Institutional Approach as a Learning Innovation in Social Praxis Learning

1st Muhammad Mujtaba Habibi
Universitas Negeri Malang, Indonesia
m.mujtaba.fis@um.ac.id

2nd Margono
Universitas Negeri Malang, Indonesia

3rd Sudirman
Universitas Negeri Malang, Indonesia

4th Rista Ayu Mawarti
Universitas Negeri Malang, Indonesia

Abstract—**This study aimed to describe the design, implementation, feedback, and the impact of learning on an institutional approach to learning social praxis in the Department of Law and Citizenship, Universitas Negeri Malang. Naturalistic study was conducted on 144 students. Other research subject is the manager and the client social institutions. Lesson plan includes plans semesters of lectures, course descriptions, site plans, supporting formats lecture activities, and the evaluation plan. Implementation of the institutional approach includes developing a vision, carry out an action, and reflection. Business social institutions respond positively to an institutional approach of social praxis learning . The impact on students in the form of valuable experience in participating solve social problems.**

Keywords: institutional approach, social praxis, vision, action, reflection

I. Introduction

Characteristics of social praxis subjects is not theoretical and limited to the walls of the classroom. Students involved in social issues directly. Classes are followed by lectures in the community. Based on real events, the students reflect on the meaning of its activities for the benefit of society and mankind.

Given the social problems are so complex, what approach is used to engage students' social problems? The approach relatively easy is institutional approach. This approach portray students as volunteers in social institutions who have been struggling to solve social problems. In this context, social problems consist of problems faced by the community, and the problems faced by social institutions. Students not only to think and feel the community problems, but also assist in overcoming the problem of social institutions.

Institutional approach assumes two things. First, students need to feel able (efficacy) that he has confidence that he can do anything about social change. Second, the process of regeneration in an effort to solve social problems by a number of figures that move the social institutions must do. Institutional approach to learning of social praxis is seen as a process apprenticeship to social institutions, so that it appears on the student self-efficacy.

Institutional approach as scientific terms commonly used in political science. Penekatan institutional explain political science from the standpoint of state institutions [1]. The objectives and functions of state institutions such as parliament, the president, and other institutions described normatively in accordance with the rules of the constitution.

In the context of learning, the institutional approach is not very popular. Newmann [2] in the learning of social action involving students in the arena of social institutions directly. The model of social action is the integration model of rational analysis in the form of concrete activities students participate in solving social problems. Model of rational analysis is limited to proposals for solving the problem. Model of social action to follow up on the proposal in the form of concrete action. The assumption is experience in concrete action to provide confidence (efficacy) that he was able to solve other problems a larger scale.

At first the students are exposed to the problem. Students collect data or information related to the issue. Next the students put a number of alternative solutions based on the available data. Having regard to the norms or values that developed in the community, students choose one of the solutions. Alternative solutions before it is applied to solve the problem, students must first create a work plan (proposal) and seek the support of others (advocacy) for the success of the program. Once the program is implemented, students still have to assess its success.

The learning effect of the model of social action are students real experience in participating solve community problems. This experience can reinforce her confidence. In addition, this model is also able to foster critical thinking skills and reinforce social skills.

Institutional approach has the characteristics of project learning and discovery learning. Learning project (project-based learning) provides an opportunity to students or groups of students practice a particular learning program. Discovery learning focus more on activities for students to find solutions to problems.

Praxis is often contrasted with the discourse (discourse). Praxis means the act or acts. Actions based on the result of reflection (thought) about the realities of life. Thus, the social praxis occurred interrelation between action and reflection continuously on social realities faced by a person. This is in line with the idea of Habermas [3] that praxis is a communicative action. Social change is the aim of the communicative action. Discourse has a social side and social impact [4].

Subjects of social praxis is the active characteristics. Activities of students in the community based on their vision of community problems whose solutions have been studied theoretically and empirically. And activity in the real world are reflected to reconstruct their theoretical knowledge.

