



The Socialization Model of National Character Education for Students in Elementary School Through Comic

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Abstract

Realizing the character building on students is a national education goal. The character education is very important for the students. Therefore, the socialization and enculturation of national character education in schools by using an effective and efficient method are needed. This study aims to understand the process of socialization of character education in elementary school, to find the effective way of socialization models of national character education for students in elementary school through comics, and to determine the impact of socialization models of national character education for students in elementary school through the comic for the character building of students. This research was conducted using qualitative methods (Research & Development). The data collection techniques used were interviews, observation and documentation. The results show that the socialization of the nation's character education in primary schools is done in several ways; integrated with in the curriculum through the school management, and through extracurricular programs. Those ways do not seem to produce maximum results. Socialization model of the national character of education in the elementary schools through the comic is more effective to apply, because students are more interested in the visualization of interesting and familiar images.

Abstrak

Menyadari pembangunan karakter siswa adalah tujuan pendidikan nasional. Pendidikan karakter sangat penting bagi para siswa. Oleh karena itu, sosialisasi dan enkulturasi pendidikan karakter bangsa di sekolah-sekolah dengan menggunakan metode yang efektif dan efisien diperlukan. Penelitian ini bertujuan untuk memahami proses sosialisasi pendidikan karakter di sekolah dasar, untuk menemukan cara yang efektif untuk model sosialisasi pendidikan karakter bangsa bagi siswa di sekolah dasar melalui komik, dan untuk menentukan dampak dari model sosialisasi pendidikan karakter bangsa bagi siswa di sekolah dasar melalui komik untuk membangun karakter siswa. Penelitian ini dilakukan dengan menggunakan metode kualitatif (Research & Development). Teknik pengumpulan data yang digunakan adalah wawancara, observasi dan dokumentasi. Hasil menunjukkan bahwa sosialisasi pendidikan karakter bangsa di sekolah dasar ini dilakukan dengan beberapa cara, terintegrasi dengan subjek termasuk, melalui manajemen sekolah, dan melalui program ekstrakurikuler. Mereka cara tampaknya tidak menghasilkan hasil yang maksimal. Model Sosialisasi karakter nasional pendidikan di sekolah dasar melalui komik lebih efektif untuk diterapkan, karena siswa lebih tertarik pada visualisasi gambar yang menarik dan akrab.

Keywords: model; socialization; national character education; elementary school students; comics

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INTRODUCTION

Globalization is an inevitable reality which must be encountered by all people who live in the world. The revolution of transportation, information, and communication makes the world seem to be borderless. Globalization does not only change the face of civilization and progress of technology but also gives an impact on almost all areas of human life including in the economic, political, ideological, and cultural aspects. In Indonesia, the country views globalization as a phenomenon which does not only bring benefits to progress but it also raises many challenges that must be solved. One of the challenges of globalization is the attrition of national identity due to an intensive penetration of various global cultural values. The global values easily enter the Indonesian society life through mass media, information technology, and tourism industry. The challenges of globalization on the identity and character of the nation are especially faced by young people because they are the main consumers of media, information technology, and tourism industry. Therefore, the government, through the Ministry of Education and Culture, has launched the revitalization plan for national identity and character among young people in schools through the National Character Education Program since 2010. National character education is in accordance with the statement of Wilardjo depicting that Indonesia needs to take some steps to face globalization, for example by empowering the national character, especially on its young generations who are still in school and college because they are the upcoming candidates of nation's future reformers (Wilardjo 2010).

The Act No. 20 of 2003 about National Education System (Sisdiknas) sends the message that education is not only to create an intelligent Indonesian generations but also to shape up generations with incorruptible personalities or characters. Therefore, creating the generations who grow up with well-mannered characters under the nation's noble characters and religions is possible. Under this act, it can be seen that the national character education is part of

the national education goals to create young generations who are intelligent, noble, and possessing the characters of national identity.

