

Reflecting the Value of Character Education in Lesson Planning

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ABSTRAK

Perubahan kurikulum dan perangkatnya mewajibkan para guru berkompeten membuat rencana pelaksanaan pembelajaran. Guru juga dihadapkan pada tantangan sebagai pelaku pendidikan yang menginternalisasi nilai-nilai karakter melalui perencanaan pembelajaran. Tujuan penelitian ini untuk menganalisis cerminan pendidikan karakter yang dilakukan oleh guru dalam perencanaan pembelajaran. Penelitian ini menggunakan desain kuantitatif deskriptif dengan model survei untuk mengumpulkan dokumen-dokumen terkait objek yang diteliti. Metode sampling jenuh digunakan untuk menentukan partisipan yang berjumlah 11 orang. Pengumpulan data dilakukan dengan teknik observasi melalui instrumen yang berisi pernyataan indikator variabel angka yang dihasilkan valid sebanyak 20 butir pernyataan. Teknik pengolahan data menggunakan aplikasi perhitungan statistik parametrik. Hasil penelitian menunjukkan bahwa cerminan pendidikan karakter oleh guru sekolah dasar dalam perencanaan pembelajaran telah dilaksanakan untuk mengundang kesadaran siswa dalam memberikan respon konstruktif sebanyak 45,55%. Simpulan dalam penelitian ini menunjukkan bahwa karakter guru sebagai peran penting untuk dijadikan teladan dalam penanaman nilai karakter. Sehingga disarankan untuk senantiasa melakukan susunan sistematis nilai-nilai karakter dalam perencanaan pembelajaran agar memudahkan guru untuk mengintegrasikan nilai-nilai karakter pada aktivitas pembelajaran.

ABSTRACT

Changes in the curriculum and its tools require competent teachers to make lesson plans. Teachers also provide challenges as educational actors who internalize character values through lesson planning. This study aimed to analyze the reflection of character education carried out by teachers in learning planning. This study uses a descriptive quantitative design with a survey model to collect documents related to the object under study. The sampling method was used to determine the participants who found 11 people. Data collection was carried out using observation techniques using instruments containing a statement of the indicator numbers produced, valid for as many as 20 statement items. The data processing technique uses a parametric calculation application. The results showed that elementary school teachers' reflection of character education in lesson planning had been implemented to invite students' awareness in responding as much as 45.55%. The conclusions in this study indicate that the teacher's character has an important role to be used as an example in the inculcation of character values so that it is possible to apply character values in learning planning to make it easier for teachers to integrate character values in learning.

1. INTRODUCTION

Education is the main center for preparing for superior human character (Arsyad et al., 2020; García-Martínez et al., 2019; Munawwaroh, 2019). This belief encourages every individual to be ready for global challenges. In the midst of the challenge requires educators to be able to be competent to understand technology with all its devices (Barakhsanova et al., 2020; Fatmawati, 2019; Majid et al., 2012). This situation is associated with two things, namely: educators with all their teaching skills are a reflection of the quality of students; Conversely, educators who are less competent in the field of teaching then the praxis of the application must not be maximal according to the achievement of learning at standards in certain educational institutions (Andarwulan et al., 2021; Khotimah et al., 2019; Shaalan, 2019). Character education is a growing initiative in the world of education to support students' emotional and moral social development (Arsyad et al., 2020; Ghufron, 2010; Munawwaroh, 2019). Character education gives students

the opportunity to apply concepts in real-life situations, for example: students have a caring, respectful, responsible, just, and empathetic nature. Quality character education is integrated to support and challenge students and teachers to achieve excellence (Fathul Amin, 2019; Yoga & Astra, 2020). Meanwhile, the decadence of morality is happening in today's millennials. As a result, the attitudes of today's generation tend to think about themselves, are preoccupied with their own world and care less about others (Fathul Amin, 2019; Paramita & Irena, 2020; Willya et al., 2019). This generation is also less interested in the challenges of learning, due to the impact of science and technology being misused (Fadlurrohman et al., 2019; Sari, 2019). For example, when given a task, students no longer try to find sources, read and think about the results, but they prefer the practical way (copy and paste) of the Internet search engine. In reality, character education is a complex process that is delivered exclusively in the world of education to overcome the problem of student moral character (Fathul Amin, 2019; Yoga Purandina & Astra Winaya, 2020). However, the mistakes that occur due to the negligence of teachers who are less able to see themselves as educators of character. There are still teachers who deliver their teaching without interaction that fosters the character values of students (Rohmanurmeta & Dewi, 2019).

