

Developing Character by Applying the Model of “Makan Kembul” to Grow Attitudes of Independence, Togetherness, Responsibility, and Respect for Others

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ABSTRACT

In-class learning that reflects exemplary character students are expected to have an attitude of independence, togetherness, responsibility, and respect for others and must be interactive and fun so that students have an interest and motivation for learning. However, in reality, the learning patterns in UNU Lab Elementary School Students in Blitar, Indonesia, still do not apply an interactive and fun approach because teachers have not affected the learning model that suits students' needs. Furthermore, students yet have not shown such character in learning, so that study only produces learning goals not accompanied by attitudes of good character. The purpose of this study is to discuss the phenomenon of “*makan kembul*” that can affect attitudes of independence, togetherness, responsibility, and respect for others and explain something that is most influential in “*Makan kembul*” against manners of independence, togetherness, responsibility, and respect for others. The author uses a qualitative approach through the case study application and applies self-selection to select audiences and conduct online interviews to retrieve all data in the study's completeness. The results revealed that the character using the “*makan kembul*” model can foster an attitude of independence, togetherness, responsibility, and respect for others in the classroom interaction.

Keywords: Character Development, Makan Kembul, Independence, Togetherness, Responsibility, Respect for Others

1. INTRODUCTION

Character development by using the model of “*Makan kembul*” is the right way to design a new teaching methodology of an Interactive Learning process and foster an attitude of independence, togetherness, responsibility, and respect towards others at UNU Lab Elementary School Students in Blitar. using the model of “*makan kembul*”, the teacher automatically created a new teaching model tailored to his style and adapted to the needs that exist because of the teacher's mistrust of existing teaching models. Moreover, It arises because, in-class interaction, students still do not show a good character under the morals and culture of the Indonesian nation so that learning outcomes are only centered on goals and outcomes. Still, it is not accompanied by good character attitudes under the instructions in the curriculum so that an independent idea emerges to create a new methodology to deal with the deterioration of the teaching process, in consequence, students feel comfortable.

They have an attitude of independence, togetherness, responsibility, and respect for others interacting in a class circle. The use of the method as organizing principles for learning and teaching is unfortunate because the technique is too inadequate and too limited to explain the complexity of learning and teaching satisfactorily. Teachers seem to be convinced that there is no single theory of learning, and no unique method of education will help them confront the challenges of everyday teaching [1]. The author has a strong belief that good character, an attitude of independence, togetherness, responsibility and an attitude of respect for others is the main need in success to achieve maximum learning goals because the results achieved at the end of learning are a reflection of the creation of educational character following the nation's culture Indonesia.

Besides, character development is the initial process informing students' identity in mastering classroom learning material to the fullest. Even classroom learning will be more interesting, and interactions between teachers and students are more harmonious, orderly, and

there is good ethics between children and parents in the classroom. Character-education programs have more positive effects on school climate, staff morale, pupil behavior and curriculum delivery [2]. there is a positive effect on the school's ability to meet the social, emotional, and cognitive needs of pupils following the implementation of a whole-school prosocial development program rooted in empirical evidence from psychological and educational research [3].

Educator education programmers could acquire a confirming opinion on alum teachers' ulterior recitation if they provided opportunities for students to value their training and the arts and education assumptions inexplicit incorrupt and portrayal activity [4]. In today's Inhabitant parentage and underway civilisation, children often originate to schoolhouse with problematic behaviors and attitudes. Therefore, role pedagogy has metamorphose a necessary in schools [5]. Initial studies, primarily of character strengths interventions, confirm microscopic but pursuant well-being effects for processing an independent's top strengths, tho' concurrently excavation on weaknesses may be as effective for women as working on strength [6].

Character movement education increasingly has become receiving nationwide support among state governments, boards of education, and professional organizations [7]. The intellectually fit students who received part education showed a higher self-esteem judgement than the intellectually less fit. The testimonial pedagogy information had benefited the intellectually competent many than the intellectually inferior competent students [8]. A range of teaching, learning, and pedagogical techniques are proposed that may foster morals, values, and ethics in students' minds and develop various skills and attributes necessary for success in the sciences [9]. Testimonial antiquity should not only be holographic as attempt of a warning plan.

