata pemerintah, sedangkan pemerintah berasal dari kata perintah. Menurut kamus besar bahasa Indonesia, kata-kata tersebut mempunyai arti antara lain:

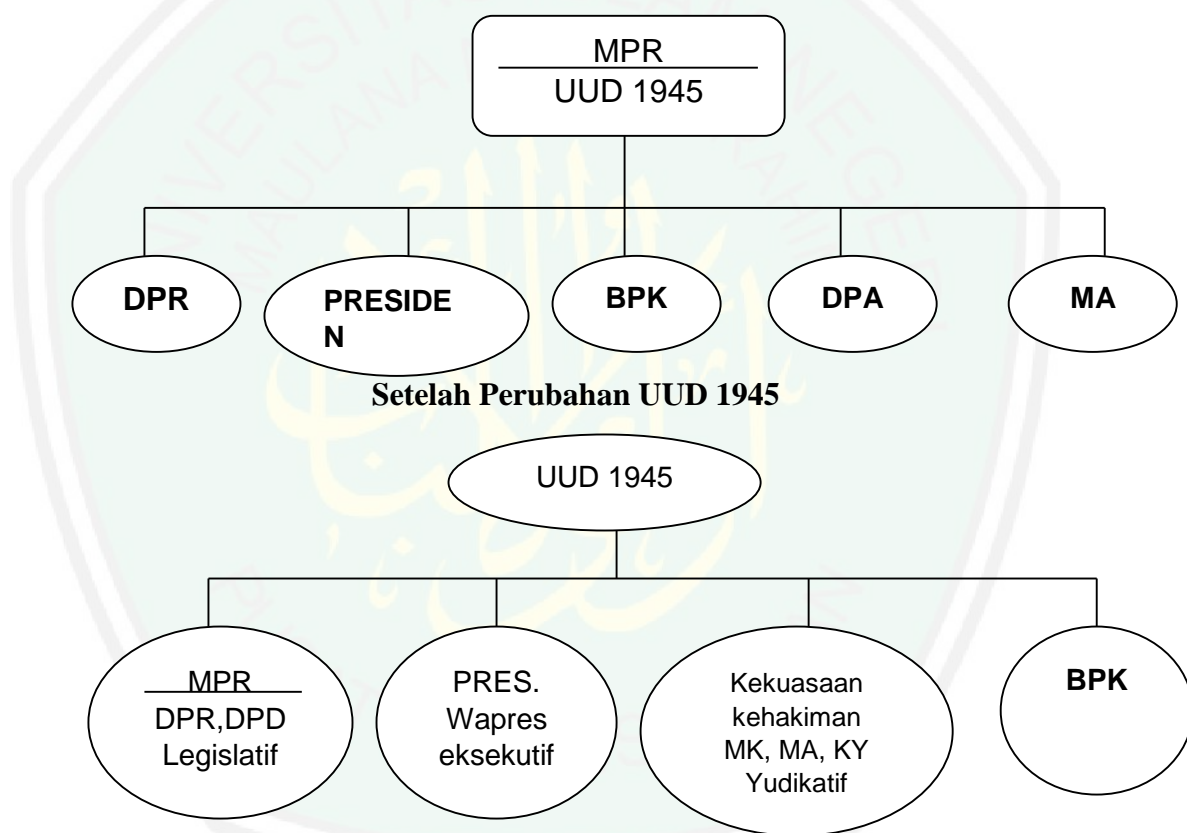
1. Perintah adalah perkataan yang bermaksud menyuruh melakukan sesuatu.
2. Pemerintah adalah sekelompok orang atau badan tertinggi yang secara bersama-sama memikul tanggung jawab untuk mengatur kehidupan sosial, ekonomi, dan politik suatu Negara atau bagian-bagiannya.
3. Pemerintah adalah proses, cara, atau perbuatan untuk memerintah.sistem

Sistem pemerintahan adalah suatu kebulatan atau keseluruhan yang utuh dari komponen pemerintahan, yaitu lembaga eksekutif, legislatife, dan yudikatif. Ketiga lembaga tersebut saling berhubungan dengan mengikuti suatu pola, tatanan,

dan norma tertentu. Semua itu dibuat dalam rangka mencapai tujuan pemerintahan Negara.

