

# Among Method in Learning Mathematics to Increase Skill of Problem Solving and Construct the Character of Students

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**Abstract.** Mathematics is a lesson that have important contribution as a model into construct the character of students. Mathematics also have contribution that big enough into construct the mindset which can help the human to finishing problem solving in daily activity. This aim of research to find agreeable between the theory of Ki Hadjar Dewantara with learning mathematics into construct the character and the ability to solve the problem the students mathematics. The result showed that the theory of Ki Hadjar Dewantara like *Among* method can applied to learning mathematics because of *among* method contains the meaning to guide the students with full of honesty and the prioritize the interests of the students. Learning method and educate *among* method use slogan Trilogi of leadership especially philosophy of *Tut Wuri Handayani* that have meaning the students as a center of teaching learning process, while the teacher as a adviser the students, follow from behind, observe, guide students if needed. It is appropriate with learning mathematics curriculum 2013, that is the students study mathematics constructively into frame of problem solving, so with *among* method hope can increase the ability to solve the problem. In addition, with the *among* method also can build student character such as honesty, discipline, hard work, creative, independent, and curiosity. System *among* contains cultural values that are extracted from the nation's own culture so that students are not easily influenced by negative culture.

**Keyword :** Learning Mathematics, Among Method, the Ability of Solve the Problem.

## 1. Introduction

The era of globalization resulted in the rapid development of technology and information. This situation has resulted in interactions between nations increasingly showing interdependence and openness. Many positive influences on the changing era of modernization, but it cannot be denied that these changes also cause negative side. The negative impact is the high level of crime, cases of corruption, violence, motorcycle gangs, anarchic demonstrations, this phenomenon is an indicator of the weak values of character contained in character education in Indonesia.

Character education at the present time is very necessary because currently the Indonesian nation is experiencing a crisis of character in the nation's children. Moral values, morals, and noble character are very important because the realization of the Indonesian people who are noble, noble character and

moral are the goals of the development of Indonesian society which is then implemented in the aim of national education (Kartika Natalia, 2015).

The aim of Indonesian national education is that national education aims to educate the lives of the nation and develop Indonesian people as a whole, namely people who believe and fear God Almighty, have noble character, have knowledge and skills, be physically and mentally healthy, have a strong and independent personality and taste social responsibility and nationality (Fudyartanta, 2008:31).

Mathematics is a very important subject, because Mathematical mathematics as an organized structure has an important role in forming a critical, systematic, logical and creative mindset. This mindset can help humans to solve problems in everyday life. Problem solving is an important thing in learning mathematics because in almost all Basic Competencies, there will be confirmation of the need for problem solving abilities. In the curriculum 2013, it was emphasized that one of the goals of mathematics learning was that students had good problem-solving abilities. Problem solving can be seen as an attempt to find a way out of a difficulty in achieving a goal to be achieved. <http://eprints.uny.ac.id/18604/1/BAB%20I.pdf>

Essentially in mathematics learning also contains character education values or it can be said that character education is organized in an integrated manner in mathematics learning. Agus Prabowo and Purnomo Sidi (2010) stated that mathematics learning is not just teaching mathematics material but also educating to build and foster character.

One of the important keys in education is the learning process, through the right learning process, in accordance with the learning principles contained in Permendikbud No. 22 of 2016 namely learning must apply values by giving example (*Ing Ngarsa Sung Tuladha*), building willingness (*Ing Madya Mangun Karsa*), and developing students' creativity in the learning process (*Tut Wuri Handayani*). Thus learning mathematics is not only to support the development of the cognitive realm but also to develop the affective and psychomotor domains.

The teaching of education in Indonesia which emphasizes character education or character education in general is the teachings of Tamansiswa from Ki Hajar Dewantara. He stated that education in general means the effort to promote the growth of character (inner strength, character), intellect, and body of the child, so that the parts cannot be separated, so that we can display the perfection of life, that is life and the livelihoods of the children we teach are in harmony with their world (Ki Hajar Dewantara, 2011:14).

In an effort to cultivate the values of Tamansiswa's teachings through education, it can be carried out with an *among*-system (Fudyartanta, 2010:395).. *Among* systems also called *among* methods, the application of the method among the Leadership Trilogi is *Ing Ngarsa Sung Tuladha*, *Ing Madya Mangun Karsa*, *Tut Wuri Handayani*. How to teach and educate among systems by applying the among methods, the teacher plays a role in guiding students with sincerity and prioritizing the interests of students. *Among* the methods emphasizing the philosophy of *Tut Wuri Handayani* which means that students are the center of the learning process, while the role of the teacher is as a mentor, following from behind, in charge of observing, providing help if needed (Nugrahaningsih, 2011).

