

IMPLEMENTATION OF CHARACTER EDUCATION THROUGH A PAKEM APPROACH MODEL IN CIVIC EDUCATION

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Abstract

Research with the implementation of character education through the PAKEM approach model in civic education subjects aims to provide the inculcation of character values that are embedded in humans through learning civic education in Schools. This study uses a qualitative method so that the resulting research procedure is descriptive data from the results of these observations with words, pictures, and not numbers so that the research report contains quotations of data to provide an overview of its presentation. The results of this research are that civic education can be used as a determinant in improving character education by building citizenship education with a new paradigm and developing learning to apply the PAKEM approach. Through character-based civics learning with the application of the PAKEM approach, several conventional Civics learning problems can shift into innovative learning. The use of learning models in every teaching and learning activity is based on character education so that students are always happy and have a meaningful learning concept.

Keywords: Civic education, Character education, the PAKEM model

INTRODUCTION

Civic education is a material substance the student must know as a citizen. In principle, the knowledge that every citizen must have is about his rights and obligations as a citizen. Citizenship skills are skills that are developed from citizenship knowledge so that the knowledge possessed becomes meaningful because it can be used to overcome the problems of national and state life. Civic education has a mission as education that aims to prepare students as smart and good citizens, namely mastering knowledge, skills, attitudes, and values. However, of the three objectives of Civics, there is one that is most related to character, namely skills or what is called civic skills. The association between civic skills and character is always related to how to implement these character attitudes in people's lives through active, creative, effective, and fun learning. (Depdiknas, 2006: 49).

Character education is character education that involves aspects of cognitive, feeling, and action. According to Thomas Lickona, without these three aspects,

character education will not be effective. With character education that is applied systematically and continuously, students will have emotional intelligence. This emotional intelligence is an important provision in preparing children for the future, because someone will find it easier and more successful in facing all kinds of life challenges, including challenges to succeed academically. (Suyatno, 2009: 12).

The nation's character building that has been started since Indonesia's independence until now has not shown the national identity profile. This is reflected in the socio-economic-political gap that is still widening. There are still legal injustices, promiscuity, and pornography that occur among the nation's children, violence and riots, environmental damage that has occurred in various parts of the country, collusion-corruption-nepotism that has penetrated all sectors of public life. Also, at this time there are many anarchist acts, social conflicts, bad and disrespectful language speaking, and disobedience to traffic. (Najib Shulhan, 2008: 20).

This phenomenon illustrates the uncertainty of national identity and character which leads to (1) disorientation and the absence of Pancasila values as the nation's philosophy and ideology; (2) limited integrated policy instruments in realizing the essential values of Pancasila; (3) the shifting of moral values in social, national and state life; (4) waning awareness of the cultural values of the nation; and (5) weakening of the national soul (Suyatno, 2009: 12).

The nation's character development has a multidimensional character because it includes the dimensions of the nationality which are currently in the process of being. The ownership of character values in the era of globalization is seen as urgent concerning the paradox of values which currently brings a dilemma. For this reason, the process of having in character building is deemed insufficient if it is not accompanied by a process of being (Deny Setyawan, 2014: 62).

An explanation of character education has been conveyed where the learning process of reading in schools must be carried out with an orientation towards improving reading skills as well as developing student character. For that, it is necessary to make a series of efforts to create a quality and character reading learning process. The development of learning to read can be done through the use of three channels of character education implementation, namely through teaching materials, learning models, and authentic assessment. Authentic assessment is the most important channel because the use of authentic assessment will include the selection of teaching materials and learning models. Authentic assessment guides learning through the creation of various learning activities carried out by students during the learning process which contains character content. The authentic assessment provides a real picture of students' reading abilities and provides a measure of the achievement of students' character development. Based on this fact, the use of authentic assessment will contribute to the improvement of reading comprehension skills and the development of students' character (Yunus Abidin, 2012: 1).

This process shows: (1) character is very essential in maintaining the existence of the life of the nation and state, the loss of a character will cause the loss of the nation's future generations; (2) character does not come naturally, but must be built and formed to become a civilized nation; (3) character shows the national identity, (4) character development shapes human beings and Indonesian society with noble character and contributes to the formation of competent citizens (civic competence) (Ganes

Gunansyah, 2010: 3). civic education as a systematic vehicle in building the character of students. This shows that Citizenship Education is still in a conventional learning position, namely: (1) teacher-centered approach; (2) expository dominance; (3) growing verbalizes learning culture; (4) teaching based on textbooks; (5) low-level cognitive-oriented evaluation; and (6) the position of teachers who are still transferring of knowledge (Ahkmad Sudrajat, 2010:7).