Untuk mengenal lebih jauh tentang lembaga tingkat pusat, amatilah bagan kelembagaan negara di bawah ini!

SUSUNAN PEMERINTAH PUSAT SEBELUM PERUBAHAN UUD 1945



1. Lembaga-Lembaga Negara di Indonesia

Sistem pemerintahan di Indonesia menganut paham pembagian kekuasaan, bukan pemisahan kekuasaan. Meskipun dibagi-bagi menjadi kekuasaan legislatif, eksekutif, dan yudikatif, masing-masing masih memiliki hubungan satu sama lain. Menurut UUD 1945, sistem pemerintahan Indonesia adalah presidensial karena

presiden selain berperan sebagai kepala pemerintahan, juga berperan sebagai kepala negara.

A. Lembaga Legislatif

Lembaga Legislatif adalah lembaga pemerintahan yang mempunyai kewenangan untuk membuat hukum dan undang-undang.

Kekuasaan legislatif di Indonesia berada di tangan Majelis Permusyawaratan Rakyat (MPR). Susunan anggota MPR terdiri atas anggota Dewan Perwakilan Rakyat (DPR) dan anggota Dewan Perwakilan Daerah (DPD) yang dipilih secara langsung oleh rakyat melalui pemilu.

a. Majelis Permusyawaratan Rakyat (MPR)

Apakah kamu mengenal MPR? MPR merupakan salah satu lembaga tinggi Indonesia. Sebelum amandemen UUD 1945 MPR adalah lembaga tertinggi negara, sesudah amandemen MPR menjadi termasuk lembaga tinggi negara. Jadi kedudukan MPR sejajar dengan lembaga negara lainnya.

Anggota MPR terdiri atas anggota DPR ditambah DPD. Jumlah anggota MPR sebanyak 700 orang, yang terdiri atas 500 orang anggota DPR, dan 200 orang dari anggota DPD.

MPR bersidang sedikitnya satu kali dalam lima tahun di ibu kota negara. Keputusan MPR ditetapkan dengan suara terbanyak.

Tugas dan wewenang MPR tercantum pada pasal 3 UUD 1945 adalah sebagai berikut.

1. Mengubah dan menetapkan UUD
2. Melantik Presiden dan/atau wakil presiden
3. Memberhentikan dan/atau wakil Presiden dalam masa jabatannya menurut UUD.

Jika kita memperhatikan tugas dan wewenang MPR, kita bisa mengetahui bahwa kekuasaan MPR sangat besar dalam kehidupan negara kita ini. Tidak ada

lembaga negara lain yang berwenang mengubah dan menetapkan UUD selain MPR. Selain itu tidak ada lembaga negara lain yang dapat melantik serta memberhentikan Presiden dan Wakil Presiden kecuali MPR.

Dalam melaksanakan tugas dan kewenangan MPR tersebut, anggota MPR dilengkapi dengan hak dan kewajiban. Hak MPR, antara lain mengajukan usul perubahan pasal-pasal UUD. Kewajiban MPR, antara lain menjaga keutuhan Negara Kesatuan Republik Indonesia dan kerukunan nasional.



Ketua MPR RI

Sidhartha Danusubroto

b. Dewan Perwakilan Rakyat (DPR)

DPR (Dewan Perwakilan Rakyat) bertempat di Ibu Kota Negara. Anggota DPR dipilih dari Partai Politik yang berkompetisi dalam pemilihan umum legislatif. Lembaga ini setidaknya mempunyai tiga fungsi:



ketua DPR Marzuki Alie

DPR adalah lembaga negara yang dipilih oleh rakyat secara langsung dalam. Lembaga ini terdapat di tingkat pusat dan sering disebut dengan DPR RI. Sedangkan dewan perwakilan yang berada di daerah disebut dengan DPRD

Anggota DPR terdiri atas anggota partai politik peserta pemilu yang dipilih berdasarkan hasil pemilu. Anggota DPR berjumlah 550 orang dan bertempat tinggal di ibukota negara. Masa jabatan anggota DPR adalah 5 tahun.