Ki Hajar Dewantara also said that there are two kinds of knowledge: (1) knowledge that has the power to sharpen and enlighten the mind (intellectual power), and (2) knowledge that has the power to deepen and refine mind (character) (Ki Soeratman, et al, 2011: 303). In addition, in providing lesson material, so that learning is not boring and learning becomes fun, examples used are taken from everyday life that is known by students (Soeratman, 1985: 121). Thus the subject matter provided becomes clear (clear) and can be absorbed in students' memories. By involving examples or contextual problems in the learning process, it will foster problem solving abilities that can be applied by students when solving problems in everyday life.

Thus the implementation of the *Among* system in the learning of mathematics, mathematics learning is expected to be more interesting and can not be separated from the noble culture of the Indonesian people. Through the *Among* system, teachers can instill indigenous Indonesian culture, educate students to be tough people, be obedient, independent, be able to respect other people and have good problem-solving skills in their lives.

Based on this description, this study examines the values of Ki Hajar Dewantara's teachings that can be implemented in mathematics learning to build students' character and problem solving abilities. The hope is, when the values of Ki Hajar Dewantara's teachings are properly applied in the learning of mathematics, the character of the Indonesian nation can be possessed and practiced by each student besides that, students are also skilled in solving problems in everyday life.

## **2. Research Methods**

The research method used in this research is library research. In this study, knowledge, ideas, or findings will be examined in the literature, thereby providing theoretical information related to the concept of the teaching system Among from Ki Hajar Dewantara and its compatibility in mathematics learning. The analyzed data are secondary data in the form of research results such as scientific reading books, scientific journals, research reports, relevant internet sites, and others that are relevant to Among methods and mathematics learning. Furthermore, data analysis techniques in this study include 3 stages, namely (1) organize, which is organizing the literature that will be used. The literature used is first reviewed so that it is relevant to the problem. At this stage the author searches for ideas, goals, and conclusions from several literatures starting from reading abstracts, introductions, methods and discussion and classifying literature based on certain categories. Second, synthesize that is to bring together the results of literary organization into a summary to become a unified entity, by looking for interrelationships between the literature. Third, identify is identifying important things that exist in the literature. The important thing in question is what is considered very suitable to be peeled or analyzed, in order to get an interesting article to read.

## **3. Discussion**

### **3.1. Concept of System Among in Education**

Education according to Ki Hajar Dewantara is an effort to promote the growth of character (inner strength, character), mind (intellect) and body of the child, in the framework of the perfection of life and harmony with the world. Education forms human beings who are virtuous, minded (smart, intelligent) and healthy (Ki Soeratman, 2011: 14). So that education not only equips students from the cognitive side, but also equips students with the character and skills in solving problems in their lives.

In an effort to cultivate the values of the teachings of Ki Hajar Dewantara through education, it can be carried out with an *Among* systems. In the implementation of education with an intermediate system also known as the Among method. *Among* methods is a method of education that has the spirit of kinship and is based on two joints, namely the nature of nature and independence (Soeratman, 1987: 14). Nature's nature is a condition to bring about and achieve progress as quickly as possible, while the principle of independence is a condition for reviving and mobilizing children's inner and outer strength so that they can live independently.

An educator is called Pamong, a Pamong (Teacher) must be able to nurture (guide), guide, and bring students to grow according to the nature of their reason. The concept of Method Among is affirmed by the principle of independence, which means that education must not be stressed or pressured so that students do not feel free and not free in learning. This is in line with the opinion of M. Irfan and Sri Adi Widodo (2017: 148). Among methods is an appropriate method for education because it is a teaching and educational method based on compassion, care and care (care and dedication based on love).

The main principle in terms of teaching and educating using the method of Among is that a Teacher must be Tut Wuri Handayani, which means being able to encourage students to get used to finding and learning themselves in understanding a science. Among means guiding, giving students freedom to move according to their will. The teacher follows from behind and gives influence, has the task of observing observing with all attention, help is given if deemed necessary. According to Soeratman (1985: 79) Students are educated in a habitual way depending on their own mystic discipline, not because of outside coercion or the orders of others.

