



Effectiveness of Social Science Learning Based on Noble Values of Ki Hajar Dewantara's Teaching to Strengthen the Students' Character

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Abstract

The objectives of this research are: 1) to describe the reasons why social science learning based on the noble values of Ki Hajar Dewantara's teaching is effective to strengthen the students' character; 2) to describe the effectiveness of social science learning based on the noble values of Ki Hajar Dewantara's teaching in to strengthen the students' character; 3) to compare the effectiveness of the enhancement of the students' character of social science learning through the noble values of Ki Hajar Dewantara's teaching and conventional social science learning. This research used the mixed methods. The population was the students in Grade VIII of State Junior Secondary Schools in Solo Raya and its vicinity which encompasses Surakarta City, Boyolali Regency, Sukoharjo, Karanganyar, Wonogiri, Sragen, and Klaten. The data were collected through (1) test, (2) questionnaire, (3) in-depth interview, (4) observation, and (5) documentation. The data were analyzed by using the difference test. The results of research are as follows: 1) the reasons why social science learning process based on the noble values of Ki Hajar Dewantara's teaching is effective to strengthen the students' character 2) Social science learning based on the noble values of Ki Hajar Dewantara's teaching is more effective in strengthen the students' understanding of character education, and it is more effective than the conventional learning as indicated by the results of the difference test.

How to Cite

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INTRODUCTION

Social science learning done at schools is generally still oriented to the conceptual mastery. It also tends to the intellectuality but ignores the character education. Ignoring value and character education will bring new problems, namely; declining the values of morality or character. As'aril Muhajir (2011: 31) states that "one of the essential problems of the Indonesian education is the problem related to the dimensions of morality".

The urgent of the character education is emphasized by Charles (in Borba, 2008:1) with his claim that "Make a good mainsait, you will get a good action; Make a good action, you will get a good habit; Make a good habit, you will get a good character; Make a good character, you will get a good benefit."

This is relevant to what is stated by Berkowitz and Bier (2007) in their research entitled "What Works in Character Education". The result of their research indicates that character education can work effectively when it is implemented loyally by using interactive pedagogical strategies. If the students already have a good character, their parents will not find any difficulties in educating.

In this research, the students are helped to gain new knowledge of character education, namely: empathy, conscience, self-control, respect, and tolerance. By attempting to gain new knowledge of character education, it means the students have done one step called knowing the good; knowing and understanding character education. After they have gained new knowledge and have understood character education, they will feel and love the virtue as an engine that can make people act the good continually named feeling loving the good. After they get used to act the good, the third step named acting the good will turn into a habit. The aforementioned explanation is strengthened by Suyanto (2010:1), he states that "character education is done holistically and systematically by using the method of knowing the good, feeling loving the good, and acting the good."

According to Ratna Megawangi (2004: 95), character education is aimed to educate the students in making decisions wisely, and they can practice it in daily life so that it can make a positive contribution to the environment. Relating to the urgent of education in its contribution to the environment, Mohamad Tarmizi Borhan and Zurida Ismail in *Malaysian Journal of Learning & Instruction* (2011: 117), state that:

The low total mean score on the environmental knowledge component indicated the respondents' lack of knowledge on environmental issues especially in climate change. However, the respondents exhibited high positive environmental attitudes based on their responses to the responses to the relevant attitude items especially on items that related to adopting significant actions. Most of the items in the environmental behaviours component yielded considerably high mean scores which indicated a strong willingness on the part of the pre-service teachers to take pro-environmental behaviours.

The lack of the environmental knowledge on people indicates the lack of empathy of the environment issues. People who have a positive attitude to the environment will be easier for them to adopt and take positive actions. People's action in addressing the environment will give many benefits.

In attempting to sustain the process of character education, creativities and activities of the students become very importance things that must be emphasized in the learning process because learning is basically an active process, both physically and mentally. Slavin (2000: 225) affirms his statement on the importance of the activeness of the students in constructing their knowledge and their understanding by stating: "One of the most important principles of educational psychology is that teachers cannot simply give students knowledge. Students must construct knowledge in their own minds."

The students attempt to actively construct knowledge, concepts, skills, and attitudes related to character education by using social science learning that have been programmed. Teachers can facilitate this process by teaching using ways which make the information meaningful and relevant to the students.