Menurut UUD 1945 fungsi yang dimiliki oleh DPR yaitu fungsi legislasi, fungsi anggaran, dan fungsi pengawasan, antara lain:

1. Membentuk undang-undang yang dibahas dengan presiden untuk mendapat persetujuan bersama atau disebut dengan fungsi legislasi DPR. (*fungsi legislasi*).
2. Menyusun dan menetapkan Anggaran Pendapatan dan Belanja Negara (APBN) bersama Presiden dengan memperhatikan pertimbangan DPR yang termasuk fungsi anggaran. (*fungsi anggaran*)
3. Melakukan pengawasan terhadap pelaksanaan UUD 1945, undang-undang dan peraturan pelaksanaannya atau fungsi pengawasan yang dimiliki DPR. (*fungsi pengawasan*).

Selain memiliki fungsi, DPR juga memiliki tugas dan wewenang. Tugas dan wewenang DPR antara lain:

1. Membentuk undang-undang
2. Bersama presiden membahas rancangan anggaran pendapatan dan belanja negara (RAPBN).
3. Memberikan persetujuan kepada presiden untuk menyatakan perang dan membuat perdamaian.

Untuk memantapkan tugasnya DPR mempunyai hak interpelasi, angket, dan menyatakan pendapat.

1. Hak interpelasi adalah hak DPR untuk meminta pertanggungjawaban kepada pemerintah mengenai kebijakan pemerintah.
2. Hak Angket adalah hak DPR untuk melakukan penyelidikan terhadap kebijakan pemerintah, yang diduga bertentangan dengan peraturan perundang-undangan.
3. Hak menyatakan pendapat adalah hak sebagai lembaga untuk menyatakan pendapat terhadap kebijakan pemerintah.

DPR dalam menjalankan tugas sehari-hari terbagi dalam komisi-komisi. Setiap komisi mempunyai lingkup kerja sendiri-sendiri. Mereka biasanya bekerja sama dengan instansi pemerintah atau masyarakat. Perhatikan tugas-tugas dari setiap komisi dalam tabel berikut ini!

No	Komisi	Ruang Lingkup Kerja
1	Komisi I	Bidang luar negeri, pertahanan, dan informasi
2	Komisi II	Bidang pemerintahan, otonomi daerah, dan aparatur negara
3	Komisi III	Bidang hukum dan keamanan
4	Komisi IV	Bidang pertanian, kehutanan, kelautan, dan perikanan
5	Komisi V	Bidang perhubungan, telekomunikasi, dan pekerjaan umum

6	Komisi VI	Bidang industri, perdagangan, investasi, dan BUMN
7	Komisi VII	Bidang pertambangan dan lingkungan hidup
8	Komisi VIII	Bidang sosial, agama, dan pemberdayaan perempuan
9	Komisi IX	Bidang kesehatan dan tenaga kerja
10	Komisi X	Bidang pendidikan, pemuda dan olah raga
11	Komisi XI	Bidang keuangan dan perbankan
12	Panitia Anggaran	Seputar RAPBN. RAPBN diajukan oleh pemerintah untuk dibahas bersama anggota DPR sampai ditetapkan menjadi UU tentang APBN.

Berkaitan dengan tugas sehari-hari, anggota DPR memiliki hak-hak antara lain sebagai berikut.

