

# An Analysis of Insert Model-Cases Methode (IM-CM) to Develop Character Education at Junior Middle Schools: Case How to Teach Unity of Indonesia

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**Keywords:** Character Education, Insert Model-Case Method, Deep Learning, Values of Indonesia Unity.

**Abstract:** This study aims to find steps and analyze the effectiveness of the Insert Model-Case Method (IM-CM) in special character education in instilling the values of Indonesian Unity. Character education is the primary mission in the design of education in Indonesia. One of the characteristics that must be instilled in every Indonesian citizen is the value of Indonesian Unity because Indonesia is a plural nation, not a homogeneous or heterogeneous nation prone to disintegration. This study applies library research methods. Data were collected through document study and data analysis using content analysis techniques. This study found, First, there are five steps of the Insert Model-Case Method (IM-CM), namely: 1). Introducing the topic to be inserted; 2). Presenting relevant cases as triggers; 3). Small group discussions; 4). Class discussion; and 5). Reflection and reinforcement. Second, the Insert-Case Method (IM-CM) Model effectively instills the value of Indonesian Unity because this model encourages students to learn in-depth (deep learning). Through this, there is a process of internalizing the value of Indonesian Unity through in-depth analysis of relevant cases.


## 1 INTRODUCTION


One of the problems in education in Indonesia that need to be discussed is the implementation of character education. By design, Indonesian education emphasizes the importance of character education. It is stated in national education goals (Law No. 20 of 2003 concerning the National Education System). However, the problem of character education is seen in national education practice at all types and levels of education. Cognitive and psychomotor aspects and minimal affective aspects still dominate the practice of learning in the classroom. Even though the curriculum for each type and level of education clearly states the importance of character education, it must be carried out. Facing and solving this problem, experts need to create/create models and/or character learning methods that are practical, easy, and practicable without disrupting the overall learning process. One model that fits this idea is the


Insert Model-Case Method (IM-CM) learning model. By design, the Indonesian education program is designed to create whole human beings, a nation with excellence in all respects. For this reason, one thing needs to be built in the character of Indonesian citizens (nation and character building). Undang-undang nomor 20 Tahun 2003 Pasal 3, the main goal of National Education in Indonesia is to make every citizen have a national character consisting of:

- a) Have faith in God Almighty and always obey God.
- b) Have a good character.
- c) Scientific and scientific.
- d) Smart.
- e) Creative.
- f) Democratic and responsible.
- g) Physically and mentally healthy.

Character learning requires learning scenarios different from learning in the cognitive and psychomotor domains. Character learning requires

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students' deep physical and mental-emotional involvement (deep learning) so that the learning process reaches the internalization aspect of character values. The character learning process that does not involve students physically, mentally-emotionally in depth is feared that the material being studied will not impact students whose learning process is shallow (surface learning).

Character is a collection of good qualities that become daily behavior and is manifested in carrying out tasks, functions, and roles to carry out mandates and responsibilities (Erie Sudewo). Prayitno explained that character is a relatively stable personal trait as a basis for behavior based on values and norms. So character is good behavior that must be enculturated from one generation to the next so that the younger generation as adults can follow the norms of morality, manners, customs, and legal norms in society.

Temiz (2019) explains in-depth character education, which involves the affective domain in Bloom's Taxonomy (1956). Temiz continued that affective domain learning is complex because it involves cognition, behavior, and emotions in an integrated manner. Furthermore, quoting Howard (2004), Temiz suggests there are three approaches to character learning, namely (1) the cognitive development approach for "knowing good," (2) the caring approach for "desiring the good," and (3) traditional character education for doing good" (Temiz, 2019:1320).

According to experts, the educational process in the affective domain goes through 5 (five) stages, starting from the simplest to the highest level, which is complex. The five levels are receiving/attending, responding, valuing, organization, and internalization/characterizing (Krathwohl et al. (1964). Receiving/attending is where the individual is ready to pay attention to a phenomenon. At this level, the individual wants (willingly) and pays attention to and obtains information/data relating to a phenomenon or the natural environment. The responding level is where the individual reacts in-depth, participates, and takes the initiative in existing cases or phenomena. Then the valuing level, the individual's attitude moves from simple acceptance to decisive action. Individuals can explain the basis and rationale of a value and defend and make decisions based on a value. Then, at the organizational level, the individual takes new values into the existing value system within him. This level helps individuals solve if there is a moral conflict within them. Finally, level internalization Pa da this level is the highest level of the affective domain. At this level, the individual

already behaves/behaves following the new values that have been internalized through a process.