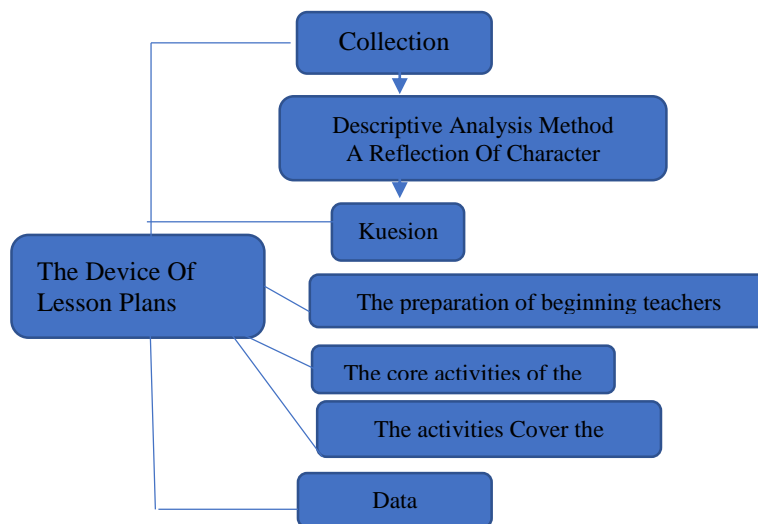
The integration of character values into subjects is not only related to words but connects the words and realities of student life by providing meaningful experiences shown from the performance of teachers at the time of delivering learning (Danny, 2013; Hendri et al., 2020; Nur Utami & Mustadi, 2017). A teacher needs a systematic teaching plan to create conducive learning interactions (Desnita & Susanti, 2017; Iqbal et al., 2021; Syafrijal & Desyandri, 2019). Teachers also prepare learning planning to determine directions and goals that are beneficial for the development of student potential (Hasanah et al., 2017; Raynesa, 2019). In addition, teachers also make design development and evaluation of systems in planning to meet the needs of students, especially in the fulfillment of character values. The importance of various learning plan preparations can be interpreted that learning planning is all mapping that includes learning and teaching principles, strategy objectives, evaluations that will be presented in the learning process (B Al-Juda, 2017; I. G. D. J. Pratama et al., 2020; Syafrijal & Desyandri, 2019). Virtue values in character education internalized in the subject matter will provide a relevansi for student life in developing mindset and behavior (Fatimah, 2019; Lewis & Ponzio, 2016; Nur Aisyah et al., 2018). Understanding of character values is realized through actions and actions in the form of contemplation, imagination and assignment practices in everyday life (Listiwati, 2013; Solfema et al., 2019). Learning planning involves all the power, ideas poured by educators to formulate strategies, models, media and learning materials (Anugraheni et al., 2018; Fauzi & Sastra Khusuma, 2020). The provider of character education-based learning planning tools is focused not just standing in the academic realm (Hanifa, 2017; Nur Utami & Mustadi, 2017). This means that character education is not only written in the form of the student's final achievement (report card value) but as a restoration to be applied to the attitudes, actions and behaviors of living in person, with others, and the environment in which he or she is located. Teachers are responsible for the development of student character through learning experiences. However, teacher constraints in Indonesia are mostly faced with a lack of time for it because the demands of administrative preparation take more time. As a result, the spirit of what will be taught is very lacking.