1. Hak menyatakan usul dan pendapat adalah hak anggota DPR untuk menyampaikan pendapat kepada pemerintah atau DPR sendiri sesuai dengan memperhatikan tata krama, etika, dan sopan santun, sehingga ada kemandirian dan tanpa campur tangan dari siapapun dalam membuat keputusan.
2. Hak Imunitas adalah hak anggota DPR untuk kebal dari tuntutan di muka pengadilan karena pernyataan dan pendapat yang disampaikan dalam rapat-rapat DPR, baik dengan pemerintah dan atau rapat-rapat DPR lainnya.
3. Hak Bertanya Secara Lisan maupun Tulisan adalah hak anggota DPR untuk bertanya berkaitan dengan tugas dan wewenang DPR.

c. Dewan Perwakilan Daerah (DPD)

Apakah yang dimaksud dengan Dewan Perwakilan Daerah (DPD)?

DPD adalah sebuah lembaga baru setelah adanya amandemen UUD 1945. Anggota DPD dipilih dari setiap propinsi melalui pemilu. Semua anggota DPD menjadi anggota MPR. Anggota DPD dari setiap propinsi jumlahnya sama yaitu ditetapkan sebanyak empat orang. Jadi jumlah seluruh anggota DPD tidak lebih dari 1/3 jumlah anggota DPR.

Seperti lembaga negara lain, Dewan Perwakilan Daerah (DPD) mempunyai tugas dan wewenang antara lain:

1. Mengajukan rancangan undang-undang tentang otonomi daerah kepada DPR.
2. Membahas masalah hubungan pusat dan daerah.
3. Membahas masalah sumber daya alam dan sumber daya ekonomi.
4. Masalah pertimbangan keuangan pusat dan daerah
5. Mengajukan pertimbangan kepada DPR atas rancangan undang-undang APBN, Pajak, pendidikan, dan agama.



Irman Gusman
(Ketua DPD RI)

Apa fungsi DPD? Fungsi DPD ada tiga, yaitu sebagai berikut.

1. Mengajukan usul dan ikut dalam pembahasan dan memberikan pertimbangan yang berkaitan dengan bidang legislasi tertentu.
2. Memberikan pertimbangan atas rancangan undang-undang yang menyangkut APBN dan berkaitan dengan pajak, pendidikan, dan agama.

3. Melakukan pengawasan atau pelaksanaan undang-undang

B. Lembaga Eksekutif

Lembaga eksekutif adalah lembaga negara yang berkuasa menjalankan undang-undang. Kekuasaan eksekutif di Indonesia berada di tangan presiden. Dengan kata lain lembaga ini merupakan lembaga yang paling luas wewenang dan tugasnya dibanding lembaga negara legislatif dan lembaga yudikatif.

Apakah kamu tahu siapakah presiden itu? Dalam pasal 4 UUD 1945 dinyatakan bahwa Presiden berkedudukan sebagai pemegang kekuasaan pemerintahan menurut UUD. Artinya kekuasaan presiden dibatasi oleh UUD. Oleh karena itu presiden disebut dengan orang nomor satu di suatu pemerintahan. Dalam menjalankan tugasnya seorang presiden dibantu oleh seorang wakil presiden.

Presiden dan wakil presiden dipilih secara langsung oleh rakyat dalam pemilihan umum. Masa jabatan presiden wakil presiden adalah 5 tahun dan dapat dipilih kembali untuk satu kali masa jabatan.



Presiden dan wakil Presiden RI

Presiden adalah kepala eksekutif. Presiden juga melaksanakan tugas legislatif bersama DPR, antara lain dalam hal berikut.

1. Membentuk undang-undang
2. Menetapkan peraturan pemerintah sebagai pengganti undang-undang
3. Menetapkan peraturan pemerintah untuk menjalankan undang-undang sebagaimana mestinya.

Seorang presiden mempunyai tugas dan kewenangan seperti yang telah ditetapkan UUD 1945. Presiden RI bertugas sebagai kepala negara dan sekaligus sebagai kepala pemerintahan.

Tugas dan wewenang presiden sebagai kepala negara adalah sebagai berikut.

