

Establishing Character Education in Elementary School: Increasing Concern and Environmental Responsibility Through Habiting and Modeling Working Group Activities

Dinie Rizky Amelia*, Mohamad Syarif Sumantri and Erry Utomo

Jakarta State University, Indonesia

Received 05 May 2018, Accepted 07 July 2018, Available online 09 July 2018, Vol.6 (July/Aug 2018 issue)

Abstract

Character is an important and major in equipping the elementary school. Character education in elementary schools is not only applied in the classroom but can also be applied outside the classroom as well as in extracurricular activities of working groups. In the extracurriculars the working group of students is divided into several activities. The working group (Pokja) consists of: (1) TOGA (Family Medicine Plants) pokja, (2) Planting pokja, (3) fishery pokja, (4) energy pokja, (5) pokja biopori, and (6) a hygiene working group that will hold each program based on the group that has been determined. The research will be conducted on students of grade III in Elementary (Sekolah Dasar Negeri /SDN) Menteng 02, Central Jakarta with the number of sample students. This study uses the design of classroom action research model Kemmis and Taggart consists of four stages of plan, action, observation, and reflection. After doing research, it is found that using modeling and habituation in extracurricular activity process work group proved effective in increasing the character of responsibility and awareness to environment. This is because students are actively involved and there is a real example of the subject matter that becomes the learning objective.

Keywords: Character education, Responsibility, Environmental care

Introduction

Primary school education does not only teach children to read, write, and arithmetic but also to teach them in socializing with the surrounding, teach them to learn by themselves, to learn about the natural environment and let students learn from their experiences which in results, hoping that education able to create generation that is beneficial for social and environment.

Through character education program, it is expected to become the solution of the problems in the current situation and educational conditions in Indonesia. Character education is an education that develops the values of culture and character of the nation in the students which allows them to have values and character as their personality and to apply those values in their lives, as member of society, religious, nationalistic, productive and creative citizen. Puskur (2010). Through the application of character education, the government seeks the creation of strong mentality generation with noble personality.

In fact, character education in primary schools is still largely inadequate. Many elementary school students do

not understand the meaning of protecting the environment. This problem is often caused by lack of understanding and learning about the environment. Studies about preserving the environment is only told in theory not accompanied by practice directly. Limitations in time as well as limited medium for character building becomes another problem to establish character education for the students.

One of the efforts that can be done by teacher in overcoming the problem stated above, is by applying habituation and modeling in various activities inside and outside class. This activity could influence a continuous habit which results, a better character.

Indeed, the character is not only taught from several areas of study such as religious education and civic education. However, all subjects taught in elementary schools should be linked to character building. Character building in schools can be done with number of ways: 1) character education is integrated into all subjects. 2) character education is also integrated into the implementation of student coaching activities through extracurricular. 3) character education is carried out through the activity of matters involving all the citizens in the school. Dit. PSMP Kemendiknas (2010).

Extracurricular working group is one of the activities that teachers can do to improve the attitude (character)

*Corresponding author's ORCID ID: 0000-0002-2140-1503

DOI: <https://doi.org/10.14741/ijmcr/v.6.4.15>

of students in being responsible and caring towards the environment. Through the activities it is hoped that it would enhance the students' character values despite the slow result it surely would create a strong form. In addition, the existence of work groups in extracurricular activities will bring positive impact on students, including: instilling independence, cooperation, responsibility, discipline, potential distribution, care, hard work, respect, and mutual respect.

When this activity is done continuously combined with extracurricular, which would become a habit, it would create a positive atmosphere in the school. With the existence of this work group extracurricular, it is very suitable in building two characters related to loving the environment.

SDN Menteng 02 is a place of research to be implemented, in the implementation of this working group will be held in several classes simultaneously, it is expected there will be a significant change in the mindset and character of students. The classes that will be applied by the working groups (*POKJA*) are: in the third and fourth classes, there are *pokja* in planting, *pokja* in fisheries, biopori cleanliness and energy-saving *pokja* whereas in the fifth grade there will be addition of existing ones such as *pokja* doctor and *pokja* student healthcare (*UKS*) and *pokja* composting. This is done because there are differences in characteristics and ability of students in each level of classes. The character education are not only done in the classroom but also outside the classroom and are carried out daily continuously, expected to instill the students' character values strongly.

