

# Analysis of Character Education Integration On Civics Lesson Plan for Fourth Graders at Primary School

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## Analysis of Character Education Integration On Civics Lesson Plan for Fourth Graders at Primary School

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### Abstract

This research aimed to analyze character education integration into civics lesson plan for fourth graders on theme 9 of How resourceful my country, Indonesia is. The instilled characters into Civics lesson plan were: care, confidence, and responsibility. This qualitative study case technique was conducted at SD N 4 Depok, Toroh district, Grobogan municipal. The techniques of collectin data were interview, observation, and documentation. The validity was done by source and methodology triangulations. The process of analyzing data was done through data reduction, data presentation, and data conclusion/verification. The finding showed that the teacher had been able to instill character education in students. However, the integration of civics lesson plan was not optimum. The lesson plan character was arranged without any modification, especially to develop valuable characters of the students because teacher only transferred what was in her textbook. This lack of integration knowledge of character education in the lesson plan became the main hindrance for teachers. Limited time became the reason of less optimum lesson plan of the teacher. Efforts which could be done is by comprehending the integrative methods of character education in learning and teacher professionalism in managing time wisely so that all tasks could be done.

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## INTRODUCTION

Civics consists of ethical and moral values. It provides information for students to have better awareness and understanding about the values which then could be implemented in daily life both family, social, and school environment. Therefore, civics education is taught at all levels of education, such as primary school until university level. Ironically, moral crisis occurring in this era happened massively around student and college student environments whom in fact they have got moral value teaching, especially civics.

Survey done by Mazzola about *bullying* at school as quoted from Khusniati (2012) showed that: (1) in everyday, there were around 160.000 students bullied at schools. 1 out of 3 respondents (aged 18 year old) ever got abused. 75-80% students ever found abusive action. 15-35% students were the victims of *cyber – bullying*. This concerning condition, both done by educated adults and teenagers, made us believe that instilling values would be important.

Furthermore, data of children cases as outlined on official *website* of Indonesia Children Protection Commission in 2016 showed 10 fields of cases with total number 2.733 cases. Child Facing Law Case is the high percentage child case 26.82%. Then, the next one is Pornography & *Cyber Crime* with 11.49%, and NAPZA with 8.31% cases. Three out of ten cases had represented and showed character value deviation done by children. This point is where we understand character education by all dimension and varieties is an absolute matter.

According to Asrori as quoted by Sayektiningsih *et al.* (2017) stated that learning process did not only involve factual or conceptual mastery of certain knowledge but also involving feelings dealing with emotion, compassion, hatred, and religiosity. Meanwhile, problems existing at SD N 4 Depok was – the practice of character education in civics was only in cognitive – psychomotor oriented purposes. Then, the affective purpose is anything dealing with character formation or student attitude were ignored.

An education psychologist, Spencer Kagan, as quoted by Lickona (2012) showed that character education possibility how we taught would be important than what was being taught. If we wanted character education to be instilled in real life performance outside of class, then we should use class as “learning structure”, allowing them to practice the good deeds.

One of efforts to do is by integrating character education in civics lesson plan stage. Integration is defined as unity. It meant for the researcher to integrate between character education and civics learning through lesson plan into one. Thus, it could be a complete unit to develop students' characteristics.

Then, Lickona, as quoted by Raharjo (2019) stated that character education is an intentional effort to facilitate human understanding, caring, and doing main ethical values. The researcher concluded the point of Thomas Lickona concept is about importance of character education which should be done consciously and well – planned by the main components, such as background knowledge of morality, moral feeling, and moral action.

From the quotation, it is clear how importance of lesson plan before doing teaching – learning process. By the existence of lesson plan, teacher could realize action or strategy properly so that a demanded learning object could be achieved well.

By referring into various explained backgrounds and the observation result of the school, the researcher thought it would be important to have further observation about character education integration of civics lesson plan stage. The integration of character education into the lesson plan which would be investigated was theme 9 of How resourceful my country is. Therefore, it motivated researcher to conduct a research titled “an analysis of character education integration on civics lesson plan for fourth graders”.

## METHODS

This qualitative research method was used to investigate an object scientifically. Scientific

object is a developing object naturally without being manipulated by researcher. The qualitative approach was used by the researcher because truth was a hidden reality. Wulandari, Al-Muhdhar, & Subandi (2016) explained that in qualitative study, the existence of researcher meant to be instrument manager and action designer.

