

## **Actualization of Character Education Grand Design In Learning Model of Pancasila and Civic Education to Improve Civic Skillin High Schools of Surakarta**

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### **Abstract**

**Objectives.** Civic Education is one of the subjects that make up the character of the students. The character building within an 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 family, education units, and community) and lasts a lifetime. Direct impact on civic education is to form the Civic skill which is developed from knowledge of Civic intended in order to be meaningful knowledge because it can be used in dealing with the problems of nation life.

**Methodology.** The research used a research and development design that was supported by the study of literature and literary documents and was also supported by Data Triangulation techniques related to the problems discussed.

**Findings.** The findings of preliminary studies in 32 High Schools in Surakarta were used to find a learning model derived from grand design of character education in civic education. Civic education as one of the subjects containing the values as part of civic skills, is made one of the subjects that will support the sustainability of the socialization process of character nation building that is built in three pillars, namely: 1) The characters in Family, 50% students expressed strongly agree, this is because the family is the most appropriate place when forming the character of a child. When the child character in the family is good, then the child can be said as having ability to choose good social intercourse even though no one can guarantee that it will be absolutely successful because environmental factors also can influence. 2) The characters in school, 50% agree 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. Curriculum Consistency 2013 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. 3). Characters in community, 62.5% stated strongly agree that the environmental community can influence a person's character, so that the environment and the communities in which we live or in our surroundings can actually influence the building of a person's character.

**Keywords:** Grand Design of Character Education, Learning Model, Civic Skill, Civic Education.

## A. INTRODUCTION

Characters Configuration in the context of the totality on the psychological and socio-cultural processes can be grouped into: spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective and creativity development (Ministry of National Education, 2010). Spiritual and emotional development deals with the attitudes and beliefs / faith which produce honest and responsible characters. Intellectual development relates to the thinking process to seek and use knowledge critically, creatively, and innovatively in order to produce smart character. Physical and kinesthetic development is associated with the process of perception, readiness, impersonation, manipulation, and the creation of new activities with an attitude of sportsmanship to produce honest, sportive, and attractive attitude. Affective and creativity development deals with the willingness and creativity that is reflected in the concern, image, and creation of novelty to generate awareness and creativity. Civic skills include intellectual skills and participation skills. Moreover, nowadays the character education becomes more widely spread in order to form the learners as young generation.

According to Margaret S. Branson, et al. (1999: 8) in civic education, there are three main components namely: 1) civic knowledge, 2) civic skills, and 3) civic disposition. Civic skills cover intellectual skills and participation skills. Intellectual skills in Civic and governmental areas cannot be separated from one another. 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 (Margaret S. Branson, et al, 1999: 17).

Challenge in the development of Curriculum 2013 is closely related to the negative phenomena revealing among others: the emergence of student fights, drugs, corruption, plagiarism, cheating in examinations and the emergence of public turmoil that deviates the values even the norms in society. Thus, what has been promoted by the government in 2011 regarding to the character education become an alternative to develop future competency as part of the curriculum 2013.

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.

Based on the results of preliminary studies through group focus discussion with MGMPs PPKN of High Schools in Surakarta on February 2014, there were some difficulties in implementing the curriculum 2013, particularly those directly relating to the implementation of the grand design of character education in the education unit, namely, students' low motivation in participating their class, and the poor ability of teachers to develop learning model that develops effective and psychomotor domains, so that the students tend to be passive. It causes the lack of students' intellectual skills or knowledge about learning the material delivered by the teacher. In addition, students are

less brave in expressing their opinions in a group. This reflects the lack of students' participation in the learning process.

Furthermore, Characters Configuration in the context of the totality on the psychological and socio-cultural processes can be grouped into: spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective and creativity development (Ministry of National Education, 2010).

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

## **B. METHODOLOGY**

### **1. Type of research**

Education research and development (R & D) is the process used to develop and validate the educational product. The steps of this process is usually referred to as the R & D cycle, which consists of studying the research findings related to the product that will be developed, developing products based on these findings, testing the developed product in a setting where it will be used eventually, and revising it to maximize the weakness found in the testing stage.

### **2. Place of Research**

This study was conducted in Surakarta, particularly in secondary school education both public and private, amounting to 33 schools.

