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THE MODEL OF INTEGRATED CHARACTER EDUCATION CURRICULUM MANAGEMENT AT LPTK

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Article Info

Abstract

The main objective of this study is to find out a final model of integrated character education curriculum management (henceforth PKPKI) that is suitable to be implemented at the Educational Institution of Education personnel (henceforth LPTK). This study was designed according to Borg and Gall's (1989) Research and Development as it was adopted by Sugiyono (2010). The research procedures basically consisted of the introductory, developmental, and evaluative phases. The data sources were informants from the PPKn study program of three institutions, i.e. UPGRIS, IVETS, and UNDARIS. Data were drawn from the respondents through interview, observation, documentary review, and focus group discussion (FGD). The validity of the data was viewed from the perspective of credibility test by means of data source, data collection technique and member check triangulation, The data were then processed using interaction analysis. The results of this study show that the final PKPKI model is feasible to be implemented at the Pancasila and Civics Education (henceforth PPKn) Study Program of LPTK-s.

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INTRODUCTION

Integrated character education is one of the four models of character education approaches suggested by Suparno, et al. (2002) and Husen, et al. (2010). In this particular study, integrated character education is referred to as character education that is integrated in the whole teaching-learning processes including those of planning, acting, organizing, monitoring and evaluating of all subjects offered for the first until the eighth semester involving all teaching-learning components in order to maximally achieve the educational goals covering attitude, knowledge, and skills.

This model is an alternative form of monolithic model (in which character education is considered as a discreet subject) provided for students attending a certain semester or a model integrated to certain personal development subjects offered during the first – fifth semester for the PPKn study program in a number of LPTK-s. The integrated character education model in every subject has a number of advantages. For example, every lecturer is responsible to implant living values to all of the students. Besides that, the understanding of character education values tends to be applicable and in line with the context of every subject rather than informative and cognitive. As a result, the students are accustomed to educational values that have been implemented in various settings.

According to Husein (2010), in order to be capable of producing professional teachers with good character, the curriculum of character education should ideally be integrated. The development of education should not only consider such education as a discreet subject but integrate it to the whole subjects. The suggestions made by Zuchdi et al. (2006) based on the results of their study show that the atmosphere of character education at all educational level in the Specific Region of Yogyakarta has not been fully conducive are among others as follows. (1) each educational institution from kindergarten to higher education had better possess character education program that is integrated in all subjects through intra- and extra-curricular activities; (2) the educational institution context and learning atmosphere should be conducive for better character building.

The explanation so far shows that the implementation of integrated character education model for the PPKn study program of LPTK still varied. Besides that, it is implied from several other research studies that the curriculum of integrated character education in each subject has not been managed properly in accordance with one of the principles of character education stating ''… possessing the scope of meaningful and challenging curriculum that appreciate all students, building their character and help them to be successful." Therefore, it is likely that research entitled The development of PKPKI model at LPTK needs to be conducted. The main problem solved though this article is the final PKPKI model which is feasible to applied for the PPKn study program of LPTK.

The previous studies closely related to this study are among others those conducted by Silay (2013) entitled "Character Education for University Students"; Aisyah (2014) entitled "The Implementation of Character Education Through Contextual Teaching and Learning at Personality Development Unit in the Sriwijaya University Palembang"; Hidayati, et al. (2014) entitled "The Development of Char elementary Student in West Sumatera". Chou, Mei-Ju, Yang, Chen-Hsin, Huang, and Pin-Chen (2014) conducted a study entitled "The Beauty of Character Education on Preschool Children's Parent-Child Relationship"; while Abir Tannir and Anies Al-Hroub (2013) conducted research entitled "Effects of Character Education on the Self-Esteem of Intellectually Able and Less Able Elementary Students in Kuwait"; Maryono (2015) entitled "The Implementation of Character Education Policy at Junior High Schools and Islamic Junior High Schools in Pacitan"; Kasmawati Abbas and Zainudin Bin Hassan (2015) entitled "Integrated Learning Model Cultural-Art and Character Education".

