Character Education Values in the Indonesian Instructional Design at Integrated Islamic Senior High School Granada Samarinda

Mustika Suci Yuniar*
Integrated Islamic Senior High School Granada Samarinda
Samarinda, Yogyakarta
mustikasuciyuniar@gmail.com

Abstract— **Character education becomes an important part of education. The integration of character education content in learning is emphasized by the government through the Republic of Indonesia Presidential Regulation Number 87 of 2017 and the Minister of Education and Culture Republic of Indonesia Number 20 of 2018 concerning Strengthening of Character Education. This study aims to examine the content of the character education value in Indonesian Language instructional design at Integrated Islamic Senior High School Granada Samarinda. This research is qualitative. The data was collected from the instructional design in the form of a lesson plan of Indonesian Language subjects at Integrated Islamic Senior High School Granada Samarinda. Data collection techniques in this study used the documentation method. Data analysis techniques in this study used Mile and Huberman. The results showed that the value of character in the Indonesian Language instructional design was found in the structure of the learning process included opening activities, main activities, and closing activities. The character values contained in the Indonesian Language instructional design are namely the value of religious, honest, hard-working, creative, independent, curious, communicative, social care, responsible, and love to read.**

Keywords— ***Character Education, Indonesian Language Subject, Instructional Design***

I. INTRODUCTION

The implementation of education that is characterized by character education becomes the foundation of the nation's hope to produce intelligent and noble national leaders in the future. The learning process in the school is expected to not only present knowledge to students but also instill the values of kindness and noble character to students. Based on Law of Republic of Indonesia Number 20 of 2003, national education functions is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who are devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This implies that the school is not only a place to gain knowledge but also as a place to shape the personal character of students.

The terminology of character education was introduced since the 1900s. Thomas Lickona is considered as its bearer, especially when he wrote a book called *The Return of Character Education* and then followed by his book titled *Educating for Character: How Our School Can teach Respect and Responsibility* (1991) (Zuchdi et al, 2015).

The character value has three interrelated parts: moral knowing, moral feeling, and moral behavior. Good character consists of knowing the good, desiring the good, and doing the good—habits of the mind, habits of the heart, and habits of action. All three are necessary for leading a moral life; all three make up moral maturity (Lickona, 1991).

Character education is the central theme in the direction of national education policy in Indonesia, which is targeted to be carried out from 2010 to 2025. In a book published by the Government of Indonesia in 2010 concerning national character building, there are three main functions of national character development namely the function of forming and developing potential, repair and strengthening functions, and filter functions (Zuchdi, 2012).

Character development in Indonesia encompasses various dimensions of life-based on national problems, philosophical, ideological, and legality foundations. Efforts to develop character education are carried out in two broad scopes are namely macro context and micro context. The macro context covers the whole dimension of human life, in this case especially the Indonesian people. The integration of character education in learning is classified in the micro context (Zuchdi, 2012).

Education in Indonesia is seen as failing to develop the morals of students (Solihati, 2017). This can be observed from Indonesian citizen's negative behaviors which persisted, such as indiscipline, corruption, late behavior, trespass the rule, and abuse of power (Thresia, 2014). These phenomena proof of the failure of the school

to be a place to instill good values and character in social-life of an Indonesian citizen.

Education is a conscious effort taken by humans to gain knowledge which is then used as a basis for attitude and behavior (Haryati & Khoiriyah, 2017). Character education becomes an important part of education because the school period is a time when students recognize and develop their abilities and attitudes.

Character education needs to be integrated into learning to shape students' characters into good personalities and to behave according to the norms that exist in society. The integration of character education content in learning is emphasized by the government through the Republic of Indonesia Presidential Regulation Number 87 of 2017 and Minister of Education and Culture Republic of Indonesia Number 20 of 2018 concerning Strengthening of Character Education.

Content of character education in the learning process in the schools can not only be applied in the religious subject and citizenship subjects but also other subjects, such as Indonesian Language subjects. Indonesian Language subject can be used as an effective vehicle to instill the values of character education (Safi'i, 2018). The curriculum purpose in Indonesian learning includes four competencies, namely spiritual attitude competencies, social attitudes, knowledge, and skills. Spiritual Attitude Competency Formulation, which is "Living and practicing the teachings of the religion they hold". Social Attitude Competency Formulation, namely "Demonstrating honesty, discipline, responsibility, care (cooperation, collaboration, tolerance, peace), responsive and proactive as part of the solution to various problems in interacting effectively with the social and natural environment and placing themselves as a reflection of the nation in the world association."

