

IDENTIFICATION OF LEARNING

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Submission date: 16-Nov-2019 05:48PM (UTC+0700)

Submission ID: 1215008592

File name: Fuul_Text_ICER_Anita_Trisiana_Indonesia_Final.pdf (160.25K)

Word count: 4447

Character count: 25226

Identification of Learning Model Development at Citizenship Education to Strengthen Moral Values of Character Education of Senior High School In Surakarta City

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Abstract

Citizenship education as one of the subjects that has a charge moral value will impact directly or indirectly on the character building development of students.


This research aims at improving the teachers' competence in the learning process both out and inside the classroom should be able to achieve the overall competence of Citizenship Education which develops civic knowledge, civic responsibility, and civic skills. Those can establish the identity of students as a whole. Social change in society can affect the shift in moral values which may adversely affect the value of integration as that carried in the subject of teaching civic education in schools.

This is a research and development of the Citizenship Education learning model that is capable of supporting learners' characters with a qualitative approach on 33 teachers and students of High School in Surakarta.

Based on the results of preliminary study the obtained data is concluded as follows: 1). Associated with the use of learning models, and 78% of teachers and students wanted the use of more innovative learning model, and 22% of teachers and students persist in learning model that is still conventional, while the remaining 10% depends on the supporting components that exist in school 2). Implementation of character education in schools should be supported by all components in the school, from policy issues to the problems of learning inside and outside the classroom. 3). Internalization and integration of moral values will be embedded within the competence of citizenship education as a subject in school that is able to improve the character of the students.

Keywords: *Citizenship Education, Moral Values, Learning model, Character Education*

Introduction

 Principally, National Character Education is the nation's culture and character development are integrated into the subject, self-development, and school culture. Therefore, teachers and schools need to integrate the values developed in the nation's culture and character education. Many values are instilled in the students in Citizenship Education to achieve learning objectives. One of the important values instilled in students yait moral values. Citizenship Education teaches moral values to students. The moral values taught to her teacher about how to behave in society among other things: mutual help and manners in the act. According to (Rofi Yaniv, 2012) the purpose of civic education are that learners have the ability: first, to think critically, rationally, and creatively in response to the issue of citizenship. Second, participate actively, responsibly, and act intelligently in the activities of the society, nation and state, as well as anti-corruption. Third, positively developed and to establish democratic

self based on the characters of Indonesian society in order to live together with other nations. Fourth, interacting with other nations in the international arena directly or indirectly by using information and communication technology.

Character education is defined as the deliberate use of all dimensions of school life to foster optimal character development. It is meant to support the development of students' character should involve all components of the school both from the content (the content of the curriculum), learning (the process of instruction), relationship quality (the quality of relationships), handling subjects (the handling of discipline), the implementation of co-curricular activities, as well as the whole ethos of the school environment (Zubaedi, 2011:14). Furthermore, to establish the Indonesian character, the government has attempted through socialization Four Pillars of the national life, according to Kaelan (2011) should be based on the philosophical foundations of the nation. Indonesian has determined the national life in a 'basic aspiration namely' state, or the basic philosophy filosofischegrondslag countries, namely Pancasila. Hence, the state political ethics as a prerequisite to form the character of the nation's built resting on the basic values of Pancasila. Because as the state, filosofischegrondslag, Pancasila is not a preference, it is an objective reality in Indonesia, which has the basic legitimacy of juridical, philosophical, political, historical and cultural.

In many countries there are several studies in the assessment of Citizenship Education that results in general Citizenship Education was conducted in various countries lead citizens to be able to explore the basis of the values, history, and future of the nation concerned in accordance with the most fundamental values espoused nation concerned. Therefore that citizenship education can provide a positive contribution to solving the social problems that are and will be facing a nation or society, therefore, any form of citizenship education developed in various nations, the fundamental values of a society should be developed in accordance with the dynamics social change, so that the fundamental values find it relevant to provide a significant contribution to solving the problems of a society. Based on the pre-survey in school (November, 2012) found the following data: Learners enrolled in school only about 7 hours per day, or less than 30%. The rest (70%), the students are in their family and their surrounding environment. If viewed from the aspect of quantity of time, education in schools contributes only 30% of the educational outcomes of students.

Citizenship education learning model where education was associated with the implementation of the four pillars of character that touches the life of the nation is still not optimally achieve the goals. At least three reasons why a teacher should be able to develop the model. First, there has been no previous model, secondly, the existing model but the model is not functioning properly, and third, as a variation on models that already exist and may be already functioning properly. Based on discussions with Congress Subject Teacher (MGMP) Citizenship Education of High School in Department of Education Surakarta (December, 2012) that the development of character education is still far from expectations / goals that have been planned by the government, due to the low socialization by schools to the teachers so had an effect on the achievement of competence in a professional teacher and students' achievement towards the development of moral values. So the development of character education in schools has not maximized of the achievement level yet, according to the researchers it could indirectly negatively impact to the government's program dealt with the strengthening of the 4 pillars of national life.