Facing the facts of the above problems, civic education in the global era needs to improve itself. First, building civic education with a new paradigm. Second, developing innovative learning, one of which is through the application of an active, creative, effective, and fun learning approach.

PAKEM learning is a learning model and serves as a guide in action to achieve predetermined goals. PAKEM originates from the concept that learning must be child-centered (student-centered learning) and learning must be fun (learning is fun) so that they are motivated to continue learning on their own without being commanded and they do not feel overwhelmed or afraid (Rusman 2014:322).

Purwanto (2016:25) said that: PAKEM is the translator of the four pillars designed by UNESCO: (1) learning to know, namely learning science in the form of cognitive aspects of learning, (2) learning to do, which is learning to do which is an aspect of practice and implementation, (3) learning to be, which is learning to be yourself in the form of personality aspects and conformity to the child's self, this is also following the concept of "multiple intelligence" from Howard Gardner, (4) learning to live together, which is learning to live in togetherness in the form of children's social aspects. , how to socialize, and how to live with tolerance in the diversity that exists around students.

RESEARCH METHODOLOGY

Types of research

Based on research problems, the authors in this study used qualitative research methods. According to Denzin and Lincoln 1987, (in Moleong, 2005: 5) "qualitative research is related to reality or reality that can show natural characteristics as a whole. Qualitative research tends to lead to descriptive research methods because it tries to interpret existing and occurring phenomena so that the direction and background have research procedures that produce descriptive data so that the results of these observations are in words, pictures, and not numbers so that the research report contains quotations - quotations of data to provide an overview of the presentation of the report.

The purpose of applying the descriptive method in this research is as follows: (1) To find detailed factual information that highlights the existing symptoms. (2) To identify problems or to justify conditions and ongoing practices, and (3) To find out what other people are doing in dealing with the same problem or situation, in order to learn from them for the benefit of planning and future decision making (Suryabrata, 2002:19).

Research Time and Place of Research

The research was conducted in the even semester of the 2019/2020 academic year in January 2020. The place of this research is SMK YPS.

Research subject.

The research subjects of the implementation of character education in this civic education subject were students of class X MP, totaling 35 students.

Procedure.

Research procedures carried out to implement character education in civic education subjects are using observation. The observations made by this researcher aim to see the process of teaching and learning activities about how the efforts made by the teacher are related to the implementation of the standard model in teaching and learning activities in class in creating character education. This is also done to see the planned learning process whether the planning that has been prepared is appropriate or not with the conditions in the classroom in teaching and learning activities.

Instrumen and Data Collection Techniques

The position of researchers in this study is not only as a planner, implementer, and interpreter of the data but also as a data collector and as a reporter for the results of his research. Therefore, the position of the researcher in this study is very important because it becomes everything in the entire research process (Moleong, 2005: 168). The instrument prepared in this study is about the questions that will be used in interviews with parties that can be used as a source of research results. The data collection techniques used in this study include several things, namely:

1. Interview

The interview is looking for answers directly from research subjects face to face, it is more difficult than giving a questionnaire and requires written answers (Suharsimi Arikunto, dkk, 2007: 31).

2. Observation

Observation is observation using the sense of sight. Observation methods are ways of systematically analyzing and recording behavior by seeing or observing individuals or groups directly. This method is used to see and observe directly the situation in the field so that researchers get a broader picture of the problem being studied (Irawan Soehartono, 2008: 69).

3. Dokumentation

The documentation method is to find data on various matters relating to notes, transcripts, magazines, meeting minutes, agendas, score notes, and so on. In this study, the documentation method was taken from learning diaries, notes from collaborators (research partners), student scores, and notes on student progress in the learning process.

