

**PENGEMBANGAN PENDEKATAN SAINTIFIK KOLABORATIF  
DALAM KURIKULUM 2013 PADA PEMBELAJARAN PPKn  
BAGI GURU SMA DI SURAKARTA**

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**Abstract.** *Long-term goals to be achieved in this study are as follows: found an alternative approach to the development of Scientific Collaborative in 2013 to implement the curriculum in high schools and scientific articles Surakarta local and national scale. The method used in this research is the development of research. The results showed that teachers in the learning process through a phase of 100% has been learning activities of preliminary activities to cover activities, and teachers understand enough Civics learning problems in implementing the curriculum in 2013. Associated with the development of a scientific approach teachers are still having trouble making models and methods of teaching Civics teacher who tend not varied (monotone), facilities and infrastructure and limited instructional media, learning devices Civics teacher held limited, and limited emphasis on learning in the realm of knowledge (alone) is a series of problems faced by both students and teachers in learning Civics. Further scientific development can collaborate learning model developed by Project Citizen, which the citizen project will be consistent with alternative development stages 5 M in scientific approach.*

**Key words:** *Collaborative Scientific Approach, Curriculum 2013, Citizenship Education*

**PENGEMBANGAN BUDAYA DEMOKRASI DALAM HUBUNGAN ANTAR ETNIK  
PADA SISWA PASKA KONFLIK DAERAH  
(Studi Kasus di SMA 1 Kota Ternate)**

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**ABSTRACT.** *Democracy development through civic education learning in school is a process in growing democracy culture through student's civic competency (young citizen) in conducting his/her right and duty. School has strategic role in providing the inculcation of democracy values, both through civic education in school as well as civic education in community. Lack of awareness toward this problem often cause student's interethnic conflict that can bring interethnic conflict impact. Student's gang fight can become interethnic conflict if it is triggered by lack of inter culture understanding. For that, student as young citizen should able to take role in facing the biggest challenge of Indonesia nation that is growing the democracy culture.*

**Key words:** *Culture, Democracy, Relation, Conflict*

**REVITALISASI NILAI-NILAI PANCASILA MELALUI  
PENTAS PEDALANGAN WAYANG KULIT  
DI KOTA SURAKARTA**

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**Abstract.** *The objectives of this research are to investigate: how the revitalization of Pancasila values is implemented through the leather puppet performances in Surakarta City; and what factors inhibit the revitalization of Pancasila values through the leather puppet performances in Surakarta City. The implementation of the revitalization of Pancasila values through leather puppet performances in Surakarta City is done by creating new plays with Pancasila themes and integrating the Pancasila values to wejangan, gara-gara, janturan, ginem, and pitutur scenes. The factors inhibiting are on language, the diminishing number of the young, the expensive costs, the exclusion of the Pancasila values in the puppet storylines.*

**KATA KUNCI :** Revitalisasi Pancasila, Wayang kulit

**PERBEDAAN HASIL BELAJAR KOGNITIF ANTARA  
MODEL PEMBELAJARAN KONTEKSTUAL DENGAN  
MODEL PEMBELAJARAN YURISPRUDENSI  
(Studi Eksperimen pada Siswa Kelas X IPA 3 dan X IPA 4  
SMA N 1 Geger Madiun Tahun 2013/2014)**

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**Abstract.** *Based on the results of this research, it can be concluded that there is significant differences of cognitive learning outcome between contextual teaching learning model and jurisprudential inquiry model of learning materials for comprehension of judicial and legal system in Indonesia. The differences of student learning outcome using t-test comparative analysis technique at significance level ( $\alpha$ ) 1% by the results of  $t_{value} = 3,43$  more than  $t_{table (0,01; 60)} = 2,660$  ( $t_{value} > t_{table}$ ). The conclusion,  $H_0$  is rejected and  $H_a$  is accepted, then there are significant differences of variable in the research. Average cognitive learning outcome with contextual teaching learning model = 67,58 more than average cognitive learning outcome with jurisprudential inquiry model = 54,85. The factors which cause differences of cognitive learning outcome include: 1) syntax of learning model; 2) learning design (RPP); 3) competence or learning materials; 4) assessment instrument.*

**Kata Kunci:** Hasil Belajar Kognitif, Model *Contextual Teaching Learning (CTL)*, Model *Jurisprudential Inquiry*

**PENINGKATAN MOTIVASI DAN HASIL BELAJAR PENDIDIKAN  
KEWARGANEGARAAN (PKn) MENGGUNAKAN MODEL PEMBELAJARAN  
KOOPERATIF TIPE *MAKE A MATCH*  
PADA SISWA KELAS XI IPA 5 SMA N 1 GUBUG 2012 / 2013**

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**Abstract.** *This study aims to determine the increase in motivation and learning outcomes of students Civics class XI Science-5 SMAN 1 Gubug matter of international relations and international organizations using cooperative learning model make a match in the second semester of academic year 2012/2013. Methods used are action research methods. The results showed that the application of cooperative learning model can make a match: (1) increase the motivation to learn civics from a mean of 65% (first cycle) and 82.50% (second cycle); (2) improve the learning outcomes of the average Civics 77.90 (first cycle) and 85.10 (second cycle).*

