

Problem Based Character Education for Street Children in Satoe atap Semarang Community

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Abstract

A Character Education for street children has not been well developed. There are no learning methods which are used by educators effectively. This research and development (R & D) were aimed to describe character education that occurs implicitly and factually, resulting in problem-based character education which was effective for street children, as well as to know the practicality and the effectiveness of problem-based character education guidebooks for street children. The factual conditions for character education were obtained by interview, observation and documentation. The conceptual guide book was validated by 2 experts and 3 practitioners. The guidebook for the implementation of character education includes the planning stage; implementation stage; closing stage. The guideline for implementing character education was effectively used to improve the street children character. It was recommended for volunteers as the main learning source to pay more attention to the learning process and the character education goals which would be achieved, they must follow the stages of the implementation guide, made the children accustomed to being more sensitive and repeat the characters which would be achieved so that those characters education develop well.

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INTRODUCTION

Nowadays, the issue of the culture and character become a sharp rotation of society. This concerns to various aspects of life, poured and contained in various writings on print media, interviews, and dialogues in electronic media. The various elements of society want to participate in discussing and perhaps improving the character value that begin to wear off. Community leaders, experts, educational observers, and social observers talk about the issues of culture and national character in various open and closed forums, both at the local, national and international levels.

The substance of character building has been mandated by the law Number 20 year 2003 concerning the National Education system (National Education System). In a chapter 1 of the Law, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that the students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, community, nation and state.

Character becomes an identification markers (Al Musana: 2010). By means of the character education, students are expected to be able to independently improve and use their knowledge, study, internalize and personalize a noble character and character values so that they can be manifested in their daily life (Susanti: 2013). Everyone has different learning outcomes character, because they experienced the learning process in a different environment. Thus, it can be related that the environmental dominance has a strong influence on a character education (Ramdhani: 2014).

Integrate the moral education, character, naturer and values should be done in their conservation character education. Ideally, the character education requires multiple approaches or Kirschenbaum called as comprehensive approach (Darmiyati, 2010). The contents must be comprehensive, involving all issues related to the option of personal values as well as the

general ethical questions. The method must also be comprehensive, including the inclusion (planting) of values, giving examples, preparing young people to be independent by teaching and facilitating a moral decision making responsibly and various life skills (soft skills), both the learning process inside and outside class (Ridlo, 2017)

As outlined by the National Education System Law, the function of national education is to develop the capabilities and establish the character and national civilization. Meanwhile, the aim of national education is to develop the students potential to be faithful and fearful people of The One Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Character education is an effort to instill good habits (habituation) so that the students are able to behave, and act based on the values that have become personalities both as citizens and individuals. (Huriah: 2013)

The importance of education is clearly stated in chapter 31 of the 1945 Constitution, which shows that every citizen has the right to get education. Furthermore, the 1945 constitution also said that required education was the responsibility of the state, certain educational institutions, and local governments. Based on that, it can be implied that education plays an important role in life. (Marthi, 2001) *“The importance of education is clearly stated in the 1945 constitution article 31, which indicates that every citizen has the right to get an education? Furthermore the 1945 constitution also says that compulsory education is the responsibility of the state, particular educational institutions, local government and communities. Based of it can be implied that education plays significant role in life”*

The learning process should be carried out with a variety of strategies, such as resilitation, small and large groups discussion, as well as individual and collaborative learning. The active learning process is a learning that invites students to actively learn when the citizens learn to understand and active, it means that they dominate the learning activities. Active learning is indispensable for the society to get maximum

learning outcomes. When the participants are passive, or only receive from tutors, there is a possibility to quickly forget what has been given. Therefore, it is needed certain devices to bind the information that has just been received, one of the factors that make the information quickly forgotten is the weakness of the human brain itself. Learning that only relies on the sense of hearing has several weaknesses, even though learning outcomes should be stored for a long time (Zaini, Hisyam.2008: 54)

The goal of the learning process is the implementation and management of learning to gain the comprehensive performance of the educators during learning, the learning media used by educators in learning, as well as the interest, attitudes and student learning motivation (Widoyoko EP.2009: 18).