Data analysis technique

At this stage of research, data analysis was carried out inductively, that is, after the data in the field were obtained, grouping was immediately carried out so that the data could be sorted, processed, and conclusions are drawn. This study uses the data analysis technique model of Miles and Hubberman, (in Moleong, 2005: 308) "because basically according to this technique, research is carried out in a related way". More specifically, this technique will be illustrated in the chart below:

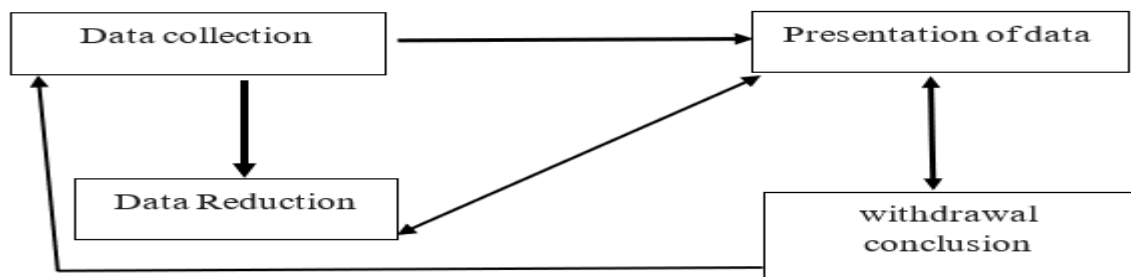


Figure 1. Data Analysis Technique Chart from Milles & Huberman

The explanation of the data analysis process can be described below:

1. Data reduction

Data reduction is the simple filtering of data from the results of data collection. Reduction according to Miles is defined as a research process, focusing attention on simplifying, abstracting, and transforming crude data that emerges from written notes in the field.

2. Presentation of Data

Presentation of data as a compiled set of information gives the possibility of drawing conclusions and drawing answers.

3. Drawing Conclusions

After the data is collected, analyzed, the conclusions are drawn. The data analysis technique is descriptive or non-statistical data analysis, namely describing or redrawing the collected data in the form of descriptions of data exposure and research findings.

RESEARCH RESULTS AND DISCUSSION

Steps to empower citizens are efforts to develop human resources, so the strategic way is through the education process. The educational paradigm that should be adhered to in the reform era is "education for empowerment." The national education system, without prejudice to other subjects, the subject of citizenship education must of course be more able to function effectively in empowering citizens because the material object of this subject is primarily about the rights and obligations of citizens.

Based on this, it is necessary to formulate a vision, mission, and role of new civic education. civic education with the old paradigm clearly cannot function as a means of empowering citizens, on the contrary, it can make citizens increasingly powerless. The new paradigm of civic education is oriented towards the formation of civil society, by empowering citizens through the educational process, so that they can participate actively in the democratic state government system.

The vision of civic education that teachers, students, and society at large need to understand. The position of citizens who are placed in a weak and passive position, as in the past, must be changed to a strong and passive position.

participative. The mechanism for implementing a democratic government system should not be top-down, but rather bottom-up. It takes a good understanding and the ability to actualize democracy among citizens, which can be developed through civic education. Classically, it is often argued that the purpose of civic education in Indonesia is to form good citizens. However, the meaning of "good citizen" in the past was defined more following the interpretation of the authorities.

In line with the new paradigm of civic education vision, the mission of this subject is to improve student competence so that they can become citizens who participate actively in the democratic state government system. For students to have such competencies, a set of knowledge and skills, as well as a character that supports the development of these abilities, is required. In this connection, Suryadi and Somardi (2000: 5) suggest that civic education focuses on three components of development, namely (1) civic knowledge, (2) civic skills, and (3) civic disposition. This is the definition of "good citizen" that civic education expects.

Meanwhile, civic skills are skills that are developed from citizenship knowledge, so that the knowledge gained becomes meaningful, because it can be used in dealing with the problems of national and state life. Civic skills include intellectual skills and participation skills. The most important intellectual skills for the formation of citizens who are broad-minded, effective, and responsible include critical thinking skills. Critical thinking skills include: identifying, describing or describing, explaining, analyzing, evaluating, determining, and defending opinions regarding public issues. The skills of participation in a democracy have been described by Aristotle in his book *Politics* (Branson, et al., 1999: 4) which states: "If freedom and equality as according to some people's opinions can be obtained, especially in a democracy, then freedom and equality will be achieved if all people without exception take part fully in government.

At the same time, democratic civic education can be designed as a vehicle for character education, especially in developing civic virtues as the core of democracy, developing civic virtues as the core of democracy. Civic education as democratic education is a multidimensional subject. Civic education is an education that contains moral values, social education, and political education. However, the most prominent is value education and moral education. Therefore, in brief, Civics are considered as subjects that carry the mission of value and moral education. The reasons, among others, are as follows: (1) The material of Civics is the concept of the values of Pancasila and the 1945 Constitution along with the dynamics of embodiment in the life of the people of the Indonesian state; (2) The final learning objectives of Civics are the manifestation of these values in the real behavior of everyday life; and (3) The learning process requires emotional and intellectual involvement.