Aynur Pala (2011) "The Need for Character Education"; Magdalena (2012) "The Effective Biblical Design Pattern of Child Education Within the Years From 7-12 to Process the Disciples' Character Building"; Jacques (2003) "The Relationship of Character Education Implementation and Academic Achievement in Elementary Schools "; Syafrudin (2013) "Pancasila As Integration Philosophy of Education And National Character"; Saily(2014) "Another Type of Character Education: Citizenship Education"; Encep (2015) "The Policies on Civic Education in Developing National Character in Indonesia"; Ibrahim (2015 "Integrative Curriculum in Teaching Science in The Elementary School"; Carmen (2015) "Integrative Curriculum in Teaching Science in The Elementary School"; Doekman (2015) "A study on the class of education that builds students' character through films–classes at the university of liberal arts". Other studies were conducted among others by Murdiono (2010); Kurniawan (2012); Wardani (2010); Dwijonoto (2010); Ernawati (2012); Anik (2015); Pratiwi (2013); Khusnul (2012).

The theoretical framework used as the basis of this study consists of (1) curriculum management, (2) integrated character education, and (3) LPTK.

RESEARCH METHODOLOGY

This research has been conducted on the basis of Borg and Gall's (1989) research and development design adapted by Sugiyono (2010) covering ten phases, which were then simplified into three, i.e. the preliminary, the development, and the evaluation phases. The data source was informants from the PPKn study program of three institutions, i.e. Universitas PGRI Semarang (UPGRIS), IKIP VETERAN Semarang (IVETS), and Universitas *Darul Ulum Islamic Centre* Sudirman GUPPI (UNDARIS) Ungaran.

Data for this study were drawn through interview, questionnaire, observation, and documentary study. Interview and questionnaire were employed to obtain PKPKI data from the head, the lecturers, and the students of PPKn study program. Observation was made to see teaching-learning processes, mid-term test, as well as final examination. Documentary study was a means of gathering data on PPKn curriculum and teaching-learning devices including semester syllabus, lesson plan, teaching-learning units, as well as teaching-learning materials.

Questionnaire was used as a means of gathering data on the development of PKPKI model in PPKn study program of LPTK. This particular instrument was distributed to the participants of Focus Group Discussion (FGD) consisting of curriculum experts, educational management experts, character education experts, head and lecturers of the PPKn study program, promoter, co-promoter, and member of promoter, chairman of MGMP PPKn of high schools, and PPKn alumni. In order to obtain data of PKPKI final model which were feasible, it was necessary to conduct limited test on the teaching-learning processes for the PPKn study program of UPGRIS using questionnaire as the instrument.

The validity of the data was tested using the credibility test employing data source, data collection technique, and member-check triangulation. Qualitative data were analyzed in interactive way suggested by Miles and Huberman (11984).

RESULTS AND DISCUSSION

The Final PKPKI model for the PPKn Study Program of LPTK

The final PKPKI model for PPKn study program was a conceptual framework containing PKPKI procedures which was then considered as the principles of managing the curriculum of integrated character education for the PPKn study program of LPTK, including planning (on the level of study program in the form of PKPKI documents), implementation, and evaluation/assessment of the integrated character education curriculum (on every class developed by each subject lecturer in the form of teaching-learning devices, teaching-learning-

learning practices, and teaching-learning evaluation). This model is presented in Figure 1.

This particular model is the finalization of the hypothetic model which was made on the basis of the model design validated by experts of management, curriculum, and character education, head and representative of PPKn lecturers from UPGRIS, UNIVETS, and UNDARIS, chairman of MGMP PPKn of high schools, PPKn UPGRIS alumni, and vice head of PPKn study program of UKSW Salatiga. The design of the PKPKI model was made on the basis of the factual model of PKPK of the PPKn at the three institutions.

The model describes that PKPKI includes planning (including organizing), implementation, and evaluation/assessment, which were all practiced on the basis of the goal of the character education of the PPKn study program in order to yield bachelor graduates/alumni of PPKn study program who are religious, possessing nationalism attitude, professional, democratic, holding high teacher's role as model, responsible, and humanistic.

