

STRATEGIES OF TEACHING MATERIALS DEVELOPMENT OF CHARACTER - BASED CIVIC EDUCATION

by Anita Trisiana

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STRATEGIES OF TEACHING MATERIALS DEVELOPMENT OF CHARACTER - BASED CIVIC EDUCATION

Anita Trisiana^a, Sutoyo^b

Slamet Riyadi University Surakarta, Indonesia

^{a,b}The Faculty of Teacher Training and Education, Civic Education. Address: Jl. Sumpah Pemuda No. 18 Kadipiro, 57136 Solo, Indonesia. Phone: +62271851147, Fax: +62271851147. Corresponding E-mail: anita.trisiana@gmail.com

ABSTRACT

Instrumental teaching materials contribute to higher education; the use of teaching material in the lecture can solve the curriculum and achieve instructional goals in the available time. Teaching materials for students can be used as guidance in lectures as well as additional resources, complementary or comparison with other information that is already owned. This study aims at learning strategies on teaching material development of character-based Civic Education. This research used qualitative method. This research was conducted in Surakarta, namely the General Courses Unit Slamet Riyadi University Surakarta. The results of this study show that: to improve the quality and relevance of education, it is essential to put much effort thoroughly on the development of the entire dimensions of Indonesian human resources, namely the aspects of moral, ethics, manners, knowledge, skills, health, arts and culture. The development of those aspects leads to the improvement and development of life skills which are actualized through the achievement of students' competence to survive, adapt and succeed in life.

Keywords: Teaching materials, Civic Education, Character

1. Introduction

The teaching materials used by lecturers in higher educational institutions are desirable not to be taken from only one reference of instructional materials and do not also impose only cognitive aspects which then become quite burdensome for students; and even more critically important is that the teaching materials must concern on the establishment and strengthening of students' character as part of the development of core competencies that include honesty, discipline, responsibility, manners, caring, confidence, patriotism,

independence, cooperation, democratic acts, and creative interaction with the surrounding communities. Characters will take a part on the achievement of competences of learners who are able to have a sense of responsibility as a citizen and responsibility to the environment, and to have the intelligence in accordance with the attitude.

Not only that, Civic Education is one of the compulsory subjects that make up the character of students. The formation of the characters within the individual is a function of the whole potential of the human individual (cognitive, affective, conative, and psychomotor) in the context of cultural social interaction (in the family, the education unit, and the public) and last a lifetime. Configuring the characters in the context of the totality of psychological and socio-cultural processes can be grouped into three, namely spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective and creativity development (Ministry of National Education, 2010).

The previous research conducted by Revell and Arthur (2007) revealed that:

“The attitude of the students teacher candidates in the UK toward character education and experience of the values and character education at the teacher training program and practice of teaching in schools need values education; teacher training should implement character education because there must be an attempt to influence and encourage students to behave and act appropriately based on character education, and the teacher should be a role model; the role of teachers is to encourage students to apply moral values, and teachers should be involved in the process of character education.”

It means that in the scope of higher education, character formation must continue to be done on an ongoing basis, which is supported by the entire community at the college. Furthermore, in line with the research finding above, the researcher conducted a pre-survey on students who take the subject of Civic Education (January, 2015) and found the following data:

The quality of teaching materials is determined by four main indicators, namely formats, concepts or content, language and illustrations. The teaching

materials used by teachers or lecturers must meet eligibility requirements. BSNP (2008) has issued feasibility criteria for textbook (teaching materials). There are four aspects of the eligibility criteria that must be considered in the selection of teaching materials, namely the feasibility of content, presentation, language, graphic arts (BSNP, 2008). Besides the four criteria, there is one other criterion, namely the vision of the nation's character. Thus it is clear that teaching materials can be used as a means to develop and implement character education.

This study intends to further examine the teaching materials development of character-based civic education in higher education and its implication on the strengthening of civic responsibility at Slamet Riyadi University Surakarta. It is expected that the material development can succeed in its implementation, and at the same time it can be part of monitoring and evaluation for the lecturers of Civic Education subject at the level of the manager of the Technical Implementer Unit of General Courses at the university level to implement and support the policies of character education in the university.