Method

This research is a classroom action research (PTK). According to Arikunto (2009), "The term in English is Classroom Action Research (CAR). Design research is a strategy or a way to achieve the research objectives that have been set and as a guide for researchers in conducting the research process. Research design is like a way for researchers to show the direction of the appropriate research process in accordance with the purpose of research that has been determined. As for the research design used in this study is Kemmis and Taggart model. The research plan will be implemented as shown below.

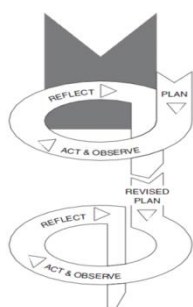


Image 1

Spiral Model Kemmis and Taggart (Arikunto, 2010)

According to Arikunto (2010), "Kemmis and Taggart models outline four commonly used stages: planning, action, observation, and reflection." The location chosen in this research is grade III of Elementary School (*Sekolah Dasar/SDN*) Menteng 02, Central Jakarta. The reason the researcher chose the location because of the reasons as follows: The researcher is the teacher in grade III of *SDN* Menteng 02, Central Jakarta, The researcher sees the character of responsibility, caring and awareness of students' are still low, extracurricular activities have not been effectively utilized.

Based on the above considerations, the researcher tries to implement the character education of being responsible and environmentally caring through extracurricular activities of working group habits which hopes in improving the character of the students according to character education objectives. While the subject of this research is the third grade students of *SDN* Menteng 02, Central Jakarta 2017/2018 academic year which amounted to 32 people, consisting of 17 male students and 15 female students.

Results and Analysis

Based on research that has been done on several aspects studied obtained the data as follows

Data of Teachers' Ability in Implementing Learning Activities: The ability of teachers in carrying out learning activities is measured based on indicators that are divided into four parts, namely planning, action, analysis and reflection. Then from these indicators are made statements in the form of actions that should be done by a teacher carrying out learning activities. From result of data processing ability of teacher in planning of learning activity from cycle I, is 50% at first meeting increased to 75% at second meeting, then continued on cycle II. Learning cycle II obtained the data of teachers' ability in planning the learning activities by 75% at the first meeting and increased at the second meeting to a maximum of 100%. The percentage of teachers ability in planning learning activities from each cycle obtained value of 62.50% in cycle I and increased to 87.50% in cycle II.

The ability of teachers in carrying out the activities of learning activities in this study consists of 4 indicators. First, the action plan covers the goals and priorities of the school, along with specific tasks, expected expectations, and time spans. Second, determine the roles and responsibilities of all school members in program / activity activities. Third, the involvement of all school residents in the program / activity. Fourth, recording all forms of activities that have been made that will be a reference in the evaluation of activities. Data of observation result of teacher ability in executing action of learning activity can be seen in table 2 below.

From result of data processing ability of teacher in carrying out action activity of learning in cycle I have seen

an improvement, that is from 56,25% at first meeting increased to 75% at second meeting then study continued in cycle II. Learning cycle II obtained the data ability of teachers in implementing action learning activities of 93.75% at the first meeting and increased at the second meeting to a maximum of 100%. The percentage of teachers' ability in carrying out the learning activities from each cycle obtained a value of 65.62% in cycle I and increased to 96.88% in cycle II.

The result of observation of teacher ability in doing analysis and reflection of learning activity shows data of improvement, that is the teacher ability in doing analysis and reflection of learning activity in cycle I improved, from 41,66% at first meeting increased to 66,66% at second meeting. But from the discussion between researchers and observers, this result is considered less than the maximum. So that learning continued on cycle II. Learning cycle II obtained data of teacher ability in doing analysis and reflection of learning activity equal to 91,66% at first meeting and increase at second meeting maximal 100%. The percentage of teacher ability in carrying out activity of learning activity from each cycle obtained value equal to 54,16% in cycle I and increase become 95,83% in cycle II.