Elementary school as one of the formal educational institutions run by the government is an institution which plays a strategic role in achieving the mentioned objectives. As a primary level of educational institution, elementary school is a place where learners' character building foundations can be institutionalized. To support the goal, schools must also have a socialization of national character education models which are effective for the right target. The use of model is expected to facilitate the students to know, understand, and implement the values of the national character. The education model that is developed under the principle of participatory education model is needed to achieve the goals optimally (Haryono, 2013: 250). However, we must realize that empowering character education is not an easy job to do. A research conducted by Widodo (2013: 284) concludes that the formation of the national character (nationalism) is not enough to be done in a short time because it takes a relatively long time. Socialization for national character education can be implemented through the medium of comic because comic is relatively easy to be understood, have interesting character visualization, and is familiar with children's imagination. In addition, the comic is one medium that support an effective and efficient learning. Therefore, the research to design a socialization model of national character education for students in elementary school through appropriate and effective comic is crucial.

METHODS

The study employed qualitative model using descriptive analysis. However, the use of figures and numbers was possible in order to clarify the information. This study used Research and Development method; a method used to produce certain products and test the effectiveness of the products. The focus in this research were; how the socialization of national character education in elemen-

tary school was; how to design a national character education used in elementary school through comics, and how the impacts of socialization model of national character education in primary schools through the comics are. The data was collected through interviews, observation, and documentation. The main source of research data was collected through the subjects of the study (the students of SDN 1 Tambahrejo, the students SDN 1 Sekaran, the students of SDN 2 Sukorejo, and the students of SDN 4 Sukorejo), informants (Elementary School Principal, Vice Principal Elementary, teachers, Administration staffs, committee, parents, and communities) are supported with relevant documents. The data was analyzed using data triangulation technique.

RESULTS AND DISCUSSION

In the study of sociology, socialization is an important concept because every man will always interact with other human beings as a social entity. Therefore, every individual must undergo a process of socialization or social learning to know and understand the values, norms, ethics and ideal behaviors expected by their society and culture. Peter L Berger argues that socialization is “A process in which a person appreciates and understands the norms of the society where he lives so that it will form his/her personality” (Berger, 1990: 188)

In the current Indonesian education, one of the values of life which is intended to be developed among learners is national character value. Development of the national character value can be possibly achieved if the learning process in schools is not just a transfer of knowledge (education process), but also should include the transfer of life values. The process of transfer of value is part of the socialization process. Character education by definition is a form of education to create one’s personality through character education, the results are visible in a person’s action, which includes good behavior, honesty, responsibility, respect toward others’ rights, hard work, and so on (Thomas Lickona, 2012). While The Character Education Partnership (CEP) gives the de-

finition of character as the understanding, caring about, and acting upon core ethical values such as respect, responsibility, honesty, fairness, and caring (Matera, 2001, pp. 201 in Gray, 2010: 56)

The Indonesian government through the Ministry of National Education has announced the implementation of character education for all levels of education, starting from early childhood education to the Higher Education level. The emerging idea of character education programs in Indonesia is due to the perceived educational process which has not managed to create the expected Indonesian human character. In fact, many people believe that Indonesian education has failed because although many school graduates or undergraduates students are skillful in answering the exam, they are lack of mental and moral characters. Education is not solely to memorize the exam material or how to answer them, but it requires habituation. Habituation is needed to teach the students how to be good, to be honest, to have patriotic attitude, to be embarrassed to cheat, to be embarrassed to be lazy, to clean up the environment, to be embarrassed to come too late to school, and others. Those characters and habits are not formed instantly; instead, students must be trained seriously and proportionately in order to achieve the ideal character and attitude.

Primary school as an educational formal institution which initiates an early contact with students should be able to equip and shape the personality of the students with noble characters. Through habituation-conditioning process of good attitude, students are educated to continue developing their moral values. This effort is also done in SD N 1 Sekaran (Semarang), SD N 1 Tambahrejo, SD N 2 Sukorejo, and SD N 4 Sukorejo (Kendal).