2. Data and Methodological Approach

Activities undertaken at this stage is to identify the needs of students and faculty on character-based instructional materials in teaching civic education subject. The need was focused on the needs of civic education teaching materials based on the characters in the lecture and orientation of teaching materials expected. The results of this need analysis stage are to be considered in the preparation of the prototype character-based teaching materials.

This research was conducted in Surakarta, namely the General Courses Unit Slamet Riyadi University Surakarta. The primary data are information regarding the doer / informants, places and events (through a site inspection). Informants consisted of students, faculty and stakeholders associated with the use of teaching materials.

In addition, interviews were also conducted with the parties concerned, namely the leaders, managers of General Courses Unit, education providers and institutions. Secondary data are a wide range of relevant documents from various

institutions related to the implementation of Civic Education teaching in Higher Education. The data were collected by using several methods, namely, participant observation, FGD (Focus Group Discussion), in-depth interviews, documentary study. The data analysis technique used in this qualitative research is based on Interactive Analysis Model (Miles & Huberman, 1992). According to this model in the data collection researchers always make data reduction and presentation of data continuously until a conclusion with drawn.

3. Learning strategies on Civic Education and Character Education

The vision of civic education in higher education is the source of values and guidelines for the development and implementation of the study programs, in order to lead the student stabilize his personality as a whole person. Its mission is to help students establish his personality, so that they are able to consistently implement the basic values of Pancasila, sense of nationalism and patriotism in mastering, applying and developing science, technology and art with good responsibility and attitude.

Civic education in anywhere basically aims at forming good citizens (Somantri, 2001; Aziz Wahab 2007; Kalidjernih, 2010). But the concept of "good citizens" is different and often changes along with the development of the nation. In the context of national education goals today, good citizens who understand civic education are democratic, responsible citizens (Article 3) and the citizens who have the spirit of nationalism and patriotism (article 37 of Law No. 20 of 2003). It can be concluded that the purpose of civic education in Indonesia is to form democratic citizens who are responsible and have spirit of nationalism and patriotism.

In addition to containing a variety of functions, civic education has three domains / dimensions or the regions, namely as a curricular program, social program and as an academic program (Udin Winataputra, Sapriya, 2007). Civic education as a curricular program is carried out in schools or educational institutions which include intra programs, co and extracurricular programs. As a curriculum program, particularly intra-curricular program, civic education can be

performed as a separated subject or integrated with other subjects. As a social program, civic education is run by and for the society. Civic education as an academic program is the scientific activities under taken to enrich the body of knowledge of the civic education itself.

The characters that become the reference are those included in *The Six Pillars of Character* by Character Counts! Coalition (a project of The Joseph Institute of Ethics). The six types of characters are as follows:

1. Trustworthiness, the character makes a person honest and loyal, and have integrity.
2. Fairness, the character that makes a person open-minded and do not like to take advantage of others.
3. Caring, the character that makes a person careof and concern for others as well as social and environmental conditions.
4. Respect, the character that makes a person always appreciate and respect others.
5. Citizenship, the character that makes a person aware of the law and regulations, and care for the natural environment.
6. Responsibility, the character that makes a person responsible, disciplined, and always does things as good as possible.

The six pillars are in line with Lickona (1992) who stated that “character is made up of core ethical values that incorporate ones thought process, emotion and action”. Furthermore, Brown, Chamberland and Morris conveyed that there are 8 basic characters that can be developed, namely honesty, courage, respect, responsibility, perseverance, cooperation, self-control, and citizenship.

4. Teaching Material Development

In the lecturing process, teaching materials have significant benefits for students. With the teaching materials, students can overcome or cope with the dependence of students to lecturers as the only source of information so that if there are no lecturers they can still learn and review the course materials themselves. Related to this, students can learn anytime and anywhere.