The approach of this research was descriptive study case. It is the most basic research design to describe or draw current phenomenon existence, both scientific phenomenon or manipulated phenomenon by human. Meanwhile, a study case is a method to collect and analyze data dealing with certain case. Imam Suprayogo and Tobroni as quoted by Paturohman (2012) defined study case as a technique emphasizes on comprehensiveness and completeness of the investigated object although it is done in a limited scope. From the definition, it can be known that the scope of this research is limited. It meant, in descriptive research by using study case technique, only investigating subjects within limited quantity. It was conducted at fourth grade of SD N 4 Depok as independent subject.

The focus of this research was to analyze civic learning plan. The specific stage to analyze was civics lesson plan of fourth graders under theme 9 of How resourceful my country is with sub-theme 1 energy source power of Indonesia which was arranged by teacher of fourth grader of SD N 4 Depok, Grobogan municipal, to be integrated into character education.

This research was conducted at SD N 4 Depok, Toroh district, Grobogan Municipal. It was done to find out the integration of character education found in the lesson plan for the graders. The subjects only consisted of some SD N 4 Depok members.

Atmaja (2013) explained in finding the appropriate informant could be determined by formal and informal information principles. There was a need of keeping so that there would be no double informants to the others or to the previous studies in which researcher could judge based on the already found requirement so that appropriate informants could be obtained. The

informants consisted of teacher of fourth grade of the school.

The data and data source of this research consisted of informants, documents, and observational data. The techniques to collect the data were interview, observation, and documentation. The data validity in this research was done by triangulation. Triangulation is a technique to check the validity of the data by using other matter. The techniques to triangulate were source and methodological triangulations. The data analysis process used Miles and Huberman model. It was done by data reduction, presentation, and conclusion.

## RESULTS AND DISCUSSION

According Rohman, Setyowati, & Wasino (2012), cultural and characteristics problems of this nation became society's concerns. This dealt with various aspects of life as stated in printed media, interview, dialogue, and discussion in electronic media. Education is assumed to be most effective medium in fostering attitudes, skills, and knowledge. Therefore, education is always developed and improved to create the expected generation Ariesta, Setyowati, & Purwanti (2017).

According to Wibowo (2015) that developing character for primary school children had very essential meaning rather than only developing moral. It was so because it dealt also with good behaviors about well – behaving in life so students would have awareness and commitment to do good deeds in daily life. Since character education is a natural attitude of school aged children to respond situation morally. It should be realized into real action through habituation to act properly, honestly, responsibly, and respectfully to other people.

Fauzi, Arianto, & Solihatin (2013) stated that by implementing character education systematically and sustainably, students would have emotional quotient. It prepares them to face future era because an individual will be successful and easy to face various life challenge, included being successful academically.

Based on the quotation, to improve and develop qualified education to have good characteristics generation should have systematic effort. Education without plan will not run properly and maximally. According to Joseph and Leonard as quoted by Mulyasa (2014) stated that teaching without sufficient written plan would be a reckless action and frequently not effective. Teacher should think first what and how to do. From the quotation, it can be understood how important a plan is. By having plan, teacher could put the best effort or strategy to make demanded learning achieved properly.

The investigated plan was in the form of civics lesson plan for the graders on theme 9 and subtheme 1. Specifically, researcher took lesson 2, 4, and 6 in which under theme 9 and sub theme 1 which contained civics core competences. The process of composing the lesson plan based on 2013 curriculum has been managed by rule of Education and Cultural Minister No. 22 Year 2016 about Standard of Process. According to Susanti, Suharini, & Baniwati (2017), when a certain components of the rule is considered and is able to be implemented well, then the learning quality would be better.

According to Suwito (2012), lesson plan is broken down from syllabus to direct students during learning activity to achieve the core competence. Each teacher on each educational unit should design a lesson plan completely and systematically.

Based on observation and comprehensive interview, the researcher found that the designed lesson plan by the teacher had met the requirement of education and culture minister No. 22 Year 2016 about standard of process even without any specific modification to develop characteristics of students. The teacher designed the lesson plan only by using textbook content as the guidance. Here are the results of the interview where M is the researcher and R is the respondent:

M : "The planning design that you made doesn't seem to be much different from the handbook, does it?"

R : "It was true. The planning design I made was exactly same as the handbook. The government

has provided and suggested to use the book. So, I, as an subordinate (teacher) I just follow it. Plus, in my opinion, the handbook is good enough. It is worth to use plus it is from the ministry, right?"