### **3. Types and Sources of Data**

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.

Interviews are also conducted with related parties, namely local governments, non-governmental organizations, institutions related to education providers. Secondary data from a wide range of relevant documents from various institutions related to the implementation of Civics teaching in high schools in Surakarta, in this case derived from the teachers who are members of the MGMP PKN SMA.

### **4. Technique of Data Collection**

Data were collected by using several methods, namely: participant observation, FGD (Focus Group Discussion), in-depth interviews, and documentary study.

### **5. Technique of Data Analysis**

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.

## C. FINDINGS

Problem solving learning method is part of the inquiry. This method emphasizing the completion of a problem by reasoning. Etymologically, a problem can be defined as a condition where there is a gap between the expectations and reality, and the condition demands a solution.

In addition, Djahiri (1985: 133) states that problem solving method is more focused to the solving of a problem that requires rational, or logical, true and correct thinking. 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 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.

Learning principles used in the development of character education lead the students to recognize and accept the values of the nation character as their own and are responsible for the decisions taken through several stages, namely of recognizing choices, assessing options, determining the establishment, and then making a value corresponding to the self belief. With these principles, students learn through the process of thinking, being, and doing. The third process is intended to develop the students' ability in social activities and encourage students to see themselves as social beings.

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) and elementary education expert Marlene Lockheed (1990), 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.

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:

### 1. Character in family

Character building in family can be formed through the following things: the value of togetherness among family members. 78 125% of students stated strongly agree that applying the value of togetherness among family members can support values of other characters which are developed by parents to improve their understanding of the character of children and parents. Thus there is another factor that could be one that can tie togetherness in the family namely love and affection; Mutual respect. 78 125% of students stated strongly agree when children and parents showed mutual respect that can bring harmony in family life; Solving problems of children with parents through deliberation. 53 .125% of the students agree with this. It

means that students are already aware of the implementation of democratic values in the family so that existing problems can be solved by staying respect each other among the family members; Disclosure of the child to parents. 37.5% agree that for children and parents, understanding the advantages and disadvantages of each other is difficult because students are not open to parents so that the difficulties of students who should be helped parents only borne by the students themselves as well the students' talent and abilities which are not known to the parents, the parents will be difficult to direct and develop those potential in students. The students who disagree (46.875%) about this case argue that understanding the weakness and strengths will make both children and parents easier if there is a good communication between them. Furthermore, 53.125% agree because character education is not only communicated verbally but parents are also required to have good character and willing to always internalize it in everyday behavior consistently. It is not an easy thing for parents to be consistent to the value of the character to be implanted and their behaviors, so that children will understand because one real example is better than a lot of advice; Confidence. 50% count this. Confidence is a belief in the ability of ourselves in doing something so that the emergence of a confident attitude could rise the values of other characters such as self-contained. Furthermore, 50% agree that the family is the most appropriate place when forming the character of a child. When the child's character in the family is good then the children already have potential to be good in community particularly in choosing friends even though no one can guarantee that it will be absolutely successful because environmental factors also can influence. Parents' character can influence the child's character because the child always see and interact with parents. If the parents show a positive attitude, the child tends to follow because the child always imitates people's behavior. 59.375%, so there are other factors such as the environment and the school community that can affect the character of the child. If there is tension happened between family members then 62.5% of students stated strongly agree if tension and undemocratic actions in the family can interfere the formation of character because it can be seen if the family atmosphere is not democratic then there will be less respect among family members. It can annoy the character building because children are not familiar with the harmony condition in the family. Then, 65.625% disagree when affection is a punishment in preventing spoiled attitude because affection in the form of giving pleasure or leniency for children constantly can be a dependency attitude so the child cannot be mature, independent, and responsible.

