

# The Implementation of Character Education on Bahasa Indonesia through Active Learning in Elementary Schools

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**Abstract:** Character education has become the determinant of a nation's excellence. The excellence of a nation can be built through education that not only develop intellectual, but also develop emotional, social, and spiritual intelligence. The four intelligences can be realized through learning that involves students actively in the process, including the process of learning Indonesian language. This study aims to describe the implementation of character education on learning Indonesian language through *active learning* conducted in SDN Rajamandala, West Bandung regency with quantitative or qualitative approach. Data were collected through observation, interviews, and documentation studies. The procedure of data collection were through data exposure, data reduction, and conclusions. The results showed that learning Indonesian language with active learning approach can develop student character. Students are directly involved in every process, both mentally and physically. The involvement becomes an effective way to generate positive habits related to religious values, honesty, tolerance, democracy, homeland love, and environmental or social care.

## 1 INTRODUCTION

School is the right place in developing students' character. Schools have successfully established students in completing their developmental tasks into adolescence well. School influences thought (brain), feeling (heart), and child development to be optimal. It helps them to be more intelligent, sensitive and healthy. With the intelligence of the brain, the sensitivity of the heart, and physical health is expected to be the capital of independence in the future.

Conceptually, character education has been developed and begun to be implemented in schools. There are 18 character values that need to be implemented at schools, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly/ communicative, love reading, caring environment, social care, and responsibility (Suryantini, 2011).

The integration of character values into the learning system at schools can be done through the imprinting and active integration of subjects with character education. Character education in elementary school is a unity of basic competence

learning, cultural and nature-based learning, and character education is provided in a fun way through various activities. Character education is not as a new subject, its implementation is done in an integrated manner with other subjects, exemplary from the teacher, and the creation of a supportive school atmosphere.

Language as a messenger can also contains the values of character education. Relation to the use of language, the character values will be communicated to cause interactive meaning. The interaction will be the process of internalization, actualization, identification, and transformation of character values to students. The use of synergistic language with character values becomes a necessity so that the values are reflected holistically to the students even if spread on the components of teaching materials.

## 2 REVIEW OF LITERATURE

Language as a means of communication at school conveys the values of education which always associated with the process of language leaning.

This problem that can be identified related to the character education in primary schools are as follows:  
1) Students' character can be developed through the

interaction between teacher and the students. Currently, the use of Bahasa Indonesia as the medium of instruction in the classroom does not emerge and strengthen the development of students' character optimally.

2) The choice of teaching materials can be used as a media to strengthen students' character. Teachers are required to be creative in preparing the teaching materials from various sources of teaching materials such as; the analysis result of literary works, mass media, television, radio, and others. Teaching materials can increase students' creativity and develop students' character. Meanwhile, the teachers' creativity to utilize teaching sources in the classroom is still low.

3) Teaching model in learning process is still dominated by teachers so that students' creativity is limited. Whereas, in the Active Learning model, students could explore the students' character while interacting, collaborating, and communicating with others in the classroom. The value of characters that can be implemented through Active Learning model are honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, appreciation, friendly, communicative, peace loving, loving to read, social care, and responsibility.

Those main issues related with Active Learning model become the topic of this study. A research on the effectiveness of STAD (Student Team Achievement Division), a cooperative learning approach, revealed that this approach increases the writing skills and self-concept from low achievement of pre-university students. Using Quasi Experimental, two sample groups (60 students from two different high schools) were given pre-test: write three argumentative essay and the interview to identify their self-concept. The experimental group was given STAD learning model during six consecutive weeks, and the control group was given the treatment. Then, two groups were given a post-test that was same with pre-test. The writing samples were analysed using t-test SPSS 11.0 version. The study showed that STAD model could increase students' writing skills, language competence, and self-concept to the experimental group (Mohamed et al., 2008)

Other related research on the cooperative learning is the use of Jigsaw using four cycles. The research steps include planning, implementing, observation, and reflection. The study revealed the use of Jigsaw in the cooperative learning could increase students' understanding of electricity concept on physics. The increase of students understanding could be seen from

students' achievement from the first cycle to forth cycle (Nurhaeni, 2011).

Other research argued that Contextual Teaching and Learning (CTL) approach and its application on the science learning in elementary schools was applied through seven effective learning components: constructivism, inquiry, questioning, learning community, modelling, and reflection through authentic assessment. By implementing the CTL approach on science in elementary schools, it is expected that learning output will be meaningful for students. The learning processes were more natural for students to work and to get experience rather than transferring knowledge from teachers to the students (Kurniawan and Sumiati, 2015)

Those researches showed that effective learning through various methods could increase some students' skills which could build students character. This study focused on the implementation of character education on Bahasa Indonesia learning through Active Learning in elementary schools. The problems are focused on how teachers' language model, teachers' competence, and students' activities during learning process that reflect character values.