To body the anticipated characters within individuals, students beggary to love favourable models that they can see from and reject upon or having the change of doing positive activities that can causing their interior propulsion [10]. when the group and school pioneers team up and make character instruction and staff preparing a need, huge advantages can happen that can affect generation [11]. Fibre training in devout education society, through the precondition of worship facilities, churchgoing ceremonies, and interfaith symbols, had prognostic effects on alumnus pious eccentric described by compliance in carrying out the teachings of one's religions, the use of devout tolerance towards others, and extant in agreement with remaining religions [12].

Character education is a specific approach to morals or values education, which is consistently linked with citizenship education [2]. Character Education is a phenomenon that when a school could graduate students who have high scores, it means that the school is good.

Whereas, education is not only aimed at increasing the intellectual quotient, but also developing the emotional quotient, social quotient, adversity quotient, ecological quotient, and spiritual quotient. To say it more simply, making the students able to get score A in a subject is not the only goal of teaching. There is something much bigger than it should be one of the teachers' priorities [13].

Then, there are team clear principles identified to delineate case training as follows: (1) elevate core honourable values as the basis of swell reference; (2) show lineament comprehensively to permit thinking, notion, and activity; (3) use a cosmopolitan, intended, proactive, and trenchant coming; (4) create a loving building community; (5) provide students with opportunities to act in incorrupt sue; (6) engage a meaningful and provocative curriculum that helps all students to win; (7) foster students' acceptable people; (8) act civilize body as professionals in a acquisition and moralistic group; (9) fosters common honourable leading and long-term keep for grownup training; and (10) procure families and district members as partners in persona upbringing [14].

"*Makan kembul*" is eating in the same container, rice, side dishes, and drinking water. In *Makan kembul*, some manners support good character. Togetherness is a bond that is formed because of a sense of kinship/brotherhood, more than just working together or ordinary professional relationships. Common interests should take precedence over personal interests. The ancestors had realized the importance of mutual respect and mutual respect between each other, although different. Togetherness in differences can be accomplished by mutual respect and respect in social life. The difference is treated as a necessity, even part of sunatullah (given). Humans were created by God to get to know each other despite ethnic, cultural, and even religious differences [16].

Independence comes from the word "*Mandiri*," in Javanese, which means to stand alone. Independence in the psychological and mentalist sense implies the state of a person in his life who can decide or do something without the help of others. This ability is only possible if someone can think carefully about something he did or decided on, both in terms of benefits or advantages as well as negative aspects and losses that will be experienced. Independence starts from a sense of autonomy (self- efficacy) or one's perception of how well the individual can handle a problem that arises [17]. Independence is a behavior whose activities are directed towards yourself, do not expect much help from others, and even try to solve their problems [18].

People who independently show initiative, try to pursue achievement, show high confidence, relatively rarely seek protection from others and have a sense of wanting to stand out [19]. Independence of children early age is the ability of children to take care of themselves,

such as eating, dressing, going to the toilet, and bathing [20]. From some definitions of independence, it can be concluded that independence is a person's ability to be not dependent or someone does not need help from others in caring for themselves in a way physical (eating alone without being fed, dressing alone without assistance, bathing and defecating alone and small), in making an emotional decision, and in interacting with others socially.

Respect for others is: (1) a fundamental value and attitude to pay attention and act proactively to the conditions or circumstances around us and our partisanship to involve ourselves in the problems, events, or conditions that occur around us. Caring people are those who are called to do something to inspire, change, kindness to the environment around them. When he sees a particular situation, when he witnesses the condition of society, he will be moved to do something. What is done is expected to improve or help the circumstances around him; (2) the calling attitude to help those who are weak, low, help overcome the suffering and difficulties faced by others; (3) attitudes that are called to invite and remind rich people who have been negligent to the plight of the poor people around them; (4) reaction to pro-active in overcoming problems in the community by using and utilizing existing resources in the community; (5) attitude of willingness to provide solutions to community problems. So that the community can want to donate, so that the city wants to contribute, so that the community chooses volunteerism so that it will help the difficulties of our brothers and sisters; (6) attitudes to pay attention to human values, always moved to help other social challenges; and (7) attitudes to try to arouse independence.

