

Development of Social Responsibility in order to Implement Knowledge Awareness Through Character Education Internalization

Ni Ketut Sari Adnyani^{1*}, Ni Nyoman Mandriani², dan Ni Kadek Putus Asrini³

¹Jurusan Ilmu Hukum FHIS Undiksha, Singaraja

²SD Negeri 2 Datah, Amlapura

³SD Negeri 6 Tianyar, Amlapura

ARTICLE INFO

Article history:

Received 20 February 2018

Received in revised form

15 April

Accepted 22 March 2018

Available online 24 May
2018

Keywords:

Internalization, Character
Education, social
responsibility attitude

ABSTRACT

The purpose of this research are: (1) to know the importance of Character Education given to the students; (2) to know the relevance of Character Education in developing social responsibility attitude for learners; and (3) to know the internalization of Character Education in enriching the knowledge of learners in order to cultivate a positive attitude to fill the independence. Research method, This research use Educational Research and Development model. The process of development and validation of educational products in this research is in the form of development of learning model of nationalism based on local genius. Research on Define and design stage is done on research setting: educator, school, student and library. Development phase, which is limited trial in accordance with the design will be done in SD Negeri 2 Datah and Elementary School 6 Tianyar by using setting classes in learning PKn. The classes of PKn subjects involved in the development stage are chosen purposively (purposively) according to the research focus. Determination of research samples in trials conducted by random sampling. Outcome: Character Education is given to learners, its relevance influence to student's social responsibility attitude.

Copyright © Universitas Pendidikan Ganesha. All rights reserved.

* Corresponding author.

E-mail addresses: niktsariadnyani@gmail.com (Ni Ketut Sari Adnyani)

1. Introduction

Nationalism is the soul and spirit that form a common bond, both in terms of togetherness and in terms of sacrifice for the sake of the nation and state (Ernes Renan, 1990). Nationalism awakened when the existence of colonial / imperialism in the field of politics, law, economy, social, culture, defense and security and also physical colonization. Build Indonesian nationalism which was declared on October 28, 1928, by the youth who declared the oath to speak one is Indonesian, the land of one water is the homeland of Indonesia and nation one that is the Indonesian nation has been proven by the Indonesian resistance in large scale at the expense of property and life. The occurrence of combat in Surabaya known as the battle Surabaya (November 1945), the battle of Medan area (October 1945), Palagan Ambarawa (November 1945), Bandung of the fire oceans (March 1946), the battle of Margarana in Bali (November 1946) and various other resistance were concrete proofs of Indonesian nationalism. When the physical colonization has left Indonesia, then nationalism will experience a shift in meaning and form of struggle, even if not infrequently experienced fade / setback if not internalized, nurtured, developed and implemented in bergai community life, nation and state (Suherni, 2016).

In fact, this condition is indeed a reality in Indonesian society, which is currently faced with a very heavy *tatantangan* associated with the waning sense of nationalism and the occurrence of moral degradation. The existence of radicalism movement, the development of organizations that want the state religion and the theoretical movements that occur in bergai areas to divide the unity and unity of the nation is a concrete evidence of the decline of nationalism (Suastika, 2014).

This problem occurs because of not functioning optimally existing social tools in the community, including educational tools. The process of internalizing the values of nationalism in the practice of education is not maximally translated. Educational practices that are held at the elementary school level until the level of Higher Education is considered not able to build a whole spirit of nationalism in every vein of the protege. In line with the findings of Deny's research (2009: iii) on integrity in the formation of national identity to cultivate a culture of citizenship in Medan City, showing the results of Civics learning and History is still oriented to cognitive ability by ignoring the values of nationalism that should be the key to the success of Civics and History. The process of learning is more strived on the development of material mastery, without accompanied by empirical contextual empirical review process on issues of nationality, such as the development of radicalism, terrorism, ethnic conflict, the development of identity politics that endanger the nation and state, intellectual colonization, , cultural colonization, human resources colonization and the display of national identity (Winataputra, 2013). While the people of Indonesia have strong local values to build a sense of nationalism.