Joyce, Weil, & Calhoun in their book "Models of Teaching (2011:81) state that:

The creators of these models look at a human being, they see information being processed, decisions being made, intellectual capacity being developed, and creativity being expressed and enhanced. These model builders cannot just watch-they simply have to seek ways of helping us process information better in ways that we can carry around with us as we try to understand the world and solve problems and teach our students. The scholar practitioners go about their business in what at first appear to be quite different ways. Some help us design courses where students organize information and build concepts and test those concepts against those of experts. Others lay out concepts so that the students can examine them and build structures that hold information. Some help us memorize existing information while others help us create new ideas.

According to Gredler (2011: 227), the basic assumption of the information processing theory is as follows: "(1) *information processing memory system is active and organized*, (2) *prior knowledge plays an important role in learning*". In this matter, the students actively use their minds to construct understanding, the understanding of character education embodied in goodness of the learning model shown by the teachers.

The cultivation of character education at schools, especially in Junior Secondary Schools, is done by creating social science learning based on the noble values of Ki Hajar Dewantara's teaching. Development of the character education learning model for the students of Junior Secondary Schools in Solo Raya and its vicinity is conducted in attempting to support those matters. This social science learning model based on the noble values of Ki Hajar Dewantara's teaching is based on some realities below:

The results of observation and documentation done by the researchers at Dewantara Kirti Griya Museum Yogyakarta, Indonesia, indicate that Ki Hajar Dewantara has given much character education for the Indonesian nation. Character education taught by him is documented at museum, either in books, letters, or micro film. The noble values of leadership trilogy are completely and in detail presented as well as the other noble values of trihayu (*memayu hayuning sarira, memayu hayuning bangsa, memayu hayuning bawana or manungsa*). Besides, the noble values of Among System (*asah/teaching, asih/loving, asuh/caring*), Trisakti Jiwa (*cipta/thought, rasa/feeling, and karsa/will*), Tripantang (*pantang harta, praja, and wanita/abstain from wealth, throne, and women*), etc.

According to Ki Soeratman (1980:2), Ki Hajar Dewantara provides the education through a system named *Among System*, or it is known as *Tutwuri Handayani*, in the framework of the implementation of the education system. *Tutwuri Handayani* contains a certain learning process, and it has a distinctive characteristic. The principle of *Tutwuri Handayani* demands an embodiment of curriculum arrangement.

Ki Hajar Dewantara wants and expects that character education must be integrated with the learning process in each subject matter, especially in social science subject matter. His expectation was also stated again by Ki Supriyoko in Jawa Pos Daily dated on February 15th, 2013 as follows: "Ki Hajar Dewantara states that character education must be delivered and taught by teachers to students. Character education should be given spontaneously by teachers at every opportunity but should not always follow the schedule". Therefore, character education must be given by each teacher in all subject matters.

According to Ki Hajar Dewantara, character education is not only a theoretical concept as being understood by general public. Character education does not mean teaching good, bad, true, false of theory. Implementation character education, according to Ki Hajar Dewantara (1962) is done to help life development to the positive way. He states that “character education is applied to help the development of children’s lives. This is directed to a positive goal, namely: general civilization.” For instance, teaching the children how the way to have a good seat, how the way to respect parents or other people, being helpful, and etc.

In his book entitled *Karya Ki Hajar Dewantara Part II A-Kebudayaan* (1967), Ki Hajar Dewantara known as education figure, expects that “students should be given positive recommendations for doing good behavior deliberately.” Therefore, character education’s requirements known as *ngerti*/knowing, *ngrasa*/feeling, and *nglakoni*/practicing (“tri-nga”) can be met.

Teachers’ role more or less is affected by two factors i.e. teachers’ individual characteristic and organization groups surrounding teachers’ life, which these two things will play role in deciding implementation. In individual level, some experts state that teachers’ psychology tends to affect the actions and improvement efforts to be done.

To understand about teachers’ role in society, a review on history is required. This statement is so relevant with what is stated by Richard I. Arends in his book entitled *Learning to Teach* (2001: 5) claims that:

Conceptions of teaching reflect the values and social philosophy of the larger society, and as these change, so too does society’s view of its teachers. To understand the role of the teacher in today’s society requires a brief historical review of some of the important changes that have taken place in teaching and schooling over the past three centuries.