Every individual is essentially has a different character, and there is no exception for street children. Character is a complex dynamic in the composition of society, considering that humans are formed by different or unique characteristics. National character development is urgent and multidimensional in various walks of life.

Zulhijrah 2015 stated that education is also an effort to improve the character of young people in particular and of this nation in general. The globalization impact that is taking place today brings Indonesian people to forget the nation's character education. In this era, the threat of character disappearance is increasingly evident.

Noble character values are eroded by the flow of globalization, especially the error in understanding the meaning of freedom as a biological child which is called as free will, freedom of will without standard rules, freedom of climate which is not often interpreted as a freedom of action (Dalyono, 2016).

International journal of 2016 entitled "*A normative analysis to determine the goals of ethics education through utilizing their approaches: rational moral education, ethical acculturation, and learning throughout life*" by Ercan Avci stated that "*touches on two major approaches in ethics education, traditional character education*

and rational moral education, and suggests a third approach as integrative ethical education for shaping the moral development of children. According to Lapsley and Narvaez (2006), the moral formation of children is a classic objective of formal education.

The character in this discussion is interpreted as a way of self-absorption against the environment and any forms of information that produce goods which is coherently arised from the results of thought, heart, body and intention so that it has an impact both for yourself and the environment. One of the successes in character education is exemplary, not only as a pattern but also a moral reinforcement for students in behaving and socializing.

The application of the good values in the form of actions or behavior makes the people who are dishonest, cruel, and greedy and other ugly behaviors are said to be bad characters. On the contrary, people who behave according to moral principles are called noble character (Setiawan, 2014).

Character education has only focused on formal schools that have a standard reference and curriculum from the government, as well as lacking specifically in non-formal education or learning which is aimed for street children. Street children as marginal people should get the same rights in the character education of them and also be the subject and activator of the Indonesian people in the future.

The character education issued stated that character education is actually not a new thing. Since the beginning of independence, the period of the old order, the New Order era, and the reformation period have been carried out with different names and forms. However, until now it has not been shown the optimal results, as proved by social phenomena that showed the characterless behavior nowadays.

The character education certainly cannot just happen; it requires repeated habits that are continuously doing so that the good transfer of students' values and understanding is achieved. In this case, of course, the volentir as a source of learning must be active and put in character education in every learning process. The fast flow

of information and dynamic society is a reference to contribute in character education for children, especially for early childhood as the nation's next generation, including street children who have to get an equal education.

Three main pillars of character education which are contributed to the sustainability and continuity are the family environment, education units and the society. However, it seems that educational efforts conducted by the educational institutions and other builder institutions have not been fully directed and devoted comprehensive attention on the efforts to achieve national education goals.

Learning is a sustainable process which aim is for changing behavior from the experiences that occur continuously. The problems and the learning process of street children are more complex than children in formal schools, therefore the character education delivered must be packaged in an interesting method and based on their real life.

Problem-based learning, also known as PBL (Problem Based Learning), according to the informants, in this case volentir who acts as a teacher, develop the potential and do not make the street children as an object. Education that is designed in problem-based learning can describe the problems faced everyday, help them how to think based on conscience, open and honest which does not necessarily emphasize the systematic and logical things.

The environment provides input to the students in the form of assistance and problems, while the nervous system of the brain functions is to interpret those aids effectively so that the problems can be investigated, assessed, analyzed, and sought to solve them properly. This statement is also supported in the journal (Emmy, 2018) "*Early age is a golden period to perform the process of active stimulation as provision of development later in adulthood. To make the child intelligent, creative and posses' valuable character, it should be stimulated from an early age*"

The learning process is important to achieve the learning goals. The purpose of this study is to develop a character education model for street children, linking to problem-based

learning with the learning process that occurs so that the results will be maximum, as problem-based learning will be taken from their daily activities so it is easy to set an example and bring a better change for them, hence, the character education should be carried out continuously and sustainability.

In the study of street children which also discussed many factors regarding children who were forced to go to the streets and the funds that supported the similar activities in a journal written by Cumber stated that donations were now widely channeled for other issues "*Result has been similar to other studies, though there has been a drastic reduction in the support from churches and NGOs. This reduction in support may be because donor have also started channeling their donation to support street children have diverted their focus towards others issue such as poverty eradication, disaster intervention, migration crisis and other health challenges*". (Hlongwana, 2017).

