The Implementation of Character Values in Integrated Thematic Learning at Elementary School

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Abstract
This study aims to describe the implementation of character values in integrated thematic learning at elementary school. The character values focused on responsibility and discipline. This study is descriptive with a qualitative approach. The subjects of this study were school principals, teachers and students at elementary school. The data was collected by observing, interviewing and documenting. Data analysis was carried out in stages: data reduction, data presentation, and concluding. The technique of checking the data validity used the triangulation technique. The result showed the implementation of the character values in integrated thematic learning was as follows: (1) The teacher's planning includes the character of responsibility and discipline in schools. The character of responsibility and discipline was explicitly stated in the lesson plan (RPP); (2) In practice, students had carried out the responsibility and discipline properly; (3) Evaluating the results by assessing the character of responsibility, discipline and cooperation in the learning process, and (4) The constraints faced were the school community did not have full awareness of responsibility and discipline towards predetermined rules.

Keywords: Character Value, Responsibility, Discipline, Integrated Thematic Learning

INTRODUCTION

The phenomenon of moral degradation and increasing violence indicates that education has not successfully built students' character to become good people. It is reasonable to suspect that one of the reasons is that value education is not yet comprehensive but rather cognitive (teaching values). Education aims to humanize humans.

An important aspect of the educational process is the character education of students. Lickona (2015) defined character education as a serious effort to help someone understand, care and act based on ethical values. Inculcating character values in basic education units such as in elementary schools is necessary as a foundation for students' character in the future.

Characters that are very important to develop for students are the character of responsibility and discipline. Habitual responsible behaviour will make students realize that they are individuals who have good self-integrity. As Mustari (in A'an Aisyah et al., 2014), education as a process of personal formation can be interpreted as a systematic activity directed towards responsible student personality. Yaumi (2014) argues that what is meant by responsibility is an obligation to perform or complete a
task (assigned by someone, or created by one's promise or circumstances) that someone must fulfil, and which has a consequential punishment for failure.

Not far from the importance of the character of responsibility, the character that needs to be instilled in students is discipline. According to Kurinasih and Sani (2014), "discipline is an action that shows orderly behaviour and obeying various rules and regulations". Furthermore, according to KBBI (Nashir, 2013), "discipline is obedience (compliance) to regulations". It can be interpreted that if an attitude is found that is contrary to the regulations in a predetermined area, it can be said to be undisciplined. Conversely, if the attitude adheres to the established rules, it can be said to be disciplined. It can be concluded that discipline is a way of self-control to act without coercion, be it rules in society, the family, and the school environment. For this reason, every human being should have the awareness to obey the rules, order that the community has established, family, and the school environment.

The implementation of the character values of responsibility and discipline carried out by elementary school students, such as carrying out tasks assigned by the teacher, carrying out pickets as determined, entering class on time, obeying school regulations properly, and disposing of garbage in place. The values of the character of responsibility and discipline are essential in preparing the next generation to become people who have a high sense of responsibility and discipline, which impacts progress in education. The Ministry of Education and Culture (2013, p. 192) explains that integrated thematic learning uses themes as a unifying learning activity that combines several subjects at once in one face-to-face so that students can get a more meaningful learning experience because students always go through direct experience in understanding the various concepts they learn and then relate them to other concepts they have mastered. Integrated thematic learning is a learning system and approach that involves several disciplines or subjects/fields of study to provide students with broad, meaningful experiences (Loelook & Sofan, 2013). Thus, students will gain a more meaningful learning experience, and the knowledge they get covers all cross-disciplines.

Based on training materials on the development of national culture and character issued by the Ministry of National Education (2010), it is stated that the development of character values can be done with self-development programs which include routine school activities, spontaneous activities, modelling and conditioning. Integration in subjects which include syllabus, lesson plans, and learning activities. Integration in the school culture, which includes classroom, school, and outside school cultures.

Through the character of responsibility and discipline, elementary school students are able to independently increase and use their knowledge, study and internalize the values of noble character and morals so that they are manifested in daily behaviour such as feeling responsible for a given assignment, entering class on time, collecting school assignments according to the time set by the teacher, do not blame or accuse others without accurate evidence, return borrowed items, respect others, create a harmonious life, help each other, become people who can be relied on and care for others.

METHOD

The method used in this research was the descriptive method with a qualitative approach. Using this form of research is to describe the implementation of character values in integrated thematic learning at elementary school, which has 30 students.

We used interview techniques to examine planning, implementation, evaluation of results, and constraints in implementing the character values. Interviews were conducted with school principals, teachers and fifth-grade students using an interview guide. The observation techniques in this study included the conditions of the school environment under study, planning activities, implementation and evaluation of the results of integrating responsibility and discipline characters in integrated thematic learning as well as other activities carried out jointly between students and teachers related to school activities, using observation sheets. The documentation techniques were in the form of school documents, including school profiles, school vision and mission, school history, and students
and teachers. Lesson plans, school programs, and photos of activities in implementing the character of responsibility and discipline carried out by students. The data collection tool was field notes.