Based on these five levels of the affective domain, a character learning model will be developed, namely the Insert-case method (IM-CM) model. The theoretical model is efficient and easy because it does not interfere with the learning process as a whole. The teacher can still teach to deliver the material well. After the primary material is finished, the teacher inserts this model at the end of the learning process. This model only takes 20 minutes to generate values. All teachers in all subjects can apply this model.

One of the character values that must be instilled in every Indonesian citizen is the value of Indonesian Unity. This value is significant because naturally or given the mosaic of the Indonesian nation, it is a plural nation. A plural nation is entirely different, but none is higher than the other, unlike the United States, which is heterogeneous, where they have a reference value, namely WASP (White Anglo-Saxon Protestant) values. The layers of the nation are from top to bottom. Homogeneous nations have no problem because they all have the same physique and values as Japan and China.

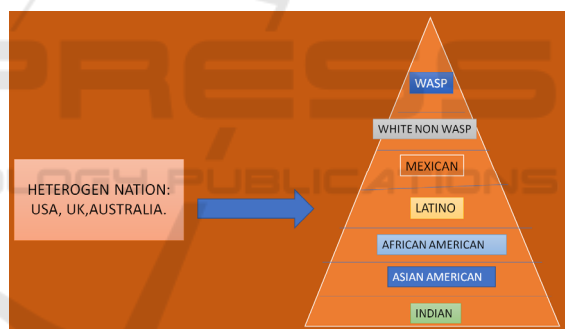


Figure 1: White Anglo-Saxon Protestant.

The character of Indonesian unity, based on the Pancasila state principle, has several value indicators, including 1). Placing the nation's unity, integrity, interests, and security above personal or group interests; 2). Willing to sacrifice for the interests of the state and nation; 3) love the homeland and nation of Indonesia; 4). Bangsa is the nation of Indonesia and has a homeland; 5). It promotes national unity and unity based on Bineka Tunggal Ika. With understanding, appreciation, and internalization of the values of Indonesian unity, it is hoped that the Indonesian unitary state will always be eternal.



Figure 2: The Value of Indonesia Unity.

In character learning, the involvement of students physically and mentally is significant because it will encourage them to activate or “turn on” character values in students. Character values are in the active " on " state, making it easier for the teacher to instill or internalize new values.

This learning design model is called the Insert Model-Case Method (IM-CM), developed based on the Insert Model in Civics Learning in Elementary Schools (SD) created by Azwar Ananda and Junaidi Indrawadi (2015). This model is built based on constructivist learning theory, which emphasizes that learning cannot be forced from outside itself. However, the learner must reconstruct the meaning of the teaching material individually. Likewise, character values must be internalized by students consciously and/or with their own will. The steps of the Insert Model in learning values in 2015 were adopted and adapted into the Insert Model-Case Method (IM-CM) with the syntax or hypothetical steps as follows:

Table 1: Development of the Moral Dilemma Insert Model Learning Design (DP-MIDM) to the insert Case Method.

| Steps | Value Learning Insert Model in Elementary School.                | Insert Model-Case Method (IM-CM) in Junior Middle School   |
|-------|--|--|
| 1     | Submission of stimuli in the form of cases, problems, or stories | Opening of learning. Explain the topic and the purpose of the sequence of activities to be carried out.  |
| 2     | Teacher and students discuss                                     | Presenting cases in the form of stories or cases of moral dilemmas in writing that must be solved<br>Presenting cases in the form of stories or cases of moral dilemmas in writing that must be solved |
| 3     | Conducting values coaching through discussion.                   | Students carry out small group discussions of 4-5 people and write reports   |

|   |   |   |
|---|---|---|
|   |   | solving existing problems or dilemmas with reasons.   |
| 4 | I am concluding together between teacher and student. | Conduct class discussions based on small group discussion reports.  |
| 5 |   | Reflecting on the character values that will be internalized, then the teacher conducts dialogue and reinforcement in students to develop the character values being studied. |
| 6 |   | Closing.  |

## 2 METHODOLOGY

The method used in this research is the library research method. According to Luo, research value in academic libraries is well documented in the literature. Kaelan in library research is sometimes descriptive and also historical because this kind of research has a historical dimension, and so on. Therefore, library research will deal with data sources in the form of very large books, requiring adequate methods. For this reason, in library research, book collection must be gradual. There will be difficulties if this is not the case.

The location of this research analysis was carried out in junior high schools. Middle school was chosen because, at this time, a human child is looking for self-identity or puberty, a crucial phase in forming one's character. Therefore, the period of junior secondary education was chosen as the center of this research study.

Data collection techniques, in this case, the author will identify discourse from books, papers or articles, magazines, journals, the web (internet), or other information related to the title of the writing to look for things or variables in the form of notes, transcripts, books, newspapers, magazines, etc. Regarding the study of increasing citizen literacy in the 4.0 revolution era. Then the steps are as follows:

- a) Collect existing data through books, documents, and internet magazines (web).
- b) Analyze data so that researchers can conclude the problem being studied.