### 3 METHODS

Based on the research type of mixed methods, the writer chose to use sequential exploratory strategy design. This design is a research design of mixed methods which conducted qualitative research first and then proceed with quantitative research. In a comprehensive explanation, Creswell (2012) has stated that sequential exploratory strategy in mixed methods research involves a first phase of qualitative data collection and analysis followed by a second phase of quantitative data collection and analysis that builds on the results of the first qualitative phase.

The data of this research is the teacher's speech in Indonesian language which is used by teacher as the language of instruction on learning process and students' attitude when attending the learning process. Teacher's speech elements include: analysis of structure, variety, speech events, and character values.

The use of Indonesian language as the language of instruction in the implementation of character education in learning Indonesian language through active learning conducted at the elementary school of Rajamandala West Bandung Regency obtained through the recording of audio and video during the learning process took place in the period of August 2017. The instruments of this research are: (a) survey

guidance, (b) observation guidance, (c) documentation study guidance, and (d) test for evaluation of experimental results of model in experimental group which is applied to the testing phase. The research technique refers to a qualitative approach. Techniques are concerned with how this research is conducted and how the problems are answered by the existing procedures.

There are several elements related to the data collection namely; facilities and infrastructure, the instruments used, the type of data collected, the data collection techniques used, and the subjects involved in the data collection process. Facilities and infrastructure needed in this research, including stationery, field notes, and other tools that support the study. In line with Miles and Huberman (1992), technical data analysis in this study is divided into four stages, the data gathering stage, data reduction stage, data displaying stage, and conclusion and verification stage. These stages are representations of interactive activities that always move regularly and have a close relationship with each other. The data analysis components used in this study can be described as follows:

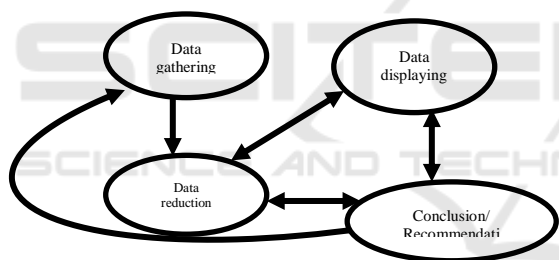


Figure1. Research data analysis

## 4 FINDINGS AND DISCUSSIONS

### 4.1 Teacher’s Language Model

The research findings were obtained through data analysis. The findings of this research will be related to the purpose of research: the implementation of character education on Indonesian language learning through *active learning* conducted in SDN Raja mandala, West Bandung regency.

First, the result of analysis of Indonesian language structure as the language of introduction to the element of diction found that there were 15.60% containing denotative denomination and 119 sentence or 84.39% contained connotative diction. Based on the findings of data through sequence techniques, it

can be interpreted that Indonesian language model as the medium of instruction on character education uses connotative.

Second, regarding the result of analysis of Indonesian language structure as the language of instruction in sentence element, there were 52 sentences or 36.88% containing informative sentences; 41 sentences or 24.07% containing the sentence; as many as 30 sentences or 21.27% containing the sentence of command or solicitation; and as many as 18 sentences or 12.77% containing the sentence of the appeal (141 sentences). Based on the findings of data through sequence techniques, it can be interpreted that the Indonesian language model as the medium of instruction for the character education at elementary school uses informative sentences.

Third, regarding the result of analysis of Indonesian language as the language of instruction in the grammar of sentence, there were 223 grammatical sentences (61.09%) and 142 sentences were not grammatical (38.9%). Based on the findings of data through sequence techniques, it can be interpreted that the Indonesian language model as the language of instruction uses a grammatical sentence.

Forth, the results of the analysis on the structure of Indonesian language as the language of instruction on the element of intention and purpose concluded that generally the sentences aim to invite (47%), to explain (35%), while the remaining 18% aims at others. Based on the findings, it can be interpreted that Indonesian language model as the language of instruction aims to invite and to explain.

Fifth, the result of the analysis of Indonesian words used as the language of instruction in all discourses were 2,647 words. Based on raw and non-standard variety, there were 2509 words used including standard word category, and 138 words including non-standard category. The basic use of the word standard is the basis for determining the variety of Indonesian language as the medium of instruction in character education. Based on the findings, it can be interpreted that the Indonesian language model as the language of instruction uses a variety of standard languages.