1. Memegang kekuasaan tertinggi atas Angkatan Darat, Angkatan Laut, dan Angkatan Udara
2. Dengan persetujuan DPR menyatakan perang, membuat perdamaian, dan perjanjian dengan negara lain
3. Menyatakan keadaan bahaya
4. Menerima duta dari negara lain dengan memperhatikan pertimbangan DPR.

Tugas dan wewenang presiden sebagai kepala pemerintahan adalah sebagai berikut.

1. Mengajukan rancangan undang-undang kepada DPR
2. Menetapkan peraturan pemerintah (PP) untuk menjalankan UU
3. Mengangkat dan memberhentikan menteri-menteri.

Selain itu tahukah kalian apa tugas dan fungsi wakil presiden? Seorang wakil presiden akan menggantikan posisi presiden apabila presiden berhalangan. Presiden berhalangan karena mangkat, berhenti, diberhentikan atau tidak dapat menjalankan kewajibannya dalam masa jabatannya.

C. Lembaga Yudikatif

Lembaga Yudikatif merupakan lembaga yang berwenang untuk mengawasi pelaksanaan undang-undang. Lembaga yudikatif di Indonesia adalah Mahkamah Agung (MA), Mahkamah Konstitusi (MK), dan Komisi Yudisial (KY).

a. Mahkamah Agung (MA)

Siapakah yang dimaksud Mahkamah Agung? Mahkamah Agung (MA) adalah lembaga negara yang melaksanakan kekuasaan kehakiman. Mahkamah Agung menjalankan dan melaksanakan peradilan guna menegakkan hukum dan

keadilan. Tetapi tidak semua masalah harus diselesaikan oleh Mahkamah Agung. Mahkamah Agung akan turun dalam menyelesaikan masalah jika masalah tersebut tidak dapat diselesaikan di Pengadilan Negeri dan Pengadilan Tinggi.

Mahkamah agung terdiri atas hakim agung dan beberapa hakim muda. Calon hakim agung diusulkan kepada DPR oleh Komisi Yudisial untuk mendapatkan persetujuan. Kemudian Presidenlah yang mengangkat Hakim Agung. Ketua Hakim Agung dipilih atas mufakat hakim agung yang terpilih.

Dalam melaksanakan tugasnya, Mahkamah Agung membawahi badan peradilan, antara lain peradilan umum, peradilan agama, peradilan militer, dan peradilan tata usaha.

Mahkamah Agung (MA) mempunyai tugas dan fungsi sebagai berikut:

1. Mengadili perkara pada tingkat terakhir
2. Menguji peraturan perundang-undangan di bawah undang-undang
3. Memberi pertimbangan presiden dalam memberikan grasi dan rehabilitasi
4. Memberi nasihat hukum pada lembaga negara lainnya.

Pelaksanaan tugas sehari-hari dilakukan oleh hakim agung. Seseorang yang ingin menjadi hakim agung harus memiliki integritas dan kepribadian yang tidak tercela, adil, profesional, dan berpengalaman dibidang hukum. Ketua dan wakil ketua Mahkamah Agung dipilih dari dan oleh hakim agung.



b. Mahkamah Konstitusi (MK)

Apakah kalian tahu yang dimaksud dengan Mahkamah Konstitusi? Sebuah lembaga negara baru setelah adanya amandemen UUD 1945 yang bertugas dalam bidang kehakiman di Indonesia adalah Mahkamah Konstitusi.

Mahkamah konstitusi adalah salah satu lembaga Negara yang melakukan kekuasaan kehakiman. Mahkamah konstitusi berwenang mengadili pada tingkat pertama dan terakhir yang putusannya bersifat final.

Jika ada undang-undang yang mana dalam pelaksanaannya dapat menjadikan ketidakadilan, masyarakat dapat melaporkannya ke Mahkamah Konstitusi(MK).