## **2. Character in school**

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. Teacher's task is to provide the situation and experience to assist students in their development. Furthermore, 43.75% of students stated strongly agree to abide the school rules. It can support the character of students in the school. 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. Communicate effectively to friends and teachers, amounting to 50% of students said that it could support the students' characters so that children are able to communicate both in school and community environments. Particularly with the implementation of Curriculum 2013, children are required to actively communicate during learning activities and outside the teaching and learning process while there are factors which make the child unable to communicate effectively to friends and teachers that is due to internal factors that exist in the students themselves, for instance, being shy. Therefore the teacher's role is very important to foster students' confidence. Extracurricular activities can form the character of student discipline. 62.5% agree about this because building the students' character of the students are not only formed during the learning process in the classroom but also formed through extracurricular activities which teach some character values. Modeling of the teachers is very important for students. 56.25% agree because the teacher is a figure for student. Teachers are imitated both from attitude and appearance. 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. The teacher's creativity in teaching students forms the students' self-confidence. 50% agree about that because the teacher is one of the vital supports for the teaching and learning process. 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. Character education in school plays a role in showing students the opportunity to behave well. 46.875% agree that character education in school plays a role in directing the students to behave well. It happens because the school is a formal education in which students spend more time in addition to education in family environment. Furthermore, in the implementations of Curriculum 2013 the teachers assess each student's attitude and from the attitude the teachers assess the characters of each learner. Furthermore, 59.375% students agree that following the flag raising ceremony can improve student discipline because the ceremony also teaches students to love their homeland. Besides, there are other factors such as their extracurricular activities including scouting which will also instill the value of discipline. Civic education lesson can shape the character of being proud toward the Indonesian nation. 65.625% agree about that because Civic education subject emphasizes 18 character values. One of the values is to love the homeland Indonesia which has cultural diversity. Thus, there are other factors that can influence for example religious education, sociology, art and culture. Furthermore, 50% agree that learning model applied by teachers can shape students' character. The learning model is one of the

contributing factors in building students' characters for example by using learning model based on problem solving.

### **3. Character in Community**

Character building in community can be formed through the following things: 62.5% stated strongly agree that the environment can affect a person's character, then it can be said that the environment we live and our daily environment can actually give influence for the building of a person's character. Society loses the current leaders model, further 65.625% students agree, so it can be said that morality of the leader affects the model for his community. Moral deterioration may affect the process of adaptation to the public, further 56.25% agree, this means that the value of peoples' behaviors can affect a person's process of adaptation to the environment. When someone are in a group, his opinion is greatly influenced by the group, 40 625% agree, so there is another factor that influences someone's opinion when in a group, namely himself. Internet adverse impacts can damage relationships within the community, then 53 125% agree, so it is the most widely assumed that today's students use the internet can have a negative impact that can ruin relationships within the community, but the internet can also have a positive impact if properly and effectively used. Consumptive behaviors become a trend for people's lives now, 56.25% agree. In this case the student has the assumption that the trend of people's lives today is a society that has consumptive behaviors. Therefore, the life should be balanced. The younger generation is now becoming a passive community, 59 375% agree, in this case the student has notion that the younger generation can be active in the community when they establish their self-awareness and good communication in society. The effects of globalization can be a loss of the willingness for community service, 50% agree, this means that globalization impacts on the ignorance of the environment. 53.125% stated strongly agree that the conflict in the community is caused by lack of mutual respect.

Therefore, the learning process is not just in the form of theory in the classroom but for being good citizens charged with the responsibility and independent learning, so the learning can be done outside the classroom by doing observation / practice of civic. 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. By developing such methods, students think that the learning PPKn will be more effective and not boring.

## **D. CONCLUSION AND SUGGESTION**

### **1. Conclusion**

Developing character education grand design for each track, level and type of education units is intended to be an effort to find a character education grand design learning model in civic education. Civic education as one of the subjects containing

the values as part of civic skills, is made one of the subjects that will support the sustainability of the socialization process of character nation building that is built in three pillars, namely: 1) The characters in Family, 50% students expressed strongly agree, this is because the family is the most appropriate place when forming the character of a child. When the child character in the family is good, then the child can be said as having ability to choose good social intercourse even though no one can guarantee that it will be absolutely successful because environmental factors also can influence. 2) The characters in school, 50% agree 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. Curriculum Consistency 2013 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. 3). Characters in community, 62.5% stated strongly agree that the environmental community can influence a person's character, so that the environment and the communities in which we live or in our surroundings can actually influence the building of a person's character.

## 2. Suggestion

Character will be a part in achieving learners' competence who 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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