What happens to most teachers shows that in reality, personality factors are the main factors beside their previous experience and their experience after having career. The three aspects that are internalized in teacher will give positive encouragement to be more able to actualize them and give more feeling to achieve success. In the end those will make them take an action which brings to the success of implementation.

This is so relevant with present’s fact, especially with the implementation of Curriculum 2013, which is loaded with character education. According to Curriculum 2013, every subject matter must contain character education. The importance of the realization of character education makes Indonesian government intensively socialize about Curriculum 2013. This statement is relevant with what was stated by Ki Supriyoko (2013) in *Harian Jawa Pos* published in February 15th 2013 i.e. “The socialization of Curriculum 2013 is done more inventively by Government, namely: the Ministry of Education and Culture. The model of curriculum socialization is multiform.”

According to Ki Hajar Dewantara, teaching is not a purpose but a tool. For example the teaching of Social science is a medium that is not just to flatten about social problems, approaches in solving social problems, skills that should be possessed related to solving social problems. Along with it all, the Social science teaching must be directed to produce humans with social sensitivity, concern for others, conscientiousness, carefulness, regularity in working, and honesty.

The implementation of character education in *Taman Siswa* Schools aims to make students have progress inwardly and outwardly toward civilized humanity. Courtesy or magnanimity reflects human’s inner attitude, while morality or gentleness reflects outer lively natures of human which are all delicate and beautiful. In this matter, character is not just supposed to build intellect but also to build education in the meaning of moral (mind) maintenance and training. Ki Supriyoko (2013: 2) states that “to maintain that character will

not lose as the time goes by, the idea of instilling character in school needs serious attention.” The Father of National Education of Indonesia who started his education in Yogyakarta, Ki Hajar Dewantara states that instilling character in school is obligatory.

It is time for teachers to leave old method such as teaching just to implement the demanded-duty and pursuit the curriculum target that makes them not have idealism as a educators. Leave teaching which is not based on the essence of teaching itself. Teachers are required to be like what Ki Hajar Dewantoro said, i.e. someone who is *ing ngarsa sing tuladha, ing madya mangun karsa* and *tutwuri handayani*. Teachers are not only teaching, but also educating. The statement is affirmed by Luki Adam Bahtiar (2012) as follows. The actualization of Ki Hajar Dewantara’s teaching in this globalization era to build people’s character importunately needs to be applied. If that thing is done, Indonesia will be free from predicate as the most corrupt nation, the worst bureaucracy, etc, which are caused by the low system of Indonesian cultural character education.

Ki Hajar Dewantara claims that character education has to use requirements that are consistent with national spirit toward the sanctity, discipline, and inner and outer peace. Heeding to the ideas and thought about character education, it can be clearly seen the concept of character which is directed to national character building according to universal cultural values of the nation. As for the noble values of Ki Hajar Dewantara’ teaching which is implemented in Social science teaching is presented in table 1 as follows.

Table 1. Character’s Aspect/Moral Intelligence, Noble Values of Ki Hajar Dewantara’s Teaching and Character Education Values According to Curriculum 2013

Empathy	Conscience	Self-Control	Respect	Tolerance	CA
Leadership Trilogy Asah (teaching), (loving), (caring) Trimong (Momong, among, ngemong)	<i>Neng, ning,</i> <i>nung, nang</i> Inwardness <i>Ngerti, ngrasa,</i> <i>nglakoni</i> <i>Trisakti Jiwa</i> <i>Cipta</i> (thought), <i>rasa</i> (feeling), <i>karsa</i> (will)	<i>Duga-prayoga</i> Independence’s principle <i>Ngandel, kandel,</i> <i>kendel, bandel</i> <i>Tripantang</i> <i>harta</i> (wealth), <i>praja</i> (throne), <i>wanita</i> (woman)	<i>Pagar Rahayu</i> (courtesy, decency) Co-education and Co- Instruction Ettiquette	Trihayu (memayu hayuning sarira, bangsa, bawana) <i>Asas Trikon</i> (Continuity, Convergency, Concentricity)	<i>KHD</i>
Environmental Awareness Social Awareness	Religiousness Honesty	Discipline Responsibility	Appreciating Achievement Democratic	Tolerance Friendly	<i>K-13</i>

Explanation:

CA : Character’s Aspect

KHD : Noble Values of Ki Hajar Dewantara’s teaching

K-13 : Aspect of Character Education according to Curriculum 2013

From the noble values theory of Ki Hajar Dewantara’s teaching, then it will be implemented in Social science teaching. A study toward curriculum by observing both Core Competencies and Basic Competencies which are related to Noble Values of Ki Hajar Dewantara’s teaching. Noble Values of Ki Hajar Dewantara’s teaching is manifested in Social science teaching which has function as learning innovation especially for cultivation of character education.