Learning social praxis designed with two possible approaches, namely the approach of independence and institutional approach. Independence approach based more on student initiative to establish social institutions. Institutional approach is based on a process of apprenticeship in social institutions that are already running. Students do not design their own social praxis. Social praxis in which students form part of the activities of social institutions that were occupied.

This study aimed to describe the design and implementation of an institutional approach to learning social praxis in the Department of Justice and Citizenship, social organizations managing the response, and the impact of the implementation of an institutional approach to learning social praxis.

II. METHODS

This study used a qualitative research approach. The process and outcomes of social praxis that using an institutional approach described in naturalistic. This qualitative approach outlined in the research procedure, the subject of research, data collection, and data analysis.

The procedure of this study as follows. Researchers who are teachers planned lectures social praxis with an institutional approach. Researchers analyzed observation report and action plan made by the student, observing and analyzing the activities of social praxis in social institutions, distributing questionnaires to leaders of social organizations, reflect on the valuable experience gained students.

The subjects were four classes of students of the second semester of academic year 2014/2015. They numbered 144 students. Other research subject is the manager and the client social institutions which are occupied by students for organizing social prakisis. Social institutions involved in social praxis lectures include nursing homes, shelters, orphanages, homes for the rehabilitation of drug addicts, homes for handicapped children and other community groups. Specifications handled clients are elderly people, people with drug addiction, street children, orphans, handicapped, or housewives.

Data were collected through interviews, observation, documentation, and forums reflection. Interviews are used to collect data on the response of social institutions managers and clients on social praxis that is done by the students. Their response is also used to confirm the data of observation and reflection on the valuable experience gained students.

Observations made to collect data on the implementation of social praxis. Technically, the observation is based on the action plan that has been written, in particular on the schedule of activities. Days and hours of activity written on the plan, and used as the basis for determining the time of observation. The focus of observation is a student attempts to overcome the problem, the impact of these efforts to the agency, clients, and students themselves.

Documentation used to collect data on observation notes, journal activities, photos, plan the semester lectures and other learning tools. Document data is used to address the issue of social action learning plan.

Forum reflection carried out after the implementation of social praxis. Reflection is done by students and professors. Media for reflection is the poster. The group presents a valuable experience in the poster, and responded to by other groups.

Data were analyzed using interactive techniques. Interactions in the data analysis cycle consists of four elements, namely data collection, data reduction, data verification, and exposure data. The process is not linear but rotate between elements of data analysis. After the data were collected by interview, observation, documentation and reflection forum; Data is reduced by a category that appears in the collection of such data. A lack of data on certain categories followed by collecting data back in. Less accurate data verified by subsequent data collection. Once the category and the relationships between categories found on a steady basis, the data presented in narrative form.

III. RESULTS AND DISCUSSION

A. Design

The design of an institutional approach to learning social praxis in the Department of Justice and Citizenship, State University of Malang include a plan lecture of the semester, course descriptions, site plans, supporting formats lecture

activities, and the evaluation plan. Plan consists of a half lecture course objectives and stages of the course in 16 meetings. This course aims to make students able to participate in solving community problems. Therefore, students should be able to identify problems, collect data, organize alternative solutions, selecting solutions, develop plans of action, advocacy, carry out an action, reflection, and reporting activities.

Lecturing activities designed in four phases, namely orientation, vision, action, and reflection. The orientation phase consists of activities description of the semester tuition plan, directing theoretical social praxis, and the targeting of social praxis by each group. This orientation activities planned in three meetings.

Phase vision was performed in five meetings. Students advocate, interviews, observe the physical and social conditions, as well as develop an action plan. Students advocate for his chosen charity, so it was accepted as a volunteer at the institution. Then they interviewed the managers of social institutions and their clients. Students also observe the physical condition and social relations of the institution, so it found problems facing clients and issues facing managers. Continuation of this phase is the students develop an action plan, and discuss the action plan in four meetings.