The general problem of this research is how model development learning of local-based nationalism genius in Civics subjects in primary school level. The legitimacy of juridical nationalism education's urgency through the issuance of the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, namely Article 3, states that national education functions to develop the ability and shape the dignified character and civilization of the nation in order to educate the lives of the nation. This provision implies the importance of character building and national identity in the education process, so that a sense of nationality in the nation and state of Indonesia is built. Pride of the nation and the state will be a means to strengthen the bonds of brotherhood, togetherness and a sense of belonging between one community and another. So that it raises a commitment to unite, although it consists of various ethnic groups, races, religions, cultures, regions and groups. In fact, this condition is still far from what is expected, there are religious extracurricular activities, the obligation to use certain areas of traditional clothing in schools where students dominate one area and uniformity in various dimensions of the school is a form of discrimination in educational practice which has implications for students' attitudes and behavior in the life of society, nation and state (Kompas, 27 Aug 2016). This condition correlates with the symptoms of life in the community, nation and state which shows the lower awareness and love for Indonesia (Winataputra, 2013; Sapriya, 2015).

2. Method

This research uses educational research and development model. The process of developing and validating educational products in this research is in the form of learning model development nationalism based on local genius (Borg and Gall, 1989). The stages are define, design, development, and dissemination (Thiagarajan et al, 1974). Research on Define and design stage is done in Karangasem Regency at research setting: educator, school, student and library or documentation center. While on stage development, ie a limited trial in accordance with the design will be done at schools, namely SD N 2 Datah, and SD N 6 Tianyar by using classroom settings at the time of Civics learning activities take place. The

sampled classes for the Civics subjects involved in the development stage are chosen purposively (aiming) according to the research focus.

In implementing Civic learning in elementary schools, teachers need to develop appropriate strategies / tactics, with approaches and learning modes to be implemented and supported by effective methods and media. This will help teachers understand and help students practice practicing the moral values of Pancasila and morality learned in school. Of the many approaches and models and methods of learning, it is necessary to choose several approaches and learning models that are appropriate to the needs and developmental level of elementary school students and the nature of the objectives to be achieved from the learning process of Civics in Elementary School.

There are four main data collection techniques used in this first and second (define and design) research, ie data collection through document review, through in-depth interviews, observation and focus group discussion. For document studies, research instruments used are guidelines and study format / document analysis.

For in-depth interviews, researchers developed in-depth interview guidelines that were unstructured (Miles and Huberman, 1992). For observation, researchers developing unstructured observation guidelines relating to various classroom activities and student activities in the learning process. While the focus group discussion instrument used is the focus group discussion format developed by the researchers themselves. For the third stage of research (development), the main data collection to obtain information about the student's nationalism learning outcomes is done through multiple objective test of nationalism knowledge, for the nationalism attitude of the students is obtained through self-evaluation of nationalism attitude, and giving the observation format about self-developed nationalism behavior by researchers.

Data analysis in this study is adjusted to the type of source and data obtained. For data analysis the define and design phase is done qualitatively, that is to categorize and classify the data as a whole based on its logical relation, then interpreted in the whole research context.

3. Result and Discussion

Condition Of Civic Education In SD

Approach in learning Civics in principle more directed to the development of curriculum or organizing the contents of the subject matter. There are eight approaches, which according to Douglas Suparka (in Martorella 1996) can be used in Civics learning: 1. Evocation (opportunity), this approach emphasizes the student's initiative to express himself spontaneously based on freedom and opportunity. This approach is often confronted with cultural and psychological constraints, especially in exclusive societies. 2. Inkulkasi (embedding), this approach is based on a number of value questions that have been composed by the teacher. The aim is to influence and direct students at the conclusion of the planned value. 3. Awareness, is how to uncover and nurture students awareness about certain values that exist in themselves or others. Perspective awareness will grow into something that fosters an awareness of a particular value or set of values. 4. Moral reasoning, in which students are involved in moral dilemmas so that decisions taken against moral dilemmas must be given rational moral reasons. 5. Value Analysis, an approach that invites students to examine and analyze the value of the existing media stimulus suartu prepared by teachers in learning Civics. 6. Disclosure of values, is an effort to increase self-awareness (self awareness) and pay attention to yourself, not problem solving. This approach helps students to find and examine their values to find meaning and security. 7. Commitment, directing and emphasizing on a set of values that will underlie the pattern of each responsible teacher.