*Among* method in the learning process, there is no violence, there are no orders, and there is no blame, but as if the Pamong gives a stimulus if the student does make a mistake, then warned and given a solution. The *Among* method provide examples and examples in teaching students knowledge in a family and fun way. Furthermore, students are not complicated, not discouraged, and cornered, but students are guided and given stimulation to lead to something better. So that at the end of learning, students do not feel taught, but feel guided and given the stimulus to go to the right things.

In conveying the subject matter, so as not to appear boring and unpleasant, then the examples used are taken from everyday life known to students (Soeratman, 1985: 121). Thus the subject matter provided becomes clear and can be easily understood by students and stored in students' memories. This is in accordance with the contextual model, so that it can have implications for improving students' ability to solve everyday problems.

## **2.2 Leadership Trilogy In Learning**

In implementation of learning, the Among systems are also often associated with the principle of Leadership Trilogy namely *Ing Ngarsa Sung Tuladha*, *Ing Madya Mangun Karso*, and *Tut Wuri Handayani*.

### *2.2.1 Ing Ngarsa Sung Tuladha*

*Ing Ngarsa Sung tulodho* means that the Pamong as an educator stands in front and must be able to set an example for his students. Civil servants must be able to maintain their behavior so that they can become role models (Ki Soeratman, 1985: 127). So that a Pamong is in front of other than as a manager, but also provides an example (modeling) both as a conservator and an innovator for students. According to Nugrahaningsih (2011: 175-176) in learning, if the Pamong teaches using the lecture method, then he includes applying the philosophy of *Ing Ngarsa Sung Tulodho*, so he must be truly prepared and know that what he teaches is good and true.

Thus in mathematics learning teachers must be able to provide examples that stimulate students to have high curiosity. Like a magnet the teacher must be able to attract particles around him to be able to work together to achieve goals. By applying *Ing Ngarsa Sung Tulodho*, the hope is that the teacher can give a good example to his students.

### *2.2.2 Ing Madyo Mangun Karso*

*Ing madyo mangun karso* means that when the teacher is in the middle, he must be able to arouse the spirit of his students, represent and be creative to the students (Ki Soeratman, 1985: 127). *Ing madyo mangun karso* also means that the teacher must be able to work with students, so that the learning will be easy and will strengthen the relationship between the teacher and students. in line with the opinions of M. Irfan and Sri Adi Widodo, (2017: 149) which states that teachers must be able to position themselves in the midst of their students. Positioning yourself in a physical or functional context to provide enthusiasm so that it can move students to achieve the goals of learning.

*Ing Madyo Mangun Karso* can be applied when the teacher uses the discussion method when learning. In this case the teacher acts as a resource person and as a director who can provide input and direction to students (Nugrahaningsih, 2011:176). Applying *Ing Madyo Mangun Karso* means that the teacher does not only convey mathematics material to students, but must be able to work together and internalize his enthusiasm for his students. In this case the teacher can provide input or direction to students in the learning process both in the classroom and outside the classroom.

### *2.2.3 Tut Wuri Handayani*

*Tut Wuri Handayani* means encouraging students to get used to finding and learning by themselves. *Tut Wuri Handayani* aims to foster so that students construct knowledge based on their own understanding and effort or their own experience. In addition, through *Tut Wuri Handayani*, the

teacher strives for or facilitates so that coaching leads to students' ability to process their findings (Ki Suwarjoworo Sujono, 2015: 146).

*Tut Wuri Handayani* can be applied when the teacher applies mathematics learning that emphasizes students to construct the knowledge they already have, especially when students understand new knowledge. The teacher only directs and gives help if deemed necessary. The teacher must give the widest opportunity and encouragement to students to express their feelings, thoughts, and actions when understanding a subject matter.

Thus this teaching is very compatible with the principles of mathematics learning in the 2013 curriculum, where the learning uses constructivism models whose characteristics provide free space for students to construct their knowledge independently. The position of teachers in the 2013 curriculum which is only limited to being a facilitator and director for students is also another argument from the accommodation of the constructivism approach model.

