

# DESIGN OF CHARACTER EDUCATION MODEL IN LEARNING CIVICS AT STATE PRIMARY SCHOOL NUMBER. 101791 SUB DISTRICT OF PATUMBAK

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## Abstract

*This study aims to describe the design of character education model in the learning of Civics at State Primary School number. 101791 sub district of Patumbak. It is a qualitative research conducted in class five State Primary School Number 101791 Sub district of Patumbak and around the school environment of observation and analysis methods used to obtain the research data. The results show that: 1) Values of characters developed at State Primary School number. 101791 sub district of Patumbak, 2) Learning Implementation Plan and Values Formation of Civic teachers from teachers who teach in the class already describe learning implementation plan and student assessment format. The learning implementation plan component used in this research is learning objective, learning method, learning sources, and assessment format. Learning implementation plan and assessment format compiled by the Civics teacher is still a 'good' rating category. Things to be considered in the Character Education Model using norm approach are the objectives of character education, the content of character education, the character education method, the educational media, and the educational environment, 3) Setting the classroom is to create a fun learning atmosphere, teachers need to pay attention it. 4) Implementation of character education through Civics Education in Grade V of State Primary School number 101791 Sub District of Patumbak shows that there are 18 values of character education that have been applied, they are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, patriot, appreciate of achievement, friendly or communicative, love peace, love reading, social care, environmental care and responsibility.*

**Keywords:** Character Education Model

## 1. Introduction

The world of education today faces a very complex problem that needs to get the serious attention. One of them is the phenomenon of character education nation in the country caused by the weakness of character education in continuing the values of nationality, the weak implementation of these characteristic values in the institutions of society and the world of education has also made the education of this character began to disappear from school, character education in the practice of school life leads to a number of negative behaviors that are deeply disturbing to society which results in the low quality of life of the nation.

In other countries, character education becomes a priority scale. Some sources indicate that character education in some countries begins since primary educations among them are: the United States, Japan, China, and Korea. The results of research in these countries state that the implementation of character education systematically arranged a positive impact on academic achievement of schools. It is line with the socialization of the relevance of this character education Muslich (2014: 83), hopefully in the future, each school can immediately apply it, generation of the nation who in addition smart also characterized according to the noble values of the nation and religion. Schools as an educational institution should be a place that can form a quality character, providing knowledge and interesting experiences for students. Therefore, every school needs to start thinking about how to realize character education through civic education, so that students can really practice the norms and values that are in accordance with our nation's religion and culture from an early age. Efforts that can be implemented today are implementing character education, and training students to have etiquette, courtesy in social life at school.

Character Education is intended to build the insight of nationality as well as to shape the character of students into human beings as the next generation of dignified nation based on the national value. One of the subjects that

can be a vehicle or a forum to insert character education is through Civic learning in elementary school which aims to educate students to instill ethical values, courtesy, basic norms in the context of education or school. In addition, the values that needs to be built in the nation's next generation, namely honesty, hard work, respect differences, cooperation, tolerance, and discipline. Behavior and actions that lack or even no character, has ensnared all the components of the nation ranging from the legislative, executive, judiciary to the common people.

The material object of Civics is all matters relating to the citizen, which includes the insight, attitude and behavior of citizens in the unity of the nation. The formal object of Civics is the relationship between citizens with the state. Civics can be aligned with civics education known in various countries. Character through Civics in elementary school is provided for two hours of Civic subjects in every elementary school.

Civics as a value education can help students choose the value system; they choose and develop affective, cognitive, and psychomotor aspects. To achieve that goal, the Civic teacher is required to understand character education, and has a lot of insight on the importance of character education, able to teach and apply character education through Civics subjects effectively.

In line with the above problems, SD Negeri No. 101791 Kec.Patumbak strongly put forward the values of character education in schools, the initial thing that can be seen is on the vision of the school, that is: " Realizing the leading learning, pleasant character, environmentally friendly ". Based on the vision, every subject must be inserted the values of the nation's character which is then adapted to the learning materials. One of the subjects that inserted the nation's character values is the Civic subject, with the number of lessons for 2 hours a week.

In the Lesson Plan, there are several characters of the nation in accordance with the subject matter of the Civics so that the characters that are actualized by the teacher to the learners such as cooperation, mutual assistance, courtesy, care, tolerance and discipline will be embedded into the student. Based on interviews with teachers at the school the character education that becomes the main component in the vision of the school, It brings a positive impact, one of them is the students become more polite to the teacher, they become more disciplined both in doing school tasks and others.