The phenomenon that exists that Elementary School 178492 Pagarbatu Sipoholon has implemented a 2013 curriculum based on character education. But from the daily life of children in state elementary school 178492 Pagarbatu Sipoholon village is faced with morality issues. For example: there are still elementary school students who skip school, like to mock their friends with disrespectful words, lack of caring, able to work together, speak less politely to parents, crisis of honesty, crisis of responsibility and less able to socialize with the community. From the above phenomenon the characters need to be grown to a whole generation of young people through education (Novianti, 2017; Pertiwi & Anwar, 2020; Pratama et al., 2021). The characters consist of the aspect of the behavior, beliefs, feelings and actions that are interrelated with one another. To that end, when the character change is desired it is necessary to refurbish the basic elements these to cause a good habit. Character education in schools not only taught but familiarized in the realm of the motor shown to the teacher first. This way will build a learning situations more easily understood by students (Dalmeri et al., 2015; Novianti, 2017; Pratama et al., 2021). Several studies investigated the character education in the planning of learning that serve as a model or approach. This study states that character education is associated with the culture of the people who actualized and used as an approach (Nadlir, 2016; Nida, 2019). In line with that Sulistyaningsih find that the development of character education is done in the design, the realization and a series of measures tested the relationship between educators and students (Marini et al., 2019; Sulistyaningsih et al., 2018). But the majority of his research, the author has not integrate a reflection of the character education is done with the quality and effectiveness of the learning plan. Then, this article outlines the practical reflection of character education that is played by the teacher in planning learning. Based on this, the urgency of character education in the learning plan needs to be studied not only in the framework of the teacher but through the reflection of the

teacher as the perpetrator of the character values. Therefore, character education involves all areas of learning including the construction of a meaningful experience. The purpose of this study is to analyze the reflection of character education which is done by the teacher in planning learning.

2. METHOD

This study uses quantitative methods to test the reflection of character education by teachers in planning learning. The investigation was conducted with descriptive method used was conducted to obtain the analysis of all data that has been collected with descriptive statistics. These statistics are utilized in describing the findings from the results of the analysis of the data built in the statistics. It then presents a description of the statistical figures of data questionnaires filled out by teachers in the form of a frequency distribution and histogram frequency (Suryani & Hendriyadi, 2016).



The method of sampling used to determine the participants of the study. This method uses the whole population as the sample of the study (Sugiyono, 2019). The number of participants is the whole teachers in education Elementary School 178492 Pagarbatu Sipoholon, which is 11 people. All participants are teachers of the field of study that is different. A reflection of character education in the learning plan will be reviewed in step-step planning Lesson plan created based character education. This process is related to the cycle of activity of a preparatory or preliminary, core and cover. The next step associated with the success of the character of the students based on the application made by the teacher as an educator.

Data collection method is done by analyzing written documents in the form of Lesson plans and teacher questionnaires. The process of designing the indicators of the variables begins with a review of the literature in detail. Furthermore, the characteristics of the planning of the character-based learning provides an opportunity to develop a range of potential students. In this character education carried out by means of integrated exercises to support the learning activities of teachers and students. Then make observations on the indicators which are written in the book Lesson plans teachers. Furthermore, the distribution of instruments in the form of a questionnaire that must be filled out by the teacher. The variables, indicators and sub-indicators in this study are described in Table 1.

Tabel 1. Kisi-Kisi Validitas Instrumen

Variabel	Indikator	Sub Indikator
A reflection of character education in the planning of learning by teachers of elementary School 178492 Village Pagarbatu Sipoholon	The stage of drafting the Planning of Learning Stage core activity	<ul style="list-style-type: none"> Activities of teachers in the discipline of time, ethics greet, caring, outlining each of the core competencies and basic competencies, objectives as well as relevant material with character values. The activity of thinking that involves Cooperation, the interaction of the matter with a friend also the environment. The activity of the teacher imparts self-confidence, and self-sufficient to the task, gives creative ideas. Shows the attitude of talking politely and critical.

Variabel	Indikator	Sub Indikator
	The Stage Of Activity Of The Cover	<ul style="list-style-type: none"> The teacher ordered the students to make moral lesson covers the development of the character, Shows the feedback that positif for the expansion of the intellectual ability and personality.

Data analysis was performed by compiling operational variables including the dimensions of each instrument are presented in the questionnaire on the statements by using the type of likert Scale to measure attitudes, opinions, perceptions of a person or a group of events or social phenomena (Suryani & Hendriyadi, 2016). Next distribute the answers from the participants and review the transcripts to determine the frequency based on the statements of the questionnaire, compiled the findings of appropriate levels tags related to the values of character that is done by teachers in teaching. The operation of these variables are arranged in the form of a statement (questionnaire/questionnaire), which consists of twenty (20) statement. Indicators the planning stage as much as four (4 statements). Indicators of the Integration of character values in the development of the syllabus as much as five statements (5 statements). The indicator value of the characters on the development of the RPP as much as eleven statements (11 statements) declared invalid. Data processing techniques using statistical parametric calculation app Windows SPSS 20.0.