In general, the ability of teachers in carrying out learning activities both at the planning stage, action and analysis and reflection has increased significantly from cycle I to cycle II. Overall the ability of teachers in implementing learning has increased in the first cycle only 60.76% of teachers carry out learning activities in accordance with the plans that have been prepared. Then increase in cycle II that is equal to 93,40%. With a very high increase, it can be said that the implementation of learning is done in accordance with the plan previously designed. This could create an effect in influencing improvements towards the students' character of environmental awareness and in developing sense of responsibilities.

Student Activity Data During Learning Process: In measuring student activities during learning was done through filling out student activity observation sheet which has been compiled by researcher. The results of the analysis on student activity describes student activities at the learning process by using methods of habituation and modeling work group activities. Observations were made by an observer who is a colleague using an activity observation sheet.

Based on the observation of student activity, it is found that in the first cycle of student activity reached 80,73%. From these results, shows some aspects of the implementation have not run well and need to be improved in cycle II. Things that need to be improved are; amount of students in collaborating in the concept maps (Take duties, taking turns, asking, listening actively, giving and appreciating contributions) and student activeness in class discussion / presentation activities. From the results of analysis and reflection then continued to cycle II. In this second cycle, student activity increased rapidly that is

equal to 95,66%. With these achievements can be concluded that learning by using methods of habituation and modeling work group activities can increase student activity in learning activities.

Data in Environment Concern Character: In measuring the increase of environmental awareness is done by the students filling out the questionnaire of environmental awareness character that has been prepared by the researcher.

The character of environmental awareness through the habituation and modeling of work group activities in cycle I has not obtained maximum results. The character of the students in the care of the environment on the indicators attitude of caring and maintaining the beautiful environment in cycle I, results at 68.33% . The indicators in feelings concern for the behavior of others in maintaining environmental cleanliness is resulted at 68.33% and on indicators of an awareness of the importance in maintaining the environment is resulted at 68.58%. Learning done in cycle I has not got the expected results of the researcher, so it is necessary to make improvements in learning by continuing research on cycle II.

Based on the data obtained information that the character of environmental awareness through the habituation and modeling of work group activity has increased significantly in cycle II ompared with the learning in cycle I. In the indicator of attitude of caring and maintaining the beautiful environment has increased to 94.38% II. Furthermore, the indicators of having feelings of concern for the behavior of others in maintaining environmental hygiene also increased to 93.06% and on indicators having the awareness of the importance in maintaining the environment increased to 93.23% in cycle II.

Responsible Character Data: In measuring the improvement of character responsibility is done by students filling out the questionnaire regarding to responsibility characters which has been prepared by researchers.

Based on the data obtained information that the character of responsibility through the habituation and modeling of work group activities in the first cycle has not gained maximum results. Character of students in responsible on indicator of having an awareness of the importance in maintaining the environment in cycle I got the result of 66.23%. Furthermore, the indicator of unhappy feeling when seeing others littering or seeing scattered rubbish is at 67.38% and on the indicator knowing the affect of littering is at 67,19%. While the indicator attitude in maintaining the environment is at 65.10%. Learning done in cycle I has not got the expected results of the researcher, so it is necessary to make improvements in learning by continuing research on cycle II.

From the results of reflection cycle I was found out the weaknesses and shortcomings in the learning cycle I that shows the results of the three indicators of

environmental awareness character is still less than the maximum. Weaknesses and shortcomings are due to: (1) the teacher has not been able to relate between the material with other relevant knowledge; (2) the teacher has not been able to relate between the material and the reality of life that makes the student has not been able to apply it in everyday life; (3) teachers have not maximally motivated students to care about the environment; (4) the teacher has not maximally motivated the students to be responsible; (5) the teacher has not used the interesting learning media; and (6) teachers have not been able to establish the cheerfulness and enthusiasm of students in learning.

