Implementation of Character Education in the Process of Learning on Attitude and Social Behavior (The Case Study of Budi Mulia Dua International High School)

Adimas Oktariyan Murestiyanto
Universitas Negeri Yogyakarta,
Yogyakarta, Indonesia
Adimasoktariyan.2017@student.uny.ac.id

Abstract—**Education in schools became a vehicle for student learning takes place where the teaching and learning process aimed not only to develop academic knowledge, yet also their social knowledge through the learning process of character education. This research expected to inspire teaching in the world of education in shaping good student attitudes and social behavior. The approach in this study uses qualitative research methods, where researchers using data collection techniques in conducting research through observation, interviews, and documentation. The results showed Budi Mulia Dua International High School applied the learning of character education through curriculum, extracurricular and habituation in school. Also, the implementation of 8 learning based on students' social attitudes and behaviors, namely Children Unique, Achievement, Living Values, Straightforward, Process, Tolerance, OAse Practices, and Positive Discipline.**

Keywords-Learning Methods, Character Education, Attitudes and Behavior of Students

I. INTRODUCTION

Education is necessary and fundamental to each student. Importantly, the state has been regulated the education, namely in the 1945 Constitution of the Republic of Indonesia Article 31 concerning Education. Education recognized and interpreted as a vehicle for learning takes place, where the teaching and learning process that aims to develop the knowledge, skills, and character of each student.

The teaching and learning are complex activity. Given the teaching and learning activities is a very complex, it requires a specific teaching and learning methods that are superior to other methods of teaching and learning in order to achieve all the lessons, in the circumstances, and for the future.

Nowadays, learning that has applied in schools should not only be limited to the results of students' academic abilities but also need to pay attention to the affective aspects of students. As explained by Suparno [21], our education is still too emphasized in terms of cognitive, which is still limited to finding numbers, not the ability of students' critical analysis of events faced in daily life. If this happens continuously, this could be the cause of character education being unable to achieve its objectives optimally. Therefore, if the school only focuses on learning on the cognitive aspects, it will result in the character values that should be internalized in the students not getting attention in the learning process at school.

Furthermore, education characters that need attention and need to be developed are the attitudes and social character of students. This is due to that in the present, in our daily lives at school and in the community are still many students who perform acts that deviate, such as denied to parents, disobedient to teachers, violate school rules, a lot of students who are truant, mischief adolescents, engaged promiscuity, action fights, bullying phenomenon, even to fall into drug abuse.

Seeing this phenomenon, then the character values in shaping attitudes and social behavior require effort for students to have the knowledge and display attitudes and social behavior. A person is said to have good character if they fulfill the components of moral knowing, moral feeling, and moral action [23]. Based on the explanation, the character education undertaken should not only touch one partially stale, such as moral knowledge alone but must be pursued in order to arrive at the aspect of feeling and moral behavior.

Moreover, one school in Yogyakarta that has special attention to student character education is Budi Mulia Dua International High School on the Tajem, Maguwoharjo. The school was established by the private sector by implementing a unique learning model for students, which makes students more comfortable and able to develop themselves. Various types of student characters are in this school, it does not make students conflict. This is because the moral and ethical values taught to students by the school are quite a lot, including honesty, discipline, responsibility, respect, and independence. Moral values and ethics that can help students interact and behave well to people in the surrounding environment in the future.

Even so, the teachers in Budi Mulia Dua International High School have a high social spirit, namely understanding how to teach and being able to apply good education while acting as a substitute parent. Schools and teachers play a role as a place of

character formation of students, school students are taught, trained, guided, and directed in a form of learning by using appropriate teaching methods as teaching the existing school curriculum with the method of approach to the students. So that, the students can accept the value learning model and character building can be someone who behaves well and respects everyone and avoids actions that violate the norm or applicable law, so students can have social attitudes and behavior in the learning process and everyday life.

The character education that has been implemented in most schools in Indonesia is indeed supposed to be balanced with the good social behavior of students, which can be seen from the increase in achievement and a decrease in the incidence of deviant behavior of students when viewed from the objectives of character education. Hence, the researchers are interested in researching and further analyze the implementation of character education in the learning process at Budi Mulia Dua International High School towards students' attitudes and behavior.

II. RESEARCH METHOD

This research uses qualitative methods. Qualitative research includes the use of the subject being studied and a collection of empirical data on case studies, personal experience, introspection, life's journey, interviews, observational texts, history, times and everyday meanings and problematic in one's life [2].