## **2. Literature Review**

### **2.1 Character Education Concepts**

The process of character development is influenced by the typical factors that exist in the concerned person is often also called the innate factor (nature) and environment (nurture) in which the concerned person grow and develop. So in the effort of developing or building character at the level of individual and society, the focus of our attention is on the factor that we can influence or environment, that is in the formation of environment. In this case, the role of educational environment becomes very important, even very central, because character is basically a person's personal qualities formed through the learning process, both formal and informal learning (Raka, 2007: 47).

The grouping of values is based on the consideration that the nature of a person's behavior is characteristic of the function of the psychological totality that covers the whole potential of the human individual (cognitive, affective, and psychomotor) and the function of socio-cultural totality in the context of interaction (in family, education and society) lasts for life. Configuration of characters in the context of the totality of psychological and social-cultural processes can be grouped into: (1) the spiritual or emotional development, (2) the intellectual development, (3) the sport and the affective and creativity development. The process is holistically and coherently interconnected and complementary, and each is conceptually a noble value group in which it contains a number of values (2010: 8-9).

Based on the grand design developed by National Education Minister (2010: 82), the psychological and social culture of character building in the individual is a function of all human potential (cognitive, affective, and psychometric) in the context of cultural social interaction (in family, and society) and lasts for life. Configuration of characters in the totality of the psychological and socio-cultural processes can be grouped into: Spiritual and emotional development, intellectual development, affective and creativity development.

## 2.2 Values in Character Education

The spirit of learning is the addition of sincerity in the process of teaching and learning with knowledge, because it only emphasizes on adding and accumulating knowledge. Improving learning is any relatively settled change and behavior that occurs as a result of practice or experience. Learn is to bring about a change in the learning individual. The change is not only on the amount of knowledge, but also in the form of skills, habits, rewards, interests, adjustments, approaches to all aspects of one's organism or personality.

In the life nation of diversity requires glue so that it can unite to maintain the integrity of the country. A nation in carrying out its life is inseparable from its environmental influences, based on mutual relationships or links between the national philosophy, ideology, aspirations and ideals confronted with the social conditions of society, culture and traditions, natural and regional conditions and experiences history. The spirit is to give sincerity done by someone to be better and more understandable and professional.

## 2.3. Character Education Principles

The character Education Partnership, an official American institution has developed eleven principles to assist in making the planning and evaluation of character education programs. This principle is ultimately used as a reference in measuring the successful implementation of character education. The eleven principles of character education, *The Character Education Partnership* compiled by Thomas Lickona, Schaps and Lewis, as follows:

1. To promote the values of ethics codes based on positive characters.
2. To define character comprehensively for thinking, feeling and behaving.
3. Using an effective, comprehensive, intensive and proactive approach.
4. Creating a caring school community.
5. To provide opportunities for students to conduct and develop moral acts.
6. To develop a challenging and meaningful curriculum to help all students achieve success.
7. To awaken the intrinsic motivation of students to learn and be good people in their environment.
8. To encourage all teachers as a professional community and have good moral in the learning process.
9. To stimulate the growth of transformational leadership to develop lifelong character education.
10. To Involve family and community members as partners in character education.
11. To Evaluate the character of the schoolchildren to gain information and to strive for further character education efforts (Lickona, Schaps and Lewis in Endang Mulyaningsih, 2011).

## III. Research methodology

### 3.1 Types of Research

It is qualitative descriptive research. Process and meaning more highlighted. Theoretical basis is used as a guide to focus the research in accordance with facts in the field. In addition, the theoretical foundation is also useful to provide an overview of the background research and as a material discussion of research results. In qualitative research, the researcher departs from the data, utilizing the existing theory as the explanatory material, and ending with a (Taylor & Bogdan, 1995: 52). Qualitative research is more subjective than quantitative research or surveys and using methods is very different from gathering information, especially individuals, in using in-depth interviews and focusgroups.

Subjects in this study were principals, teachers of Civics Studies, and students of the class of Va State Primary School number. 101791 Sub District of Patumbak with the number of 22 male students and 16 female students. Determination of this class is carried out based on the observation of the class that will be studied and the approval of the principal. The object observed in this study is the character education model in learning Civics in State Primary School number 101791 Sub District Patumbak. Research variables are used as a point to answer the subject and object of research above is character education model in learning Civics in primary school. Data collection Technique applies the method of observation, questionnaire and interview. Data analysis from observation results is used to view the activities of teachers and students. It is analyzed by percentage analysis as follows:

$$\text{Percentage of average value} = \frac{\text{The number of score}}{\text{Maximum Score}} \times 100$$

To determine the success rate of the action can be determined by the following criteria:

Score Range	Criteria
1% - 25%	Less
26% - 50%	Fair
51% - 75%	Good
76% - 100%	Very good

Recapitulation of score in filling questionnaire uses formula as follows:

$$\text{Percentage of average value} = \frac{\text{The number of score} \times 100}{\text{Maximum Score}}$$

Description of score average, as follows

Score Average	Criteria
1% - 25%	Disagree
26% - 50%	Less agree
51% - 75%	Agree
76% - 100%	Extremely agree

#### IV. Results and Discussion

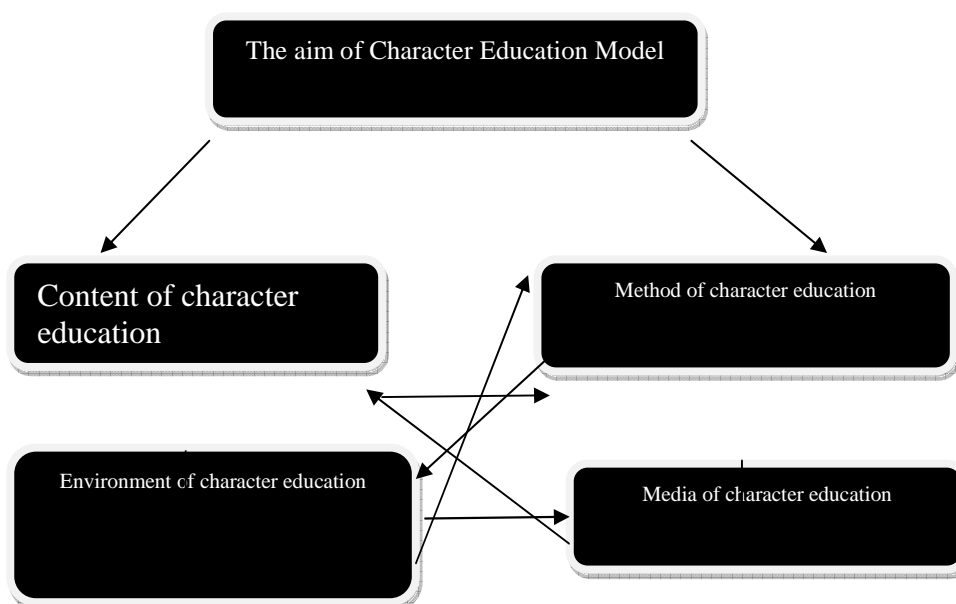
##### 4.1 Research Results

##### 4.1.1 The Developed Character value at State Primary School Number 101791 Sub District of Patumbak

As a matter of fact, education unit has been developing and implementing the values of character formation through the operational program of each educational unit. School must develop character values in order to improve students' quality which will improve the quality of school. The Directorate of Primary School Development of the Ministry of Education and Culture in 2009 has actually created guidance on the values of character that are expected to be applied to each elementary school in Indonesia. Character values that developed at State Primary School Number 101791 Sub District of Patumbak are 18 values of characters include: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, patriot, appreciate of achievement, friendly or communicative, love peace, love reading, social care, environmental care and responsibility.

##### 4.1.2. Character Education Model

Character education model bases on the result of interview about the implementation of character education, and observation about implementation of character education model in learning civics at school.



Gambar 4.1.2 Diagram Interaksi Komponen Pendidikan Karakter

### **4.1.3. Implementation Education Character at State Primary School Number 101791 Sub District of Patumbak**

The results of interviews with teachers shows that the hard work attitude of students is to be serious in completing tasks well, creative attitude of students is to think and do something new, the attitude of self-reliant of students who are not easy to complete tasks to others, the democratic way of thinking attitudes is to instill values equal rights and obligations themselves to others, the attitude of curiosity is to know more deeply and extends from something they learned, seen and heard, and the attitude of national spirit of student is way of thinking insight knowledge and state.

Moreover, it can be found by the result of interviews with the teachers that being patriot is a way of thinking about behavior that reflects the loyalty, awareness, and high appreciation of the language, social, cultural, economic, and political environment of the nation. It is obtained that students' attitudes must improve students' learning outcomes to appreciate student achievement. It also encourages students and respects the success of friends.

Furthermore, the attitude of love peace reflects behavior, words and action that make someone happy and comfortable with their presence. Students also set their time to read book. The attitude of environmental care depicts students and teachers have efforts to improve natural damages. Further result from interview with the teachers, teachers' attitude toward students is to help people. It can be seen vividly from the lesson of social care and responsibility deals with their obligation and assignment.