RESULTS AND DISCUSSIONS

Results

In this study, there were three findings: planning, implementation, and evaluation of the results in implementing the character values in integrated thematic learning. The subjects in this study were 37 students in fifth grade at state elementary school (SDN) 46 Singkawang. Based on the observations on planning by examining the lesson plans, it was found that the learning objectives, learning materials, learning strategies, selection of learning media, and selection of learning resources and evaluation were in accordance with the guidelines for making lesson plans. Then in the RPP, it was also found that the characters of responsibility and discipline were explicitly included.

In accordance with the indicators of the two characters, observations on the activities carried out by students started 15 minutes before the bell rang. In the classroom, when learning was in progress until the end of the learning was complete. The following were the results of observations on implementing the character values in integrated thematic learning.

The research results showed that most students do one of the indicators “I am doing my assignments well”. Among 30 students, they all have this indicator. Then what students often do is on the indicator “I carry out the cleaning duty that has been scheduled”, namely as many as 28 people out of 30 students. Furthermore, the indicator “carrying out individual tasks well and carrying out what has been said without being asked” was as many as 20 people out of 30 students. Furthermore, on the indicator of “cleaning the schoolyard”, this was carried out by 18 people out of 30 students. Then about 50% of all students who often do it, namely the indicator “I come to school according to the scheduled time”, “I come home from school on time as scheduled by the school”, for other indicators on the implementation of the character development of responsibility and discipline for a scale of 5, namely the information always made by the students below 50% of the total number of students.

The results of this direct observation were strengthened by conducting interviews with the principal of SDN 46 Singkawang. According to the principal, the character of responsibility through these activities aimed to make students feel more directly and more deeply in behaviour. Likewise, the character of discipline, which was always emphasized in its behaviour, was always on time to carry out rules and in every task.

In evaluating the results carried out at SDN 46 Singkawang, the teacher monitored students' learning progress and the characters that appear, especially the characters of responsibility and discipline during the learning process. At the end of the lesson, the teacher assessed students' learning outcomes and did not forget to advise students to study at home and maintain attitudes and behaviour.

The teacher's evaluation or assessment for applying the character development of responsibility and discipline, namely by using the attitude assessment carried out by students during the learning process. Based on the direct evaluation by the teacher of the character of responsibility and discipline, when students do what they want, the teacher gives rewards or reinforcement.

As for the obstacles in developing the character of responsibility and discipline at elementary school, school residents and residents in the school environment were not fully aware of their responsibilities and maintained maximum time discipline. Moreover, the school facilities were not sufficient overall.

Discussions

Planning for developing the character of responsibility and discipline in thematic learning is carried out by reviewing RPP. In Permendikbud Number 65 of 2013 concerning Basic and Secondary Education Process Standards, the learning plan is designed in the form of a syllabus and RPP, which refers to graduates' competency standards and content standards. Based on the Permendikbud, in planning for learning, teachers must develop a syllabus and lesson plan.
The RPP components listed in the 2013 curriculum consist of: (a) school identity, namely the name of the educational unit; (b) class/semester; (c) Themes; (d) Sub-themes; (e) Learning Into; (f) Time Allocation; (g) core competencies (h) Basic Competencies; (i) Indicators (j) Learning objectives; (k) Learning activities; (l) learning resources and media (m) learning materials; (n) learning approaches and methods; (o) assessment of learning outcomes. (Permendikbud Number 65 of 2013). RPP developed by the teacher contained the components above. Learning objectives, learning materials, learning strategies, selection of learning media, and selection of learning resources and evaluation are in accordance with the guidelines for making lesson plans. It was included the character of responsibility and discipline.

The implementation of responsibility and discipline character activities carried out by students started 15 minutes before the bell rang. Then in the classroom, while learning was in progress until the end of the lesson was complete. In the implementation of the learning process, the teacher played a full role in improving the quality of learning. The role of the teacher could not be replaced. It was in accordance with Tahmid (2017) opinion, who said, "The role of teachers to improve the quality of education is essential during the process of learning in the classroom.”.

In implementing the learning process in schools, teachers play a full role and must also be supported by a clean and green environment. It is as emphasized by Marzuki (2015), “Educational and learning process in schools, especially primary scholars, should pay attention to Green School / Class based on the green environment that is clean, beautiful, neat, healthy, leafy, safe, convenient and models of learning fun and meaningful for each student participants”. This description explains that the process of education and learning in schools, especially in elementary schools, must pay attention to green schools that are clean, beautiful, neat, healthy, safe, comfortable and a learning model that is fun and meaningful for students.