Design

1. Place of Research

The research was conducted in 33 High Schools both public or private school in Surakarta.

2. Types of Research

This research is a research and development that aims to develop a model, either in the form of hardware or software. Gall, Gall, and Borg (2003: 569) defined Educational R & D as follows:

Educational Research and Development (Educational R & D) is an industry-based development models in roomates the findings of the research are used to design new products and procedures, roomates are then systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard.

Described by Borg and Gall (1983: 772) that the term product does not refer only to material objects, such as textbooks, instructional films, etc., but also the procedures and processes, such as learning method or methods for organizing learning.

3. Types and Sources of Data

The data collected consists of primary data and secondary data. The primary data of information about actors / informants, places and events (through site inspection). Informant consists of high school students and stakeholders associated with the development strategy of the grand design of character education in Citizenship Education, as well as efforts to strengthen the four pillars of national life.

In addition, interviews had been conducted with related parties, ie Local Government, Non-governmental organizations, education providers related institutions. Secondary data from a variety of relevant documents from various institutions related to the implementation of Citizenship Education in high school in Surakarta, in this case is the teachers of Citizenship Education who are members of MGMP PKN SMA (High School).

4. Techniques of Data collection

The Data were collected by using several methods, namely:

- a. Field observations by participant observation (participant observation);
- b. FGD (Focus Group Discussion);
- c. In-depth interviews (in-depth interviews);
- d. Method of Documentary (documentary study).

5. Technique of Analyzing Data

The researcher used the Interactive Analysis Model (Miles & Huberman,1992) to analyze the data that had been collected. According to this model the data have been collected, the researcher always makes data reduction and presentation of data continuously up composed of a conclusion.

Results

1. Profile of Surakarta

Surakarta is one of the major cities in Central Java Province, which is located at the center of the city / county residency of Surakarta. Based on data from Surakarta municipality monograph in 2011 obtained from the data of Statistics Agency of Surakarta in 2011 figure is explained that:

Surakarta area was known as the 'city of Solo' is lowland with a height of approximately 92 m, an area of 4404.06 located at 110 45 '15 "and 110 45' 35" East Longitude and between 7 36 'South Latitude. With the following boundaries:

- 1) Northside: Boyolali

- 2) East: Karanganyar
- 3) South: Sukoharjo
- 4) West: Sukoharjo

Surakarta administratively divided into 5 districts, namely Banjarsari District, Jebres District, Serengan District, Pasar Kliwon District, and Laweyan District. Banjarsari District is the widest one with an area of 33.63% of the Surakarta wide.

2. Identification of the Development in Learning Model of Citizenship Education To Strengthen Moral Values as Pillars of Character Education in High School in Surakarta.

In the standard of competence and basic competences Ministry of Education curriculum citizenship subjects of High School and MA (Ministry of Education, 2006: 56) states Citizenship Education understanding is as follows:

Citizenship is a subject that focuses on the formation of self religiously diverse, socio-cultural, language, ethical and character are mandated by the Pancasila and the 1945 Constitution (UUD 1945). It is clear that the Citizenship Education aims to form citizens who are intelligent, skilled and character that can be assessed in terms of religious and socio-cultural. The ultimate goal to be achieved from subject of Citizenship Education is to form good citizens and the formation of national character.

Intelligence of citizens should be reflected in three aspects, namely knowledge of citizenship (civic knowledge), skills of citizenship (civic skills), and the dispositions of citizenship (civic disposition). In line with this, Wahab (2008: 62) said that "... developed citizenship must contain the knowledge, skills, values, and dispositions that ideally citizens possessed". If citizens were intelligent in these aspects, it has to be said Citizenship Education objectives successfully.

Based on the description above, it can be concluded that in essence within each of Citizenship Education equip skills to students in terms of their responsibilities as citizens, the citizens faithful and devoted to God Almighty, critical thinking, rational, and effective, participating in the community activities of the nation, established themselves based on the characters of Indonesian society in order to live together with other nations in the international arena by leveraging information and information technology. Briefly, the goal of Citizenship Education is to foster students to become good citizens, characterized by the citizens faithful and devoted to God Almighty, the mutual respect and respect, pride and love for the nation and homeland, democratic, responsible and able to position themselves in the life of society, the nation, the state and even in the association between nation.

The findings of the research shown that students' attitudes toward Citizenship Education subjects for this negative trend. They seen the eyes Citizenship Education (underestimate). Citizenship Education is seen as a second matter; was not so important because it did not examine in national final exam, and only teach theories alone. Models and methods of teaching Citizenship Education that tend not varied (monotone), facilities and infrastructure and limited instructional media, learning devices Citizenship Education teacher held limited, and limited learning emphasis in the realm of knowledge (only) is a series of problems faced by both students or teachers in Citizenship Education learning.