Here are the efforts to empower the character education in the above four elementary schools:

1. An integrated character education through the integration of learning materials. An integrated character education through

learning is as a means of introducing values, gaining awareness of the importance, and internalizing values into the students' daily behavior through their learning process which takes place both inside and outside the classroom in all subjects. Each elementary school conducts socialization in an integrated character education through learning. The national character education does not stand alone as one subject taught to the students. The effort is in accordance with government regulations which states that the character of the nation's values must be inserted in each subject, such as Mathematics, Bahasa Indonesia, civic education, natural science, social science, sports, religion, Javanese and other languages. This insertion must be explicitly stated in the lesson plan of the subjects made by the teachers.

2. An integrated character education through school management.

The implementation of character education requires a proper management. The management is intended to form the character building on the educational planning, implementation, and control at the institutional level. Character education leads to the establishment of school culture, the values which underlie the behavior, traditions, customs, daily activities, and symbols practiced by all school citizens and the surrounding community. Some various efforts that have been done by the school are addressed to establish a school culture which also shapes the characteristic and image of school in society. Each elementary school makes some efforts to realize the national character based school management; some of which are by making the information board about cultural and character education values, creating national character jargon and national characters based writings which are attached to the wall or in the stairs, and so forth. In addition, another effort is by making a regulation list that is owned by the researched schools. School rules are written down and pinned on the notice board of the school and introduced to all students and parents.

3. An integrated character education through extracurricular activities.

Character education is done through activities outside the classroom learning hours (extracurricular). Extracurricular activities can be interpreted as an education which is done outside the school meeting hours. The activities carried out within and/or outside the school environment in order to expand knowledge, improve skills, and internalize the values or religious rules and social norms both locally, nationally, and globally to form a complete human being. In other words, the extracurricular educational activities outside school hours are intended to help the development of learners based on their needs, potential, talents, and interests through special activities organized by educators and/or educational staff who are capable and in authority at school.

The integrated character education through extracurricular activity of SD N 2 Sukorejo is by conducting marching band. In this extracurricular activity, students are taught to be disciplined in following the training schedule, memorizing tone, rhythm and song. In SD N 4 Sukorejo, the character education is taught through extracurricular activity of dancing. Through this extracurricular activity, students are taught to love their own national culture, to perform emotional balance by rehearsing some typical Javanese body movements with gamelan. Students are patiently trained in performing dance moves in order to gain a personal attitude of "njawani" which means a Javanese who are graceful, patient, and polite in their way of thinking, language and attitude. In SD N 1 Sekaran, the character education is taught through extracurricular activity of scouting. This activity is an appropriate activity to form and develop the national character. The Act 12 of 2010 about the Scout Movement states that personality development is intended to develop self-potential, noble character, self-control, and life skills for every citizen to achieve the welfare in the community; potential development as a human right must be realized in a variety of efforts to provide education such as through the Boy Scout movement; the scout move-

ment as the scouting education providers has a major role in shaping the personality of the young generation that has the self-control and life skills to face the challenges according to demands for changes in local, national, and global.

To support the effectiveness of the previous national character education, the educational socialization process through comic is implemented. Comic is chosen because psychologically, children are more interested in the explanation using pictures or visual images. In addition, visual media such as comic can also foster the imagination and creativity of children who read it. Therefore, if this exciting medium used in the socialization process of learning, the students will easily understand the meaning or messages in their lesson because they do not only read but also see the illustration. If the students are embraced within a nice atmosphere, they will engage the activities more comprehensively. This comprehensible involvement is important to achieve a successful result.

The steps of development of the national character education comic conducted in 4 elementary schools in Semarang (SD N 1 Sekaran) and Kendal Regency (SD N 1 Tambahrejo, SD N 2 Sukorejo dan SD N 4 Sukorejo) are explained in the below:

1. Identifying potentials and problems: This stage was the initial stage of all activities to develop the educational character comic in the field. The potential and problems identification was done through early observation in 4 elementary schools. This stage was conducted to observe things which raised the problem on socialization about the national character education in each school.