From the data in cycle II obtained information that the character of responsibility through habituation and modeling of work group activity increased in cycle II significantly when compared with the learning in cycle I. In the indicators of having awareness of the importance of maintaining the environment increased to 94.53% in the cycle II. In general the character of responsibility to students increased from 66.23% in the first cycle to 94.53% in cycle II. This happened because of improvements in the implementation of learning activities ranging from learning scenarios to the appearance of teachers in delivering the material.

Analysis and Research Result

Based on the results of initial observations made, researchers get the character of environmental awareness and responsibilities of students is still very low. This is seen in the initial condition of students still littering; when disposing of garbage, students have not separated between organic and non-organic waste even though the place is already available; students have not shown a sense of responsibility to clean up the environment of the scattered foliage; and there are still students who arrive late when having the duty at cleaning. In addition, students are still less concerned about the existing environmental conditions, for example when there is an open water tap students do not respond by closing the faucet; when garbage is littered in the school environment students do not respond by cleaning it; not planting crops on a regular basis, not appreciating being on duty to clean, not turning off lights when lighting is good; and does not clean up clogged plugs.

Increasing the character of environmental awareness and responsibility of students through the habituation and modeling of working groups include various stages: Learning planning; the success of learning is strongly influenced by the ability of teachers in planning lessons. According to Malik in Noviyeni (2014: 28) "Learning planning is determining what will be done in learning. Planning contains broad decisions and explanations, policy determinations, program determination of methods, specific procedures and the determination of

activities on a daily schedule ". Learning planning is prepared and planned by the researcher who then conducted the assessment by the observer.

The steps taken are to draw up lesson plans and create learning scenarios in which they are related to material preparation, use of methods of habituation and modeling of group work activities in the hope of increasing the character of environmental awareness and responsibility for the students. Each cycle uses the theme of the theme of the impact of global warming and prevents and overcomes the impact of global warming, then plans the organizing of materials consisting of learning media, assessment planning which consists of the procedures and types of assessment and assessment tools used and the determination of indicators of environmental and responsibility awareness answer. Indicator of environmental awareness which are have apply the attitude of caring in maintaining a beautiful environment, have feelings of concern to the behavior of others in maintaining the cleanliness of the environment, have awareness of the importance of maintaining the environment. While the indicators of responsibility include having an awareness of the importance of maintaining the environment, unhappy when seeing others throw garbage recklessly or see scattered rubbish, knowing the consequences of littering and having responsibility to behave in protecting the environment.

In the learning plan cycle I of learning activities carried out as much as two meetings, namely intracurricular and extracurricular learning. In intracurricular learning with the theme of the impact of global warming, teachers still dominate activities in the classroom. While in the learning activities extracurricular students are more active in carrying out the task given by the teacher but has not run smoothly. Due to the shortcomings and weaknesses in learning cycle I, then the learning continued in cycle II with two meetings with the theme of preventing and overcoming global warming. Because of the shortcomings and weaknesses in cycle II, the planning of the learning activities changes from the learning scenario, learning media to the appearance of teachers in the classroom.

The result of the ability assessment of the learning plan increased from the first cycle of 62.50% to the second cycle to 87.50%. From the results of the percentage can be said that the designed plan is running well.

Implementation of Learning: Implementation of learning character of environmental awareness and responsibility through the habituation and modeling of work group activities, has been implemented by researchers in accordance with the planning of learning that has been designed. As Corey puts it (in Rohman 2012: 258) that "Learning is a process whereby a person's environment is deliberately managed to enable him to participate in certain behaviors under specific conditions or generate responses to specific situations."