Exist in the community. Respect for Others is a concept that underlies the quality and human relationships throughout history [21]. Responsibility is to carry out all its duties and obligations seriously, and Readiness bears all risks for its actions. Trusts are formed along with the growth and development of children. The responsibility comes from the heart and the will to carry out the obligation. Benefits of responsibility are: (1) with a responsible attitude, someone will be trusted, respected and valued, and liked by others; (2) the attitude of courage to admit mistakes made and want to change with better actions is the key to success; (3) the attitude of responsibility a person's responsibility makes him complete a task; (4) responsibility will make someone act more carefully with careful planning; and (5) responsibility makes someone more substantial and more robust in dealing with problems that must be resolved [22].

In this study, it is expected that the results will be a change in teaching patterns in UNU Lab Elementary School Blitar, Indonesia, which still has many shortcomings in the current learning process. All teachers became the audience in this study due to the location of

the school located on the edge of the village of Poluhan, Blitar district, where the majority of the population is chicken laborers, and their abilities are from the lower classes. To answer the teaching problems mentioned above, the author wishes to provide a solution for all teachers to find teaching patterns that fit the needs of children. And the formulation of the problem, namely: (1) how can the character of *makan kembul* at home foster an attitude of independence, togetherness, responsibility, and respect for others in a class circle; and (2) why does "*makan kembul*" model at home foster an attitude of independence, togetherness, responsibility, and respect for others in class circle?

2. METHOD

Case studies in qualitative research approaches are used in this study. Which all teachers at UNU Lab Elementary School Blitar are as the audiences selected using a self-selection pattern because the authors consider that the viewers and their location are suitable to be subject to be investigated according to the topic of the discussion. Moreover, again, they apply the interview system via WhatsApp by sending the interview sheet file in PDF because of the current condition of the COVID 19 crisis. Then in analyzing the results of the data collected, they do several things to formulate the final results obtained, namely: (1) organize and prepare the data for analysis; (2) read or look at all the data; (3) start coding all of the data; (4) generate a description and themes; and (5) representing the description and themes as the finding of this research [23].

3. RESULT AND DISCUSSION

In carrying out research, the authors make the following steps from the initial stage to the final stage or interpretation of research results, namely: (1) determine the audience and location of research that is tailored to the theme; (2) coordination with all teachers as a first step to the introduction of research; (3) data retrieval through interview sheets sent via Whatsapp group; (4) processing the interview data through stages appropriate to the case study approach; and (5) interpret complete data processing as the final result of the study.

At the stage of location and subject selection in the study, the authors determine it under the research theme and conditions based on the self-selection pattern by contacting via Whatsapp to all teacher representative as a leader in learning activities. A discussion of participants and the site might include four aspects as follows: (1) the setting (i.e., where the research will take place); (2) the actors (i.e., who will be observed or interviewed); (3) the events (i.e., what the actors will be observed or interviewed doing); and (4) the process (i.e., the evolving nature of activities undertaken by the actors within the setting) (Miles & Huberman, 1994). Then proceed with coordination with all teacher as the initial step of the research introduction, the author provides information related to the patterns in the research and introduces the

topic as a teacher's guide to apply in the learning process so that the teacher does not experience obstacles in conducting trials in the learning process.