Before the implementation of the learning process in the classroom, a teacher must organize the content of learning to be taught (Wena, 2014). Based on the Regulation of The Minister of Education and Culture Number 22 of 2016, the instructional design is designed in the form of a syllabus and lesson plan which refers to the Content Standards. Lesson planning includes preparing the lesson plan, media and learning resources, learning assessment tools, and learning scenarios.

Integrating character education through learning begins with the organize of syllabus and lesson plan (Berliani & Sudrajat, 2018). Instructional design that is integrated with the character education value can be used as a teacher's direction in the learning implementation that is more directed and organized with character education in the classroom.

The strengthening of character education in schools based on Presidential Regulation of the Republic of Indonesia Number 87 of 2017 is carried out by applying the values of Pancasila in character education primarily covering religious values, honesty, tolerance, discipline, hard-working, creative, independent, democratic, curious, the spirit of nationalism, love of the motherland, respect for achievement, communicative, love of peace, love to read, care about the environment, social care, and responsible.

This study aims to examine the content of the character education value in the instructional design of Indonesian Language Subject at Integrated Islamic Senior High School Granada Samarinda.

II. METHOD

This research is qualitative. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. holistically and using means of descriptions in the form of words and language in a special natural context and by utilizing various methods scientific (Moleong, 2014). The thing examined in this study is the value of character education contained in the instructional design of Indonesian Language Subject at Integrated Islamic Senior High School Granada Samarinda.

Data collection techniques in this study used the documentation method. This method is used to collect data from non-human sources (A.R., 2011). In this study, data was collected from the instructional design in the form of lesson plan of Indonesian Language Subject for tenth, eleventh, and twelfth grade at Integrated Islamic Senior High School Granada Samarinda.

Data analysis techniques in this study use Mile and Huberman model data analysis techniques which are divided into three stages, namely data reduction, data presentation, and conclusion/data verification (Sugiyono, 2014).

This research was carried out at Integrated Islamic Senior High School Granada Samarinda. Integrated Islamic Senior High School Granada Samarinda is the only Integrated Islamic Senior High School that is incorporated in the Networking of Integrated Islamic School Indonesia.

III. RESULTS AND DISCUSSION

A. Results

The results showed that the value of character in the Indonesian Language instructional design at Integrated Islamic Senior High School Granada Samarinda was found in the structure of the learning process included opening activities, main activities, and closing activities.

Character values contained in the Indonesian Language instructional design at Integrated Islamic Senior High School Granada Samarinda are namely religious, honest, hard-working, creative, independent, curious, communicative, social care, responsible, and love to read. The occurrence frequency of character values found in this instructional design can be seen in Figure 1.

Figure 1. Character Value s in the Lesson Plan of Indonesian Subject
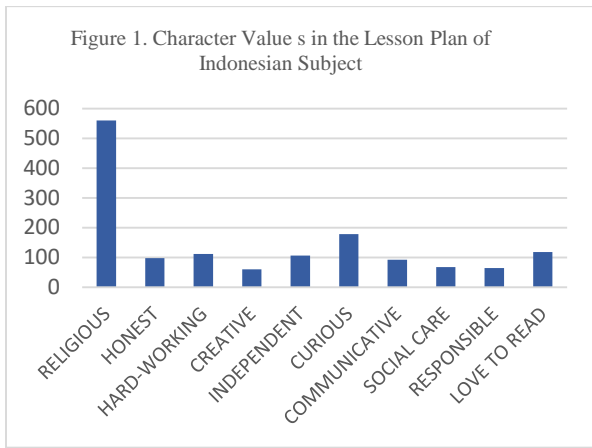

Fig. 1. Character Value in The Lesson Plan of Indonesian Subject

Religious value is the value that most appears in the lesson plan, which is 560 times because this character value is the focus of the inculcation of character values in the instructions so that these character values appear consistently in each lesson plan analyzed.

B. Discussion

Instructional design at the Integrated Islamic Senior High School Granada Samarinda was compiled based on a reference to the standard process in the Minister of Education and Culture Number 22 of 2016 and integrated with the standard process of the uniqueness of Integrated Islamic school from Networking of Integrated Islamic School Indonesia. This makes the instructional design at Integrated Islamic Senior High School Granada Samarinda differ in the application of learning steps. The learning steps in the instructional design at Integrated Islamic Senior High School Granada Samarinda are divided into three parts are namely opening activities, main activities, and closing activities. The characteristic thing is the TERPADU learning approach (Study, Exploration, Formulate, Present, Apply, Worldly, Spiritual Value) used in learning activities in the instructional design.

The opening activities in the instructional design, the content of the material to be discussed is related to spiritual values. The design of main activities includes the study, exploration, formulation, and presentation as well as the material concepts at the main activities designed with the internalization of Islamic values. The final activity is designed with application activities as well as digesting learning outcomes through worldly activities and encouraging spiritual value activities.