## **4.2 Discussion**

### **4.2.1 The Developed Character Values at Primary School**

Muslich Masnur (2014: 204) proposes Nine pillars of character that derive from the noble values of universal, namely: 1) love of God and all creation, 2) responsibility, discipline and independence, 3) honesty and wise, 4) respect and courteousness, 5) generous and cooperation 6) self confidence, creative, and hard worker, 7) leadership and justice, 8) kind and humble, and 9) tolerance, peacefulness and unity. *Character Counts Coalition* ( a project of *The Joseph Institute of Ethics*) in Muslich Masnur (2014:39) states there are six characters pillar that can be used as references, namely: 1) trustworthiness, it creates someone to be integrated, honest, and loyal, 2) fairness, it creates someone to be open minded, 3) caring, it cares toward others and their environment, 4) respect, it always respect everyone, 5) citizenship, it is the typical to obey law and order, 6) responsibility, this typical has high responsibility, discipline, and perform the best thing

Character is indispensable as the basic model for Indonesia to solve major problems during this time. In accordance with that, in a discussion (on 19<sup>th</sup> June 2009) Sukamto argued that to conduct character education, it is necessary to have powerful ideas which become the reentrance of character education. Powerful ideas include: 1) the idea of God, world and me, 2) knowing yourself, 3) becoming a moral person (4) understanding and being understood getting along with others (5) sense of belonging, 6) drawing strength of the past, 7) being consistent over time and place, 8) caring for God's creation, 9) making a difference, and 10) taking the lead.

The values that need to be taught to children, according to Dr. Sukamto, including: 1) honesty, 2) loyalty and reliable, 3) respect, 4) love, 5) selflessness and sensitivity, 6) kindness and friendship, 7) courage, 8) peace, 9) independent and potential, 10) self-discipline and moderation, 11) loyalty and purity, and 12) justice and compassion.

### **4.2.2. Character Education Model**

To support the vision of the school mission in relation to the application of character education, the model offered at school as the focus of this research is to use the norm approach to all school environment, especially to all elementary school students of grade five Number. 101791 Sub District Patumbak. Technically, to achieve the goal of character education in the process of Civics learning, teachers have an important role to instill the values of character through the subjects of Civics itself. This discussion is more focused on the role of teachers in shaping the character of students.

Actually character education is a parent's job, because the character is first taught in the family environment. Parents who want their children have good and strong character must be willing to provide time, energy, thought, and material to actualize it. Meanwhile, parents are sometimes busy at work and have less time with their

children. Moreover, children who have full day school and it makes them spend more time with the teacher than their parents. The character teachers are teachers who have values and beliefs based on the nature and purpose of education and used as a moral strength in carrying out its duties as an educator. Therefore, teachers with strong character possess the ability to teach, and also can be an example for the students.

#### **4.2.3. Lesson Plans**

The results shows that in general lesson plan of civics lesson at State Primary School number. 101791 Sub district of Patumbak is good categorization. Viewed from the parameters of lesson plan components in educational unit level curriculum, there are some aspects of conformity such as: the method and objective of learning, appropriate learning resources. Based on this case, the conformity lesson plan of teacher at the school toward the standard process and character development has been maximal. Indeed, there are some deficiencies of lesson plan compiled by the teacher at school. Therefore, it is suggested to be socialized, training and building up should be conducted continuously so teachers' lesson plan can be more appropriate.

#### **4.2.4. Layout of class**

According Djamarah (2008: 121) classroom arrangement consists of: Seating arrangements, Settings of teaching tools, the arrangement of beauty and cleanliness of the class, ventilation and lighting. It can be described more as follows: Seating arrangements, it is a facility or goods required by students in the learning process, especially in the process of teaching and learning in the classroom. When the seating is good, not too low, not too big, in accordance with the student's body posture then the students will feel comfortable and can learn calmly. The most important seating arrangement is position of face-to-face, so teachers can control the behavior students. Settings of teaching tools should be stored in a special place that is easily accessible if needed immediately and will be used for learning activities. Djamarah (2008: 121) says the teaching tools in the class that must be arranged are: 1) class library, 2) props or learning media, 3) whiteboard, cupboard, marker and so on, and 4) students' attendance list.

#### **4.2.5. The Relation of Character Education and Personal of Students**

The values of character education in relation to self-implanted to elementary school students become an important factor in the implementation of character education. These findings make an important contribution in which the development of deeper character of students about self-values, it can shape the personal character of the students.