2. Data Collection: this stage was about collecting the data needed in the research, such as the data on the elementary school profiles, how socialization of national character education in their schools, the responses of school community (principal, vice principal, teachers, students and others) toward the dissemination of national character education in schools, students' attitudes, schools attempt to socialize the national character

education, socialization media of national character education chosen by the school, and some rules and policies which are based on national character.

3. Product Design: This stage was about designing the comics, starting from determining the theme of the story, storyline, characters, until the printing process. The theme of the story was taken from the values of national characters in school environment, such as discipline, tolerance, honesty, responsibility, mutual cooperation, leadership and others. The characters were determined through open interviews with students at the initial stage of research which were Unyil and friends. The story was written in Javanese and Indonesian, in accordance with the students' languages.

4. Validation Design: this stage was to consult to some competent experts of learning comics, to check whether the national character education comic made were in accordance with the requirements of a learning comic. The experts involved in this study were: education expert, teachers, students, and comic creator.

5. Design Revision: after passing validation on the design, all inputs and suggestions were considered to obtain an appropriate model of comic.

6. Prior to product trial, the students were asked to fill in the questionnaires of National Character Attitudes of Elementary School Students. The filling of questionnaires was performed twice; before and after the product trial. The stage was done to investigate whether or not there was a difference in students' attitudes after reading and studying the national character educational through comic.

7. Making a habituation implementation report on national character attitudes. In addition to the questionnaires filling on initial conditions column, students were also asked to make a report of habituation implementation of national character attitude

for one week. This stage was done to train the students to write their report and eventually to get used to implement the values of the tested national character education.

8. Product Revision: The trial results of 4 elementary schools were followed by the revision of products which included some steps to fix the troubled comic components, such

as the selection of terms in the word balloons, the use of color images, the illustrations, and the dialect being used.

9. Usage Trial: the revised comic was retested to the 4 elementary schools. This stage was done to determine the effectiveness of the comic model that had been made.



Figure 1. One page in comics

10. Products Revision: result of the trial was developed and revised according to the conditions in the field.
11. Before conducting the mass production, students were asked to fill in the questionnaires of National Character attitude for El-



Figure 2. Comic Cover

elementary School Students in the final conditions column. This stage was done to see if there was a change in attitude of students after reading and studying the created comic.

12. Mass Production: comic that had been tested several times in 4 elementary schools was ready to be mass produced and disseminated to promote the values of national character education in elementary schools.

One of the step examples

Product Trial: giving a comic trial for students in 4 elementary schools. In this trial of product, the students were also asked to identify the values that deviate (not including the correct value), as shown on the below image

In the picture page 25: There are words in comic balloons that require students to identify. In one word balloon, it contains the phrase "Put you garbage in the garbage can, do not be careless. The correct one is "put your garbage in the garbage can, do not throw it carelessly so our environment gets clean".

From the product test, it can be found that the socialization of character education model through comic is able to be applied at the level of primary school. The socialization

on model can be seen in the chart 1.

Chart 1 is an ideal model which is conducted in the implementation of national character education through comics. The ideal learning process depends on three things: the ability of the teacher, the learning method, and the existing instructional media. The socialization model of national character education put comic as one of the important components in supporting the successful implementation of the national character learning in these three aspects. After the learning process, the evaluation process will capture the feedback and provide an appropriate treatment to achieve the success of learning objectives.

The impact of socialization model implementation of national character education in elementary schools through comic can be seen from the changes that occur on students' attitudes in which they used to not have a national character and now they do. Such changes can be seen primarily in students' changes of their observable attitude and based on their answers for the questionnaires.

The changes in attitude of the students are for example, the students who used to not say hello to their teachers when they passed by, they greet their teachers now.



Figure 3. Students in one of the elementary schools after the learning process using comic.