Phase actions carried out in four meetings (four weeks). Students carry out its action plan in real activity in social institutions. At this stage it is not taken to-face lectures. Students in groups carry out social praxis in their respective social institutions. At this stage of this action the students fill out a journal of activities and documenting their activities in the form of photos or videos.

The last stage of the lecture activities are student-reflection. The focus of the reflection lies in the valuable experience gained from the student activities that have been implemented. Students also reflect on the valuable experience gained from the activities of his friends. Reflection is done in four meetings in the classical style.

Social praxis course description contains the identity of the subjects, competence, materials, strategies lectures, and literature. Identity course consists of the name, weight, and prerequisites. The subjects of social praxis weighs 2 credits with prerequisite courses students have graduated social science insights.

Competence formed in this course is that students are able to participate in solving community problems. Basically, the student should be able to identify problems, collect data, organize alternative solutions, selecting solutions, develop plans of action, advocacy, carry out an action, reflect, and report it.

Location planned social praxis itself by student groups. The location was chosen to be close to the campus of State University of Malang in order to facilitate the transportation of students who are still taking courses other.

Location social praxis selected students include orphanages, nursing homes, graves of heroes, shelter, waste management, nursing children with disabilities, educational garden Qoran (TPQ), nursing rehabilitation of drug addicts and gay bonding Malang (Igama). The orphanage was used as the location of social praxis is an orphanage Nurul Abyadh, Putra Harapan Asori, Putri Aisiah, orphanages Muhammadiyah, cottage orphans Salman, orphanages KH Mas Mansyur, orphanages Sunan Ampel, orphanages Abdul Qadir Kurnia, orphanages Santa Theresia, Siti Hajar orphanage, orphanage Nurul Huda and orphanages Darul Azhar. Shelters for street children which is used as a location for social praxis is a halfway house Merah Putih, Save Street Child Malang, and Studio Learning Activities. Nursing homes include Griya Siloam and Pondok Lansia Yayasan Al Islah Malang. Foundation for children with disabilities housed in Care Foundation Disabled Children (YPAC) Malang. TPQ used is TPQ Mosque Medina III and boat. The only drug addicts rehabilitation center that is used as a place of social praxis is Pondok Pemulihan Doullos.

To clarify the tasks of social praxis lectures, lecturers provide support formats. These formats include advocacy format, the format of the journal activities, social praxis report format, observation format, format licensing, reflection format, format a plan of action, reflection format, and the format of opinions managers.

Evaluation is designed in the form of midterms, final exams, and student participation in learning activities. Midterms the form of an assessment of the action plan developed by each group. Final exams in the form of an assessment of the portfolio file which is considered as the final report of the social praxis. And the participation of students is taken from the presence of lectures, presentations and discussions determining the location, plan of action and reflection.

B. Implementation

Implementation of the institutional approach in learning social praxis in the Department of Justice and Citizenship, State University of Malang, presented in order of lectures. The order of the lecture activities of social praxis consists of three main points, namely vision, action, and reflection. Before the three main activities are done, there are activities such as preliminary discussion of the semester tuition plans and theoretical orientation of social praxis.

Preliminary activities carried out in two meetings. The meeting discussed the semester tuition plan and the formats used, and discusses the theoretical orientation of social praxis. Each meeting takes 100 minutes. The first meeting to discuss the plan the course of the semester and the formats used in lectures. Lecturer submit the draft plan the semester lectures with the help of a slide projector. File plan the semester lectures in Microsoft

Word format shown and described by the lecturer. Students listen, respond, and ask the things that have not been clear. Although students are given the opportunity to object to the plan the semester lectures, there were no students who demur. Students generally just ask the things that he has not understood.

Chairman of the class were given the opportunity to copy files plans semesters of lectures and learning formats. Other students are obliged to copy files plans semester lectures and the learning format of the class leader.

Before discussion of the semester tuition plans and learning formats, each class consisting of 36 students divided into 12 groups. By doing so, the group consists of three students. This course was followed by four parallel classes, and followed by 144 students. Overall, students are divided into 48 groups.