The 20 items of the statement that will be answered by 11 participants using cronbach's Alpha was on the 0,985. This means that the 20 items of the statement is valid for the tested to 11 participants. Based on the results of data analysis, the initial research with the activities of the pre-observation to perform a preliminary test kepada 11 participants as a sample. The test results show average data, namely: 72, 7; standard deviation 8,28 and standard error of the average of 2.49. Of the validity of the test instrument is in the category 66,1 indicate valid data on the category less while valid data with the numbers of 77.2 are in the strong category. Test the average of the sample is located at number 71, 7 with degrees of freedom 10. Hypothesis test t indicates the number of 28.7 means that the research hypothesis can be accepted with significant value because the value of t has a coefficient which is great.

3. RESULT AND DISCUSSION

Result

This section describes the answers of the research related to the reflection based on the distribution of answers of respondents obtained the average value of each item of education Elementary School 178492 Pagarbatu Sipoholon. The scores obtained from the results of the analysis of research data, frequency distribution was made to show the numbers on the data that are classified in four categories, namely 1) the category of high/strong/good, 2) the category of the level is quite high, 3) the category of less high/weak/not good, and 4) the categories of low/weak/not good. The determination of the range of the classification of the value or data of the subject of the study were 5 respondents indicated a large percentage of 45.45% of included in the category of cumulative normative strong, 3 respondents with a large percentage of 27,27% belongs to the category of cumulative normative enough, 1 respondents with a large percentage 9,09% included in the category of cumulative normative less, and 2 respondents with a large percentage of 18,18% are in the category of weak. It is proved that the character building successfully given to the students if it is accompanied by exemplary teachers to do the habit of values character in education Elementary School 178492 Pagarbatu Sipoholon. The following data is described in the form of a histogram in Figure 2.

Indicator is the Indicator Variable of character education, when teachers do the planning stages that perform the analysis of the character values at the core competence and basic competence, the development of the syllabus, preparation of Lesson plans, and preparation of teaching materials is of 94,32% are in very good category. Integrating Character Values in Core Activities is of 90% are in very good category. Integration of Character Values in Closing Activities is of 87% are in very good category. Based on this reflection of teachers as role models in education is very influential on the character of the students. From the image analysis of the planning-based character education Elementary School 178492 Pagarbatu Sipoholon on item number 3 that teachers identify the character values on core competencies 1 relating to knowledge of 97,73% and number item questionnaire low in number 15 that is, the teacher facilitates the occurrence of interaction between learners as the value of mutual respect and caring by 72,73%.

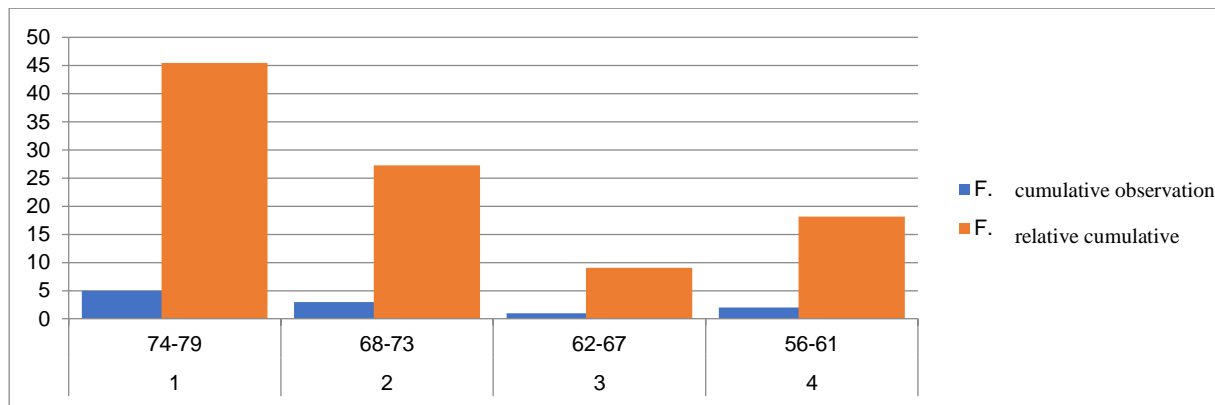


Figure 2. Histogram Analysis of the activity of teachers in reflection of the character education in the learning plan