From the statement, the teacher admitted that she made it based on the handbook. She said it was okay to make the exactly same lesson plan to the handbook since it had been suggested by the minister so it was assumed very worth to use.

Then, in acting out the lesson plan, there were only just three characters to be assessed. They were caring, confidence, and responsibility. Those characteristics were in line with the textbook. After analyzing the document, the characteristics were in line with the theme and learning material. Actually, there were still many characteristics were in line and could be added into the material. Here are the results of the interview where M is the researcher and R is the respondent:

M : "Have you ever modified or added character values to the lesson plans that you have made?"

R : "Ya, I ever added it twice, the character value on the syllabus and lesson plan I made. But, I actually frequently used what had been stated on the book. I did not really like to be too much. When I was *too smarty* by using many characters, it would hinder me. It might not achieve anyone of it. So, it is better to make it just like on the handbook. It will be good and not too much or too limited. In my opinion, this theme 9 has correctly three characters to be assessed: confidence, care, and responsibility. They are in line with the theme and sub-theme. So, teacher should focus on those three and when it has been focused, the result will be better, right?"

The interview with the teacher above could be concluded that the teacher did not add or eliminate character values in the lesson plan. The teacher admitted that he was seldom to modify the character values because he was afraid of being not focus to assess the students' characteristics. She argued that instilling many characteristics would not be optimum for the students.

After the teacher created indicators based on core competence and basic competence of the

theme, she was unfortunately not modifying the purpose related to characteristics of the students' development. The teacher tended to focus on cognitive achievement without paying attention on psychomotor and affective aspects.

Restiyanti, Sutarto, and Suminar (2017) stated "Character education is also expected to improve social skills so that students are able to interact well with the environment according to values appropriate to the community". It meant that character education is also expected to improve social skill so students could interact properly based on values in society.

Sunarto & Suhardiyanto (2013) stated that character education is a part of educational activity done to develop better character. Saptotoas quoted in Rusmayanti and Mardiyah (2016) stated that character education is an intentional effort to develop good character based on core values objectively for both individual and society.

It shows that affective knowledge is as important as cognitive and psychomotor knowledge of students. Teachers should understand that being smart is not enough. Students need to have good valuable characters.

An effort to do in creating lesson character value lesson plan is by adding or modifying the indicators and purposes written on syllabus and lesson plan. Thus, there will be correlated indicators and purposes to achievements of the students in fostering their characters. According to Kurniawan (2013), lesson plan has important role to integrate character values into learning process at school. Lesson plan is a portrait of learning which will be done into learning process.

Based on the observation and interview, the teacher was found to have integrated character education into learning stages which were arranged into lesson plan, such as religiosity and nationalism. Meanwhile, the character to achieve, such as care, confidence, and responsibility had not appeared on the specific stages of the learning which were in line with the demanded character values in the learning.

The teacher was found to not put specific learning model nor media to instill character values for students. She only used very common

learning model, *cooperative learning*. Meanwhile, the learning media used by the teacher in lesson plan was written video/figures. However, after being observed, the media were not realized. Teacher only wrote the media but she did not really use the supportive media to develop students' characters.

The findings were supported by interview and observation of first grade classroom teacher as an observer. Here are the results of the interview where M is the researcher and R is the respondent:

M : "What medium do you usually use for civics lesson?"

R : "If it is about Civics, what medium can I use? It may be only a figure. When there is an LCD, it will be good but we do not have it here. The school only has one and we must use it in turn. It is not practice to install and uninstall it. Thus, the teachers here usually use what we got. The textbook has had figures and they really support it."

The statement above could be concluded that she confirmed that the teacher and other teachers at the school were seldom to use learning media, moreover on non-exact materials. The limitations, such as lack of LCD projector were the main problems in teaching at the school when the teachers wanted to show video or more bigger figures.

Then, the learning sources used by the teacher were only textbook and handbook from minister of education and culture without any complementary book. The book consisted of core and basic competence, media, and suggested learning method to use in the learning activity. The other things were the book had outlined learning objectives and stages as well as the assessment rubrics.

The explanation was confirmed by interview and observation result at the school. Here are the results of the interview where M is the researcher and R is the respondent:

M : "Does SD N 4 Depok only use handbook and textbook, Sir?"