Against values and moral education. In Civics that became the basic commitment is the value and moral of Pancasila and the 1945 Constitution. 8. Integrate, unite themselves with experience in real life designed by teachers in the learning process. This unifying process is intended to enable students to directly experience experiences designed by teachers to explore appropriate methods, such as participatory methods, simulations, sociodrama, project studies.

As a value education, in the process of learning Citizenship Education (Civics) is required to: 1. Recognize and understand the personal and community core values 2. In-itself (philosophical and rational) to those values 3. Try and foster affective responses and emotive to those values 4. Make decisions about the most appropriate actions on the basis of inquiry and response.

Teachers need to consider appropriate strategies in Civics learning, from several approaches and models to be applied. This will assist teachers in understanding Civic Education (Civics) and at the same time helping students to practice the moral values of Pancasila and noble character, learned in school. From several approaches and learning model needs to be chosen that match with requirement and level of

student development, so that learning process is more meaningful. To bridge the understanding of the relationship between feelings, thoughts (thoughts), and actions (actions) of one's morality, an effective moral education model should be developed. All models of Civics learning usually have a direct or indirect relationship with a separate process between caring, judging and acting. A general understanding of the three processes (caring, judging, acting) will help a teacher to understand the learning model effectively: 1. Caring is a term that shows a person's behavior to help or care for others. A person who is compelled to help, pay attention and think about others also cares about the needs or interests or concerns of others that arouse concern for the people. The term also contains a certain degree of social and psychological understanding. Paying attention by helping others driven by a certain level of feeling is not enough to just feel their needs, but it also involves the ability to know and conclude the needs and interests of others. 2. Judging (Consideration), is the process of judging and considering that is not separated from reasoning (reasoning) although between them must be distinguishable.

By reasoning or judge a moral often puts the welfare of others at stake. It must take into account the various parties involved in our decision / reasoning. For example, "killing a person for the sake of the state" requires the ability to make decisions among the various shadows about "good" by rival interpretations with the "right". In comparing between caring and judging that someone will be faced on the judgment of value (value judgment) that contains the reason (reasoning). However, in accordance with its nature, the reasons can not be applied in one particular case. Like the opinion that "killing people is wrong" but what about "killing for self-defense".

Therefore moral judgment requires the ability to judge conflicting interests on a constant basis / principle and criteria. 3. Acting (action), is not something that is moral or immoral, outside of the motivation or consideration of a person or action has no moral status. What makes the action moral is the quality of attention that guides it. Tidiness, cleanliness and honesty are often regarded as moral. But the problem is the base of an-alsan that lies behind why we do it. The important thing is basically intention, not show off to get praise. Although action is not a moral category, without the opportunity to act and reflect on action will inhibit the process of moral development. What matters to teachers, moral education is not aligning between moral conformity and morality, but the most important is how to help students to have moral autonomy.

The process of developing the knowledge, attitude and skills of nationalism of elementary school students in the practice of Civics learning during this time

One of the learning practices that is allegedly able to grow students' nationalism skills is through Civics learning. Through Civic learning, students can feel, live and practice patriotism and nationalism behavior in school life. Students will practice state consciousness, reflect on the establishment of the nation of Indonesia, the sacrifice of heroes, responsible to the nation and state, care about social problems, love the nation's own works, practice the nation's cultural values, fight for the nation and state and willingly sacrifice for the nation and country.

In practice, Civics learning in SD N 2 Datah and SD N 6 Tianyar is still far from what is expected. Deny's research (2009: iii) about integrity in the formation of national identity to raise awareness of learners, showing the result of Civics learning is still oriented to cognitive ability by ignoring the skills nationalism that should be the key to the success of learning.

Departing from the problem of students who do not follow the ceremony, not hefal Indonesian songs, do not memorize pancasila, do not fly flags, do not respect each other find the process of learning Civics in elementary level is still exspositoris by relying on the authority of teachers, so not able to stimulate interest, and the students' skills to participate in addressing the national issues that occur in their community.