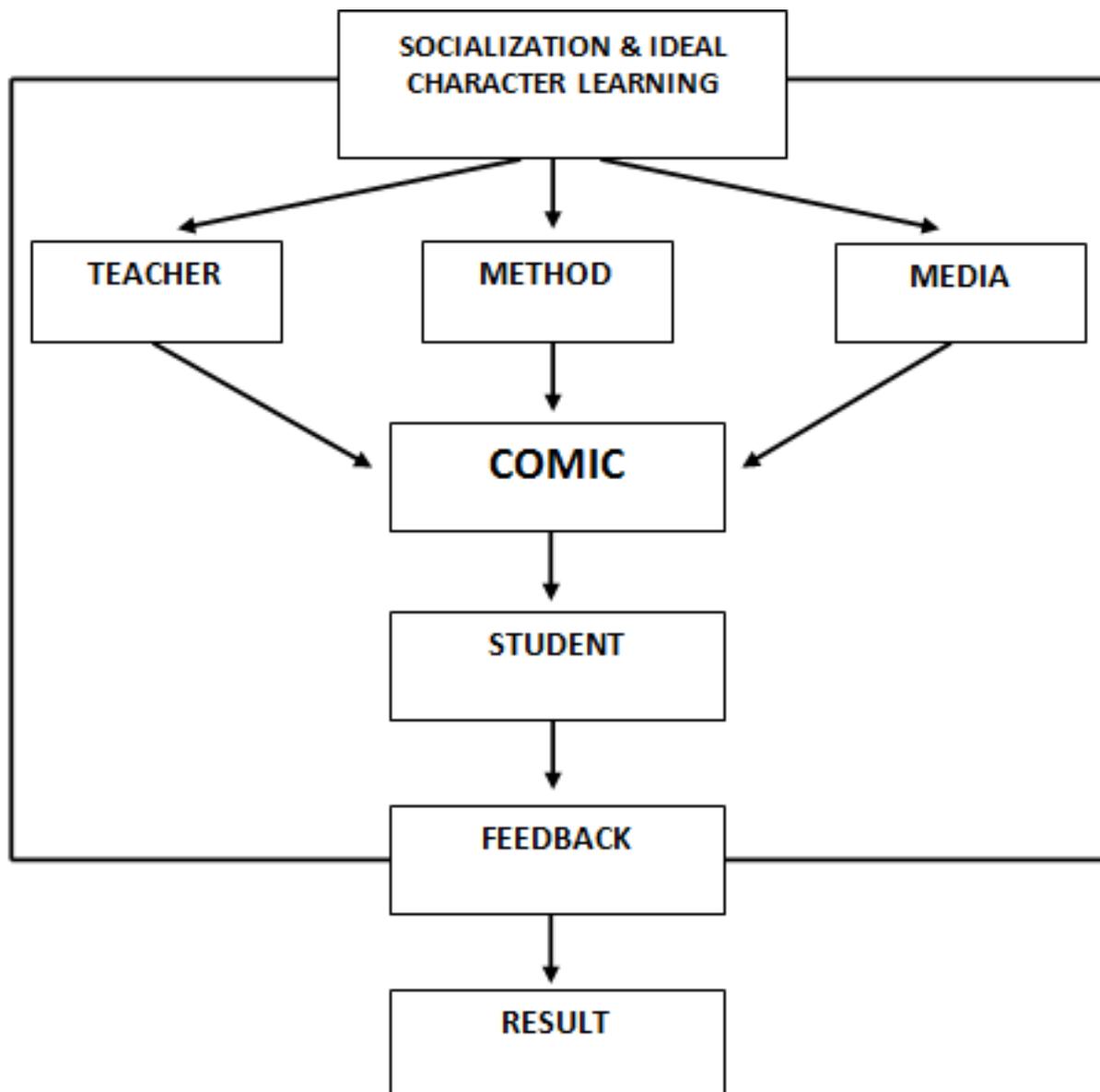


Chart 1. Model of Character Education Socialization through comic.

