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BUILD CIVIC SKILLS GRAND DESIGN AS THE EMBODIMENT OF CHARACTER EDUCATION IN SCHOOLS THROUGH PROBLEM SOLVING IN INDONESIA

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Abstract

This research is aimed at finding a grand design-based learning model character education in civic education. Citizenship Education as one of the resource-laden of the value as part of a civic skill used as one of the teaching that would support continued socialization process of nation building character. The method used in this study is qualitative research, it is used to understand the phenomenon of what is experienced by the subject of research by describing in the form of words and language in a specific context which is natural and use various scientific methods. Research shows that build civic skills based on a grand design character education can be done through Problem Solving. Limited test and widely conducted to test the draft model has been prepared, then the effectiveness of the model of Problem Solving in the learning process is not just a theory in the classroom but is able to reflect the impact of a companion to become active citizens demanded responsibility and independence, the learning can be done outside the classroom with observation / practice of citizenship in this case the student can understand in real as well as to compare whether there is still a gap between the theory taught in the classroom to the field, and the final form of this observation can be an array of reports systematically start outlining the problems, study the theory, discussion of results and findings in the field and conclusions presented in the presentation of each group that is mediated by civic education

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teachers. Thus, students can become more active and growing power of critical thinking as well as a more varied learning materials together students and teachers can discuss and find solutions to any problems found in the field through teaching and learning process.

Keywords: civic skills; character education; problem solving

Introduction

Critical thinking skills on political issues. Intellectual skills that are important for a citizen who is knowledgeable, effective and responsible referred to as critical thinking skills (Branson, 1999, p. 17).

Character will be a part in achieving competence of learners who are able to have a sense of responsibility as a citizen and a responsibility to the environment, have the intelligence in accordance with attitude. Curriculum 2013 is expected by the community as a curriculum that not only imposes cognitive aspects, which then be quite burdensome for students, but also contains the establishment and strengthening of students' character as part of the development of core competencies including showing the honest, discipline, responsible, good in manners, care, confident, patriotic, independent, cooperative, democratic, and creative attitudes in their interaction with the surrounding communities in their environment.

Objective

This study intends to further examine the development of the Character Education Grand Design-Based Learning Model to improve civic skills in learning Civic Education at secondary schools in Indonesia and subsequently can generate a Learning Material that contains a character education grand design-based learning model. It is expected that the development of the learning model in its implementation may work well, and at the same time take part in the strengthening the civic skills in the development and implementation of the curriculum 2013, and the process of education and learning, especially in

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strengthening the students' characters in the subjects of Civic Education in secondary school level.

Learning Civics that shows character education is expected that each learner has a foundation of religious attitude firmly when learners have a foundation of religious attitude is stronger then automatically learners will implement in daily life are in the values of religious attitude is not far from education characters, in addition to religious education in strengthening character education is also the habit in daily life such as not to be late to school into positive habits that should be familiarized by the teacher to the students, will bring the creativity of the students in solving problems in their community.

Method

The method used in this study is qualitative research, it is used to understand the phenomenon of what is experienced by the subject of research by describing in the form of words and language in a specific context which is natural and use various scientific methods.

Participants

The subject in which participated in this study are secondary school education both public and private, amounting to 33 schools.

Instrument

The instument in this study were questionnaire, interview and FGD (Forum Group Discussion) which involved Civil Education teachers' which is united in MGMP PKN SMA.

Procedures

The primary data are in the form of information related to the informants, places and events (through a site inspection). The informants include high school students and stakeholders associated with the character education grand design-based learning model in teaching civic education, as well as efforts to increase civic skill. Data were collected by using several methods, namely: participant observation, FGD (Focus Group Discussion), in-

depth interviews, and documentary study. The analysis technique used in this qualitative study will be based on Interactive Analysis Model (Miles & Huberman, 1992). According to this model in the data collection researchers always make data reduction and data presentation continuously until they come to conclusion.

Results and discussion

Character cannot be developed quickly and immediately (instant), but must go through a long, meticulous, and systemic process. Based on the developed perspectives in the history of human thought, character education must be based on the developmental stages of children from an early age to adulthood. At least, based on the notion psychologist Kohlberg (1992) there are four stages of character education that needs to be done, namely (a) the stage of "habituation" as early character development of children, (b) the stage of understanding and reasoning against values, attitudes, behavior and character of students; (C) the stage of implementation of various behaviors and actions of students in everyday reality; and (d) the stage of meaning which is a stage of reflection of the students through the entire assessment of the attitudes and behavior that they understand and do, and how the impact and usefulness in life both for themselves and others. If all stages have been passed, then the effect of education on the students' character building will be sustainable.