Civic learning practice is still dried from the process of training and familiarizing the attitude of nationalism in the practice of learning. Yet the success of the PLN learning is the awakening of responsibility, the perseverance of struggling to pursue ideals, commitment, honesty, fighting for the nation and neagara, loving the culture and the domestic product, respecting the authority of the state, the symbol of the country, appreciating the heroes, willing to sacrifice for the nation and country. One of the basic issues in the practice of learning Civics is the model of learning and evaluation model applied by teachers in learning Civics.

Urgent in the development of social attitudes, including in learning Civics is a learning model that directs the activities of teachers and students to achieve awareness of history and nationalism as well as evaluation models that will be applied to teachers who can support the achievement of student nationalism behavior. Therefore, in addition to the skills and skills of teachers, learning model will also be the main instrument in determining the success of learning Civics in building the attitude of student nationalism. Motivation and student activity in learning Civics in elementary school in Kabupaten Karangasem

Several efforts have also been made by teachers of SDdi Kabupaten Karangasem in packing Civics subjects to develop alternative learning and learning models based on the local spiritual culture approach of the community. Teachers at SD N 2 Datah and SD N 6 Tianyar have developed a model of Tri Hita Karana learning cycle in Civic learning in Elementary School. The result shows the increased motivation and student activity in developing the attitude of nationalism through the implementation of character values developed in the daily life of elementary school students.

4. Conclusion and Recommendations

The learning condition of Civics in SD meyelaraskan with the level of students' learning needs in that level, the stages and the syntax of learning were designed to adjust the level of learning needs of students at the elementary level.

The process of developing the knowledge, attitudes and skills of nationalism of elementary school students in the practice of Civics learning has trained students to have state awareness, reflect on the establishment of Indonesian nation, sacrifice of heroes, responsible to the nation and state, care about social problems, love the work of the nation, - the cultural value of the nation, fighting for the sake of nation and state and willing to sacrifice for the sake of nation and state.

Teachers at SD N 2 Datah and SD N 6 Tianyar have developed a model of Tri Hita Karana learning cycle in Civic learning in Elementary School. The results show increased motivation and student activity in learning Civics.

References

- Borg, W. R. and M. D. Gall. (1989). *Educational Research: An Introduction. Fifth Edition*. New York and London: Longman
- Bali Post, 16 Mei 2017; 02 Juni 2017; 09 Mei 2017.
- Deny Setiawan. (2009). *Integritas dalam Proses Pembentukan Identitas Bangsa Untuk Menumbuhkan Kesadaran Sejarah (Disertasi)*. Bandung: UPI.
- Ernes. R. (1990). *What is A Nation? Dalam Nation dan Narration: Kesatuan*. Yogyakarta: Kanisius.
- Joyce, B., & Weil, M. (2009). *Model of teaching*. New Jersey: Prentice-Hall, Inc.
- Kusnadi. (2006). *Pengembangan Model Pembelajaran IPS-Geografi Berbasis Tauhid*. Disertasi. Bandung: UPI.
- Miles, B and Huberman, M. (1992). *Analisis Data Kualitatif*. Penerjemah Rohendi Rohedi. Jakarta; UI-Press.
- Suherni, (2016). *Sikap Nasionalisme Peserta Didik Pada Sma Negeri 1 Bangkala Kecamatan Bangkala Kabupaten Jeneponto*. Makasar: Universitas Negeri Makassar.
- Suhartono, (2001) *Sejarah Pergerakan Nasional*. Yogyakarta: Pustaka Pelajar.
- Suastika, (2014) *Nasionalisme Dalam Perpektif Postmodernisme, Poststrukturalisme dan Postkolonialisme*. Singaraja: Media Komunikasi FIS
- Tribun News com, 10 Maret dan 16 Mei 2017
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Jakarta: Departemen Pendidikan Nasional RI
- Winataputra, U. (2013) *Civic Education (Konteks, Landasan, Bahan Ajar dan Kultur Kelas)*. Bandung: Program Studi Pendidikan Kewarganegaraan Sekolah Pascasarjana UPI.
- <http://sdnkedungdoro308surabaya.blogspot.co.id/2012/05/strategi-pembelajaran-pkn-sekolah-dasar.html>.