Discussion

Findings based on the results of the above research proves that teachers animates the character values that are practiced in the learning process for the learners. Culture is the behavior of the teacher in the classroom will become a habit to implement character education effectively (Hariastuti, 2019; Hayati et al., 2020; Lee & Louis, 2019). This is in line with the theory which states that optimal teaching is based on the habit of making lesson plans (Kubilinskiene & Dagiene, 2010; Mauliate et al., 2019; Susilowati et al., 2018). The attitude and behavior of the teacher as a reflection of character values is to strengthen the character of the child to familiarize yourself get satisfaction in learning, no anxiety and no depression (Liang et al., 2020; Miller et al., 2017; Rasmitadila et al., 2020). In line with Mills, character education is built with communication and critical attitude as a reflection of the behavior of learning (Hayati et al., 2020; Singh, 2019). Education is a strong character obtained by emphasizing the intelligence of the elements of the moral and spiritual with Critical thinking. Practice the formation of character exemplified by the teacher done to overcome the crisis of moral supported by individual and collective, which is reflected in educational institutions (Nuryanti, 2019; Rokhman et al., 2014). The ability of teachers to compile components of planning-based learning, character education, as mentioned in the previous study (Critchfield & Twyman, 2014). The difference in this study further emphasize the teacher as the main actors in the reflection of the character values in the classroom. The character education is a way to use the educator to influence, explain the moral quality of life to the students in considering an action (Muhtar & Dallyono, 2020; Nuryanti, 2019; Rokhman et al., 2014). This implementation is oriented to prepare students to become qualified, competitive, innovative, and actively participate in society (Muhtar & Dallyono, 2020; Rokhman et al., 2014).

Based on the findings of the best of this research is the lack of ability of teachers to build interaction between the learners to respect each other. This emphasis requires the responsibility of the teacher to provide opportunities for students to demonstrate an understanding and knowledge learning. This activity is the development of character education through conversation in the learning process as an experience (Metcalf & Moulin-Stozek, 2020). A new approach is important is done by the teacher facilitate the presentation of learning in detail for the students (Lewis & Ponzio, 2016; Patterson & A.Niesa, 2018). It is very important because the process of educational interaction with students in a learning environment affect each other to achieve learning goals. The approach of the character can be implanted and is associated with the interaction of class to develop human resources that exist in human beings (Hasanah & Deiniatur, 2020; Khuriyah et al., 2017; Ülger et al., 2014). Therefore, the interaction becomes an important indicator to implement character education (Bates, 2019; Thoyyibah et al., 2019). However, the weakness of the implementation of character education in this study related to the evaluation standards see moral change. This practice requires attention to strengthen interpersonal relationships in the development of the character (Agnies, 2019; Birhan et al., 2021). So to further research on character education need to construct the reset method of the implementation of character education in the model of learning implementation plan in accordance habitual actions that build the value of caring and responsibility.

From the analysis of the reflection of character education in the learning plan in the Elementary School 178492 Pagarbatu Sipoholon by 45.45% of shows that the development of a child's character is strongly influenced by teachers as educators that make the principle of every technical subjects on the content with a device that can be measured. The teacher is the determinant of the implementation of character education through the process of planning the learning in the Lesson plan, including action, structure and technical support value-the value of the character as the central thing contextually (Hermino,

2020; Muhtar & Dallyono, 2020). Some of the values of certain characters still need to be improved by teachers require training to design the behavior of the build the response of the characters to face the challenges of life (Farhani, 2019; Ramdhani et al., 2019; Syafi'ah, 2019). Of the percentage character role of teachers in reflecting the character education strongly supports the teaching quality. In other words, character education can be meaningful in concrete if it is supported by the example, the expression of mind, integrity, compassion and self-discipline that is carried out by the citizens of the school especially the teachers in the classroom. The importance of the character of the teacher in reflecting the character education strongly supports the teaching quality.

4. CONCLUSION

The reflection of character education in the planning of the learning is done by the teacher-School teacher Elementary 178492 Pagarbatu, kecamatan Sipoholon reflected in the ability of teachers to identify the core competencies enthusiastic in the high category. Based on this teacher-the teacher shows the attitude of the teacher open space of freedom in the interaction class which position teachers become facilitators to invite insight into the thinking of character education. It is recommended for further research to dig method of the model and appropriate evaluation in implementing character education systematically in the planning of learning.

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