Table 1 Interview Responses

No	Research Questions	Interview Responses
1	How can the character of <i> makan kembul </i> at home foster an attitude of independence, togetherness, responsibility, and respect for others when interacting at school?	<ul style="list-style-type: none"> ▪ Students have a high degree of responsibility, a sense of independence in interacting lessons, and mutual respect and obedience with the teacher. ▪ Students have a high tolerance, are obedient to the teacher, and have good ethics in addition to mastering the material and they are more creative in activities in the classroom. ▪ Most students have an excellent social life, a high sense of independence in doing assignments likes to help friends who require help, and have high motivation in-class interactions ▪ With the habit of applying the <i> Makan kembul </i> pattern at home, most students have a high sense of responsibility and have high adherence to seniors and teachers inside and outside the classroom, and the most prominent of the changes in students is that they are sincere in the classroom learning activities.
2	Why does the model of <i> makan kembul </i> at home foster an attitude of independence, togetherness, responsibility, and respect for others when interacting at school?	<ul style="list-style-type: none"> ▪ Students are more accustomed to being together in the family, becoming more independent in interacting with friends and teachers, and more respectful towards others and older people. ▪ Because of the habit of <i> makan kembul </i> that applies a pattern of togetherness and a sense of responsibility so that students are accustomed to imitating the patterns that exist in <i> makan kembul </i> ▪ Togetherness activities, a sense of responsibility, and independence exist in <i> makan kembul </i> model carried by students to learning activities. ▪ Togetherness, mutual respect and high responsibility inherent in students due to applying <i> makan kembul </i> pattern at home and carried to school

The method of taking the data will produce outcomes that are under the objectives of the research. After the teacher has done the learning process using Model *Makan kembul* as a method of learning for four meetings, in two weeks, the author begins distributing interview sheets and sent via Whatsapp for the data collection process. After the interview process is complete, and the results are sent to the author. The next step is to process the interview data by grouping according to the research questions to share following the research objectives so that the writer will easily take the collection of answers as an illustration of the interpretation of the results of the research (Table 1). After grouping, the data responses to the next interview interpreted according to the research objectives correlated with the research questions. In the interview, results illustrate that Students have a high degree of responsibility, a sense of independence in interacting lessons and mutual respect and obedience with the teacher, students have a high tolerance, obedient to the teacher, and have good ethics in addition to mastering the material. Moreover, They are more creative in activities in the classroom.

Some large students have a fantastic social life, a high sense of independence in doing assignments, likes to help friends who require help, and have high motivation in-class interactions, and with the habit of applying the eating pattern at home, most students have a high sense of responsibility and have high adherence to seniors and teachers inside and outside the classroom. Also, the most prominent of the changes in students is that they are sincere in-class learning activities.

After all, the teacher uses the teaching patterns that students like most so far, and again in the learning process using model *makan kembul* , students feel familiar because they are used to practice it at home with family. And learning outcomes show the maximum results obtained by students during the question and answer interaction or work on the issues. Even the teacher feels autonomous or freedom in determining the preferred teaching patterns according to the needs of children.

4. CONCLUSION

“Makan kembul” model is a solution to replace the ineffectiveness of the previous teaching model because the teacher is more autonomous and creative to choose which patterns are most preferred by students, and students are more likely to interact in learning. Besides, students have a high degree of responsibility, a sense of independence in interacting lessons and mutual respect and obedience with the teacher, and students have a high sense of tolerance, are obedient to the teacher, and have good ethics mastering the material. They are more creative in activities in class, most students have a beautiful social life, a high sense of independence in doing assignments, likes to help friends who need help and have high motivation in-class interactions, and with

the habit of implementing eating patterns at home, most students have a sense of responsibility to answer and have high adherence to seniors and teachers in and outside the classroom, the most prominent of the changes in students is that they are sincere in-class learning activities.

The learning outcomes obtained by students have increased even though there are still little obstacles. It is expected that teachers in remote areas will use *makan kembul* patterns, and that is fun for students and more autonomous in determining the best models in the current COVID - 19 Pandemic. And it is hoped that future researchers will develop model *makan kembul* as an investment in teaching patterns that are in line with the character of the Indonesian culture. Input and suggestions for further researchers will be handy for the development of this research.

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