Based on the results of data analysis, it was found that there are ten character values contained in the Indonesian Language instructional design at Integrated Islamic Senior High School Granada Samarinda namely religious values, honesty, hard-working, creative, independent, curious, communicative, social care, responsible, and love to read.

- Religious Value

Religious values are the most important value for every human life (Setyawan, Suwandi, & Slamet, 2017). Integrated Islamic Senior High School Granada Samarinda is a school that prefers to integrate religious values in every instructional subject in the school. This is in line with the research of Yusti Marlia Berliani and Ajat Sudrajat in 2018 titled *Implementasi Pendidikan Karakter di Sekolah berbasis Pesantren* which found that in school that emphasized Islamic education, religious values were prioritized to be applied.

Religious values contained in the instructional design are found through praying together before and after the learning process, linking spiritual values with the material to be discussed, internalizing the concept of learning material with Islamic values, and encouraging spiritual value activities related to the material.

- Honest Value

Honesty is a person's attitude and behavior based on efforts to make them reliable in their words and actions (Zuchdi et al, 2015). Instructional design that is integrated with the value of honesty is expected to develop habitual honest behavior within the students.

Honest value in the instructional design is found in the closing activity, the teacher conducts a test to measure the absorption of students during learning activities, this stage requires students to work on the test given by the teacher honestly according to their abilities.

- Hard-working Value

Hard-working is the attitude and behavior of one who shows enthusiasm and seriousness in carrying out a work (Zuchdi et al, 2015). Instructional design that is integrated with this value is expected to the student to provide habituation to the student to always try as much as possible in carrying out everything that they must be responsible for.

Hard-working value in the instructional design is found in main activities in the form of exploration that encourage students to explore various knowledge in the learning material.

- Creative Value

Creative is thinking and doing something to produce away or result in solving a problem or presenting something. Creative value in the instructional design is contained in the main activities in the form of stages of formulation that encourage students to be creative in presenting the results of exploration activities.

- Independent Value

Independence is an attitude and behavior that not easily dependent on others in completing tasks (Zuchdi et al, 2015). Instructional design that

integrated with the independent value is expected to be able to familiarize students to independently solve all challenges and problems without expecting help from other people.

Independent value in the design of learning is contained through the main activities at the study and exploration stages designed by the teacher by encouraging students to study and explore knowledge independently before being given a deeper explanation by the teacher.

- Curious Value

Curiosity is the attitude and behavior of someone who wants to know what and how something or certain things can happen that can benefit themselves and their environment. The value of curious is contained in the instructional design in the main activities at the study and exploration stages. In these activities, the teacher gives an overview of the material and encourages students to study and dig deeper into information related to the material.

- Communicative Value

Communicative is a person's attitude and behavior in interacting properly and correctly with others so what that they means can be easily understood. Communicative value in the instructional design is contained in the main activities at the presentation stage. At this stage, the teacher encourages students to interact properly and correctly with their classmates in explaining and discussing the results from the exploration stage.

- Social Care Value

Social care is the attitude and behavior of someone who shows on the basis of love and attention to others as to the environment and the processes that occur around it (Zuchdi et al, 2015). Value of social care contained in the instructional design is expected to familiarize students to be more sensitive in applying all their knowledge they have to the needs and progress of their social environment.

The value of social care in the instructional design is contained in the closing activity at the application stage. At that stage, students are encouraged to apply learning outcomes in daily life that can support their usefulness or role in social life.

- Responsible Value

Responsibility is the attitude and behavior of a person to carry out their duties and obligations as they should, both themselves, society, the environment, the country, and the God they believe (Zuhdi et al, 2015). The integration of this value in the instructional design is expected to encourage students to always have a sense that everything that is assigned/ required/ charged to them is they must do/ solve as well as possible.

Value of responsible in the instructional design contained in the main activities and closing activities.

At the main activities, some activities that encourage students to do something according to the direction of the teacher which means that in these activities students are taught to be responsible for the assignments given to them. At the end of the activity, the teacher conducts a test to measure the absorption of students during the learning process, this stage requires students to be responsible for working on the test given by the teacher as well as possible.

- Love to Read Value

Love to read is the attitude and behavior of someone who always happy and eager to get new things from reading activities. This value in the instructional design of the Indonesian Subject is contained through the main activity in the form of study and exploration stages. This stage is designed to make students look for a lot of related material resources through reading activities that are expected that it will encourage students to realize the benefits and importance of reading so that they can develop a love for reading within them.

