

Honesty Value and Discipline Value in Civic Education Junior High School (SMP Negeri 4 Malang, MTs Negeri Malang 1, SMP Kristen Petra Malang)

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Abstract: Education is a complex process in carrying out the development of knowledge and skills (capability) that has been passed on from one generation to the next generation. As development efforts, one object is through the development of character education at this time become staples in education. This study was based on the real condition of the nation who leave the teaching of ethics. The research objective is to establish patterns of learning according to instill values, morals, and norms. Descriptive qualitative research approach used through observation, questionnaire, and documentation. The results showed a pattern of character building through classroom attendance, questions, and exam / test individuals into evidence to provide guidance in learning the character so as to encourage students to always be honest and accept the values and rules be taught. Value discipline integrated on activities started going to class, collect assignments correctly, abide by the rules of the school and classroom rules and norms enforced in the classroom.

Keywords: learning, civic education, honest, discipline

1. Introduction

Indonesia has the noble values that must be maintained. In accordance to the implementation of 1945 Constitution of Republic of Indonesia and Pancasila. Behaving friendly, polite, courteous, courageous, unyielding, tolerance, and hard work is a legacy of the noble values of Indonesia. The change makes Indonesia suffer from morality crisis. The globalization era along with technology development is the factor causing the degradation of someone's morals. Time changes are so fast and complex, which makes the people try to follow. The lifestyle demands are increasing for sure. The consumerism culture is the fact that Indonesian society changes. The positive impact of the change is that the standard of life is materially increasing (income and lifestyle). The negative impact of the change is that Indonesian noble culture is fading. All those change forms make Indonesian should be aware and maintain the wisdom of Pancasila values. One way to maintain the noble value of Indonesia is through education. Education is a part that is able to embed, open, and develop the mind to implement the noble values of Indonesia in the daily life. Education is a learning process from field practice activity, life experience, reading, writing, behaving, and action. The function and purpose of national education based on Constitution No. 20 Year 2003 are to develop the skill and shape the character as well as civilization of the nation's dignity in the context of developing the nation's intellectual life, and is aimed at developing students potentials in order to become a man of faith and fear of the God Almighty, and be noble, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

Education should build awareness, knowledge, insights, and value related to environment where we and our nation live (geography), values in society (anthropology), social system

applied and is being developed (sociology), the constitutional system, government, and politics (constitutional / political / civic), Bahasa Indonesia with its way of thinking, economic life, science, technology, and art. Education helps people become more humane, more cultured, as a whole developed human, involves creativity (cognitive), power of sense (affective), and power of initiative (conative).

2. Character Education Development Approach

Etymologically, the word character comes from Greek "ēharassein" which means *to engrave*, which also means to carve, paint, engrave, or inscribe (Suyadi, 2013:5). While terminologically, character means *instrument for making and grafting, impress, stamp, distinctive mark, distinctive nature* (Zubaedi, 2011:12). Thus, character is a guide to think based on moral rules applied and manifested in behavior.

Character meaning is as psychological traits, characteristic of a person or a group that contains values, skills, moral capacity, and perseverance in facing difficulties and challenges. Psychological traits of individual means nature, character, or individual personality which is the result from the internalization of *virtues* that is believed and is used as the basis for point of view, thinking, behaving, and acting. Mastering moral competency requires reasoning skill development (*reasonableness*), autonomy, and a good character (Sprod, 2001: 1).

Character education is done coherently through the process of socialization, education and learning, empowerment, acculturation, as well as the cooperation of all components

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of the nation and the state. Character education is aimed at fostering Students' behavior to be better; the students can implement it in the social environment. Character education is done coherently through the process of socialization, education and learning, empowerment, acculturation, as well as the cooperation of all components of the nation and the state.

In developing character education, the awareness of ourselves, place of birth, and our nation is the most important thing. The awareness can be well-built through history that enlightened and explained about who our nation was which created us and our nation today.

The state founders had given us clear direction and basics for building the state and the nation with a character, that is Pancasila. This is related to the vision of the founders which is based on deep thought (philosophy) by choosing Pancasila as the state foundation, the nation outlook on life, and ideology. Pancasila subject of the national education curriculum becomes the learning subject which is required in school. The content and its emphasis have changed in line with national politic dynamics. In the 2006 curriculum, "Civic Education" which is labeled as *Pendidikan Pancasila Kewarganegaraan* (also known as PPKn for short or Civics) is emphasized on Pancasila function as state foundation. *Pendidikan Pancasila dan Kewarganegaraan* (PPKn) includes civic dimension, that are (1) civic attitude, including firmness of self-confidence, commitment, and civic responsibility, (2) civic knowledge, (3) civic skill in the form of civic participation prowess.