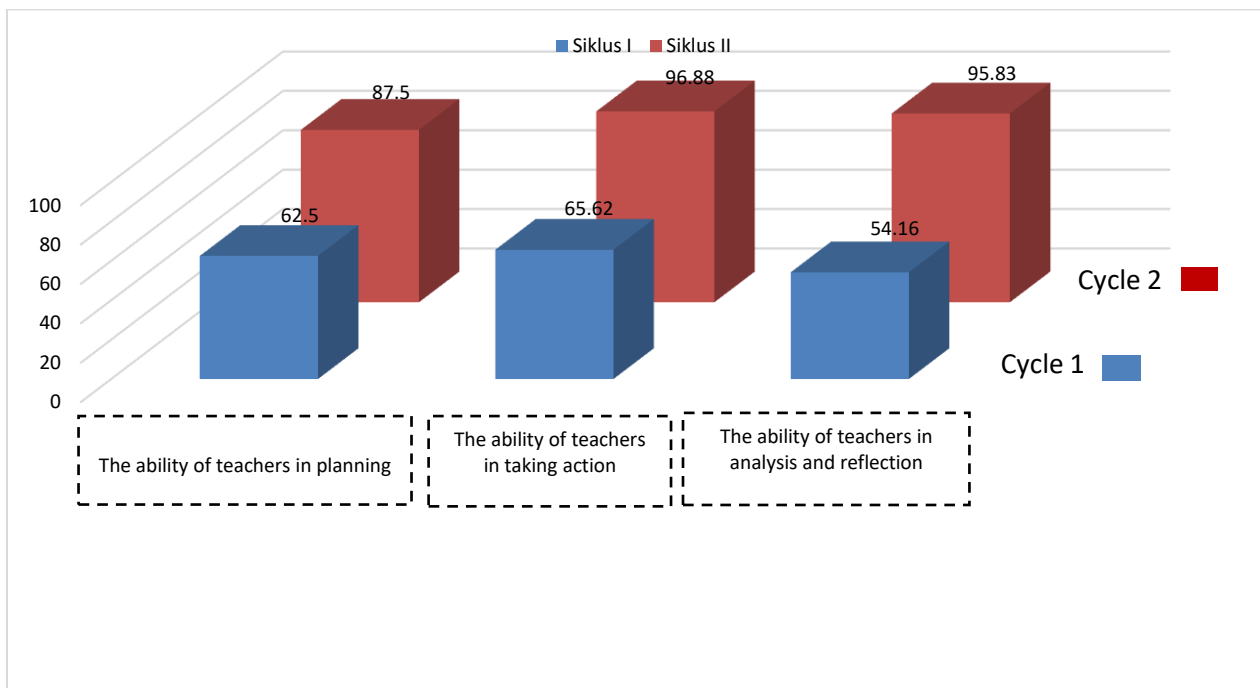


Diagram 1 Percentage of Master's Ability in Implementing Learning Activities

The process of implementation of learning deliberately managed so that students participate in learning activities so that the goals that have been determined will be achieved. Meanwhile, according to Hamid in Noviyeni (2014: 30) said that the basic steps in the implementation include: (a). The teacher conveys the competence to be achieved; (b). The teacher presents the material; (c) To know the absorptive capacity of children, strive to form groups; (d). Assigning children in learning activities; (e). The teacher repeats an explanation of matter that the child has not understood; (f). The teacher conveys the conclusions and closes the lesson.

The learning was done in two cycles and each cycle was held with three meetings, the first meeting and the second meeting was conducted intracurricular and extracurricular learning, while the third meeting was done by filling the questionnaire of the character of environmental awareness and responsibility. So for the whole cycle is done with 6 meetings. Each meeting is conducted using the method of habituation and modeling of working group activities with plans that have been designed, managing classroom interaction by providing opportunities for students to play an active role in learning and doing assessment both in classroom and outside classroom and can motivate students to improve the character of students' awareness and responsibility to not only within the school environment but more can be developed in everyday life in a wider society.

From the results of the assessment of the ability of teachers in implementing learning actions, the first cycle with a percentage of 65.62% and increased in cycle II with a percentage of 96.88%, then in this study can be stopped because the results are in line with expectations. Based on the data ability of teachers in carrying out learning activities from the planning stage, the action until the

analysis and reflection presented in tables 1, 2 and 3 can be illustrated through diagram 1.