IV. CONCLUSION

Instructional design at the Integrated Islamic Senior High School Granada Samarinda was compiled based on a reference to the standard process in the Minister of Education and Culture Number 22 2016 and integrated with the standard process of the uniqueness of Integrated Islamic school from Networking of Integrated Islamic School Indonesia, TERPADU learning approach (Study, Exploration, Formulate, Present, Apply, Worldly, Spiritual Value) used in learning activities in the instructional design.

The character values contained in the Indonesian Language instructional design at Integrated Islamic Senior High School Granada Samarinda are namely religious, honestly, hard-working, creative, independent, curious, communicative, social care, responsible, and love to read. Religious character value in the lesson plan is the character that consistenly appears in each lesson plan researched.

Based on the result of the study, it can be seen that in the instructional design of Indonesian Subject at Integrated Islamic Senior High School Granada Samarinda, it is necessary to add other character values, such as the value of the spirit of nationalism, love of the motherland, respect for achievement, love of peace, etc.

Furthermore, further research needs to be carried out to examine the implementation of learning designs that are integrated with character education value in the implementation of Indonesian Instruction at Integrated Islamic Senior High School Granada Samarinda.

REFERENCES

A.R., Syamsuddin & Vismaia .S. Damaianti. (2011). *Metode Penelitian Pendidikan Bahasa*. Bandung: Remaja Rosdakarya.

Berliani, Y.M. & Sudrajat .A. (2018). Implementasi Pendidikan Karakter di Sekolah Berbasis Pondok Pesantren. *Jurnal Pendidikan Karakter*, VIII (2), 161-171. https://doi.org/10.21831/jpk.v8i2.21535

Haryati, T. & Khoiriyah, N. (2017). Analisis Muatan Nilai Karakater dalam Buku Teks Pendidikan Pancasila dan Kewarganegaraan SMP Kelas VIII. *Jurnal Pendidikan Karakter*, VII (1), 1-9. https://doi.org/10.21831/jpk.v7i1.15493

Lickona, Thomas. (1991). *Educating for Character: How Our Schools Can teach Respect and Responsibility*. New York: Bantam Books

Minister of Education and Culture. (2016). *Regulation of The Minister of Education and Culture of The Republic of Indonesia Number 22 concerning Standard of Basic and Secondary Education Process.*

Minister of Education and Culture. (2018). *Regulation of The Minister of Education and Culture of the Republic of Indonesia Number 20 concerning Strengthening Character Education.*

Minister of Education and Culture. (2018). Regulation of The Minister of Education and Culture of the Republic of Indonesia Number 37 concerning Amendement to The Regulation of The Minister of Education and Culture Number 24 of 2016 concerning Main Competencies and Basic Learning Competencies in the 2013 Curriculum on Basic Education and Secondary Education.

Moleong, Lexy .J. (2014). *Metodologi Penelitian Kualitatif: Edisi Revisi*. Bandung: Remaja Rosdakarya.

President of Republic of Indonesia. (2017). *Presidential Regulation of the Republic of Indonesia Numberr 87 concerning Strengthening Character Education.*

Republic of Indonesia. (2003). *Law of Republic of Indonesia Number 20 concerning The National Education System.*

Safi'i, I. (2018). Nilai-Nilai Pendidikan Karakter dalam Alat Evaluasi Bahasa Indonesia. *Jurnal Pendidikan Karakter*, VIII (1), 74-83. https://doi.org/10.21831/jpk.v8i1.21676

Setyawan, A., Suwandi, S., & Slamet, St. Y. (2017). Muatan Pendidikan Karakter dalam Cerita Rakyat di Pacitan. *Jurnal Pendidikan Karakter*, VII (2), 199-211. https://doi.org/10.21831/jpk.v7i2.21778

Solihati, N. (2017). Aspek Pendidikan Karakter dalam Puisi Hamka. *LITERA*, 16 (1), 51-63. https://doi.org/10.21831/ltr.v16i1.14250

Sugiyono. (2014). *Memahami Penelitian Kualitatif*. Bandung: Penerbit Alfabeta.

Thresia, F. (2014, May). *Teaching English Based on Character Education at Senior High School Metro* Paper presented at The Second International Conference on Education and Language. http://artikel.ubl.ac.id/index.php/icel/article/view/259

Wena, Made. (2014). *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional*. Jakarta: Bumi Aksara.

Zuchdi, Darmiyati. (2012). *Terampil Membaca dan Berkarakter Mulia*. Yogyakarta: Multi Presindo.

Zuchdi, Darmiyati et al. (2015). *Pendidikan Karakter: Konsep Dasar dan Implementasi di Perguruan Tinggi*. Yogyakarta: UNY Press..