### **2.3 Teaching Methods Included in *Among* Method**

Teaching is the provision of knowledge and skills to students. In providing knowledge to students, Ki Hajar Dewantara stated that there were several teaching methods included in *Among's* system (Ki Swarjoworo, 2015: 181-184), including:

- a. Simulation method  
Simulation method is a method used to imitate someone's role in real life. So with this method, students can develop: creativity, imagination, students' social relationships and communication skills.
- b. Experimental and Observation Methods  
The method of experimentation and observation is done by observing what happened, then repeating the experiment several times, before concluding the results.
- c. Assignment Method  
The assignment method is carried out by giving assignments to students about a particular topic both individually and in groups. For example students are asked to discuss a particular topic then they must report it in front of the class, and then discuss it together.
- d. Question and Answer Method and Discussion  
The question and answer method and discussion are actually other ways to explain a topic to students, the function is almost the same as the lecture method. The teacher asks, students think and then answer. If students cannot answer, the teacher changes the question but is still related to the problem being discussed.
- e. Lecture method  
Variety of lecture methods is an effort to convey information about a particular topic and is a form of one-way communication using verbal symbols (language). The teacher is a central point while students are passive parties. In order to have an interactive relationship between the teacher and students, the lecture method should be combined with other methods such as questions and answers, simulations, demonstrations and discussions.
- f. Story Method  
The story method is a way of learning by telling stories. The story method is the same as the lecture method. Students are asked to do certain events or topics.
- g. Demonstration Method  
The demonstration method is a method of teaching by demonstrating something. The things demonstrated are certain skills, a series of experiments with tool models. This method is appropriate to be used for: (1) Observing, (2) Clarifying, (3) Attracting Conclusions, and (4) Applying and communicating this demonstration by students in groups or classics.
- h. Tutorial Method  
The tutorial method is a teaching method by assigning students who have mastered the material on a particular topic (not just passing the KKM) to share the knowledge they have mastered to students who have not mastered the teaching material. This method is appropriate

to be used for: (1) Giving confidence to students who are assigned, (2) Facilitating students to receive teaching material rather than submitting teaching material by the Teacher.

#### 2.4 Mathematics Learning Activities In *Among* Methods

*Among* method in implementation also emphasize that learning should adhere to the principle of independent learning. Independent learning is one of the characteristics of the among methods. This is in accordance with the principle of the method that is based on the principle of independence, namely in the learning process provides opportunities for students to do self effort, and if students make mistakes there is no violence or punishment from the teacher.

According to (Ki Swarjoworo Sujono, 2015: 164-165) independent learning contains the principle that learning should be challenging, fun, rational, democratic, creative, contextual, and fair. The principle of independent learning in the *Among* methods is also in line with the objectives of learning mathematics, namely to shape attitudes and behaviors that are in accordance with the values in mathematics and learning, such as obedience, consistency, upholding the agreement, tolerant, respecting the opinions of others, polite, democracy, resilient, resilient, creative, respect for nationality (context, environment), responsibility, fair, honest, thorough, and careful (Permendikbud No. 59 of 2014). So that in mathematics learning, the principle of independence needs to be applied so that learning becomes more meaningful for students.

In presenting the subject matter by applying the *Among* method is to emphasize the principle of independent learning, namely learning is often associated with the activities of Tri N (*Niteni, Nirokke, Nambahi*). Ki Hajar Dewantara stated that the delivery of the subject matter should apply the activities of Tri N (*Niteni, Nirokke, Nambahi*). Tri N activities are very relevant to the curriculum 2013 learning that uses a scientific approach, where activities in the learning process include Observing, Asking, Reasoning, Trying, Communicating.

*Niteni* means watching, observing, or listening to what is said by the teacher. In this case, students pay attention, observe, read or listen carefully, feel, feel with the five senses. In the *niteni* process there is a process that is more than just seeing or observing, but there is also a process of reasoning and communicating it. In the *Niteni* process, students conduct observation activities and also carry out identification, reasoning and information processing.

*Nirokke* is a process after *Niteni* which means imitating. Here students imitate, imitate, do something similar to something or something observed from the *Niteni* process. In the *Nirokke* process students will try or practice and present what they have understood. While the *Nambahi* activity means adding or developing what has been obtained from the two previous processes. Students use creative and innovative power to develop the material they have learned.

From the Tri N activities that have been described, it turns out to be in accordance with the scientific approach in the curriculum 2013. Thus, the activities of *Niteni, Nirokke, and Nambahi* in the 2013 curriculum learning can be applied. Through this Tri N activity is also believed to be able to develop the attitudes, skills and knowledge of students, because through the process of *Niteni, Nirokke, Nambahi*, students can observe objects of learning, imitating what has been understood and refined through their respective creativity so as to produce a better understanding .