Students can learn inside and outside the class; they can also learn in the morning, afternoon or evening. Students also learn to be flexible because the students can set or regulate their learning patterns, either the purpose, styles, time,

or place. Students may think or consider about the learning material carefully and in-depth and can develop the mindset based on the information they have received creatively because students can learn it again after the course is completed so that the interest of students' learning can indirectly increase.

Teaching materials are all kinds of materials that are used to assist the faculty in carrying out lectures. Teaching materials are the information, tools, and text that are needed by teachers or lecturers for the planning and review of the course implementation. Teaching materials are also defined as the knowledge, skills, and attitudes by what students must be assessed in order to achieve competency standards that have been determined. In detail, the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values (MONE 2006: 1). Another opinion on the definition of teaching materials is expressed by Astra. According to him, teaching materials are media containing subject matter which is written by the applicable curriculum breadth and depth of the material that has been adapted to the demands of the curriculum.

Dick and Carey (1996: 229), as well as, Joice, B., Weil, Marsha. & Calhoun, E. (2011) have the similar opinion stating that teaching materials are materials or substances of the courses which are arranged systematically, showing the whole competences that will be mastered by students in the subject. Another opinion claims that teaching materials are materials which are arranged systematically and are used by lecturers in the lecture process (Ministry of Education 2006: 6).

Thus, when preparing teaching materials there are four grounds which must be met, namely the science, education and teacher training, students' needs, and the material readability and language used (Muslich 2010: 133-169). Based on the science basis, authors of teaching materials must understand and master the theory related to the field of science or field of study they wrote. Science basis includes include the accuracy of the material, the range of material, and the support to the materials (Cubukcu, Feryal. 2008). The education and teacher training is related to the nature of learning, contextual learning, PAIKEM (active,

Innovative, Creative, Effective, and Fun) learning, and the development of students' activity, creativity, and motivation. Learning is a process performed by an individual to obtain a change in behavior as a whole, as a result of individual observations in interacting with the environment (Surya, 1997).

5. Concluding Discussion

In preparing the teaching materials, it is important to consider drafting principles, selection principles, the selection steps, range, and scope of teaching materials. Principles that are needed to be considered in the preparation of teaching materials of Indonesian language are: the principle of meaningfulness, authenticity, coherence, functional, communicative performance, contextual principles, and assessment. The principle of meaningfulness is related to the conformity of teaching materials and students' needs. The principle of authenticity rests on the selection and development of language training materials. Principle of integrity concerns on the arrangement of teaching materials (National Education Standards Agency, 2008). The principle of functioning appears in the selection of teaching methods and techniques. The principle of communicative performance is everything which makes possible the occurrence of learning activities; it can be in the form of language activities, observations, practice or contemplation. The principle of context suitability deals with the selection and utilization of media and learning resources. The principle of assessment associates with the measurement of students' learning outcomes.

There are four steps of selecting teaching materials: the first is to identify the aspects contained in the standards of competence and basic competences as the references for the selection of teaching materials. The second is to identify the types of teaching materials. The third is to choose the appropriate teaching materials or relevant standards and basic competencies that have been identified earlier. The fourth is to choose the sources of teaching materials.

Components or parts contained in teaching materials are reviews of courses, chapters, bibliography, and lists. Each contains subcomponents, namely introduction, presentation, and closing. Based on these components, Basuki

(2008: 3) argues that the main components that need to be present in any teaching materials is a review of the course, introduction to each chapter, the presentation in each chapter, closing in each chapter, bibliography, and lists. The dissenting opinion expressed by Baker, Matt (2001) and Komala (2008: 50), stating that the components of the teaching materials can be viewed from two aspects, namely the components of the entire contents of teaching materials and component of each chapter. Components of the overall content of teaching materials consist of a title, preface, table of contents, instructions for use, the main contents, bibliography, glossary, and index; while the components of teaching materials in each chapter consists of a chapter title, learning objectives, a concept map (apperception), description of materials, exercises/ assignments, summaries, evaluations, and references.