In addition, Djahiri (1985, p. 133) states that problem solving method is more focused to the solving of a problem that requires rational, or logical, true and correct thinking. In problem solving, the ability to identify problems and their dimensions are the first activity that is very important. This is because the failure to determine the problem will lead to failure in the effort to find solutions. Problem solving learning method is part of the inquiry. The followings are the results of questionnaire to identify the learning model based on a grand design of character education in families, schools, and communities.

Character building in school can be formed through the following things: 65.625% of students agreed that demonstrating ability to learn independently based on the potential they have. It shows that every student who learns independently will train its own merits. It would foster a sense of trust

themselves to each student disagrees. Thus there are other factors that could be one of the abilities to learn independently based on their potential, namely role of the teacher.

Growing is a teaching model that focuses on the development of students' intelligence, physics, and emotions. The student will learn to apply the value of discipline in the school that are automatically set by the school, so there are other factors which can be one of the factors which does not comply with the school rules because students' environment does not support. Therefore the teacher's role is very important to foster students' confidence. Extracurricular activities can form the character of student discipline. Modeling of the teachers is very important for students. Apart from the attitude and appearance, the teacher can also be a friend of his student by still considering ethics. There are other factors such as parents at home. In addition to teacher, parents at home can also be a figure for students because the students' learning environment not only in the school but in the community as well as the family environment.

Teachers must be able to establish the confidence of each student. The teacher must be able to provide a fun learning for students so that the confidence of each student can increase and there are other factors e.g. teacher learning model, for example using a learning model based on problem solving, where this learning model is used to enhance students' interest and motivation that are expected to help establish the students' self-confidence to solve the problem. Besides, there are other factors such as their extracurricular activities including scouting which will also instill the value of discipline. The learning model is one of the contributing factors in building students' characters for example by using learning model based on problem solving.

In this case, the student can really understand as well as compare whether there is a gap between theories which is taught in the classroom and in the field, and the final form of this observation can be in the form of systematic organization, starting from outlining problems, reviewing literature, discussion of results and findings in the field and conclusions presented in the presentation of each group which are mediated by Civic subject teachers. By doing that, students can become more active and establish critical thinking as well as more varied learning materials because students and teachers can discuss and find solutions together in any problems found in the field through teaching and learning process.

From the description of the results, the researchers made further design development as well as the following explanation (Sutoyo & Anita: 2015):

According to Borg and Gall (1983) procedures taken in the development in the field of education has two main objectives, namely: 1. develop products, and 2. to test the effectiveness of the product. The first function is the development, while the second function is a validation. Procedure or work step in this research include field surveys, establishes requirements, development models, and product trials. Each of these can be explained as follows:

Field surveys carried out to get an overview of the various conditions that exist in the schools. The information collected includes: 1. Condition the implementation of character education in schools. 2. The process of implementation of learning in the classroom. 3. Learning Problems in implementing character education grand design to improve civic skill. Instructional design model design by Dick and Carey (2005, pp. 2-3). There are ten components: Identify the common goal of learning; Determining learning analysis; Identify the characteristics and behavior of the beginning; Make specific goals of learning; Developing grains reference benchmark assessment; Develop learning strategies; Develop and / or select learning materials; Designing and determine formative evaluation; Revised Learning; Summative Evaluation.

For that developing learning model, we need to examine more closely in preliminary studies that will result in the identification of the learning model based on a grand design character education. Limited test and widely conducted to test the draft model that has been drafted, will then be tested effectiveness in the learning process is not just a theory in the classroom but is able to reflect the impact of a companion to become active citizens demanded responsibility and independence, the learning can be done outside the classroom with observation / practice of citizenship in this case the student can understand in real as well as to compare whether there is still a gap between the theory taught in the classroom to the field, and the final form of this observation can be an array of reports systematically start outlining the problems, study the theory, discussion of results and findings in the field.

Conclusions presented in the presentation of each group that is mediated by the teacher civic education with such students can become more

active and growing power of critical thinking at a time of learning materials more varied because together students and teachers can discuss and find solutions to every problem were found in the field through teaching and learning process. By developing such methods according to students' learning will be more effective ic education and not boring. Developing education grand design characters for each track, level and type of education units will be aligned with the efforts of implementation and evaluation of policies grand design character education.

Conclusions

Character education which will produce graduates who are competent and smart in building a cultural identity of the nation, must be applied by teachers in developing learning models providing basic knowledge, skills, learning experiences which are establishing Civic skills and forming national character. Thus the learning model used by a teacher is a very vital an element in increasing the quality of the students. The characters in school, that the learning model applied by teachers can shape the students' characters. That is because the learning model is one of the supporting factors that building the students' characters, which is by using problem solving-based learning model that will increase the students' confidence.

Citizenship skills include intellectual abilities (intellectual skills) and skills of participation (participation skills). Character will be a part in achieving learners' competence that put the learners to have a sense of responsibility as a citizen and a responsibility to the environment, which has the intelligence along with good attitude. Thus, all components must have the same responsibility to implement character education in family, school, and community.

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