One of the character values is honesty value. Literally, being honest means straight hearted, not lying, not cheating (Naim, 2012:132). Honesty is the real attitude of oneself, an attitude that can accept everything truthfully without being affected by someone else, an attitude that shows the clarity without covering things, even though its effect may be either positive or negative. Honesty gives satisfaction and releases someone's burden on something. Honesty value should be possessed by everyone.

The word "discipline" comes from Latin "*discere*" which means learning. Essentially, discipline is the implementation that makes the students responsible to the rules through the fair and firm consequences (Lickona, 2012:218). An attitude of complying the rules without being selfless. Discipline is the obedience to honor and implement a system requiring people to accept the decision, orders, and regulations applied (Naim, 2012:142).

3. Character Value Integration in Learning

Learning, by its nature, is a process of interaction between teachers and students, either direct interaction such as face to face activities or indirectly, by using a variety of learning media (Rusman, 2012:134). Learning that is integrated into character value with the learning purpose starts from a theme as a focus of interest which is used to master the concept and skill. Creating the learning objectives refers to Indonesian national curriculum provision that is 2013 curriculum. Learning objectives is the reference in defining

the learning steps, learning method, learning approach, learning material, and learning evaluation.

The implementation of character education in civic education is paying attention to character value that is built. The focus of value discussion at this time is on the honesty and discipline values. This integration of honesty and discipline values refers to curriculum provision. At this time, the national curriculum is 2013 curriculum with the provisions as follows; core competency 1. Respect and appreciate the religion that someone believes in, 2. Respect and appreciate the behavior of being honest, discipline, responsible, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social environment and the nature within association reach and its existence, 3. Understand the knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and visible events, 4. Try, process, and present concretely (use, analyze, compose, modify, and make) and abstractly (write, read, count, draw, and author) in accordance to what has been learned in school and other sources that share similar point of view/theory.

The core competencies become a patent reference for affective-based learning, especially in core competency 1 and 2. Those competencies have already included the 18 character values according to the ministry of education and culture rules on the 2013 curriculum. Affective priority is expected to educate the students to behave according to the ethics, have religious and fighting spirit as well as national spirit. The core competency 3 and 4 are the basis for cognitive and psychomotor learning implemented in the learning activity.

The result of the research process by observing, using a questionnaire survey on the teacher and the students, and documentation are:

Table 1: Self-assessment questionnaire for student

Always	Often	Sometimes	Never
70%	15%	5%	5%

The self-assessment questionnaire is an instrument to measure the students' activity in understanding the learning process integrated with honesty and discipline value. Using self-assessment that involve the students themselves as the respondent can accurately reflect the real condition about the integration of honesty and discipline value into the learning. The respondents are seventh and eighth grade students. The result of the questionnaire is that through the learning, the students always do good activities like be honest, come in time, never skip the class, dress neatly according to the school rules, and express their opinion well. The learning that has been established and became a routine makes the students more organized and more voluntary or do it without enforcement.

Based on the result of the interview with some students, in the beginning, they felt that they were forced to obey the teacher and the school rules, and it was tedious. When they do it regularly, it becomes a habit and they are happy to do it. These results show that the integration is successfully

implemented by the teachers and other school authorities. It is reflected in the teachers' questionnaire results in the following:

Table 2: Learning effectiveness in school

Always	Often	Sometimes	Never
65%	20%	10%	5%

The learning effectiveness in school evaluates teachers' activities regarding the implementation of honesty and discipline value, which provide both example and influence for the students to follow. The activities include attending school, entering the class in time, be objective in assessing the students, obeying the school rules, asking the students to always collect the task in time, leading the students to learn, and be honest in the exam.

By integrating the character value into the learning, the teacher can use learning model that emphasizes on experience and observation, the learning that links to the events around the students. The learning model includes social inquiry, which is learning using logical thinking against the issue found around the students. Learning group arrangement by asking the students to participate, developing a sense of caring about what happened. Social simulation of learning to help the students experience all the process that occur in life and the social reality. This learning taught that everything is not as expected, but the students have the right to do something that will bring up new positive expectations.