Why manufacture discussion group carried out before the semester tuition plan? Students can identify the task group on the division of tasks specified in the plan of the course of the semester. They can be more focused on the task group in the following explanation of the semester tuition plan.

The second meeting discussed the theory of social praxis. Lecturers explain the theory of social praxis with the help of powerpoint. Students listen, argue, and ask for things that are not yet clear.

The theory of social praxis that is given to students is about social attitudes, togetherness, and cooperation. After the students listening to the explanation of social attitude and togetherness, they were asked what they can do to express the social attitudes and togetherness. They should conduct mutual cooperation to address social problems. Lecturers explain the definition of social problems. The problem is the gap between the reality with the ideals (something that should have been). For example, the elderly should be cared for by their children, but many elderly people who live alone in the house or in orphanages. Social issues concerning the disparities faced by particular communities. Examples of social problems are the elderly, needy-poor (the periphery, scavengers), homeless and beggars (flattened), orphans, drug dependence, delinquency children, teenagers, corruption and other crimes, disabled children, prostitutes, and street children.

The existence of social problems requires all parties to cooperate in addressing it. Students can take the role as volunteers in the process of mutual assistance. Volunteers are people who are trying to solve social problems with unpaid. Volunteers work individually or join a social organization which is non-profit. Working individually means volunteers took the initiative to synergize all groups in society, governments, and enterprises to address social problems independently. While joining a social organization means that a student intern to their activities. This last is called the institutional approach in social praxis.

Social organization is also called a non-profit organization. The nonprofit organizations is a social organization that is trying to solve social problems without seeking personal gain. The nonprofit organization is the opposite of the company's organization for profit or personal gain. The nonprofit organization is also different from government organizations that have monopoly authority in addressing public problems. Nonprofit organizations, corporate organizations, and government organizations should work together in solving social problems. The government has a social duty. The company must have a social responsbility.

Indonesia has many community non-profit organizations. Examples of non-profit organizations is a nursing home, the Foundation Wallet Duafa, Social Institutions, orphanages, Drug Rehabilitation, Prison child, Malang Corruption Wacth (MCW), the Education Foundation of Disabled Children (YPAC), Rehabilitation prostitutes, and Shelter. Nursing homes trying to solve the problem for the aged. Foundation duafa sympathize wallet-poor. Social homes troubleshooting homeless and beggars. Orphanage care for children orphaned. Drug rehab cure drug dependence. MCW trying to participate tackle corruption. Special Prison child trying to cope with delinquency that leads to juvenile delinquency. YPAC address the issue of children with disabilities. Halfway houses to help street children.

End of exposition on the theory of social praxis is a task to each group to decide whether the group will make social praxis institutional program or independently. A total of 37 group decided to use the institutional approach. And only one group that tried to implement social praxis independently.

1) Build Vision

The activities of developing a vision consist of advocacy activities, observation and action planning. This activity takes place in five meetings. Advocacy and observations conducted at the third meeting. Preparation and discussion of the action plan made at the meeting to four to eight meetings.

In general, the students managed to do advocacy. That means social institutions willing to accept the presence of students who will serve as volunteers at the institution. This is seen in the field of advocacy format where social institution managements willingness to sign a waiver to be occupied as a location for social praxis.

The next activity was the students in groups to make observations. Observations guided by the observation format. It was observed is a physical condition, activity of social institutions, social conditions, economic conditions, cultural conditions, and psychological conditions.

Results of student observations indicate various problems faced by social institutions. Social praxis in orphanages Abdul Qadir Kurnia face the problem of orphans difficulties in schoolwork. While the number of managers to help children learn school lessons are very limited. It is also common in Santa

Teresa orphanage. This orphanage caring for 21 children (elementary, junior high, and high school), but guardians only two sisters. SSC members who take care of hospice plenty busy with assignments. Many poluntir only to fulfill a college assignment. Once the task is completed they cut ties with the SSC. Halfway House Red and White educate street children number 74 (kindergarten 10 children, 50 elementary school children, junior high school 14 children). Of course, this requires teachers shelter more.