Data collection techniques use interview, observation and documentation techniques [2]. The source of data in this study comes from the results of interviews, observations, and documentation. Researchers use these three data sources (words, actions, and additional data such as documents and others) so that the data obtained is more and the results of the research will be more valid with the support of many data. According to the source, data sources in qualitative research are primary data sources and secondary data sources [20].

Furthermore, to find out the extent to which data quality can be accounted for, the researcher uses triangulation techniques. Triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison to that data [10]. In this study will be obtained by 1) Comparing observational data with data from interviews. The author compares the results of observations with the results obtained from the informant interviews. 2) Comparing the situation with one's perspective with various opinions and views of others. This is considered important because it will reduce the level of subjectivity statements from informants.

Data have been obtained will be analyzed qualitatively and described in descriptive form. Data analysis techniques using image data analysis
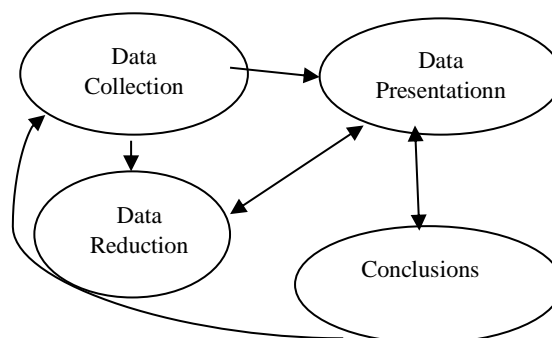
techniques and Hubberman Miles Model as follows [12]:

Figure 1. Data analysis techniques model of Miles and Huberman

A. Implementation of Learning

Implementation is not just activity, but a planned activity to achieve the objectives of the activity [14]. Whereas, learning is a systematic and systemic process or activity that is interactive and communicative between educator's "teacher" with students, learning resources, and the environment to create a condition that allows the action of student learning [26]. Learning is assistance provided by educators so that knowledge and knowledge acquisition, mastery of skills and character can occur, as well as the formation of attitudes and beliefs in students. Law Number 20 Year 2003 concerning the National Education System Article 1 paragraph 20 states that learning is the process of interacting students with educators and learning resources in a learning environment.

Implementation of learning is a process of putting into practice the idea, program or set of new activities for people to achieve or expect change [3]. The process of learning is an overall activity designed to teach students. In the education unit, the learning process is organized interactively, inspiring, fun, challenging, motivating students to actively participate in accordance with the talents, interests and physical and psychological development of students [13]. To be concluded, the implementation of learning is the process of applying in learning to implement ideas, programs or a set of new activities by expecting changes in the person being taught.

The implementation process of learning in schools that will be the focus of research is the study of character. Education is a process of continuous learning about a lot of things as well as a conscious effort shown for human development as a whole, through the various dimensions of its (religious, moral, personal, social, cultural, temporal, institutional, relational, etc.) for the continuous process of self-improvement in interpreting life and history in this world in togetherness with others [2]. Education in a technical sense, education is the process whereby people, through educational institutions (schools, colleges or through other institutions), deliberately transforming the cultural

heritage, namely knowledge, values and skills, and generation to generation [7].

B. *Character Education*

Meanwhile, the character is a way of thinking and behaving that is characteristic of everyone to live and work together both within the family, community, nation, and state. Individuals with good characters are individuals who can make decisions and are ready to be responsible as a result of the decisions they make [22]. In general, we often associate the character with what is called a temperament which gives a definition that suppresses psychosocial elements associated with education with the environmental context [17].

Through character, education is expected to form a good student as an individual in accordance with what is desired, individuals who act in accordance with the positive values and norms in society. As revealed by Lickona [23] that education is an education that deliberately designs planting and development and changes the way of thinking and acting in a moral situation so that it can be accepted in the community.

Character education is the cultivation and development of good character values based on individual and community virtues. Virtue values that apply in social life, in general, have been agreed both in writing and unwritten [16]. Kesuma, et al. [6] added that character education is a learning that leads to the strengthening and development of mental and behavioral learners. As a social agent, schools are the most strategic institution for implementing character education.