Setelah laporan itu diterima Mahkamah Konstitusi akan membahasnya dan jika UU itu melanggar aturan yang lain misalnya UUD 1945, maka UU itu dapat dibatalkan. Oleh karena itu dalam proses pembuatan UU, masyarakat harus ikut serta dalam pembuatannya.

Mahkamah Konstitusi mempunyai sembilan orang anggota hakim konstitusi yang ditetapkan oleh presiden, yang diajukan masing-masing tiga orang oleh Mahkamah Agung, tiga orang oleh DPR, dan tiga orang oleh Presiden. Ketua MK saat ini adalah Mahfud MD.

Tugas dari Mahkamah Konstitusi yaitu :

1. Menyelesaikan sengketa antar lembaga negara
2. Memutus pembubaran partai politik
3. Menyelesaikan perselisihan hasil pemilu
4. Memutus dugaan DPR bahwa presiden telah melakukan pelanggaran terhadap konstitusi
5. Menguji UU terhadap UUD 1945

Dalam hal ini kekuasaan memutus perkara dilakukan oleh hakim konstitusi. Syarat-syarat menjadi hakim konstitusi antara lain; memiliki integritas dan kepribadian yang tidak tercela, adil, negarawan yang menguasai konstitusi dan ketatanegaraan, serta tidak merangkap sebagai pejabat negara. Ketua dan wakil ketua Mahkamah Konstitusi dipilih dari dan oleh hakim konstitusi untuk masa jabatan tiga tahun.



Hamdan Zulva

Ketua Mahkamah
Konstitusi

c. Komisi Yudisial (KY)

Selain Mahkamah Konstitusi, Komisi Yudisial merupakan lembaga yudikatif baru setelah amandemen UUD 1945 yang bersifat mandiri, artinya dalam melakukan tugasnya tidak dapat dipengaruhi oleh lembaga negara yang lain. Komisi Yudisial bersifat mandiri yang berwenang mengusulkan pengangkatan hakim agung dan mempunyai wewenang lain dalam rangka menjaga dan menegakkan kehormatan, keluhuran martabat, serta perilaku hakim.

Anggota Komisi Yudisial terdiri atas mantan hakim, praktisi hukum, akademisi hukum. Menjadi anggota Komisi Yudisial harus memiliki pengetahuan dan pengalaman dibidang hukum serta memiliki integritas dan kepribadian yang tidak tercela, tidak pernah dipidana, dan bertakwa kepada Tuhan YME.

Komisi Yudisial terdiri dari seorang ketua, seorang wakil ketua merangkap anggota dan tujuh orang anggota. Masa jabatan Komisi Yudisial

adalah 5 tahun. Anggota Komisi Yudisial diangkat dan diberhentikan oleh Presiden dengan persetujuan DPR.

Komisi yudisial memiliki wewenang sebagai berikut:

1. Mengusulkan pengangkatan hakim agung kepada DPR, serta
2. Menegakan kehormatan dan keluhuran martabat serta menjaga perilaku hakim.

Tujuan didirikannya Komisi Yudisial adalah untuk:

1. Menyiapkan calon hakim agung yang berakhlak mulia, jujur, berani, dan kompeten.
2. Mendorong pengembangan sumber daya hakim menjadi insan yang mengabdikan dan menegakan hukum dan keadilan.
3. Melaksanakan pengawasan penyelenggaraan kekuasaan kehakiman yang jujur, bersih, transparan, dan profesional.



Eman Suparman
ketua Komisi Yudisial

d. Badan Pemeriksa Keuangan (BPK)

Pembangunan di Indonesia akan berjalan dengan lancar dan baik jika pengelolaan keuangan negara kita baik. Apakah dipakai untuk hal lain atau lainnya rakyat tidak dapat mengawasi. Maka dari itu untuk mengatasi hal-hal diatas di Indonesia dibentuk lembaga negara yang bernama Badan Pemeriksa

Keuangan (BPK) untuk memeriksa pengelolaan dan tanggungjawab tentang keuangan negara.