Therefore, such alumni are capable of developing the competence of the learners' character in order to be able to master the concepts of character during the PPKn teaching-learning processes; integrating the range of character values from religious to humanistic ones into the PPKn teaching-learning processes, and mastering the technique as well as skill in implanting character values.

The finalization of PKPKI was focused on input (the objectives of character education for the PPKn study program), process (the preparation of syllabus, lesson plan, learning materials, and teaching-learning processes), and output (bachelor's character and learners'' competence in character education).There was an additional character, i.e. being religious within the objective of character education which was not available in the hypothetic model. This addition of religious character was due to a request from the results FGD2 attended by the PPKn alumni suggesting that such value need to be included in the PKPKI, adjusted with the characteristics of the PPKn study program,

and was also relevant to Murdiono's (2010) research results.

Within the PKPKI process of class level, including teaching-learning devices (syllabus, lesson plan, and learning materials) there were additional words "based on character values: religious, nationalism, professionalism, democracy, exemplar, responsibility, humanism. The seven character values were also added to teaching-learning practices. Meanwhile, the term "integrated character education evaluation technique of testing (formative, mid-term, and final exam), non-test, and product assessment" was added to the learning evaluation phase of the final model, which were not available in the hypothetic model.

New phrases were also added to the output (graduate, bachelor, alumni) phase of the hypothetic model. Within this phase, there was an addition of the bachelor's character component with the term religious, so that the final model states "PPKn graduates who are religious, possessing nationalistic attitude, professional, democratic, holding high the role of teacher as model, responsible, and humanistic". There was also addition within the component of Learners character education competence, using the term "religious up to humanism". The complete term is "implementing the religious up to humanism character values to the PPKn teaching-learning processes".

The finalization of the model by considering experts and practitioners was in line with the results of the previous studies conducted by such researchers as Carmen (2015), Encep (2015), Hidayati et al.(2014), Saily (2014), Khusnul (2012), Aynur Pala (2011), and Murdiono (2010).

Results of the Try-out of the PKPKI Final Model for the PPKn Study Program of LPTK

The PKPKI Model for the PPKn study program of LPTK has been tried out for the teaching-learning processes of PPKn Textbook Studies (2 credit points) subject at Class 3A and 3B (third semester) of UPGRIS. Three observers were involved in each of the try-out classes.

Each was assigned to observe the devices of the integrated character education (including syllabus, lesson plan, and learning materials), teaching-learning processes, and learning evaluation. The results of the try-out ware as follows.

a. The lesson plan, containing subject identity and components of ultimate competences as well as evaluation, averagely scored 3.74 (feasible). The term planning refers to activities of designing teaching-learning processes involving/integrating the character values of being religious, nationalistic, professional, democratic, exemplary, responsible, and humanistic to the components of the lesson plan. The integration of the character values to Lesson Plan averagely scored 4.00 (very feasible). The formulation of learning objectives involving elements of attitude, behavior, condition, and degree (A, B, C, C) made by two observers averagely scored 2.00 (feasible). The suitability of teaching-learning model with learning objectives scored 1 (infeasible) assessed by an observer and 2 (feasible) by another observer. Besides, the components of evaluation, completeness, and suitability of the test instruments (questions, answer keys, scoring guideline) scored 2.00 (feasible) as assessed by an observer.

b. The practice of integrated character education for the PPKn study program of LPTK during the teaching-learning processes averagely scored 3.91 (feasible). The teaching-learning practices included pre-. Whilst, and post-activities. The formulation of character values of religiosity, nationalism, professionalism, democracy, exemplar, responsibility, humanism which were all integrated in the teaching-learning practices averagely scored 4 (very feasible).

The evaluation of PKPKI model for the PPKn study program of LPTK in class level/within teaching-learning processes scored 4 (very feasible). The teaching-learning evaluation includes: a. the suitability of evaluation technique and authentic assessment form with the indicators of competence achievement; b. the suitability of instrument for attitude and skill used in the assessment with the evaluation rubric; c. the suitability of evaluation instrument with the characters of being religious, nationalistic, professional, democratic, exemplary, responsible, and humanistic within the lesson plan.