Nursing homes Siloam experiencing a shortage of personnel to maintain the cleanliness of the building nursing homes. This nursing home care for 24 people, consisting of 21 women and three men. Nursing requires additional personnel to help take care of the patient, preparing meals, directing gymnastics, sunning and invites the streets. Nursing homes also require additional staff to take care of the building, mopping, sweeping, cleaning the yard and garden.

The action plan prepared in accordance with the results of observation. Each action plan is discussed. The meeting to discuss the whole plan of action takes four meetings. Each meeting discussed three plans of action of the three groups. Students should revise the action plan that has been discussed. Revised plan of action used as midterms.

Critics of the plan of action prepared students generally regarding the format and completeness of the data on the cause of the problem. The data is seen as an important reason to make plans or activities solving social praxis. For example the group of students who perform social praxis in Bank Trash activities every Saturday to help sort out the garbage, recycling, and help the garbage bank administration. However, in part the cause of the problem is not explained whether the waste collected will be sold or processed into crafts? Students indeed explain the data about members of Garbage Bank amounted to 25 people, but people are generally reluctant to separate the garbage, and the number of stewards only three people.

Activities planned are also sometimes less detailed. It should contain detailed action plan various activities, implementing, and time. In addition to giving tutoring on specific days and hours, gymnastic activities, community service, and provision of skills should be annotated the executive officer and the time.

The action plan should also be accompanied by evidence of the acceptability of the program by managers and parents. Pancasila education grant program in TPQ need clarification on this. TPQ Medina III which has 120 students, kindergarten and play group, as well as 30 young students *diniyah* planned to conduct screenings, quiz, games and activities to communicate the values of Pancasila. However, the program plan should be confirmed to the governors and parents about acceptability. Program of social praxis in TPQ boats with a total of 40 young students are told the story of the apostle that contains the values of Pancasila. The program is integrated with the existing TPQ so easy acceptability.

The action plan at the orphanage Putra Harapan Asrori very well prepared. Students identify the needs of orphans to overcome psychological problems by asking the student guidance and counseling. And English tutoring activities requested help students of English. The second problem faced by orphans are not able to resolve themselves by Pancasila and citizenship education students.

Another thing with SSC action plan on taking care of street children in the form of performances Sriwedari sculpture. On exposure to an action plan should be explained the reasons they are carried out, the activity, and how a detailed picture of its activities.

A plan of action in the cottage elderly Yayasan Al Islah Malang is also very nice. Specifications activities are described in detail along with the time and officers responsible.

2) Implement Action

The revised action plan executed by each group in a social institution that has been determined. Implementation of the action is essentially in the form of concrete actions the students in conducting social praxis. Implementation of the actions carried out within four weeks, or the equivalent of four meetings, lectures. Students do not carry out lectures to-face as long as they carry out the action. Even so, open the opportunity for students to consult the lecturers when they face difficulties.

3) Doing Reflection

Reflection is done in four meetings. Reflection is an activity on a series of lectures cover social praxis. The focus of the reflection is to evaluate the students actions that had been done, in the form of difficulties and efforts to overcome these difficulties. Reflection is also focused on the students learned valuable experience of social praxis has done and the valuable experience of social praxis carried out by his friends.

Implementation began with a reflection by each group posters on the classroom walls. The group put up posters have to wait and get asked by other groups. Poster presenters must answer the questions of his friends.

Questions and answers are recorded in the format of reflection. Each group made 11 reports reflections. The situation lasted serious reflection, though still walking with a relaxed. Lecturers also observed foster and ask the poster maker. End of the meeting is a reflection of the essence of the lecturer reviews the day's reflection.

C. Business Social Institutions Response

Business social institutions looked at learning social praxis as an opportunity for students to learn together, discuss various issues, helped selflessly, get new ideas, establish a relationship and tolerance, as well as inculcate patriotism. The response is in line with their assessment quantitatively.