Improving the Character of Environmental Care and Responsibility: The acquisition of percentage of environmental caring character and student responsibility through questionnaires generally improved significantly compared to the initial condition of the students. It can be seen on the percentage of environmental awareness behavior and student responsibility in cycle I of 68,58% for environmental awareness character and 66,23% for character of responsibility. While in the second cycle has increased significantly by 93.84% for the character of environmental awareness and 94.53% for the character of responsibility. This can be confirmed by the observation data of the character of the environmental awareness and the responsibility of the students conducted by the observer. The result is the character of environmental awareness and responsibility of students in cycle I of 65.75% with high criteria and increased significantly in cycle II of 96.03% with very high criteria.

The student's character of environmental concerns and responsibilities based on observations can be illustrated by the following diagram.

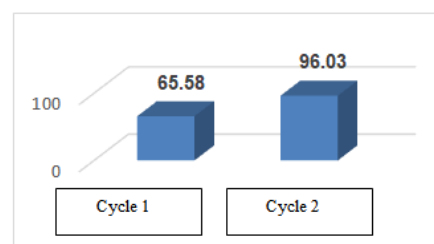


Diagram 2 Character Observation of Environmental Care and Responsibility

Based on the diagram 2 above obtained information that the results of observations made by the observer on the students about the character of environmental awareness and responsibilities that appear in students has increased significantly that is equal to 65.58% in cycle I and increased in cycle II of 96, 03%. This confirms the results of the questionnaire data of environmental awareness and responsibility, that the application of learning with the method of habituation and modeling of work group activities can improve the character of environmental awareness and student responsibility.

From the results of analysis and reflection found weaknesses and shortcomings in the learning cycle I that shows the results of the character of care for the environment and responsibility of students is still less than the maximum. Weaknesses and shortcomings are due to: (1) the teacher has not been able to relate between the material with other relevant knowledge; (2) the teacher has not been able to relate between the material and the reality of life that makes the student has not been able to apply it in everyday life; (3) teachers have not maximally motivated students to care about the environment; (4) the teacher has not maximally motivated the students to be responsible; (5) the teacher has not used the interesting learning media; and (6) teachers have not been able to cultivate the cheerfulness and enthusiasm of students in learning.

To get better results, teachers need to make changes which includes: (1) teachers must link between the material with other relevant knowledge; (2) the teacher must relate the material to the reality of life so that the student is able to apply it in everyday life; (3) teachers should maximally motivate students to care about the environment; (4) teachers should maximally motivate students to be responsible; (5) teachers should use interesting learning media; and (6) teachers should be able to foster the students' cheerfulness and enthusiasm in learning.

Increasing the percentage of environmental caring character and responsibility from the initial conditions, cycle I and cycle II is due to the application of methods of habituation and modeling of working group activities. Muthoharoh *et al* (2015) mentions the habituation of students in schools is a real implementation of all subjects because habituation is applied to the understanding, skills, and attitudes and values built on all subjects. In addition, according to Rusmayanti & Cristiana (2013) the use of methods of habituation by familiarizing the behavior or moral attitude of children repeatedly and continuously can change and reduce excessive or wrong behavior and improve good behavior. In addition, the use of methods of habituation with work group activities is carried out in groups. This is in line with group learning / cooperative learning. Cooperative learning is a teaching and learning approach that puts forward the common attitudes or behaviors in working or helping among others in a regular group structure of cooperation, consisting of four or more persons. Such working relationships allow

for positive perceptions of what a student can do to achieve learning success, based on his or her individual ability and share of other group members during group learning.