DISCUSSION

The Final PKPKI model for the PPKn Study Program of LPTK

The final PKPKI model is similar to one of the integrated learning models proposed by Fogarty (1991), especially the Nested Model. This is a teaching-learning model integrating curriculum of one scientific discipline focusing on a number of learning skills to be provided by the teacher to the students within a teaching-learning unit. This activity is carried out in the frame of mastering the contents of learning materials including thinking skill, social skill, and organizing skill. According to Suparno, et al (2002), this model is considered being the model integrated to all subjects.

The final PKPKI model of PPKn Study Program is for the interest of the LPTK that is supposed to produce teachers, as one of the components of educational personnel. Therefore, the construction of the final PKPKI model went through a number of revisions directed to the integrated character education. The revisions were focused mainly on input (i.e. the objective of character education for the PPKn Study Program). There are seven characters included in the model, i.e. religiosity, nationalism, professionalism, democracy, exemplar, responsibility, and humanism. The inclusion of the seven characters to the objective of the character education for the PPKn Study Program is based on the results of conceptions initiated by various experts, officers, and a number of PPKn lecturers, head of PPKn MGMP of high schools and PPKn alumni. This is one of the advantages of the final PKPKI model for PPKn Study Program compared to

the factual models. The character values chosen for the factual models were determined by the related officers of the higher education.

Among the three institutions as the object of this study, there were varied characters integrated into the curriculum. At UPGRIS, the characters integrated to the curriculum were supremacy and Pancasila-based identity. IVETS integrated the characters of being professional, competent, transformative, characterized, professional, accountable, and possessing utmost nationalism insight. The characters integrated into the curriculum of UNDARIS were profession, supremacy, competitively and comparability, utmost nationalism insight, possession of patriotism, holding up the values of Pancasila morality, as well as mastery of knowledge and educational technology.

If each of the universities under this study makes proper policy on characters to be included in its curriculum, there will be much more varied characters. As an example, characters that can be referred to are those resulted from studies conducted by Ibrahim dan Cut Morina Z (2015), Encep Syarief Nurdin (2015), Syafrudin Amir (2013), Baroroh (2012), Wardani (2010), and Jacques S. Benninga, et al. (2003).

The variation of characters integrated into the curriculum by each of the three LPTK-s as the object of this study, viewed from the perspectives of both quantity and types, has provided opportunity to the alumni of each LPTK to be proud of the characters they used to study. This pride grew as a result of their awareness of the significance of each LPTK in producing teachers who are really proud of their alma mater. The alumni's claim about the significance of LPTK in producing characterized teachers has been admitted by Susanti (2013: 480), Soetanto (2012), and Rahmawati (http://www.kompasiana.com/ometto/penting nya-pendidikan-karakter-bagi-para-calon-guru_55103f60a33311cd39ba80b).

It is likely that the diversity of characters understood by PPKn teachers from various LPTK-s will invite arguments among them. Such arguments might be in the form of oral debates (in discussions conducted every time

and everywhere) and written debates in the form of textbooks, and scientific as well as popular writings. As a result, this argument causes confusion among learners.

It is this factual condition that has encouraged the necessity to create the PKPKI model which is expected to become the very model for the PPKn Study program of all LPTK-s. With similar understanding, it is hoped that teaching-learning processes will result in similar modes of character understanding. In other words, it is expected that this model will be capable of minimizing differences in understanding the varied characters. Subsequently, graduates of PPKn Study Program will in turn provide similar type of character education wherever and whenever they take the responsibility as educators.

This PKPKI model is increasingly necessary if it is related to the existence of PPKn as a subject offered to the elementary as well as secondary education. The main objective of PPKn subject is strengthening nationalism and triggering character education. It implies that it is necessary to integrate character values into the curriculum of the PPKn Study Program. This integration is considered being important because of the scope of PPKn materials and objective which consists of Pancasila, 1945 Constitution, NKRI, and Unity in Diversity (Bhineka Tunggal Ika). The results of Khusnul Istikharoh's (2012) study has strongly supported this argument.