#### 2.5 Philosophy of Life Joins in Problem Solving

In the *Among* system education, Ki Hajar Dewantara also teaches that in learning something, the teacher should instill in students about the fatwa "*tetep-mantep-antep*", "*ngandel-kendel-bandel-kandel*" and "*Neng-ning-nung-nang*" so students can overcome their difficulties experienced during the learning process (Ki Soeratman, 1982: 121).

- a. "*Tetep*" or still, the intention is to achieve what we want, it is necessary that we always remain in our work, do not always look. We must walk orderly and forward, faithful and obedient to all our principles. After all, you must always be "*Mantep*" or be heartened, so that there will be no power that will hold our steps or turn our steps. So that by itself our actions will be "*antep*" or heavy, so it is not easy for us to be arrested, inhibited or resisted.

- b. "*Ngandel*" or believe the point is sure to the authorities (God) and self-strength. "*Kendel*" or brave, which avoids fear. "*Bandel*" or resistant, tawakal, and his heart is strong in suffering. "*Kandel*" or thick, which despite suffering but strong body and body. These four behaviors are interconnected. "Anyone who can believe will certainly be brave, then he is easy to trust and naturally he will be thick."
- c. "*Neng*", means "*meneng*" that is peaceful in his inner being. "*Ning*" comes from the word "*wening*" and "clear" means clear of his mind, easy to distinguish between the wrong and the right, "*Nung*" from the word "*hanung*" means strong willpower, which is solid in all its goals, physical and spiritual, to achieve what what he wants "*Nang*" is "win" or can be interpreted as "authority" or entitled to the fruits of the results of his business.

Mathematical objects are abstract, therefore it needs special steps in learning them. The fatwa from Ki Hajar Dewantara is very suitable to be implanted in students while learning mathematics. When solving math problems students need to focus their minds, move in an orderly manner in accordance with the principles, move consistently and steadily, so that students can do well, which at the end can solve problems. If this value is invested in learning mathematics it will become a culture that is inherent in students that can affect their behavior.

## 2.6 Implementation of the *Among* Method in Character Building

Mathematics Learning is a process or activity of a mathematics teacher in teaching mathematics to their students, which is contained in the teacher's efforts to create a climate and service to students' abilities, potential, talents, interests, and needs about very diverse mathematics so that optimal interaction between teachers and students occurs. students with students in learning mathematics (Suyitno, 2004: 2).

Agus Prabowo and Purnomo Sidi (2010) who stated that mathematics learning is not just teaching mathematics material but also educating to build and sculpt characters. One of the goals of mathematics learning is to shape attitudes and behaviors that are consistent with the values of mathematics and learning, such as obedience, consistency, upholding agreements, tolerance, respect for the opinions of others, polite, democratic, resilient, resilient, creative, respecting nationality (context, environment), responsibility, fair, honest, thorough, and careful. Sehingga essentially in mathematics learning also contains character education values or it can be said that character education is organized in an integrated manner in mathematics learning.

Learning Curriculum 2013 also bases on the concept that learning is a process of developing the potential and character of each student. This shows that the *Among* method is very relevant if applied in learning, especially in learning mathematics to build students' character. The teachings in the *Among* Method that can be implemented in mathematics learning are the Leadership Trilogy (*Ing Ngarso Sung Tulodho, Ing Madya Mangun Karso, Tut Wuri Handayani*).

In learning mathematics in class, the teacher can apply the Leadership Trilogy for example through the question and answer method and discussion, this is important so that students feel they have a role in the learning process. If the teacher is always talking in front, then students feel not free in expression. When the discussion and question and answer take place, the teacher acts as a facilitator that facilitates students' needs during the discussion process. This is an implementation of *Tut Wuri Handayani's* teachings which are part of the Leadership Trilogy. through *Tut Wuri Handayani* can also build creative because students are given the freedom to think and communicate ideas. In addition, it can also build values of respect for other people's opinions and tolerance, because through discussion students are also free to express and hear opinions from other students. In the midst of the discussion the teacher must also be able to provide spirit energy to students as a form of *Ing Madyo Mangun Karso*. If there is mathematics concept or things that are not yet known by students, then the teacher explains this clearly as a form of *Ing Ngarso Sung Tulodho*.

## 2.7 Implementation of *Among* Methods in Improving Problem Solving Ability

In addition to character planting, in mathematics learning students are also emphasized to have good problem solving skills. Problem solving is an important thing in learning mathematics because in almost all Basic Competencies, there will be confirmation of the need for problem solving abilities. Problem solving is one of the abilities that students must master after learning mathematics. This ability is indispensable for students, related to the needs of students to solve the problems they face in everyday life and able to develop themselves.