**Key words:** *motivation of learning, learning outcomes, learning cooperative make a match*

**AKSESIBILITAS PENYANDANG DISABILITAS DALAM  
BIDANG KETENAGAKERJAAN  
(Studi di Kota Surakarta)**

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**ABSTRACT.** *The objective of this research is to find out the accessibility of persons with disabilities in the field of employment in Surakarta. This research used descriptive qualitative method. However, this research also used quantitative approach to support the data. The research strategy used in this research was a single embedded strategy. The sources of the data were informants, places, events, and documents. The sampling technique was purposive sampling. The techniques of collecting and arranging the data were interview, observation, and document analysis. To get valid data, the researcher used data and triangulation method. While, the technique of analyzing data used interactive model by following these steps: (1) Data Collection, (2) Data Reduction, (3) Data display, (4) Conclusion. The research procedure was followed these steps: (1) Pre-research, (2) Research, (3) Data Analysis, (4) Research report writing. Based on the results of the research, it can be concluded that the accessibility of persons with disabilities in the field of employment in Surakarta has not been fully implemented. It is caused due to lack of accessibility and dissemination of information for persons with disabilities on job opportunities from companies in Surakarta to receive the disability employee. So, persons with disabilities have no equal opportunities in the field of employment to citizens who have a normal physical.*

**Key words:** aksesibilitas difabel, hak warga negara, ketenagakerjaan

**PEMBERDAYAAN MASYARAKAT DALAM PENGEMBANGAN DESA  
WISATA DAN IMPLIKASINYA TERHADAP  
KETAHANAN EKONOMI KELUARGA  
(Studi di Desa Wisata Brayut Pandowoharjo  
Kec. Sleman Kab. Sleman Yogyakarta)**

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**Abstract.** *This research aims to explain community empowerment through the development of desa wisata, the constraints faced in through the development of desa wisata and the implications of through the development of desa wisata to the family economic resilience. The method used in this research was descriptive qualitative, data collection techniques used were observation, in-depth interviews (in-depth interview), literature study and documentation. As a source of data was the community of Desa wisata Brayut which selected using purposive sampling technique.*

*The survey results revealed that community empowerment through the development of Desa Wisata Brayut done with the partnership model which was implemented by each of the actors, ie government, private and community-oriented public participation. The stages of development programs ranging from planning to evaluation of desa wisata programs continued with the strategy of strengthening the potential that was owned by the community so as to produce the independence that was and economic benefits of community empowerment through the development of desa wisata which has implications for the family economic resilience.*

*The implications for family economic resilience of Brayut resident which were involved in the development of desa wisata can be seen from the increase in economic income of households. The informant family economic resilience of the poor category have increased incomes above poverty line set by the BPS of Sleman district of Rp 288.048,00 (two hundred and eighty-eight forty-eight rupiah). Similarly, based on the comparison between the total expenditure of the family informant with the poor criteria which given Sajogyo unknown the expenditure number of the family of informant greater that if the expenditure of rural households below 320 Kg rate of rice/person/year so it can be seen that the development of desa wisata able to act as a forming family economic resilience.*

**Key words:** *empowerment, family, economic resilience*

## **STRATEGI PEMBELAJARAN PENDIDIKAN MULTIKULTURAL BERBASIS BUDAYA LOKAL**

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**ABSTRACT.** *Indonesia is a multicultural nation, therefore it is important to develop education in accordance with the conditions of a multicultural society. Appropriate education for development in a multicultural society is multicultural education. In a study of multicultural education needs to be increased awareness that all learners have special characteristics as age, religion, gender, social class, ethnicity, race, or culture specific characteristic inherent in each. Multicultural education states that all students should have equal opportunities to learn in school. The difference that exists between them is a necessity, and that difference must be received in a reasonable not to discriminate. In order to achieve the goal of multicultural education is necessary to develop appropriate learning strategies and appropriate, one of which was based learning local culture. Local culture is a culture that is direct, close, and physically is all around us. The local culture is usually introduced by the family and close relatives. Every region in Indonesia has a specificity that may be the identity of the area. Uniqueness of it could be because of race, history, location, religion, and beliefs espoused. Diversity and distinctiveness can be used by teachers in developing multicultural education.*

**Keywords: Learning, Multicultural, Local Culture**



**DINAMIKA KEISTIMEWAAN YOGYAKARTA DALAM DIMENSI  
HISTORIS, SOSIO-KULTURAL DAN PEMERINTAHAN**

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**Abstract.** *This paper reports on the investigation of the special status of Jogjakarta Special Region in the context of regional autonomy in Indonesia. It is aimed to find the dynamic of Jogjakarta special status. Its focus is supposed to not only put an emphasis on legal formal rules but also on sociocultural aspects. The results of the findings are as follows: the dynamics of special status of Jogjakarta is related to the history of Jogjakarta since the issuance of the 5 September 1945 Mandate to the stipulation of the Law No. 13 of 2012 concerning of Jogjakarta Special Region, which demonstrate that social construction has become political construction.*

Key Words: regional autonomy