In line with the previous study I have done to fulfill a bachelor's degree entitled "Street Children Learning Process in the Semarang Satoe Atap Community" which has been known about the learning process of street children, inhibiting factors and learning support and also the reasons why street children choose to survive on the streets, so this scientific research will be developed on problem-based character education for street children so that it will be sustainable and proper to use.

Based on the background of the problems above, the researcher is interested in examining the problem-based character education models for street children in Semarang Satoe Atap community. The character education that is taught continuously and done in a fun way in the learning process is expected to be able to make the street children imitate and apply it in their daily life.

METHODS

This study used Research and Development method. According to Borg and Gall (2003), what is meant by the research and development model is "a process used to develop

and validate educational products". In research based development, it appears as a model and aims to improve the quality of education. In this study, Research and Development was used to produce a Problem-Based Character Education Handbook for Street Children in the Satoe Atap Community. The steps of development research which was conducted in this study referred to Borg and Gall (1983), which are cited and modified conceptually by Sugiyono (2015). The steps of this study were grouped into 3 main stages as carried out by Samsudi (2006) including: (1) Preliminary study stage; (2) Product development stage; (3) Evaluation stage. At the development stage in this study, it was only held expert validation, while the trial was included in the evaluation stage.

The Research and Development study is reduced to four stages from ten steps, they are: 1) the preliminary stage, is a research and the collection stages of factual information in the field related to the character education applied and the learning process in the Satoe Atap community; 2) the planning phase of problem-based character education for street children as the development of initial product forms; 3) the testing, evaluation and revision stages through the learning practice of improving children characters, and 4) the implementation stage of problem-based character education for children. The sample was 30 students under the Satoe Atap community.

Data collection techniques used total notes, questionnaires, interviews, observation, and documentation techniques. The data validation used was expert validation, while the validity of qualitative data used source triangulation techniques, theory and methods. The quantitative data was analyzed by descriptive analysis techniques and qualitative data.

RESULTS AND DISCUSSIONS

Problem-based character education for street children was developed in this study by conducting a more flexible and fun learning process while also using the character assessment instrument which the character changes will be

known later. Research and Development (R & D) activities were done through the pre-survey, relevant theoretical studies, empirical research studies, and the implementation of appropriate learning needs assessments in the field which would ultimately found the right concept and problem-based character education steps for street children in the Satoe Atap community. The problem solving exercises concept was applied by a long process such as discussions with the practitioners and product trials in the field. Before this manual was tested, the guidebook was validated by experts and practitioners. Theoretical, empirical, and practice studies in the field and intensive discussions with practitioners and children, the learning process and curriculum that have been used previously by the Satoe Atap community, and through the limited field trials showed that the guidebook for the implementation of character education for street children was effective to use. The following below was a systematic description of field trial data as a result of development research in this study.

The implementation of character education guidebook was compiled through the results of assessments and discussions with practitioners since June 21, 2017 and then revised and improved by 2 expert validators in April 2018. In addition, the initial guidelines draft of the implementation of problem-based character education for street children was also discussed and accommodated many inputs or recommendations to simplify it as the subject of this study were the street children.

Limited Trial

Borg and Gall (2003) at this stage named the first trial as preliminary field testing or preliminary trial. Preliminary trial was done by distributing the development product that is a guideline of character education implementation for 30 children. This was done to give meaningful correction and suggestion about the substance of guidebook of problem-based character education implementation for children, namely the suitability of the content, the relevance of the book, the use of language, layout and assessment instruments.

Guidelines of Problem-based Character Education Implementation

Guidebook validation of problem-based character education implementation was focused on guidelines of content aspects and the use of language. The development of character education guidelines was done based on validation result (assessment) from the experts who gave improvement notes or recommendation for the improvement of guideline model. Evaluation guideline model was focused on the clarity: 1) suitability of content, 2) linkage of book; 3) language organization, 4) layout, 5) instruments.