The students who rarely do “*salim*” (shaking their teachers’ hands) when they meet their teachers, now they do. The students used to not line up before entering the class, now they also do it neatly. These changes are consistent with the goals of characters education according Koesoema, (2010: 135) which instill values for students and reform the life to be more respectful toward individual freedom. The long-term goal is to contextually establish an active response on social natural impulses that they receive, which in turn sharpens their vision of life they expect to achieve through the process of establishing themselves continuously (on-going in-

formation). This change of attitude through training and habituation everyday is what will shape the character of students.

The changes in attitudes pattern is also known through the written questionnaire that were filled by the students. The students’ answers before reading and studying the comic has changed as compared to their answers after studying it a few weeks later. For example, many students who previously admit to rarely shake hands with their parents before going to school, after the socialization through comic, they claim to be more aware to shake their parents’ hands before going to school.

The comic trial for students at each elementary school shows various results. One of the factors is the difference in the background of economic, social and cultural aspects of students, which in turn affects the students' character. In SD N 1 Tambahrejo, SD N 2 Sukorejo, and SD N 4 Sukorejo, the students have a tendency to have a significant change of attitude because the character of the students tends to be more obedient to the teacher. It is also influenced by the background of the economic, social and cultural aspects of students, which shape the personality of students. Three elementary school students who are incidentally agriculture-based regions tend to still hold values and norms of society, and cultural dominance of "wedi" (respect/afraid), shy, and embarrassed. While in SD N 1 Sekaran, the change of student attitudes are not so significant compared to the others, because the character of this elementary school students Sekaran are more complex as the region is located in the suburban area and the number of arrivals (students boarding houses) who live around them, so that the reference value attitudes and behavior are also more diverse. The students in SD N 1 Sekaran tend to be more open to express their attitudes and behavior than students in SD N Sukorejo and Tambahrejo who are still dominated by feelings of ashamed, afraid, and embarrassed.

As eloquently said by Gene Yang in Dreeben (1968), comic can be one of the exciting medium of learning for students in elementary school. In this research, the finding shows that comic as an effective media of national character education socialization for elementary school students. Some of the advantages of the comic are:

1. Comic tends to help motivating and increasing individual participation. This can be seen when reading and studying the material, students are more active to ask about everything that exists in the comics, such as, "What is the Ethics, Ma'am?", "How can I be *mudeng* (understanding) that material?" And so forth. Students also want to engage in activities that exist in comics, such as put-

ting the trash in its place, not ditching and other activities.

2. Comic consists of images as visual medium. Sones concludes that the comic image quality can improve the quality of learning, including learning values and norms. Here, students are more likely to know about the values and norms that are taught and practiced faster through comic.

3. Using the comics as a medium of learning is much different than using film or animation. Although the film and animation are also visual medium, they can only be seen without being able to repeat it as we please. A comic, unlike them, is a permanent medium. Therefore, if the student do not understand a movie scene or animation, they cannot not repeat it. But with comics, they can repeat their as they please.

4. Karl Koenke says that comics can lead students to the discipline of reading, especially those who do not like to read or who have concerns about the error.

5. Students at this time can be said to be in a popular culture. By incorporating popular culture into the curriculum, it can bridge the gap of the students feel inside and outside of school. Comic is a part of popular culture. This will affect the success of the students in the study of the values of the nation's character education. With the strengths of comics as mentioned above, socialization on national character education values will more effective and efficient.

CONCLUSION

Based on the research results and the above discussion, it can be concluded that the socialization of the nation's character education in primary schools still encounters some obstacles in the aspect of learning methods, student diversity, geographic diversity, and socio-cultural aspects. Therefore, the model character of the national education in elementary school through comic can be an alternative media that is effectively applied to optimize the process of socialization

of the national character education among elementary school students. With characteristic comic which are attractive, lightweight, and presentation of the material can be done by combining textual and visual, students become more interested to please and finally read it. Comic also can help the students to view their learning process to be more desirable because comic is part of today's popular culture products which is very popular children and teenagers.

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