The implementation of discipline and responsibility character education was integrated into the subject with the provisions in accordance with the material and objectives to be achieved. Integration in the subject, namely by inserting it in the lesson when delivering material to students if the material was related to the character of discipline and responsibility. The implementation of discipline character has reached around 57.78% of the total. It indicated that the character of the discipline in the school studied by the researcher has carried out the discipline well. Moreover, the implementation of the responsibility character at elementary school, the students did not carry out their duties properly every day. Sometimes, some students were also negligent with the assignments given. The condition of students fluctuated. Thus, the role of the teacher was to educate their students by modelling good habits for them.

When students did not properly carry out their responsibilities, they continuously provided good advice, suggestions, and habituation. The implementation of responsibility character in schools had reached around 58.33% of the total based on existing indicators. It showed that the application of the character of responsibility had been carried out well. Students properly, namely by having discipline, obeying the rules that have been made, carrying out tasks given full responsibility, and receiving a penalty for failure. It was in line with Yaumi (2014) argued that responsibility is an obligation to perform or complete a task (assigned by someone or created by one's promise or circumstances) which someone must fulfil and which has a consequential punishment for failure.

In evaluating the results in the fifth grade, the teacher consistently monitored the learning progress of students and the characters that appeared, especially the characters of responsibility and discipline during the learning process. At the end of the lesson, the teacher assessed students’ learning outcome and advised students to always study at home and maintain attitudes and behaviour. The assessment carried out refers to Permendikbud Number 23 of 2016 concerning Education Assessment standards (Kemdikbud, 2016). It is written that the assessment of results learning included the assessment of attitudes, knowledge and skills. In addition, we found students who were busy cleaning their class during recess. One child sprays the floor with floor cleaning water, and the other mops it. When the researcher asked them if the teacher told them, they said no. Cleaning the classroom was an initiative in itself. The reason students do these good deeds because they have been accustomed and are also taught always to maintain cleanliness. When students do what they want concerning the character of responsibility and discipline, the teacher gives rewards or reinforcement.
We also found that students who were routinely doing their cleaning duty according to a predetermined schedule maintain discipline. They were also responsible for assigned tasks. The assessment in learning also helped teachers evaluate the effectiveness of the curriculum, teaching strategies and learning activities that include the competences of knowledge, attitudes and skills of students. According to Hanna (in Suyanto et al., 2010), "Assessment is the process of collecting, interpreting, and synthesizing information to aid in decision making. One of the student activity assessments used is an authentic rater. Through authentic assessment, the teacher could identify every activity that students did because the authentic assessment has a goal or purpose for the development of students.

The formation of both the character of responsibility and discipline started from providing information by the teacher about the importance of maintaining cleanliness. The student was responsible for the assignment that has been given without having to be told or asked. Actions were carried out every day so that it became a habit. Habits that are carried out every day continuously will shape students’ character. It is in line with Covey (1997) said that “Our character is a combination of our habits”. To build character, it is not enough to deliver what we must do. However, it took an action that was directed and continuous (habituation).

Based on the results, it can be concluded that the factors that became obstacles in developing the character of responsibility and discipline in integrated thematic learning were school residents and residents who were in the school environment. They were not fully aware of their responsibility and discipline towards the maximum and inadequate fence facilities. Furthermore, there was no special person to care for the school environment. Sometimes, some parents of students and school members did not understand the importance of the character of responsibility and discipline.

CONCLUSIONS AND SUGGESTIONS

In RPP planning, it was found that the learning objectives, learning materials, learning strategies, selection of learning media, and selection of learning resources and evaluation were in accordance with the guidelines for making RPP. RPP designed by the teacher includes an attitude of responsibility, discipline and cooperation. In implementation by monitoring the activities of students at school starting from before entering class until completion of learning takes place. The character of responsibility and discipline has been appropriately implemented. In evaluating the development of the character of responsibility and discipline, it has been done well. The learning evaluation process was carried out through authentic assessment, including process and learning outcome assessment. Process and outcome assessment was an attitude assessment of the character of responsibility and discipline and cooperation. The obstacles, in general, were that school residents and residents in the school environment were not yet fully aware of their maximum responsibility and discipline and inadequate school facilities.

Planning for developing the character of responsibility and discipline in integrated thematic learning should start from the school stakeholders. The vision, mission, and goals to be achieved must be understood so that the design of learning scenarios is in accordance with the school program. The implementation of character development should always instil a character of responsibility and discipline through activities carried out by students at school, spontaneous activities, and exemplary carried out every day and continuously. There is habituation from an early age in students. The evaluation of the character of responsibility and discipline development should be carried out by authentic assessment, carried out by assessing the results and the process. Process assessment is carried out by assessing the attitudes of students. Students should be more disciplined towards the rules set by the school and be more responsible for the tasks that have been given. Then the school community and the community in the school environment should increase awareness to be more caring and responsible for the surrounding environment.

REFERENCES