Sixth, analysis of the language of instruction based on the purpose of language narrative shows that the language of instruction in character education in the classroom aims to encourage students to follow the learning activities well. The invitation can be a prayer, peer dealing, courtesy, singing, self-respect, peace of mind, obedience, love of plants and animals, affection, demonstrating worthy behaviour which has character values (self, fellow and natural), providing an understanding of what practiced by teachers or

students. The dominant indicators of intentional language appear to be exhibiting commendable attributes, such as honesty, diligence, loving eloquence, respect, and tolerance. However, the language instruction of character education in the classroom is also a part of language instruction that aims to explain something, give instructions, and explain the ordinances.

Seventh, analysis of instructional language based on the instructional language core shows that generally the language of instruction of character education was applied in the classroom so that students are able learn well in the classroom, for example asking students to pray, tidying up the chairs, taking notes, exercising the materials, practicing honest, asking to explain the importance of the material to be learned and its benefits, and asking students to participate during the PBM.

Eighth, analysis of the instructional language based on the tone of the instructional language shows that in general the language used is an informal language. There are many formal instructional languages used in the classroom. However, the percentage of non-formal language is greater than formal instructional language.

Ninth, analysis of the instructional language based on the means of instructional language shows that most of instructional language utterance is oral/verbal standard with the standard language variations. In addition, the researcher also found a fact that only small amount of instructional language which refers to the motoric movement such as a gesture or a code.

Tenth, analysis of instructional language based on instructional language norms indicates that in general, the language used by teachers provides information to students about the subject matter and matters relating to the subject matter. Invitations and appeals are also quite dominant used in the instructional language of character education. In addition, there is also a small part of the instructional language used as a command word and a request to students to do or show something.

Eleventh, analysis of character values in the instructional language in the implementation of character education on Indonesian language learning through *active learning* conducted in an elementary school of Rajamandala West Bandung regency concluded that there were 29 paragraphs or 60.42% containing the values of self-character; 10 paragraphs or 20.83% contains the character values of cooperating with others; and 9 paragraphs or 18.75% contain environmental character values.

## 4.2 Teacher's Competence

The teachers was doing the process of implementation of character education on Indonesian language learning through *active learning* conducted in elementary school of Rajamandala West Bandung Regency. The implementation was observed by two teachers as peer observers. Aspects which were observed include the application and steps of character education, positive attitudes, and suggestions. The summary of data from questionnaire is as follows:

### 1) The steps of character education

Character education has been applied to the subjects of Indonesian language in class V through *active learning* activities. With the steps to invite students for a moment to hold ice breaking, ask questions and answers, divide students to work groups, provide motivation, and appreciation when students get good grades.

### 2) Positive Attitude

Character education has been applied through the habituation of students' character attitudes to become better and have the courage, skill of speaking and responsible carrying out ceremonial duties; responsible for the tasks provided, both environmental hygiene and learning tasks. The application of character education through *active learning* fosters the spirit and attitudes of students with character values; and the learning atmosphere feels more fun because the students become more aware of what the teacher explanation.

### 3) Advice

Character education should involve all teachers in the school; implementation of character education training outside the PBM process; Involves other teachers who have never attended character education; it is expected that character education can be implanted frequently to all teachers and to get support from all relevant parties; and training and monitoring on character education is conducted periodically and intensively.

## 4.3 Students' Character Activities

The results of the observations to the students' activities in the classroom are presented to observe the activities of students in the classroom during the lesson. The results can be seen as follows:

Table 1. Students' character reflected in the classroom

Students' character	Qualitative scale				
	Very good	Good	fair	Poor	Very poor
Honest	26.67	73.33	0	0	0
Tolerance	18.33	31.17	37.17	0	13.33
Discipline	26.67	30.1	23.23	13.33	6.67
Work hard	21.33	66.33	6.67	0	5.67
Creative	16.33	63.67	20	0	0
Independence	26.67	26.67	26.66	13.33	6.67
Democra-cy	16.33	30.67	33	13.33	6.67
Curiosity	20.33	26.33	40	6.67	6.67
Respect	12.67	67.33	20	0	0
Friendly/Communicative	36.33	14.37	16	33.3	0
Loving peace	13.33	16.67	10	60	0
Reading habit	13.33	13.34	0	73.33	0
Social care	26.67	40	6.67	26.66	0
Responsibility	20	13.33	33.33	20.33	13

The students' honest attitude shown in the learning process shows the result that 26.67% is in very good category and 73.33% is in good category. Behaviour that appears in the observation was telling the true, act as the rules, and keeps the promise.