*Among* methods can also be applied in mathematics learning to improve problem solving skills. which is in accordance with the scientific approach in the 2013 curriculum. Therefore, through the Tri N activities, students' problem solving abilities are also expected to increase. The following are some of the teachings in *Among* Methods that can be implemented by the Teacher in learning to improve students' problem solving abilities:

### **2.7.1 Activities Tri N (*Niteni, Nirokke, Nambahi*)**

In conveying knowledge or mathematical material to students, the teacher can also instill the teachings of Tri N (*Niteni, Nirokke, Nambahi*). Examples of mathematical learning by applying Tri N activities in the material system of linear equations are three variables about the use of elimination methods in solving the problem of three-variable linear equation systems. First of all students carry out *Niteni* activities, namely students carefully examine, identify and interpret what the teacher explained about how to use the elimination method. Besides listening to what is conveyed by the teacher, students also conduct observations and in it also carry out identification, reasoning, and information processing. Then after students understand, students do activities *Nirokke*, that students model how the teacher solved the system problems of three-variable linear equations using the elimination method that was exemplified earlier. Phase *Nambahi*, that is, students are given practice questions related to the material discussed. This is so that students are more skilled and understand the material that has been learned. Concept 3N (*Niteni, Nirokke, Nambahi*), teach that to make new things must pay attention to the way that already exists, imitate that method, and add innovation to the results of the individual's mind as a differentiator from the results that already exist.

### **2.7.2 Implementing a Contextual Approach**

The distinctive feature of the System among is in conveying the subject matter using contextual problem approaches. This is consistent with the 2013 curriculum learning which also emphasizes meaningful learning, where mathematics learning should start from problems that are appropriate to real situations or real problems. This is to train students in solving everyday problems.

The application of contextual problems in accordance with the teachings in the *Among* system, namely when conveying the subject matter, so that it is not boring and fun, examples used are taken from everyday life that is known by students (Soeratman, 1985: 121). Thus the subject matter provided becomes clear and can be absorbed in students' memories.

### **2.7.3 Philosophy "*Tetep-Mantep-Antep*" and "*Ngandel-Kendel-Bandel-Kandel*"**

In the problem solving process, the teacher can instill in students the fatwa "*Tetep-Mantep-Antep*". Still or fixed, it means that in learning mathematics when solving mathematical problems should always be instilled that students always remain in their work, do not look right and left, work in an orderly and advanced manner, obeying the principles in mathematics, namely the formula or knowledge previously learned by students. "*Mantep*" or steady step, so that there will be no doubt blocking his steps. So that by itself students will "*Antep*" or weigh their knowledge.

The teacher also needs to instill a sense of "*Ngandel*" which is to believe in God and the ability of self or the knowledge he already has. "*Kendel*" is courageous to step forward and sure to use his knowledge to solve the problem at hand. "*Bandel*" that is enduring the test, strong suffering, if it has not succeeded in solving the problem in a way, do not quickly despair and always try other ways, so that the goal will be achieved. "*Kandel*", despite having difficulties but still strong and passionate about trying.



By applying the Among method and the fatwas from Ki Hajar Dewantara in mathematics learning, it is hoped that it can instill student character such as diligence, tenacity, steadfastness, confidence, obedience, creativity. In addition through the Among methods can also build problem-solving skills in students, because students are used as centers in learning and try to construct their own knowledge learned. The teacher only guides, follows from behind, encourages and encourages students.

#### 4. Conclusion

Ki Hajar Dewantara's teachings namely the *Among* method can be implemented in mathematics learning because the *Among* method means guiding students with sincerity and prioritizing the interests of students. The method of teaching and educating with *Among* system uses the slogan of the "Leadership Trilogy" especially the *Tut Wuri Handayani* slogan which means that students are the center of the learning process, while the teacher as a mentor, following from behind, is tasked with observing, providing help if needed. This is in line with the learning of mathematics in the 2013 curriculum, that is students learn mathematics constructively in the frame of problem solving, then with the intermediate method is expected to improve problem solving abilities.

Besides that, the *Among* method can also build students' character because *Among* method contain cultural values that are excavated from the national culture itself so that students are not easily influenced by negative culture. Implementing the *Among* method in mathematics learning, can also instill Indonesian indigenous culture by forming tough people, skilled in solving problems, independent, confident, creative, effective, disciplined, diligent.

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