Hasil pemeriksaan keuangan negara diserahkan kepada DPR, DPD, dan DPRD. Anggota BPK dipilih oleh DPR dengan memperhatikan pertimbangan DPD dan diresmikan oleh Presiden. Pimpinan BPK dipilih dari dan oleh anggota. BPK berkedudukan di Ibukota negara, dan memiliki perwakilan di setiap propinsi.



Hadi Poernomo

Anggota BPK

BPK memiliki dua tugas yaitu; (a). memeriksa pengelolaan keuangan negara, dan (b). memeriksa pelaksanaan Anggaran Pendapatan Belanja Negara (APBN).

Dengan demikian BPK merupakan lembaga yang mengawasi keluar masuknya keuangan Negara. Melalui adanya pengawasan BPK, diharapkan pelaksanaan pembangunan di seluruh Indonesia berjalan sesuai dengan anggaran yang telah ditetapkan oleh Presiden dan DPR. Dengan demikian tidak terjadi penyelewengan anggaran Negara.

Latihan Pembelajaran 9.1 Kegiatan 1

I. Isilah titik-titik di bawah ini dengan jawaban yang tepat!

1. Menurut UUD 1945, sistem pemerintahan Indonesia adalah system
2. Lembaga negara di Indonesia terdiri dari
, , dan
.....
Pegertian lembaga eksekutif adalah
3. Susunan anggota Majelis Permusyawaratan Rakyat yaitu seluruh anggota
..... dan seluruh anggota
4. Sidang MPR sedikitnya adalah
5. Salah satu tugas Dewan Permusyawaratan Rakyat adalah
6. Lembaga Legislatif dibagi menjadiyaitu.....
.....
7. Meminta keterangan kepada presiden termasuk hak DPR yang disebut
8. Dewan Perwakilan Rakyat memiliki tugas dan fungsi. Fungsi DPR antara lain
.....
9. Pengertian fungsi legislasi adalah
10. Menyusun dan menetapkan APBN bersama Presiden dengan memperhatikan
DPD termasuk fungsi
11. Hak DPR untuk melakukan penyelidikan terhadap kebijakan pemerintah, yang
diduga bertentangan dengan peraturan perundang-undangan disebut hak
12. Hak anggota DPR untuk kebal dari tuntutan di muka pengadilan karena
pernyataan dan pendapat yang disampaikan dalam rapat-rapat DPR, baik
dengan pemerintah dan atau rapat-rapat DPR lainnya disebut hak
13. Membentuk Peraturan Daerah adalah tugas yang dimiliki oleh
14. Lembaga Yudikatif yang baru setelah adanya amandemen UUD 1945 yaitu

15. Presiden dan wakil presiden saat ini adalah
16. Lembaga eksekutif adalah
17. Tugas seorang presiden adalah
18. Wakil Presiden Republik Indonesia sekarang bernama
19. Dalam menjalankan kewajibannya seorang wakil presiden dibantu oleh.....
.....
20. Lembaga yang berwenang untuk mengawasi pelaksanaan keuangan negara disebut
21. Termasuk dalam lembaga yudikatif antara lain
22. Ketua Mahkamah Agung di Indonesia adalah
23. Syarat-syarat menjadi seorang hakim agung yaitu
24. Lembaga yudikatif baru setelah amandemen UUD 1945 adalah
25. Kepanjangan dari KY adalah
26. Tugas dari Komisi Yudisial adalah
27. Komisi Yudisial bersifat mandiri artinya
28. Badan yang bertugas memeriksa dan mengelola keuangan negara adalah
.....
29. BPK diketuai oleh

II. Jawablah pertanyaan di bawah ini!

1. Tulislah dua lembaga negara yang baru ada setelah amndemen UUD 1945!
2. Jelaskan lembaga negara apa yang anggotanya dipilih melalui pemillihan umum!
3. Apa sajakah tugas dan hak DPR?
4. Jelaskan yang dimaksud dengan hak interpelasi!
5. Sebutkan tugas dari Mahkamah Konstitusi (MK)!