Every concept of Pancasila values that have been formulated as civics subject matter should have aspects of moral concepts, moral attitudes, and moral and social behavior of students and teachers so that these values are not only understood (cognitive) but lived (objective). and implemented (behavioral). Value and moral education as covered in the Pkn, in Lickona's view (2000) is called "education for the character" or "character education".

Lickona defines character or character according to the views of the philosopher Michael Novak (Lickona 2000: 50-51), which is a harmonious blend of various virtues embodied in religion, literature, the views of the intelligentsia, and humans in general throughout the ages. Lickona (2000: 51) views that character or character has three interrelated elements, namely moral knowing, moral feeling, and moral behavioral or moral concepts, feelings, and moral attitudes and moral behavior. The diagram of the Pancasila value concept which has been formulated as a grain of Civics material is as follows:

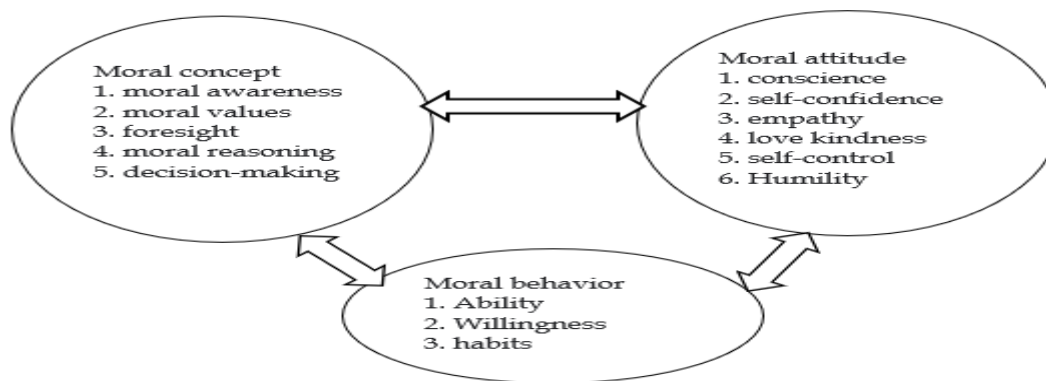


Figure 1. Concept diagram of the Pancasila value

To build a new paradigm of Civics at the school level, it needs to be accompanied by innovative learning, one of the ways offered in this research is through the value analysis model as a model that is inactive, creative, effective, and fun learning (PAKEM). This model forms the character and mental attitude of professionals oriented to a global mindset. The focus of learning is on "learning how to learn" and not merely on studying the subject matter.

The learning strategies and methods refer to the concept of constructivism that encourages and rewards students' learning efforts with the inquiry & discovery learning process. Constructivism learning will allow problem-based learning to occur. Students as stakeholders are directly involved with problems and are challenged to learn to solve various problems that are relevant to their lives.

In the scenario in this problem-based learning students will try to empower all their academic potential and strategies to solve problems individually / in groups. The principle of constructivism learning that is oriented to problems and challenges will produce a professional mental attitude (affective), rational and critical thinking (cognitive), and willingness to do (psychomotor) so that learning activities are always challenging and fun.

Active, creative, effective, and fun learning (PAKEM) is a contextual learning model that involves at least four main principles in the learning process. First, the interaction process (students interact actively with teachers, fellow students, multi-media, reference, environment, etc.). Second, the communication process (students communicate their learning experiences with teachers and other fellow students through stories, dialogue, or role-play simulations). Third, the process of reflection (students think again about the meaning of what they have learned, and what they have done). Fourth, the exploratory process (students experience firsthand by involving all their senses through observation, experiment, investigation, and/or interview).