That's why, as an educational program that is very strategic for character education efforts, Citizenship Education needs to strengthen its position to be "subject to strong learning" (powerful learning area) which is characterized by curricular learning experience with the contextual characteristics: significant (meaningful), (integrated), based on the value (valuebased), challenging, and activating. Through a kind of learning experience that is

facilitated students to develop the knowledge, attitudes, and skills of democratic citizenship in the corridors of psycho-pedagogical-constructive.

The following is a general description of the results of research related to the identification of the development of citizenship education learning model, which is generated from the interviews and filling questionnaires by respondents are:

Based on the interview with the Head of SMAN 1 Surakarta, represented by Vice Principle of Curriculum states that:

SMAN 1 Surakarta as a pilot school of the implementation of character education, the policy still sounded weak in terms of dissemination and implementation so impressed still half - half. Subsequent impact after dikeluarkanya policy, public high schools and other private immediately implement the policy with the guidance and direction of the center and the regions.

The explanation given by the representatives of the public schools is also justified by the private school, in this case Principle of SMA Kristen 2 stated that:

After the enforced policy on character education, then all the high school level must implement. But in implementation, the government pay less attention to the condition of a private school which is too limited. This fact raises jealousy between public and private schools, where the private school feel discriminated against by the government, such as the problem of funds depends on the ability of the foundation to fund all school activities that support character education policy.

From the explanation above, it is clear that the essence of the character education policies already implemented by high schools in Surakarta. To further support the data obtained from interviews, the following are the results of the questionnaire relating to the implementation of character education by the teachers and students are:

- a. Knowledge of Innovative Learning Model in Education Citizenship of the overall 33 schools to be sampled in this study 78% said knowing. This proved that the policy regarding character education in high school is applied in teaching and learning by teachers and students, and teachers need to develop a learning model that is innovative, the remaining 12% is quite aware, and 10% did not know the answer. This means that although the character education policy has been well socialized, but the goal and focus of policy should be made right on the target object.
- b. The use of learning models that are still in the Conventional Citizenship Education of all 33 high schools sampled in this study 22% last answer using conventional models. It is proved that the learning process by teacher influential on skills and competencies of teachers in developing their professionalism, and the teacher had left the conventional learning and strive to develop innovative learning model that is at 78%, the rest at 0% answered no reply.
- c. Indicator development model of learning in high school, many conducted by the creativity and competence of teachers in developing models pembelajaran class, answered by 80%, and 10% said the school policy, the remaining 10% answered that relies on the support component of infrastructure in high schools.

Discussion

Many choices to identify development learning model to be developed by teachers, but citizenship education teachers need to have guidelines that started Competency Standards of citizenship education subjects to Competency Standards,

Basic Competence, indicator, teaching materials, and measures intended models emerge in learning activities. Theory and Basic Principles of Learning Model are:

1. Discovery

In discovery learning students are encouraged to learn independently. Students learn through active engagement with the concepts and principles then teachers encourage students to gain experience by doing activities that enable them to discover concepts and principles of discovery occurs when students are actively involved in order to gain experience of using mental, making it possible to find concept or principle. Mental processes that involve the formulation of the problem, formulate hypotheses, design experiments, perform experiments, collect and analyze data, and draw conclusions. In addition, it also takes an objective stance, honest, and open desire to know (this is what is meant by a scientific attitude).

According to Bruner, (1997) there are five stages to be taken in conducting discovery approaches are: 1) formulation of the problem to be solved students; 2) establish temporary answer, better known by hypothesis, 3) student looking for information, data, facts necessary to answer hypothesis; 4) draw conclusions or generalizations answer, and 5) applying the conclusions or generalizations response in a new situation. The event was held at the time of face-to-face or at the time of scheduled activities. Thus the communication model discovery approach is used instead of one-way communication, but communication in many directions. Discovery learning has many advantages, such as: (1) the knowledge acquired can last longer in the memory, or more memorable, as compared to other methods, (2) to improve students' reasoning and the ability to think, because they have to analyze and manipulate information to solve problems, (3) to arouse the curiosity of students, to motivate students to work steadily to find the answer.

2. Inquiry

Learning strategy designed to develop social problem solving skills. It was to engage learners in the practice of social problem solving, especially with respect to various aspects of public policy collectively.

One of the major challenges facing teachers today like how to help students develop the linking skills move from concrete experiences to abstract thinking can result in springboard intiutif through an active learning design. Piagetian-based education recognizes the importance of setting up an environment where students move from concrete experiences heading to discover concepts and apply concepts. Knowing an object or event is not as simple as see it and describe it. Knowing the object meant to do against him, modify, transform and understand the process of transformation, as a consequence of the understanding of the object is construct. Acquired students' knowledge and skills was expected to give set of facts is not the result but the result find themselves through the cycle: 1) observation (observation); 2) asking (questioning); 3) filed allegations (hypothesis); 4) data collection (gathering) and 5) inference (conclusion).