PEMBELAJARAN 9.2
TUGAS-TUGAS LEMBAGA TINGGI NEGARA MENURUT UUD 1945
AMANDEMEN

Alokasi waktu: 2 x 40 menit (2 jam pelajaran)

Indikator

1. Menjelaskan tugas-tugas lembaga tinggi negara menurut UUD 1945 Amandemen
2. Menjelaskan hubungan kerja antar lembaga tinggi negara menurut UUD 1945 Amandemen

Petunjuk Belajar Siswa

1. Bacalah bacaan di bawah ini dengan baik!
2. Untuk mengetahui apakah kalian telah memahami bacaan dengan baik, jawablah soal-soal latihan yang telah tertulis!
3. Setelah selesai menjawab soal latihan, cocokkan hasil kerjamu dengan kunci jawaban yang telah tersedia!
4. Bila hasil kerjamu telah mencapai nilai 80 atau lebih, lanjutkan kegiatanmu ke evaluasi penggalan 9!

3. Tugas-Tugas Lembaga Tinggi Negara Menurut UUD 1945 Amandemen

Setelah kalian membaca teks di atas tentunya sudah dijelaskan lembaga negara yang ada di Indonesia beserta tugas dan fungsinya.

Tugas-tugas dan fungsi dari masing-masing lembaga negara dapat kalian sebutkan dengan mengerjakan latihan di bawah ini!

Kegiatan 1!

Isilah pada kolom yang kosong dalam tabel berikut!

NO	Lembaga-Lembaga Negara	Tugas dan Fungsi
1	Majelis Permusyawaratan Rakyat (MPR)	
2		Menyusun Undang-undang bersama dengan Presiden
3	Dewan Perwakilan Daerah (DPD)	
4		Sebagai kepala negara dan kepala pemerintahan
5	Mahkamah Agung (MA)	
6		Menguji Undang-undang terhadap UUD 1945
7	Komisi Yudisial (KY)	

4. Hubungan Kerja Antar Lembaga Tinggi Negara Menurut UUD 1945 Amandemen

Di dalam UUD 1945 pasal 1, dijelaskan bahwa Negara Indonesia ialah Negara Kesatuan yang berbentuk Republik. Di Indonesia kedaulatan berada di tangan rakyat. Oleh karena itu rakyat memegang peranan penting dalam penyelenggaraan pemerintahan di Indonesia.

Pemerintah yang ada di Indonesia dapat diartikan secara sempit dan luas. Dalam arti luas pemerintah di Indonesia adalah semua lembaga negara yang ada pada pemerintahan pusat. Semua lembaga negara tersebut sangat penting keberadaannya untuk mewujudkan suatu negara yang maju dan sejahtera. Masih ingatkah kalian apa tujuan negara?

Tujuan negara Republik Indonesia dapat kalian lihat pada Pembukaan UUD 1945 alinea ke 4 yaitu melindungi segenap bangsa dan seluruh tumpah darah Indonesia, memajukan kesejahteraan umum, mencerdaskan kehidupan bangsa, dan ikut melaksanakan ketertiban dunia.

Masing-masing dari lembaga negara memiliki tugas dan fungsi sendiri-sendiri. Lembaga negara di Indonesia dibagi menjadi tiga macam yaitu lembaga legislatif, lembaga eksekutif, dan lembaga yudikatif. Masing-masing anggota dari ketiga jenis lembaga negara sifatnya saling melengkapi tugas lembaga satu dengan lainnya. Misalnya DPR adalah lembaga legislatif bersama-sama presiden membuat undang-undang. Anggota BPK dipilih DPR dengan memperhatikan pertimbangan DPD dan diresmikan oleh Presiden

Kegiatan 2!

A. Buatlah bagan susunan pemerintahan RI sebelum amandemen UUD 1945!

Buatlah bagan susunan pemerintahan RI setelah amandemen UUD 1945!