METHOD

Place and Time of Research

This research was conducted at 12 Junior Secondary Schools in Solo Raya and its vicinity encompassing Surakarta City, Boyolali Regency, Sukoharjo, Karanganyar, Wonogiri, Sragen, and Klaten. Of each school one to two classes were selected its samples with total of 22 classes. Of 22 classes, 11 as the experimental group, and 11 as control group. The distribution is shown in the following Table 2.

Table 2. Research Samples Distributed in Experimental Group and Control Group

Experimental Group				Control Group			
No.	School	Class	Total Number of Students	No.	School	Class	Total Number of Students
1.	State Junior Secondary School 12 of Surakarta	8 E	30	1.	State Junior Secondary School 12 of Surakarta	8 F	30
2.	State Junior Secondary School 1 of Ngemplak, Boyolali	8 A	32	2.	State Junior Secondary School 1 of Ngemplak, Boyolali	8 B	34
3.	State Junior Secondary School 1 of Mojosongo, Boyolali	8 A	25	3.	State Junior Secondary School 1 of Mojosongo, Boyolali	8 B	26
4.	State Junior Secondary School 1 of Kartasura, Sukoharjo	8 C	32	4.	State Junior Secondary School 1 of Kartasura, Sukoharjo	8 D	32
5.	State Junior Secondary School 1 of Colomadu, Karanganyar	8 C	38	5.	State Junior Secondary School 1 of Colomadu, Karanganyar	8 F	36
6.	State Junior Secondary School 3 of Colomadu, Karanganyar	8 A	32	6.	State Junior Secondary School 3 of Colomadu, Karanganyar	8 B	32
7.	State Junior Secondary School 1 of Selogiri, Wonogiri	8 C	26	7.	State Junior Secondary School 2 of Wonogiri	8 C	26
8.	State Junior Secondary School 3 of Sragen	8 A	33	8.	State Junior Secondary School 3 of Sragen	8 E	32
9.	State Junior Secondary School 3 of Sragen	8 A	32	9.	State Junior Secondary School 3 of Sragen	8 G	34

	Secondary School 1 of Sidoharjo, Sragen					Secondary School 1 of Sidoharjo, Sragen			
10.	State	Junior	8 A	40	10.	State	Junior	8 B	39
	Secondary School 1 of Klaten					Secondary School 1 of Klaten			
11.	State	Junior	8 A	26	11.	State	Junior	8 D	25
	Secondary School 2 of Karanganom, Klaten					Secondary School 2 of Karanganom, Klaten			
	Total		-	346		Total		-	346

This research was done in semester I in Academic Year 2014/2015, which began in August 2014.

Data Collection Technique

Test

The data were collected through a multiple-choice written test. Each item of the test had four choices. The total number of questions was 75. Validity and reliability test were done in order to give guarantee that the used instrument was valid and reliable.

The instrument test validity of this research was tested by using the internal validity with factor validity. To test the validity of students' character education test items, the scores of the intended items group were correlated with the total score.

To test the correlation between the line scores of the strengthening test items group and the total score, this research used the Pearson's product moment correlation:

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

(Budiyono, 2013; Siswandari, 2011; Eko Putro Widoyoko, 2011)

Explanation:

- r_{XY} = correlation coefficient of between variables X and Y
- X = Scores of certain items
- Y = Total Score
- n = Number of Subjects

After the validity test had been done, it was continued with reliability test. This reliability included internal reliability with Kuder Richardson-21 (Sugiyono, 2000: 280)

$$r_{11} = \frac{k}{(k - 1)} \left(\frac{M(k - M)}{k St^2} \right)$$

Explanation:

r_{11} = Instrument's reliability

k = The total of question items

St^2 = Total variants

$$St^2 = \frac{n \sum X^2 - (\sum X)^2}{n(n - 1)}$$

p = The proportion of subjects having correct answer on an item (skor 1)

= The number of subjects whose score is 1/n

n = Total number of subjects

q = The proportion of subject shaving incorrect answer on an item ($q = 1 - p$)

M = Mean

Questionnaire

The questionnaire helped to discover about the strengthening of students' character. Before the questionnaire was used, its items were exposed to validity and reliability tests.