The results of the validation by the experts were *first*, the suitability or accuracy of the content which had been validated by validator experts got an average score of 3.78 from a maximum score of 4 or at the very valid criteria, with a percentage of 94,44%. The suggestion given by the validator was that it can be used with minor revision. *Second*, the linkage between elements in the guidebook was obtained an average of 3.81 from a maximum score of 4 or in very valid criteria, with a percentage of 95.31%. The suggestion given by the validator was that it can be used with minor revision. *Third*, the use of language that was validated by that experts got an average score of 3.75 from a maximum score of 4 or very valid criteria, with a percentage of 93.75%. The suggestion given by the validator was that it can be used with a minor revision. *Fourth*, physical appearance or layout that was validated by the experts got an average score of 3.75 from a maximum score of 4 or very valid criteria, with a percentage of 93.74%. The suggestion given by the validator was that it can be used with minor revision. From all items of the validation questionnaires submitted to the experts, it was obtained an average of 3.77 with a very valid criteria and the percentage was 94.31.

The validation of guidebook from practitioners was obtained the selected Practitioners result. They were volunteers who had long joined Satoe atap community with different educational and professional backgrounds in order to obtain valid results to assess the ease of applying the problem-based

character education guidelines for street children in Satoe atap community. Those three practitioners were 1) Januar, S.Psi. 2) Awaludin Rizky, S.Kom 3) Herlambang, Amd. *First*, the ease of understanding or the clarity of the book contents has been assessed by practitioners obtained an average score of 3.74 from a maximum score of 4 or on very valid criteria, with a percentage of 93.19%.

The suggestion given by the Practitioners was that it can be used with minor revision. *Second*, the attractiveness of the display of book writing in the guidebook was obtained an average of 3.78 from a maximum score of 4 or the criteria were very valid, with a percentage of 94.44%. The suggestion given by the Practitioners was that it can be used with minor revision. *Third*, the attractiveness of the physical appearance of the guidebook that was assessed by the experts gained an average score of 3.71 from a maximum score of 4 or on the very valid criteria, with a percentage of 92.71%. The suggestion given by the validator was that it can to be used with minor revision.

The Validity of Guidebook

Validity test is used to determine how carefully an instrument or items in measuring what is being measured. Invalid items mean that they cannot measure what is being measured so that the results cannot be trusted. So, the items must be discarded or repaired. To test the validity of the instruments used, the researcher used statistical analysis by using SPSS 23.00. In SPSS, the validity test tool was through Pearson correlation by correlating the scores of each item with the total score items. Thus, the validity test of the data can be explained in detail as follows:

No. Item	R _{value}	r _{table}	Information
1	0,657	0,361	Valid
2	0,648	0,361	Valid
3	0,482	0,361	Valid
4	0,500	0,361	Valid
5	0,373	0,361	Valid
6	0,483	0,361	Valid
7	0,548	0,361	Valid
8	0,723	0,361	Valid
9	0,374	0,361	Valid

Based on the significance, it is known that;

if the significance value is > 0.05, the item is declared invalid

if the significance value is < 0.05, the item is declared valid

From the output, it is known the significance value of each item with a total score on sig value (2-tailed). From 9 items, the significance is less than 0.05 so that the entire items are said valid.

Based on correlation value;

So, the decision making is based on the correlation value, then r_{tabel} needs to be searched first. It can be seen in the statistical table with 1-sided test, at N: 30 or $df = 30-2 = 28$, obtained $r_{tabel} = 0,361$. Next, it will be compared to r_{value} with r_{tabel} as follows:

From the output, it can be seen the correlation value of each item with a total score For more details, it can be seen in the following table:

<i>Cronbach's Alpha</i>	<i>N of Items</i>
,776	9

This normality test is conducted to find out whether the data on problem-based character education for street children comes from a population that is normally distributed or not. The formulation of the hypothesis is:

Ho : Data of problem-based character education for street children comes from population that is normally distributed

H a : Data of problem-based character education for street children comes from population that is not normally distributed.

Test of normality was done by SPSS 23.00 applying the Kolmogorov-Smirnov test with output as in the following table.

Tests of Normality

Kolmogorov-Smirnova			Shapiro-Wilk			
Statistic	d	Sig.	Statistic	d	Sig.	
c	f	.	tic	f	g.	
EKS_KO	,097	6	.20	,961	6	,05
		0	0*		0	4

on the pearson correlation value. The 9 items whose values are less than r table 0.361, they are all valid.