3. Problem Solving

Learning methods of problem solving (problem solving) is part of the inquiry. This method of putting pressure on the completion of a reasoning problem. Etymologically, the problem can be defined as a condition where there is a gap between the expectations with reality, and the conditions demanded solution.

Djahiri (1985: 133) states that "methods of problem solving is more focused to the insolubility of a problem that required thinking ratio, or logical, right and proper". Besides the core of a solution to the problem according to Hasan (1996: 233) is "the

best decision to resolve the existing problems". In problem solving, the ability to identify problems as well as the first dimension of the problem is a very important activity. This is because the failure to determine the problem will lead to failure in the effort to find a solution.

4. Constructivism

Knowledge is always the result of a cognitive construction of reality through one's activities. Someone form the scheme, categories, concepts and knowledge necessary to structure knowledge, it is not about the observer's world off but a human creation that is constructed from experience or the world had experienced so far. The construction believe that knowledge exists in a person who was aware.

In the construction process, according Glaserfeld (1989: 43) required some ability as follows: 1) the ability to remember and express the experience; 2) comparing capabilities, make a decision in similarities and differences (justification), and 3) the ability to prefer the experience one than the other. Ability to remember and re-experience reveals very important because knowledge is formed by the interaction with these experiences. The ability to compare is essential to be able to draw a more general nature than specific experiences and see the similarities and differences to be able to create and build a knowledge classification. Comparing capabilities sometimes a person prefers a certain experience, then comes the matter of the value of experience is formed.

5. Democratic Teaching

The learning process is based on the values of democracy, namely the willingness awards, upholding value of justice, implementing equality of opportunity and notice the diversity of learners. In practice educators should reposition learners as individuals who have appreciated his ability and given the opportunity to develop their potential. Therefore, in the learning process needs to the open atmosphere, familiar, and mutual respect. Otherwise need to avoid rigid learning environment, filled with tension, and loaded with commands and instructions that makes the learners to be passive, not passionate, get bored and suffering from fatigue.

Learning principles used in the development of character education arranged for learners recognize and accept the values of the character of the nation as their own and take responsibility for decisions taken through the stages of familiar options, assessing options, determine the establishment, and then make a value corresponding to the confidence . With this principle learners learn through the process of thinking, being, and doing. The third process is intended to develop the ability of learners in social activities and encourages learners to see themselves as social beings.

Character can not be developed quickly and immediately (instantly), but through a long process, careful, and systemic. Based on the perspective developed in the history of human thought, character education should be based on the developmental stages of children from an early age to adulthood. At least, based on the premise psychologist Kohlberg (1992) and basic education expert Marlene Lockheed (1990), there are four stages of character education that needs to be done, those are: (a) the stage of "habituation" as the initial development of the character of the child, (b) the stage of understanding and reasoning values, attitudes, behavior and character of students, (c) phase of the application of various behaviors and actions of students in the day-to-day reality, and (d) interpretation phase is a phase of reflection of the students through the entire assessment of attitudes and behavior that they understand, to be done, and how the impact and usefulness in life both for themselves and others.

If all these stages have been passed, the influence of education on character formation of students will impact (sustainable).

Furthermore, that the value can not be taught but developed (cought Neither value nor is taught, it is learned) (Hermann, 1972) implies that the material values and national character is not a regular teaching materials. Not solely be arrested themselves or taught, but more internalized through the learning process. That is, these values are not made subject presented as well as teach a concept, theory, procedure, or any such facts in a particular subject.

Conclusion

Based on the findings of the 33 teachers, High School Students in Surakarta, the obtained data is as follows: 1). Associated with the use of learning models, and 78% of teachers and students wanted the use of more innovative learning model, and 22% of teachers and students persist in learning model that is still conventional, while the remaining 10% depends on the supporting components that exist in school 2). Implementation of character education in schools, should be supported by all components in the school, from policy issues to the problems of learning inside and outside the classroom. 3). Internalization and integration of moral values will be embedded within the competence of citizenship education as a subject in school that is able to improve the character of the students.

Recommendation

Efforts to establish the character according to the nation's culture is certainly not solely conducted in the school through a series of teaching and learning activities inside or outside of school, but also through habituation (habituation) in life, such as: religious, honest, discipline, tolerance, hard work, love peace, responsibility and so on. Habituation was not only taught about knowledge of right and wrong, but also able to sense the value of good and bad and are willing to do the smallest scope like family to wider in the community. The value needs to be cultivated learners will ultimately be a reflection of Indonesian life. Therefore, the school has a major role in the development of character education as civilizing role of the school as a center of education through the development of school culture.

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