According to the manager of social institutions, the performance of students rated as excellent (71.43%) and good (21.43%). Business social institutions saw student attendance at the institution is very helpful (71.43%) and useful (21, 43%). The percentage figure is in line with the descriptive terms about the impression the manager in cooperation with students.

D. Instructional Effect

The instructional effect and nurturant effect of of the implementation institutional approach to learning social praxis reflected in statements about the students valuable experience that they have acquired. The statement expressed the students on reflection activities. There are at least 16 valuable experience gained students after attending a social praxis, which adds to the family, social care, create happiness, attitude of mutual help, mutual love, enhance the spirit of learning, learning tools, the lessons of life, a sense of togetherness, acquire new knowledge, value cooperation, gain new experiences, mutual respect, tolerance, a sense of respect and gratitude.

The valuable experience can be grouped into social knowledge, social attitudes, and social skills. Social knowledge includes knowledge and new experiences. Social attitudes covering broad aspects namely social care, the attitude of mutual help, love one another, attitudes, mutual respect, tolerance, and respect. And social skills include collaboration, adding to the family, adding happiness and gratitude.

Social praxis learning procedure consists of four stages, namely orientation, vision, action, and reflection. The stage is more complete than the learning procedure based portfolio [5]. Learning portfolio stopped at the stage of the work plan. Thus, the institutional approach in social praxis not just be intelektualistik, but also a mutual relationship between thought and action.

Social praxis learning procedure in line with project-based learning activities. Project-based learning procedure includes identifying and defining the project, looking for information, planning project, reported the discovery, and evaluate projects.

The last stage of social praxis learning is the student reflection. The focus of the reflection lies in the valuable experience gained from the student activities that have been implemented. This is in accordance with the advice Budimansyah [5] that there must be planning to hold a reflection on learning experiences that has made learners.

To clarify the tasks of social praxis lectures, lecturers provide support formats. These formats include advocacy format format, format journal activities, social praxis report format, the format of observation, licensing format, format reflection, action plan format, format measures reflection and format opinions managers. The format of the student study guide. The shape is similar to the worksheets. Use of worksheets proved effective to encourage students' participation [6].

Student performance is considered good by the manager of social institutions. This suggests that the performance of students in this course is very high. According to Haryanto [7], the high performance of the students associated with self-efficacy. Efficacy refers to the belief that her students successfully perform the duties of college.

Valuable experience grouped into social knowledge, social attitudes, and social skills. It seems much students have learned in following the course of social praxis. According Kamdi [8], project-based learning improve learning outcomes, because it is authentic and contextual, collaborative, promote student autonomy, holistic, interdisciplinary, realistic, and provide reinforcement intrinsically.

Social attitudes regarding social care, the attitude of mutual help, love one another, attitudes, mutual respect, tolerance, and respect. Research Hanurawan [9] shows the favorable attitude of students to controversial issues, among others, caused by the desire to participate in solving social problems.

IV. CONCLUSION

The design of an institutional approach to learning social praxis includes plans semesters of lectures, course descriptions, site plans, supporting formats lecture activities, and the evaluation plan. Its implementation consists of three stages, namely vision, action, and reflection. The activities consist of developing a vision of advocacy activities, observation and action planning. Implementation of the action is essentially in the form of concrete actions the students in conducting social praxis. Reflection is focused on valuable experiences learned student of social praxis has done.

Feedback manager of social institutions towards the implementation of an institutional approach to learning social praxis is fair. Learning social praxis gives an opportunity to learn together, discuss various issues, helped selflessly, get new ideas, build tolerance, and inculcate patriotism.

The instructional effect of social praxis is the valuable experience gained students. Students gain valuable experience in adding to the family, social care, create happiness, attitude of mutual help, mutual love, enhance the spirit of learning, learning tools, the lessons of life, sense of community, gain new knowledge, the value of cooperation, mutual respect, tolerance, a sense of respect and gratitude.

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