The tolerance of the students in the learning process shows the result: 18.33% is in the very good category, 31.17% are in the good category, 37.17% is fair, and 13.33% is in the very poor category. The emergence of behaviour that arises in the learning process appreciates the opinions of others in the discussion activities.

The discipline of the students that appears in the learning process shows the result: 26.67% is in very good category, 30.1% is in good category, 23.23% is in fair category, and 13.33% poor category, and 13.33% are in very poor category. In general, discipline behaviour is apparent in the learning process, such as completing tasks on time and obedient to class rules.

The student's hard work attitude shown in the learning process shows the result: 21.33% in very good category, 66.33% in good category, fair 6.67%, and 5.67% in very poor category. The apparent attitude of hard work is that students generally spend

the time teachers provide for tasks so that some students get done on time.

The students' creative attitude that appears in the learning process shows the result: 16.33% in very good category, 63.67% in good category, and 20% in fair category. Creative behaviour of students is able to create something new to their work.

The students' independent attitude that appears in the learning process shows the result: 26.67% is in very good category, 26.67% is in good category, 26.66% in fair category, 13.33% in the poor category, and 6.67% in the very poor category. Independence arises in the form that students are able to do the task by themselves.

The democratic attitudes of the students who appeared in the learning process showed the results: 16.33% in very good category, 30.67% were in good category, 33% in fair category, 13.33% in the poor category, and 6.67% in the very poor category. Democratic behaviour arises in the form that students are able to listen to opinions of others and appreciate differences of opinion.

The students' curiosity shown in the learning process shows the results: 20.33% in very good category, 26.33% are in good category, 40% in fair category, 6.67% in the category of poor, and 6.67% in the very poor category. This behaviour is indicated by the attitude of some students who ask a lot of questions when the learning takes place.

The attitude of respect that appears in the learning process shows the results: 12.67% in very good category, 67.33% are in good category, and 20% in fair category. The behaviour that emerges in this aspect is that they generally appreciate each other's opinions with either the applause or the expression of praise.

The student's friendly attitude that appears in the learning process shows the result: 36.33% in very good category, 14.37% in good category, 16% in fair category, and 33.3% in the poor category. The behaviours that arise in this aspect are their charismatic associations both in class and outside the classroom.

The student's loving peace attitude shown in the learning process shows the result: 13.33% in very good category, 16.67% in good category, 10% in fair category, and 60% in the poor category. The behaviour that appears in this aspect is the look of mutual help and nurturing while doing joint tasks.

The reading habit attitude of students who appear in the learning process shows the results: 13.33% in very good category, 13.34% in good category, and 73.33% in the poor category. Habit of reading is very

less. This is because teachers do not stimulate students to readily perform reading activities.

The students' social caring attitude shown in the learning process shows the result: 26.67% in very good category, 40% are in good category, and 6.67% are in fair category, and 26.66% in the poor category. The behaviour that appears in this aspect is the look of mutual help and nurturing while doing joint tasks.

The students' attitude of responsibility shows the results in the learning process: 20% in very good category, 13.33% in good category, 33.33% in fair category, 20.34% in the poor category, and 13% in the very poor category. The responsibility shown in their behaviour is that students are dare to bear the risks that they have done for his actions, such as when students make mistakes, they are ready for punishment

## 5 CONCLUSIONS AND SUGGESTIONS

The implementation of character education in Indonesian language learning through *active learning* in elementary schools is an integration between basic competence, character values and local cultural wisdom. The steps in arranging the teaching materials are as follows. First, determining a culture of local wisdom that supports character development. The character values that contain in: folklore, natural events, inspiring stories, traditional games, and regional songs. Second, creating links between lesson and culture. Teachers connect lessons with cultures that fit basic competencies. Third, determining the expected value of characters through the activities expected to appear in student activities. Choose what character value to apply. Forth, determining the variety of activities. Prepare and select student papers, creative worksheets, experiments and student work. Fifth, assessing the students' character. Prepare student reflection, classroom displays, outdoor displays and students' assignments. The implementation of character education in Indonesian language learning through *active learning* in elementary school is applied naturally and contextually so that through the process of extracting local wisdom, both socio-cultural values and biological natural resources by supporting the achievement of the basic competency standard of Indonesian Language Subject that has been determined.

Character values should be applied in the teaching-learning process comprehensively. The implementation of *active learning* that is oriented towards PAKEM begins since the development of planning, core activities, and closing activities. Planning seeks to foster a culture, environment and classroom management that fosters the growth and development of attitudes and behaviours of students and social environment. The core activities are included the values of the characters in the curriculum, connecting the learning material with daily life experiences, developing easy learning methods, exhilarating & contextual learning methods using cultural and biological activities available in the student environment.

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