Data analysis techniques use data analysis studies introduced by the Miles and Huberman model with the following steps: data reduction, data presentation, and conclusion descriptions or literacy verification required by Indonesian citizens regionally, nationally, and internationally. Live in the 21st century.

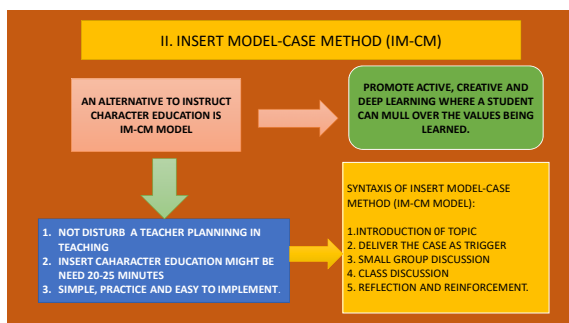


Figure 3: Insert Model-Case Method (IM-CM) Syntax.

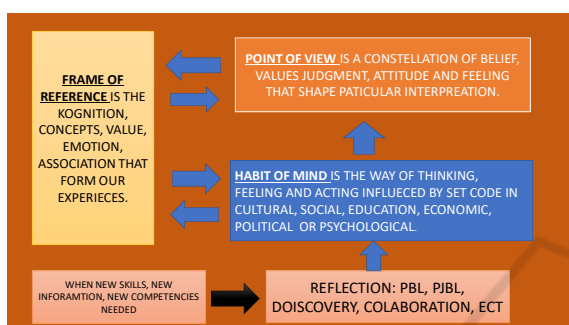


Figure 4: Terms of Reference are the Concepts of Cognition, Values, Emotions, and Associations that Shape our Experiences.

### 3 RESEARCH RESULTS AND DISCUSSION

Research data shows that the Insert Model-Case Method (IM-CM) encourages students to learn in-depth (deep learning). This model involves students physically and mentally exploring the character values being studied because several steps involve students learning in depth. There are 5 (five) steps or syntax in the Insert-Case Method (IM-CM) model, namely 1). they are conveying the topic of the material to be inserted. 2). convey cases that are relevant to the topic, 3). Small group discussion, 4. Class discussion, and 5). Reflection and reinforcement. Through these five steps, students will be involved mentally and physically in discussing the material.

First, the first step focuses students on a topic or character that will be instilled in the lesson.

Second, presenting a case as a discussion trigger or turning students' mental and physical turn on in a value or situation. The cases that will be included are in the form of cases related to national unity in the form of printed materials, short videos, or in the form of photographs.

Third, students are asked to discuss or dialogue in small groups. Students will be fully involved mentally and physically in exploring the studied case at this step. They will argue, debate, and exchange opinions on how to solve the case being discussed together. Then they will write a report to present in class discussion. The process of writing the report will engage students mentally and physically.

Fourth class discussion. In-class discussions. Again the students will debate, exchange opinions, and argue about solving the discussed problem. In class discussions, students are asked to present the results of small group discussions. In this phase, students will discuss classically. It, of course, increases students' understanding of the values being discussed.

Fifth, reflection and reinforcement. In this phase, the teacher and students have a dialogue. Students self-reflect on understanding the values of Indonesian unity, and the teacher reinforces, convinces, corrects, and confirms the correct values following the Indonesian Pestrstuan question based on the Pancasila state.

Thus the IM-CM model is theoretically efficient and effective for character learning at the junior secondary level and may also be used in senior secondary education. This model's five steps will Turn On every student mentally and physically in learning. Students' mental and physical involvement in learning values, then deep learning occurs. Deep learning in learning values will lead students to the process of internalizing the importance of the value of Indonesian unity in a pluralistic mosaic of nations.

### 4 CONCLUSION

- a) Educating or teaching character is very important in Indonesian education programs.
- b) Education and teaching experts must find alternative methods/models of teaching character to help teachers.
- c) The Insert Model-Case method (IM-CM Model) is an alternative teacher can use to teach character education.
- d) The IM-CM model is practical, simple, and easy to implement in actual classes.

### ACKNOWLEDGEMENTS

Design in the Indonesian education program is an advantage for building the nation and the character of

Indonesian citizens. Undang-undang Nomor 20 Tahun 2003 Pasal 3, the main goal of National Education in Indonesia is to make every citizen have a national character which consists of :

1. Have faith in God Almighty and always obey God.
2. Have a good character.
3. Scientific and scientific.
4. Smart.
5. Creative.
6. Democratic and responsible.
7. Physically and mentally healthy.

This learning design model is called the Insert Model-Case Method (IM-CM).

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