This validity is directly related with the authenticity of instrument and material that will be asked in items group of character education development questionnaire. The content validity test is done by matching distributed valid items group into strengthening of character lattice questionnaire. After analyzing, all of the character strengthening items group became an elaboration of question lattices arranged based on character education development material.

In-depth interview, Observation, and Documentation

In-depth interview, observation, and documentation method were used both in the beginning of research and during the research. These three data collection methods were used when visiting *Dewantara Kirti Griya* Museum of Yogyakarta. Interview with Head and the persons in charge of the museum was done. Observation and documentation were also done as to complete the data of research. Interview, observation, and documentation were also done in Junior Secondary Schools in Solo Raya and its vicinity that became research sample.

Data Analysis Technique

This research used the analysis technique i.e. the components of data analysis: Interactive Model (Miles & Huberman, 1984: 23) for qualitative data. This specimen contains of four analysis components which are simultaneously connected each other. Those three components are (1) Data reduction, (2) Data display, and (3) conclusions drawing/verification as follows:

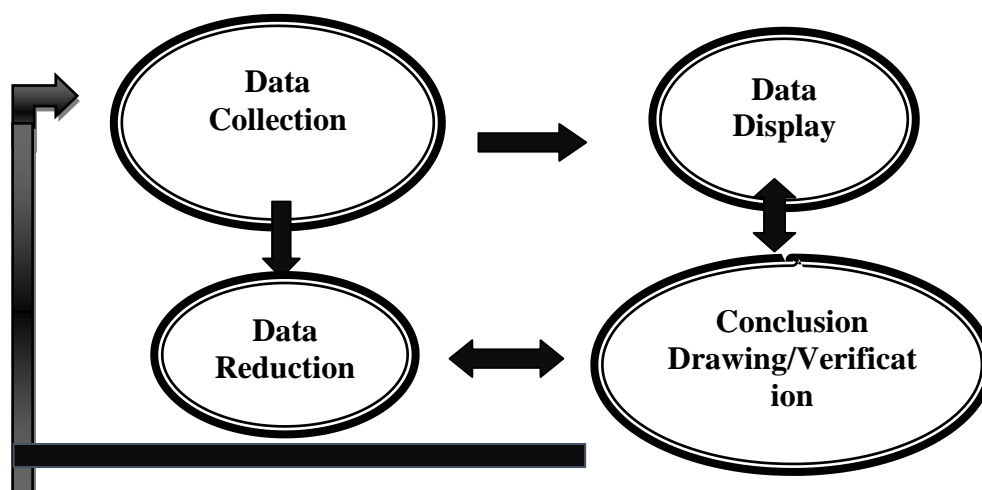


Figure 1. Components of Data Analysis: Interactive Model (Miles and Huberman, 1984: 23).

In the quantitative research step, the data analysis used the Difference Test Analysis/ t test. The t test formula used the separated variants. The t test of the intended separated variants was formulated as follows.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Explanation:

- \bar{X}_1 : Average of samples 1
- \bar{X}_2 : Average of samples 2
- S_1^2 : Variants of samples 1
- S_2^2 : Variants of samples 2
- n_1 : Total Number of samples 1 (Experimental Group)
- n_2 : Total Number of samples 2 (Control Group)

(Sugiyono, 2012: 273).

Before conducting the t test, the researchers conducted the prerequisite tests first. They consisted of two tests, namely: normality test and homogeneity test. According to Budiyo (2013:168) the use of all statistical tests of mean difference must be conducted from the samples having normal distribution. The normality test in this research was conducted by using the Lilliefors's method. The second requirement test is homogeneity test. This research used the variance homogeneity test of K population by using the Bartlett's test (Walpole, 1982:396).

RESULT

The researchers visited 12 schools of Junior Secondary School in Solo Raya and its vicinity including: Surakarta City, Boyolali Regency, Sukoharjo, Karanganyar, Wonogiri, Sragen, and Klaten as the samples of this research. This result of visit completed with interview, observation, and documentation hints the importance of social science learning in strengthen character education for the students. On the sample schools, the researchers found that teachers still prioritize the social science learning on the cognitive aspect, and spend little attention on the affective aspect.