The other improvement has been clear from the process of composing syllabus, lesson plan, and learning materials. In this section, there is additional utterance "on the basis of character values: religiosity, nationalism, professionalism, democracy, exemplar, responsibility, and humanism". Within the teaching-learning processes there are additional terms: religiosity up to humanism.

The implanting of character values to the planning phase is integrated to the syllabus and the lesson plan composed by the lecturers. It is the urgency of such character education in the formation of learners' personality that the seven character values are included into this section.

The purpose is for the character values to be included into the formulation of basic competence, indicator, and teaching-learning objective,

Lesson plan refers to the 2010 referential framework of character education of the Higher Education of the National Education Ministry, stating that character values can be integrated to the curriculum by means of inserting the values into the syllabus and lesson plan. This can be done by means of determining the character values that will be inserted into the composition of the syllabus, inserting them into lesson plan, and developing teaching-learning processes for the active learners that makes it possible for the learners to have the opportunity to internalize the values and perform them through appropriate attitude (Kemendikbud Dikti, 2010:19).

All of this shows that attention should be given to the learners' attitude, behavior, and skill. This is in line with Article 1 Verse (12 of the Law number 12/2012 concerning interactional processes between students, lecturers and learning resources within a learning environments. One of such learning environments is movies which was claimed by Deokman Kim (2015) as efficient means of character education.

Watching movies may help ease the two-way communications between the students and the lecturers. Besides that, (ibid) movies interpretation is more significant than attending lectures. Movies interpretation may motivate the students to become more active and aggressive in the atmosphere of guided learning. This is in line with Article 11 Permenristek Number 49/2014 stating that the characteristics of the idealized teaching-learning processes are those which are interactive, holistic, integrated, scientific, contextual, thematic, effective, collaborative, and students' centered. Therefore, Deokman Kim Mulyana's (2010) findings has the potential to minimize apprehension about students plagiarizing practices in final project/research paper writing.

The evaluation phase of this model is realized through the test and non-test

techniques. All lecturers administer all test types (formative test, mid-term test, and final exam) and non-test (observation, participation, performance, and new questionnaire). Non-test technique is utilized to assess the students' attitude/behavior and skills. The two test types are administered comprehensively because the LPTK academic guide regulates the evaluation system which covers aspects of knowledge, attitude, and skill.

The evaluation that should cover the three domains is actually an improvement, because Kasmawati Abbas and Zainudin Bin Hassan (2014) point out that until recently the educational system in Indonesia has been focused merely on intellectual aspect, while character education was set aside. Therefore, it is necessary to have education which is strongly devoted to character building. Similar opinion is put forward by Encep Syarief Nurdin (2015) and Nur Saily (2014).

Results of the Try out of the PKPKI Final Model for PPKn Study Program of LPTK

The results of the tryout of the PKPKI final model shows that the model is feasible to be considered as a model for the PPKn Study Program of LPTK. The components being tried out shows that they are feasible and very feasible. This feasibility is supported by the integrated character education learning practices which is in line with the lesson plan and stipulation about the national process and evaluation standards of the higher education (Kepmenristekdikti Number 44/2015). In order to replicate the feasibility of this PKPKI model, it is necessary to try it out for the PPKn Study Program of other LPTK. An opinion relatively similar to this has been pointed out by Ibrahim and Cut Morina Z (2015).

CONCLUSIONS

The final PKPKI model of character education containing character values of religiosity, nationalism, professionalism, democracy, exemplar, responsibility, and humanism in the planning of curriculum,

preparation covering teaching-learning devices (syllabus, lesson plan, and learning materials), teaching-learning processes, and learning evaluation, as well as results/graduates is expected to become a model that is feasible to be considered as a guideline in the PKPKI for the PPKn Study Program of LPTK-s.

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