The findings are same as the vision of a school mission that highlights the value of positive student attitudes and behaviors, namely: improving discipline and manners between teachers and students to create outstanding, creative and cultured students and enhancing active, creative and innovative learning. From these findings, it is expected that schools that carry out education, especially in the development of character education must maintain the values of personality in the learning process in school.

Specifically, these findings conclude that primary school students have character values in relation to oneself if it is based on personality values such as responsibility, discipline, hard-working, entrepreneurial, think logically, critically, creatively, and innovatively, independent, self-reliant, have curiosity, and keen of science.

#### **4.2.6. The Relation of Character Education and Fellow Students**

The relation of character education value and fellow students is important factor in implementation of character education. This finding contributes the development of deeper students' character about the values among fellow, it shows to create more the students' character

These findings are in line with the vision of the school's mission: to realize the leading learning in a pleasure character, active guidance, provide good examples to motivate creative interest in learners, improve discipline and manners between teachers and students to create outstanding creative and cultured students. It also enhances active, creative and innovative learning and makes friendly atmosphere. From these findings it is expected that schools that carry out education, especially in the development of character education must maintain and promote values to others in the learning process at school.

#### 4.2.7. The Relation of Character Education and State

The values of character education in relation to the environments implanted to primary school students are an important factor in the implementation of character education. These findings make an important contribution in which the development of deeper character of the students about values towards the environment. It shows that it shapes more students' personalities.

These findings are in line with the vision of the school's mission: to realize the leading learning in pleasant environment, active guidance, provide good examples to motivate creative interest in learners, improve discipline and manners between teachers and students to create outstanding creative and cultured students. It enhances active, creative and innovative learning and makes pleasant environment. From these findings it is expected that schools carries out education, especially in the development of character education must maintain and promote values to others in the learning process at school.

#### 4.2.8. The Relation of Character Education and Nature

The values of character education in relation to nature imparted to elementary school students are an important factor in the implementation of character education. These findings make an important contribution where the development of an increasingly profound character of students about values towards nature shows increasingly able to shape the personal character of students' character.

The findings are consistent with the vision of the school mission: to perform programmed and continuous extracurricular activities, to create of young generation with character and love of learning, and to raise the awareness of learners to understand the integrity of the human being based on their physical and mind. From these findings it is expected that schools conducting education, especially in the development of character education must maintain and promote the values of nature in the learning process at school.

In more detail the character values that appear at schools can be seen in the following matrix:

Number	Character values
1	The relation of character values with God
	Religious
2	The relation of character values with personal of students
	Honest
	Curiosity
	Discipline
	Keen on reading
	Responsible
	Sanitation
	Hard worker
	Think logically, critically, and innovatively
	love of science
	Independent
Self confident	
3	The relation of character values with fellow
	Obedient
	Polite
	Responsible
	Social caring
	Tolerant
	Democratic
Mutual respect	
4	The relation of character values with state
	Spirit of nationality
	Mutual respect
	Patriot
	Love of peace

5	The reation of character values with nature
	Environmental care
	Keep environmental activities
	High sense of environment
	Sanitation
	Active in social activity

## V. Conclusions and Suggestions

### 5.1 Conclusion

Based on the findings and results of analysis , it is concluded that:

1. The purpose of character education at State Primary School Number.101791 Sub District of Patumbak is developed on each subject matter in order to perceive and practice the character values in accordance with the points of Pancasila contained in Learning Implementation Plan.
2. Character education contents material courtesy values, how to be courteous, and courtesy benefits. Skills characterize students by conveying the norms of local wisdom.
3. Character education method is done by way of persuasive and integrated guidance. The form can be written, spoken, drawing, gestures, printed words, visual symbols, audio visual, touch, voice, chemistry, communication with self, group, organization, interpersonal, dialogical, and others. Persuasive can be done rationally and emotionally. That aspects are influenced in the form of ideas or concepts.
4. The school environment is a component of character education State Primary School Number 101791 Sub district of Patumbak consists of cleanliness, orderliness, beauty, comfort, tidiness, security, and faith. The extracurricular environment consists of activities and dancing.
5. Character education media used at State Primary School number 101791 sub district of Patumbak is a poster of Indonesian heroes, pictures of Pancasila, presidential pictures, maps of Indonesia, and slogans.

### 5.2 Suggestions

Based on the research conclusions described above, several suggestions can be put forward as follows: For teachers, it is advisable to use the picture media during teaching and learning activities. Implementation of educational values of teachers does not only play an active role in the learning process but also outside learning such as integrating student character values into Civic subject matter. Character education values should not only be applied by teachers of Civics course subjects but also applied to all learners of other learning subjects. For further researcher, it can develop the design of character education model in learning Civics more maximal.

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