R : "Ya, the handbook and textbook are from the government, made by the ministry. Based on the

education institution's suggestion, the book should be mainly used. Coincidentally, SD N 4 Depok is not a school receiving operational fund assistance (BOS). Thus, we decided to not use complementary book for good sake of all of us."

The statement could be concluded that the principle confirmed that the used books in teaching were textbook and handbook given by the minister. Both books were the main books based on the rule of local agency. Limited school operational fund obtained by the school was one of the reasons of complementary book absence.

The handbook really facilitated teacher to create learning plan. However, when it is seen from different perspective, the existence of handbook will sometime make teacher passive and depended on the book. Teacher's creativity may lower because it is not trained. Teacher will feel comfortable in her zone, by creating lesson plan as written on the handbook without specific modification.

According to Suwito (2012), character education integration into lesson plan can be done on each lesson. Any lesson material correlated to norms or values should be developed, explicated, and connected to daily life contexts. Therefore, character learning will not stuck on cognitive domain but can be internalized and realized into daily life in surrounding community.

The quotation explains that teacher handbook provided by the government has purpose to facilitate teachers in teaching – learning activity, started from planning, actin, until evaluating. However, it does not mean teacher can just transfer what is on the book into her lesson plan without any modification. Teacher should adapt the lesson plan into daily life of the students' environment.

Besides those explanation, lack understanding of teacher dealing with character education integration to lesson plan, especially civics became main problem for the teacher. Teacher thought the lesson plan was enough to teach without any modification. It was due to lack of understanding about character proper education integration into lesson plan, especially civics.

According to Julaiha (2014), on the planning stage for both syllabus and lesson plan, the learning material should be designed to make content and learning activity having character education. Thus, there would be three components needed, which are: (1) Addition/modification of learning activity; (2) Addition/modification of achievement indicators; (3) Addition/modification of assessment technique.

Maliki (2016) stated that character education integration in planning learning could be done by addition of character elements into learning activity. It is correlated to achievement of students. It can also be done by adding character elements in assessing technique to develop or measure character development. Besides that, the designed lesson plan should be able to create learning with character building knowledge. The lesson plan should be adapted by adding learning activity which developed character. The indicators should be related to students' achievements in characters and the assessing techniques should be able to develop or measure characters.

In another hand, the guidelines from national department of education stated that in integrating character education on learning, teacher should identify or group the demanded characters to achieve after learning process. The identification should be done carefully because a mistake could deviate the meaning and essence of learning.

There are several things to consider in identifying the characters, they should contain process and product elements. They should be specific and stated into real action. They should contain learning experience needed to achieve such characters. The character building sometimes need lengthy time. It should be realistic and could be defined as activity or certain learning activity.

Another factor becoming the hindrance of teacher in arranging integrated civics lesson plan to character education is time allotment limitation. The teacher admitted that she did not have sufficient time to design lesson plan carefully. Therefore, she tried to find a shortcut

by designing the plan as exemplified on the handbook.

In her research, Dianti (2016) explained that problems experienced by teacher about character education integration into lesson plan was similar experienced by the subject teacher. The findings showed that on planning stage, teacher frequently was asked to complete administrative documents. Therefore, the way she designed was not good enough. Then, on the implementation stage, the problem was time allotment. Sometimes to realize an ideal learning in supporting character building needed lengthy time.

Dianti (2016) also stated that anticipating problems on planning stage sometimes could be done by maximizing the implementation stage only although the syllabus and lesson plan were not maximally designed. Then, to overcome time allotment problem, teacher tried to adjust the given time into the available time.

In contrast, for us, planning should be created and arranged maximally. It would influence in teaching – learning activity. Good plan would have better teaching – learning activity. Then, the learning objectives could be achieved, and of course, the outcome would be maximum. We argued that as an educator, teacher should be professional. She should be able to manage her time wisely to ensure all her jobs running well in accordance to their priorities.

## CONCLUSION

It could be concluded that teacher had been able to instill character education to the students although the integrated civics lesson plan was not maximum. The lesson plan was designed without any modification to develop character value since the teacher only transferred what was on the handbook.

Lack of understanding about the integration ways of character education in designing lesson plan became the hindrance of the teacher. Limited time allotment was also the factor minimizing lesson plan designed by the teacher.

The effort that could be done was integrating character education into learning and need of teacher's professionalism in managing time wisely so all jobs could be completed properly based on the priorities.

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GENERAL COMMENTS

**Instructor**

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