Furthermore, in this study, learning activities not only occur in the classroom (intracurricular) but also outside the class (extracurricular). It is intended that students can apply the concepts acquired when learning in the classroom on real events in everyday life environments. According to Uno (2015: 147) states that learning with the use of the environment is able to create a comfortable learning atmosphere and allows students not to experience boredom. Kemdikbud (2017: 14) also stated that the use of the environment as a learning resource allows learning more interesting, not boring and foster a sense of student enthusiasm. This is in accordance with the results of activity observation sheet of students which states that learning with methods of habituation and modeling of work group activities make learning more enjoyable and students become more motivated in gaining experience learning. In other words, direct experience and direct involvement of students in the environment can increase student interest and motivation in learning. This is in line with the opinion of Uno (2015: 147) which states that student learning motivation will be more accelerated when experiencing learning by utilizing a different environment than usual. In addition, from the results of activity observation sheet students obtained information that the whole student in learning by using methods of habituation and modeling work group activities can increase student activity in learning. Sari (2013: 168) in his research stated that the direct involvement of students in learning can increase student activity.

Increasing student activity and interest indirectly can have a positive effect on the character of environmental awareness and student responsibility. The application of methods of habituation and modeling of working group activities in addition can have a positive effect on the improvement of the students' character values, especially the environmental and responsibility characters can also encourage and make the students more active and enthusiastic in learning. Students respond well to the environment are shown by an increase in the percentage of environmental awareness and student responsibilities to their environment.

Summary

Character education in elementary school by using various learning models is very important in streamlining the learning process. This application does not always have to be applied in subjects. In this research, it is proven that the application of character education and environmental responsibility by using extracurricular activities of working group proved successful in improving the character of students. At the learning process more students are brought on the situation of fun and meaningful, students learn in real with direct practice.

This learning process has an impact on the change of character of students significantly.

Reference

- [1]. Arikunto, S, dkk. (2009). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- [2]. Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- [3]. Dit. PSMP Kemdiknas. 2010. *Pendidikan Karakter Terintegrasi dalam Pembelajaran di Sekolah Menengah Pertama*. Jakarta: Direktorat PSMP Kemdiknas.
- [4]. Kemdikbud (2017) *Penguatan Pendidikan Karakter Jadi Pintu Masuk Pembinaan Pendidikan Nasional*. Obtained 18 Februari 2018. tersedia online : <https://www.kemdikbud.go.id/main/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembinaan-pendidikan-nasional>.
- [5]. Muthoharoh, Anis et al (2015) *Pendidikan Nasionalisme Melalui Pembiasaan Di SD Negeri Kuningan 02 Semarang Utara*. Jurusan Politik dan Kewarganegaraan Fakultas Ilmu Sosial Universitas Negeri Semarang. Unnes Civic Educational Journal. Vol 1 no 2, 2015. Tersedia online
- [6]. <https://journal.unnes.ac.id/sju/index.php/ucej/article/view/1010>.
- [7]. Noviyeni, Henny. (2014). *Peningkatan Pendidikan Karakter Religius Melalui Sikap Berdoa Pada Anak Usia 5-6 Tahun di TK Negeri Pembinaan Nanga Pinoh Kabupaten Melawi*. Skripsi. Prodi PGPAUD. Universitas Tanjungpura. Pontianak.
- [8]. Pusat Kurikulum Depdiknas. (2010). *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa*. Jakarta: Kemendiknas.
- [9]. Rohman, Muhammad. (2012). *Kurikulum Berkarakter, (Refleksi dan Proposal Solusi terhadap KBK dan KTSP)*. Jakarta. Prestasi Pustakaraya.
- [10]. Rusmayanti, Ratih & Cristiana, Elizabeth (2013) *Penggunaan Metode Pembiasaan Dalam Meningkatkan Perilaku Moral Anak Kelompok B Di TK Bina Anak Sholeh Tuban*. Jurnal BK UNESA. Volume 04 No 01 Tahun 2013, 329-337.
- [11]. Sari et al (2013) *Pembinaan Sikap Cinta Lingkungan Pada Anak Usia 4-5 tahun di TK Negeri Pembina Katapang*. Jurnal Pendidikan dan Pembelajaran. Vol 2, No. 3.
- [12]. Ubo, Hamzah B. (2015). *Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan*. Jakarta: Bumi Aksara.