Character education that needs attention and needs to be developed in schools today is about students' social attitudes and character. This is since in the present day, in everyday life at school and in the community, there are still many students who commit deviant acts. Attitude as a reaction or response that arises from an individual to an object which then raises individual behavior towards the object in certain ways [15]. The attitude becomes a predisposition that is learned to respond positively or negatively to an object, situation, concept, or person [11]. Examples of students' attitudes toward objects such as attitudes toward school or subjects [25]. The attitudes of students towards subjects, such as English, must be more positive after students attend English learning than before taking part in learning. This change is one indicator of the success of educators in carrying out the learning process. For that, the educator must make a learning plan including the learning experience of students which makes the attitude of students towards the subject become more positive.

C. *Social Attitudes*

Furthermore, formation and change of attitude do not happen by itself. Attitudes are formed in relation to an object, person, group, institution, value, through relationships between individuals, relationships in groups, communication of newspapers, books, posters, radio, television and so on, there are many possibilities that influence the emergence of attitudes. The environment closest to everyday life has many roles such as the school environment [1].

Social attitude as a predisposition or tendency to behave in a certain way towards others [9]. Moreover, it can be interpreted as a gesture directed toward social goals, as opposed to the attitude directed toward personal goals. Understanding of social attitudes is also expressed by Sudarsono [19] who explains that social attitudes are actions or firm attitude of a person or group in the community or community. Social attitudes are the individual consciousness that determines the real acts and repeatedly against the social object [1]. This social attitude is not stated by a person but is considered by the people in a group.

D. *Social Behavior*

Meanwhile, behavior defined as action or activity from the man himself who has a very wide expanse include walk, talk, cry, laugh, work, study, write, read, and so on [18]. Behavior means the power of human beings is actualized in the form of actions which arise due to external factors or influences from outside of the man himself. The behavior of a collection of reactions, actions, activities, joint motions, responses and answers a person, such as the process of thinking, working and so on [9].

Social behavior is the presence of behavior that is in accordance with social guidance the ability to be a social person [8]. Chaplin [9] argues that social behavior is behavior that is influenced by the presence of others, the behavior of groups, or behavior that is under the control of the community. Social behavior can be defined as the behavior of two or more people who are interrelated or together in relation to a shared environment [4]. Social behavior is different from individual behavior, one's social behavior is a relative nature to respond to others in different ways. Social interaction between humans in their development towards maturity can realize their lives individually. If there is no reciprocity from these social interactions, then humans cannot realize their potentials as whole individuals as a result of social interaction. These potentials can initially be identified from their daily behavior. When socializing, what he shows is social behavior.

E. *Character Education in Shaping Social Attitudes and Behavior*

In the world of education, there are three domains that students must master, namely the cognitive, affective and psychomotor domains [5]. The cognitive domain is oriented to the mastery of the values of knowledge and technology, the affective domain relates to attitude, morality, spirit, and character, while the psychomotor domain is related to skills that are procedural and tend to be mechanical. Through the teaching and learning process of character education,

teachers have the task to educate, teach, guide, direct, train, assess, and evaluate and provide learning facilities for students. The teacher has the responsibility to see everything that happens in the classroom to help the development process of students. Submission of the subject matter is one of the learning activities as a dynamic process in all phases and processes of student development. Through the teacher's touch, it is expected to be able to produce students who are not only intellectually intelligent but also intelligent in their social life.

III. RESULTS AND DISCUSSION

Budi Mulia Dua International High School Yogyakarta is a school consisting of students from various regions with various types of student characters. Most of these students come from different races, ethnicities, tribes so that language, culture and even students' abilities are different and diverse. In connection with this, Budi Mulia Dua Yogyakarta International High School implements character education so that students can shape social attitudes and behavior by learning to respect each other and respect forms of diversity and difference.

Character education in the learning process at Budi Mulia Dua International High School includes three stages: 1) Planning. Learning planning activities carried out by the teacher at Budi Mulia Dua Yogyakarta High School include the preparation of the syllabus and the development of the RPP. There are learning components in the syllabus and RPP namely goals, materials, methods, media and evaluation. The five components are used in developing RPP. 2) Implementation. The implementation of learning that uses the character education approach there are several things that must be carried out in learning, namely instilling values to be tolerant, respectful, and respect for the diversity of learning evaluations; train students to solve social problems that occur; the material taught contains insight into diversity, events and social problems; democratic, cooperative and varied methods; and media use. 3) Evaluation of learning. Learning evaluation is used to measure the ability of students in learning and the ability of teachers in teaching. The evaluation used by Budi Mulia Dua Yogyakarta High School teachers in assessing the cognitive domain has varied. But to assess the affective domain, especially the attitudes and social behavior of students have not varied. The teacher only uses memorized techniques in assessing the affective attitudes of students and has not used an effective assessment instrument. Psychomotor domain evaluation can be seen from the competency exams conducted during UTS and UAS. Students also have social insights; can respect, respect, tolerate diversity, and caring for each other.