The interview conducted with social science subject matter teachers of Junior Secondary Schools shows that the social science books used in schools were still not appropriate only about memorizing. Interviews were conducted with a number of representatives of the teachers and students of Junior high school in Surakarta City, Boyolali Regency, Sukoharjo, Karanganyar, Wonogiri, Sragen, and Klaten. Summary of difference test of experimental group and control group prior to the treatment (pretest) and following the treatment (post test) is presented in table 3 as follows.

Table 3. Summary of Difference Test of Experimental Group and Control Group Prior to the Treatment (Pretest) and Following the Treatment (Post Test)

Group	Test type	t _{count}	t _{table}	Conclusion
Experimental and Control	Pre-test	0.026	1.960	Insignificantly different
Experimental and Control	Post-test	9,531	1.960	Significantly different

The results of the difference test on the pre-test show that the value of t_{count} was smaller than that of t_{table}. Thus, ho was verified; Ho: $\mu_1 = \mu_2$ (students' abilities of experimental group and control group were similar). However, those on the post-test show that the value of t_{count} was greater than that t_{table} so that the alternative hypothesis was verified; H₁: $\mu_1 \neq \mu_2$ (students' abilities of experimental groups and control groups were different).

DISCUSSION

The awareness of noble values is believed by people and communities as the development activator for students to be more humane, cultured, virtuous, and strong in their character. The failure of value education makes people become barbaric, amoral, and less civilized as claimed by Cheng, Chao-Shun (2007). This research gives suggestion about the importance of character education for talented students, which will help them to raise their awareness, behavior, character, and common sense. Experiment for this character education is focused on the aspects of hard-work, responsibility and mission, love and optimism, caring and humor, as well as several intelligences. This research concludes that character education has been proven to have a significant relation with characters and ability to foster communities. With the characters, the community life will be better along with the well-run development of each individual's potentials.

Based on the aforementioned facts, value or character education is required. In addition, it is also in accordance with the result of research conducted by Mattar and Khalil (2010) entitled "*Character Education Seeking the Best of Both Worlds: A Study of Cultural Identity and Leadership in Egypt*" which shows that there is a significant relation between character education and behavioral changes. The results of the research of Marvin W. Berkowitz and Melinda c. Bier (2007), explain that character education can work effectively when implemented with fidelity, extent and has a broad impact. Character education will run effectively if done through professional development, interactive pedagogical strategies. Early students was introduced with character education, so familiar and become something to be owned.

The learning of social science process nowadays is only dominated by direct explanations from the teachers and the students are required to take notes. Teachers have made lesson plans, but they are not implemented as planned. Therefore, the learning process still can not instill the character aspect, and the social science learning is merely cognitive-oriented in nature.

Goleman (2001) proposes that learning must be fulfilled not only by intelligent quotient but also by emotional quotient and spiritual quotient. Learning process is not only about cognitive aspect but also about the internalization and real experience aspect of students in their school, family, and social environments. It is in accordance with the noble values taught by Ki Hajar Dewantara (1962) about “*tringa*” the concept which consists of *ngerti*, *ngrasa*, *nglakoni* (understanding, feeling, and implementing). These noble values have meanings that understanding, awareness, and seriousness are required to be implemented on the doctrines and ambitions of our life.

In addition to the the motivations of the teachers, there are any other ways to motivate the students on their study. Another motivation comes from learning materials or learning modules. It is relevant with the result of research conducted by Sri Untari and friends. The result of the research which was published in *Jurnal Penelitian Kependidikan* (2008: 154-177) strengthens the importance of learning material development including its learning strategies. Dawn Beichner, and Cassia Spohn (2012) in our article titled *Modeling the Effects of Victim Behavior and Moral Character on Prosecutor' Charging Decisions in Sexual Assault Cases* stating how important character on the cultivation of one's self. In a trial of a case, the person's character also becomes the important thing to be considered in decision making.

Paradigm of constructivism becomes the basics of and underlies the learning ethos. A learning activity is determined by how far the students' understanding which is relevant with the knowledge as their initial capital to establish new knowledge and insights in the learning process. The learning process which relies on this paradigm runs on the use of previous knowledge to process the incoming new information so that new knowledge is formed, which will lead to the competency formation as expected by the learners' (Haris Mudjiman, 2006: 23). This statement is relevant with the claim of Smith (2004: 1) who proposes that “*The process of retrieval of information leads to changes in behavior. Behavioral changes that occur in students is the result of learning*”. The process of collecting information causes behavioral changes. The behavioral changes which happen to students are their study achievement.