There are five criteria that can be used to examine the feasibility of teaching materials, namely feasibility of content, presentation, language, graphics, and knowledge on nation's character. The quality of teaching materials is determined based on four indicators, namely format, concept or materials, language, and illustration. The teaching materials employed by teachers or lecturers must meet the feasibility criteria. Pusbuk (2005) and BSNP (2008) has revealed the criteria of the feasibility of a textbook (teaching material). There are some criteria of feasibility that should be paid attention in selecting the teaching materials, namely feasibility of content, presentation, language, and graphics (Pusbuk 2005 dan BSNP 2008). Besides the four criteria, there is one more criterion namely feasibility of knowledge of nation's character.

Indonesia Heritage Foundation formulates nine values of basic characters which become the purposes of character education. The ninth values include: (1) love for Allah and the universe, (2) responsibility, discipline and independence, (3) honesty, (4) respect and politeness, (5) affection, care, and cooperation, (6) confidence, creativity, hard work and persistence, (7) fairness and leadership, (8) kindness and modesty, and (9) tolerance, love for peace and unity.

Meanwhile, Character Counts in America identifies that the characters that become some values are: trustworthiness, respect, responsibility, fairness, caring, citizenship, honesty, courage, diligence, and integrity (Tafsir, 2011:43). Furthermore, Ari Ginanjar with his theory of Emotional and Spiritual Quotient (ESQ) proposes that there are 7 basic characters of human beings, namely: (1) honesty, (2) responsibility, (3) discipline, (4) visioner, (5) fairness, (6) care, and (7) cooperation.

Based on this classic understanding, the researcher intends to give an effective way of thinking about the appropriate characters for value education; character which consists of operative value, value in action. We grow in our character, and as the time goes, a value will change into a kindness, an internal disposition that can be trusted to respond to the situations by using ways which is assumed good according to moral values. Such character has three interrelated parts: moral knowledge, moral feeling, and moral behavior. Good character consists of knowing the good, wishing the good and doing the good, habit of thinking, habit of heart, and habit of behavior. These three things are treated to direct a moral life; they form moral maturity. When we think about the type of character we want for our children, it is clear that we want them to be able to know the truth, care about the truth, and do what is believed as truth even though they have to face a lot of temptation from inside and pressure from outside themselves.

The research conducted by Lickona (2003) supported by the institution in the United States, The What Works Clearinghouse (WWC), identifies that the educational programs to develop students' character are meant to teach students with core values. The result of his research shows that there is convincing evidence about the effect of the intervention of character education on behavior, knowledge, attitude and values, as well as academic achievement. According to Thomas Lickona, there are 11 effective principles of moral education (character education), namely:

1. Promotes core ethical values as the basic of good character, 2. Defines "Character" comprehensively to include thinking, feeling, and behavior, 3. Uses comprehensive, intentional, proactive, and effective approach to character development, 4. Create a caring school community, 5. Provides students with opportunities for moral action. 6. Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and help them to succeed. 7. Strives to foster students self motivation, 8. Engages the school staff as learning and moral community that shares responsibility for character education and attempts to adhere to the some core values that guide the education of students. 9. Fosters shared moral leadership and long range support of the character education initiative, 10. Engages families and community members as partners in the character building effort. 11. Evaluates the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character (Lickona, 2003: 2 -5).

The other research which supports the relevance between the values of character with the needs on materials which helps the formation of civic responsibility is the result of the research conducted by Wilfred Carr (2008) on "Education for Citizenship". It claims that in Civic Education exists democratic education which is a part of politic participation of a citizen, and each citizen can understand about his rights and responsibility so that the interrelationship between the citizens and their nation can be well-established. To improve the quality and relevance of education, it is essential to put much effort thoroughly on the development of the entire dimensions of Indonesian human resources, namely the aspects of moral, ethics, manners, knowledge, skills, health, arts and culture. The development of those aspects leads to the improvement and development of life skills which are actualized through the achievement of students' competence to survive, adapt and succeed in life.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12