Budi Mulia Dua International High School also applies character education through 1) school curriculum. The curriculum used in Budi Mulia Dua Yogyakarta High School is KTSP with an Islamic

Universalism approach. The curriculum is seen in the vision and mission of Budi Mulia Dua High School. The vision of Budi Mulia Dua Yogyakarta High School is to accompany children in learning and developing their potential to become noble, intelligent and skilled human beings. The mission of Budi Mulia Dua Yogyakarta High School is to help children grow and develop according to their potential, provide basic education with a curriculum that does not burden children, provides facilities and infrastructure that makes children like the school with a happy heart. 2) Pillar of character. Budi Mulia Dua High School implements 4-character pillars namely respect, responsibility, cleanliness, honesty. One of the pillars of respect and responsibility is a reflection that Budi High School Starting Two Yogyakarta wants to direct its students to have social attitudes and characters. 3) Extracurricular activities or talent interests. The existence of this talent interest activity means that Budi Mulia Dua High School has been paying attention to the needs of students which manifest in interests and talents. Every student has different interests and talents; therefore, the school provides various talent interests. Talent interest activities at Budi Mulia Dua High School Yogyakarta are extracurricular activities. Talent interest activities are also an optional subject available at Budi Mulia Dua Yogyakarta High School. Students are given the freedom to choose talent interests. "ID" describes the school making regulations to create equality through the activities of talent interests' students are provided with equal needs services. Every student has the right to choose subjects they like and suit their talent interests. Talent interest activities are included in elective subjects. Students may choose more than one talent interest activity, but students must determine which talent interest activities will be included in the report card. Based on observations, interest in talent activities include soccer, basketball, bands, painting, cinematography, computers, school clubs (Science, Indonesian, English). 4) School Climate. The climate in Budi Mulia Dua High School Yogyakarta has reflected a high social atmosphere. Between students can get along, play together, not picking friends. The interaction between students and teachers is also close. Schools teach students to respect, respect and tolerate each other. In addition to students, teachers and employees are also given socialization to respect, respect and tolerate each other. Budi Mulia Dua High School receives students from non-Muslim religions. Non-Muslim students still follow Islamic studies and Islamic religious activities such as the Hijri New Year celebration, *qultum*, read *tartil*. The climate in Budi Mulia Dua Yogyakarta High School supports in the implementation of multicultural education.

In addition, Budi Mulia Dua Yogyakarta school has a learning base that is applied as a guide in implementing learning. The learning base includes: 1) Every individual is unique because everyone is different, therefore everyone has a way to develop into himself. 2) Award for achievement through BMD

Award. Students receive trophies that have achievements both academic and non-academic. 3) Education based on living value (honesty, responsibility, respect, and cleanliness). 4) Orientation in the thinking and acting innocence that students are trained to speak honestly and practice critical thinking. 5) Learning is an open and participatory process, that is, the teacher is not the only resource person because students can also be resource persons. 6) Awards and tolerance for differences. 7) Religion, art, and sports as a practice mean that all are practiced and taught not only in theory because of more practice. 8) Positive discipline is the discipline that begins with the students themselves.

IV. CONCLUSION

Based on the results of the research and discussion, it can be concluded that character education in the learning process of the attitudes and social behavior of Budi Mulia Dua International High School includes three stages, namely the planning, implementation and evaluation stages of learning.

Furthermore, the implementation of character education in the learning process towards social attitudes and behavior of Budi Mulia Dua International High School is carried out through 1) Implementation of the school curriculum that is in accordance with the school's vision and mission. 2) Application of 4-character pillars namely respect, responsibility, cleanliness, honesty. 3) Extracurricular activities or talent interests, and 4) Applying the learning base as a guide in implementing learning. The learning bases are Children = Unique, Achievement, Living Values, Task, Process, Tolerance, OAse Practices, and Positive Discipline.

Having known the implementation of character education in the learning process towards the attitudes and social behavior of Budi Mulia Dua International High School, it is expected to be able to maintain and consistently implement methods or activities that have been designed in shaping social attitudes and behaviors according to the vision and mission of Budi Mulia Dua International High School.

ACKNOWLEDGMENT

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