Reliability

Reliability test is used to test the consistency of measuring instruments whether the results remain consistent or not if the measurements are repeated. Unreliable instruments are not consistent to measure, so the results cannot be trusted. Reliability test was done by using the Cronbach Alpha method.

Based on the results of the output analyzed using SPSS 23.00, it is known the value of instrument reliability at the value of cronbach's Alpha. The Cronbach's Alpha value was 0.776. Due to the value was more than 0.6 (0.776 > 0.6), then it can be concluded that the instruments on the variable of the problem-based character education of children was reliable.

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Furthermore, based on the Test of Normality table, the Kolmogorov-Smirnova column showed that the value of sig = 0.200. If the sig value was compared with $\alpha = 0.05$ then $sig = 0.200 > \alpha = 0.05$. Based on the rules of rejection and acceptance of the hypothesis, it is decided that Ho was accepted. This showed that problem-based character education for street children came from populations with normal distribution.

Test of Homogeneity

Test of Homogeneity was conducted to determine the similarity of the variances of problem-based character education for street children in experimental and control class. Homogeneity test was done by using Levene on SPSS 23.00 with Ho hypothesis: The results of homogeneity test calculation with Levene test on SPSS 23.00 can be seen more clearly in the table

Test of Homogeneity of Variances

EKS_KO			
Levene			
Statistic	df1	df2	Sig.
2,178	1	58	,145

Based on table 4.7, the output is shown to conduct homogeneous similarity test. Thus, it

was obtained a significance value of 0.145. If it was compared with the value of $\alpha = 0.05$, it can be formulated that the significance value was $0.145 > \alpha = 0.05$. Based on this rule, the rejection of the hypothesis is decided that H_0 was accepted. This means that the variances of problem-based character education for street children in the experimental class and control class are the same or homogeneous.

Test of Effectiveness

Test of different or comparative test was used to compare problem-based character education for street children in experimental class and control class, with the following hypothesis that problem-based character education can be used as a learning reference for non-formal learning communities. Based on the results of statistical analysis tests using SPSS 23.00, the results are as shown in the table

Tabel Independent Samples Test

F	Levene's Test for Equality of Variances	t-test for Equality of Means	Sig. (2-tailed)
2,178	,145	-5,298	,000
		-5,298	,000

Based on the output table above, it can be explained that independent samples test table showed that the value of $t_{value} = 5.298$ with the value of $t_{table} = 1,701$. Thus, if the t_{value} is compared to t_{table} , then the $t_{value} \geq t_{table} = 5.298 > 1.701$. From the results of the statistical calculation, it means that H_a was accepted (the posttest score of problem-based character education in experimental class was higher than that of the control class. These results indicated that the application of problem-based character education was effective to be implemented as a learning reference. Moreover, it can be said that the application of problem-based character education for street children was very useful for non-formal learning communities who want to apply character education.

Based on the results of the t-test, there were differences in problem-based character education

scores between the control class and the experimental class with a significance level of 5%. In other words, the problem-based character education in the experimental class showed a significant improvement. This can be seen based on the comparative test between the pretest score of the control class and the posttest score of the experimental class, namely: based on the Independent Samples Test table showed that the value of $t_{value} = 5.298$ with $t_{table} = 1.701$. If the value of t_{value} is compared to the value of t_{table} , so it can be formulated as follows: $t_{value} \geq t_{table} = 5.298 \geq 1.701$. Based on these statistical calculations, it can be concluded that H_a was accepted because the posttest score of experimental class was greater than the pretest score of control class.

Discussion

Character cannot be seen from one perspective, it needs understanding that is more remembering the character rather than being formed instantly. There are many factors that base and form the character. Satoe atap non-formal education community is built on the basis of a joint initiative because of the concern for the education of street children in Semarang. Character education has been implicitly given, but there is no guidance on it. Given that street children are children with minimal environmental and family conditions with good character, the character education provided should be a humanist and flexible approach.