The result of the difference test with the formula of separated variants in the pre-test (following the treatment) of both the experimental group and the control group shows that the value of t_{obs} or t_{count} was 0.026 where as that of $t_{table} = 1.960$; thus, the value t_{count} was smaller than that of t_{table} . Thus, H_0 was verified, but H_1 was not verified, meaning that both the experimental group and the control group have the same abilities. In other words, both the groups are matching samples.

The result of the difference test on with the formula of separated variants in the post-test (following the treatment) of both the experimental group and the control group shows that the value of t_{obs} or t_{count} was 9.531 whereas that of t_{table} was 1.960; the value of the former was larger than that of the latter. Thus, H_0 was not verified, but H_1 was verified, meaning that the implementation of character education of learning materials abstracted from the noble values of Ki Hajar Dewantara's teaching is better than that of the conventional learning materials.

It is necessary to change the paradigm on the social science learning process. Social learning process is not only about transferring knowledge, but more importantly, it is about transferring values. It is related to the aforementioned basics that social science has a strong relation with values. Therefore, teachers need to change the existing learning traditions which are focussed on the result (by product) to the learning process which are focused on and oriented to the rational and critical thinking process and character value invention process of the learning materials (by process).

The Social science learning process must enhance the knowledge aspect, the affective aspect (personal ability of appreciation and being proud of character values choices), and the skill aspect (social ability of real action as self-actualization of character values). Those activities are done by rational and critical thinking on the students' social interactions in the discussion groups. By

changing this paradigm, the social science learning hopefully becomes interesting, challenging, and full of meaning. The social science learning process can be implemented by telling the folklore including the story of Ki Hajar Dewantara's struggle. It is in accordance with what has been proposed by Virtue and Vogler on the article of "*The Pedagogical Value of Folk Literature as a Cultural Resource for Social Studies Instruction: An Analysis of Folktales from Denmark*". The article gives information that the social science subject matter teachers usually use folklore as the resources of cultural information during the learning process. This information is used as the reflection to explain their original cultural group characteristics. Folklore pedagogic values are the cultural resources in the Social science subject matter. Thus, folklore is a very useful formation of cultural transmission.

The Social science learning has been implemented based on the noble values of Ki Hajar Dewantara's teaching. It is relevant with the explanation proposed by Ferzacca Steve in the International Journal Article "Ethos" in which Her article entitled *A Javanese Metropolis and Mental Life* explains that Ki Hajar Dewantara has created many ideas and concepts on many of his masterpieces. Almost all of Ki Hajar Dewantara's masterpieces are about noble values.

Character education begins with knowledge and then continues with the feelings or attitudes and finally ends with real actions. On the other words, character education starts with knowing the good, then grows with feeling the good and finally ends with acting the good. Thereby, sustainable internalization process of character values will take place on the social environment context. Such culture of the schools will be internalized into the students' personality, which later affects their behaviors. Furthermore, the social science learning process based on Ki Hajar Dewantara's teaching hopefully can create intelligent and humane students.

CONCLUSION

Almost all of the Social science learning processes which are implemented at schools, especially at Junior Secondary Schools, are still focused on the cognitive aspect (cognitive orientation). It emphasizes the conceptual mastery so that the learning process is dominated by theoretical matters. The students' learning outcome is only based on their learning performance. Their achievement assessment rules out the value and character education.

In Ki Hajar Dewantara's books, many teachings on the noble values are discussed. One of which is the moral intelligence as the part of character education. It includes empathy, conscience, self-control, respectful, and tolerance. These five characters are very meaningful and relevant for the students to build their characters. The five characters are implemented through the leadership trilogy method of *ing ngarsa sung tuladha, ing madya mangun karsa, tutwuri handayani*.

Several reasons of why the social learning based on Ki Hajar Dewantara's teaching is more effective to strengthen students' character are as follows: 1) The noble values of Ki Hajar Dewantara' teaching are adapted from the original values of Indonesia; 2) Ki Hajar Dewantara's noble values are practical, realistic, and easy to implement. The use of learning materials based on Ki Hajar Dewantara's teaching is more effective to enhance students' understanding about character education, and it enhances the students' character more than conventional learning.

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