The implementation of the PAKEM model must pay attention to students' talents, interests, and learning modalities, and not only their academic potential. For this reason, the implementation of PAKEM must be carried out effectively which makes it easier for students to learn to use several facts, skills, values, concepts, ways of life, or something they want to learn (Dunne & Wragg, 1996). If the application of an active, creative, and fun learning approach can work effectively in civic education, then the implementation of the values of national character education can also form desirable personal qualities. In connection with the relationship between active, creative, effective, and fun learning in Civics with the development of the nation's character, the authors present a description of the values of national character development (Depdiknas, 2002) as shown in the table 1:

Table 2: Description of the values of the nation's character building

Religious	Attitudes and behavior that are obedient in carrying out the teachings of the religion they adhere to, are tolerant of the implementation of the worship of other religions and live in harmony with adherents of other religions
Honest	Behavior-based on efforts to make himself a person who can always be trusted in words, actions, and work
Tolerance	Tolerance Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, and actions of others who are different from oneself.
Discipline	Actions that show orderly behavior, and comply with various rules and regulations
Hard work	Behavior that shows a genuine effort to overcome various obstacles to learning and assignments, and to carry out tasks as well as possible
creative	Thinking and doing something to produce a new way or result from something that is already owned.
Independent	Attitudes and behaviors that are not easy to depend on other people in completing tasks.
Democratic	A way of thinking, behaving and acting that values the rights and obligations of oneself and others
Curiosity	Attitudes and actions that always seek to know more deeply and broadly from something they have learned, seen, and heard.
Spirit of nationality	A way of thinking, acting, and having an insight that places the interests of the nation and the state above the interests of themselves and their groups.
Love the homeland	A way of thinking, behaving and acting that shows loyalty, concern, and high respect for the language, physical, social and cultural environment, economy, and politics of the nation.
Appreciate achievements	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others
Friendly / communicative	Actions that show a sense of pleasure in talking, hanging out, and collaborating with others
Love peace	Attitudes, words, and actions make other people feel happy and secure in their presence.
Like to read	The habit of taking time to read various readings that bring goodness to him
Environmental care	Attitudes and actions that always seek to prevent damage to the surrounding natural environment and develop efforts to repair natural damage that has occurred
Social care	Attitudes and actions that always want to assist other people and communities in need.
Responsible	Attitudes and behavior of a person to carry out his duties and obligations that he should do for himself, society, the environment (natural, social, and cultural), the country, and God Almighty.

Source: (Depdiknas, 2002: 24)

Some of the character values mentioned above can be implemented in citizenship education subjects through the value analysis learning model, with the following learning steps:

1. Informing the topic;
2. Describe the steps of the activity; Give examples of problems/cases that conflict with the topic → assesses the value associated with the essence of the case example → test students' commitment to a particular value→to provide reinforcement student commitment
3. Ask students to come up with examples of actions that reflect attitudes according to the topic based on their experiences;
4. Assign students to analyze cases by pointing out the various values associated with them;
5. Assigns students to discuss the value associated with a case: Assigns to formulate and report the results of the discussion using the following value analysis model:

Table 2. The Value Analysis Model Format

Group			
Group name	pictures of events, music, songs, poetry, dramas, stories, films and cases	essence of character values (select the character values in the table	existing reasoning (indicator values in the table)
Example: Group 1	Example: Song D'Masive song title (Jangan menyerah)	taqwa are willing to sacrifice	Thankful for all the blessings given by Allah, Allah is willing to help other friends who experience disasters without strings attached

6. Cross argue classically;
7. Ask questions classically:
 - a. Of the value categories above, which value position is the most generally acceptable?
 - b. Why is that?
8. Classically assigning students to suggest examples of the results of someone's actions that are contrary to essential values.

The learning steps of the value analysis model above can be designed at the beginning of the learning activity by providing a stimulus:

- a. Pictures that can be interesting concerning learning materials
- b. Make use of music/songs that can generate motivation for students
- c. Showing films that tell and instill educational values
- d. Make use of stories and poetry that contain educational values
- e. Cases containing problems of everyday life

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the above discussion, conclusions can be drawn:

1. Along with the times and the development of globalization Citizenship education can be used as a determinant in improving character education. This can be done by building citizenship education with a new paradigm and developing learning to apply an active, creative, effective, and fun learning approach.
2. Through character-based civics learning with the application of an active, creative, effective, and fun learning approach, some conventional Civics learning problems can shift into innovative learning.
3. Always develop a learning model in every teaching and learning activity based on character education so that students are always happy and have a meaningful learning concept.

Suggestions

The learning process carried out in teaching and learning activities still often uses conventional learning models, so that students feel less enthusiastic in learning. From the results of this study, the author will provide suggestions to several parties including:

1. School
Schools which are educational providers must be able to carry out various evaluation activities in learning so that the learning process always experiences a good improvement
2. Teacher
As an education which must be able to master various types of meaningful learning models so that students are more enthusiastic in learning.
3. Researchers
As researchers, they must be observant in making observations in the learning process so that the learning model used is always beneficial for all parties

Thank-you note

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