The insertion of character education in problem-based learning methods in Satoe atap community is certainly different from the implementation of problem-based learning in formal schools. The stages have been changed according to the needs of children, those stages are: 1) Giving motivation and approaching humanistically about the material that will be carried out, 2) Supervising the learning process, 3), Encouraging children to think creatively, 4) Guiding the discussion process, 5) Conducting reflection and evaluation.

Characters given in the Satoe Atap community have previously been adjusted to the urgent needs of children. There are three

characters that have been agreed together. They are responsibility, tolerance and honesty. At each character that has been agreed, points are made to determine the success of assessment.

Thus, problem-based character education for street children aims to provide understanding for non-formal learning communities who want to implement character education, so that the guidebook is very good to be applied to street children.

Character education can be interpreted as a holistic educational process that connects moral dimension with social domain in the life of the learner as a foundation for the formation of a quality generation that is able to live independently and have the principles of a justified truth (Raharjo, 2010).

Barrow quoted in Huda (2013: 217) defined problem-based learning as learning obtained from the process towards understanding the resolution of a problem. The character development process in a person is influenced by many typical factors that exist in the person involved which is also called the innate factor (nature) and environment (nurture) where the person involved grows and develops.

The innate factor can be said to be beyond the reach of society and individuals to influence it. While environmental factor is factor that is within the reach of society and individuals. So, a development or character education effort of a person can be carried out by the society or individuals as part of the environment through making up environmental factors. self-concept of street children who tend to be positive has not yet been seen in everyday behavior, because there are many factors behind it, the main influences are economic factors and street culture (Pramuchitia, 2010)

Environmental factor, in the context of character education, has a very important role because the behavior change of students as a result of the character education process is strongly determined by these environmental

factors. In other words, the formation and environmental engineering that covers the physical and cultural environment of schools, school management, curriculum, educators, and teaching methods. Character education through environmental factor engineering can be done by these strategies: (1) exemplary, (2) intervention, (3) consistent habituation, and (4). The development and building character require the development of exemplary behaviors, interventions through learning process, training, continual long-term habituation that is conducted consistently and strengthening as well as it must be accompanied by noble values.

The importance of the transfer of character education is that because character education can be considered as one solution to reduce the current problems of this nation, to become a better nation so that later the new generations of nation will grow and develop with characters that embrace the noble values of the nation and religion (Jakaria, 2016).

Jeffrey (2013) *"The cultivation of moral character is not simply a private duty that the moral law enjoins individuals to undertake. Political society is also duty-bound to shape a public moral sense because it is a precondition for the protection of political right. An advocate of the widely held libertarian view of Kant might contend that the cultivation of moral character is a private matter and a task for civil society and the family. Indeed, Kant does argue that existing ethical associations, which rely not on coercion but on feelings of solidarity, ethical attachment, and moral persuasion, do and should shape moral character"*

the same thing was explained by Zuchdi, Prasetya, and Masruri (2010) also stated that character education is not only through certain fields of study but is integrated into various fields of study. The methods and strategies that are used are varied which should cover inclusion (versus indoctrination), exemplary, facilitating value, and development of soft skills.

CONCLUSION

Guidebook for the implementation of problem-based character education include three stages. They are planning, implementation and stage of the evaluation/follow-up. Each of these stages has steps that are clear and systematic. The planning stage includes: analysis, socialization, conditioning. The implementation stage includes the educators and the curriculum. The last stage is evaluation and follow-up which include: anecdotal collection notes and completing the assessment instruments.

Based on the research results, the validators said that the implementation of character and practitioner education on guidebook implementation of problem-based character education for street children is valid to be applied for street children in Satoe atap community. Based on the results of the implementation, the guidebook of the implementation of problem-based character education for street children is effectively used.

There is a difference in scores between the control class scores and the experimental class where the experimental class scores are higher than the control class. Thus, it can be said that the guidebook of the implementation of problem-based character education for street children is effectively used to improve the character of street children.

The problem-based character education guidebook is an alternative guideline for educators or in this context is volunteer as the main learning source to introduce character education in a focused manner using problem-based learning methods. Thus, the implication of the guidebook of the implementation of problem-based character education for street children is educators understand the purpose of the learning to be achieved in a non-formal learning community, especially in the development and implications of character education.

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