An effective learning is a learning that directly involves the students. Learning with non-directive teaching drives the students' ability to improve their personality in terms of self-awareness, self-reliance, understand and shape the self concept for the better. Classroom meeting develops self-understanding and responsibility to himself and social group. The students' understanding of good deeds for themselves and other people like the understanding of being dutiful to the parents, the teacher, and the elders. Awareness exercise is the students' understanding of exploring their potential, developing self-awareness of the action that has been done, and self-awareness of other people. Awareness behaviors include awareness of maintaining the behavior, speech, and appearance in front of public. By combining different learning models and concepts, the students are expected to learn better and more diverse.

Achieving success rate in integrating assessment instrument character value called evaluation. Learning evaluation becomes an important part in achieving the learning objective and it includes self-assessment, peer assessment, performance assessment, group assessment, and journal assessment. The evaluation's goal is to measure the students' achievement in learning. Learning evaluation can control the students' so they do not break the applicable rules, be disciplined, and be responsible.

In addition of structured learning and evaluation as a form of social control, school which is the students' learning environment, is an important consideration. A conducive school climate with activities that train the students' to be disciplined, be responsible, work hard, be tolerant, caring, be

religious, be independent, and be creative, which support the above mentioned learning model by involving all the parties. The complementary activities outside school hours include communal work to clean the environment (*Jumatbersih*), flag ceremony every Monday, flag ceremony on national holidays, scouts, PMI (Red Cross), and other extracurricular. The school rules that bind the students keep them obedient, discipline, and responsible.

Character education or character building process should be done continuously and systematically, and includes the "*knowledge, feeling, loving and action*" aspect. It is in line with Lickona's opinion that Character building can be likened to "body builder" process which requires constant training and habituation to be firm and strong (Lickona, 1991).

4. Conclusion

Based on the explanation above, it can be concluded that Character Education in Indonesia is the Civic Education. The objective of civic education is to encourage the students' to love Indonesia and have the capability to communicate, interact and maintain the applicable values, morals, and norms. Learning is an interaction process between the teacher and the student. Based on the research result, learning activity that can be used to integrate the honesty and discipline value is the preliminary activity, including the teacher arrives on time, the teacher cheerfully greets the students when entering the class, the teacher ensures the students that come in time by checking the attendance, classroom cleanliness, and student readiness. If any student is late, the teacher reprimands him politely. If any student cannot join the class because of sick, the teacher asks the students to pray together for the sick student. The teacher explains the learning objectives or basic competency to be achieved.

The core activities include exploration, elaboration, and confirmation activity. Exploration engages the students to seek for broader and deeper information about the topic learned from various sources. Use various learning approaches, learning media, and learning source. Facilitate the interaction among the students, between the students and the teacher, the students and learning source, and the students and the environment. Engage the students in every learning activity. Facilitate the students to conduct the field experiment.

Elaboration includes accustom the students to read and write. Give cooperative and collaborative learning by group discussion. Encourage and facilitate the students to compete fairly in improving learning achievement. Facilitate the students to make the result report of learning materials development, either written or oral, individually or in group. Facilitate the students to present the result of learning materials development both individually or in group. Facilitates the students to engage in an activity that grows self-confidence and a sense of pride.

Confirmation includes give positive feedbacks and encouragement both oral and written, or give reward for students' achievement. Give confirmation on the result of

exploration and elaboration. Facilitate the students to do self-reflection. Facilitate the students' to gain information, knowledge, skill, and attitude. Give motivation to the less confidence students or have not actively participated in learning.

Closing activities include the students and the teacher draw a conclusion/make a recap of the learning result together. The teacher gives feedback to the students. The teacher praises or gives reward for the student that shows attitude or character. The teacher carefully and gently reprimands the student for an unfavorable behavior. The teacher plans the follow-up activity by giving homework. The teacher explains the next meeting lesson plan and encourages the students to prepare themselves by read the material. The teacher displays the learning result in a designated place. The lesson ends with pray together. The teacher gives the final greeting.

Learning with group discussion method is an effective learning to integrate the character and social care value, work hard, responsibility, discipline, self-reliance, creativity, curiosity, and respect other person's achievement. Simple activity like greeting and praying implements the religious value in the children. Checking classroom cleanliness, attendance, and student readiness integrate the discipline value and responsibility into the students.

The teacher is able to implement the character value in the learning activity using appropriate method to make it easier to absorb information. The method that can be used to develop learning to cultivate the character value is learning method with observation, group arrangement, social inquiry, social simulation, non-directive teaching, awareness exercise, and classroom meeting. Learning with concept mastery, skill, and value implementation can be done intensively and more meaningful by engaging the students to see, feel, and process the thought to gain knowledge and solution for something that happens to the students.

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