

Strengthening Model of Character Through Citizenship Education Based on Lesson Study in Malang

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Abstract: This article draws on the strengthening model of character through citizenship education based on lesson study. The approach used is a research and development design with Classroom Action Research. Data were collected through interviews, observations, document studies and questionnaires on several Junior High Schools in Malang District. Data analysis techniques implemented by (1) quantitative data, to answer the effectiveness of strengthening model of character through citizenship education based on lesson study subjects was analysed by paired T-Test; (2) implementation of character strengthening prototypes on learning process was analysed by case study. The result, (1) prototype of strengthening model of character through citizenship education process developed by analysis of content / material; culture analysis; analysis process, organizing value learning with the 5 W + 1H paradigm, supported by the selection of the main values of the characters; (2) implementation principle: planning; implementation and reflection; (3). The prototype of strengthening model of character through citizenship education based on lesson study in Malang is effective, quantitatively able to improve the behaviour of mutual cooperation of junior high school students.

1 INTRODUCTION

At this point, character education has been an increasing issue in schools, and it is slowly but surely beginning to show its importance in the curriculum, this is due to the number of adverse factors in the education system including behavioral issues, disrespect, and bullying. The case of maltreatment of teachers by students causing deaths that occurred in Madura became one of bad behavior and many more cases far from the mirror of noble behavior according to the personality of the nation.

Building the nation's character to strengthen the values of national identity has become the commitment of all country in the world. The cross-country comparison study, on character education in Malaysia, the United States and Indonesia, proves some examples of the truth of the commitment of states to the urgency of character education for generations. Nevertheless, in the context of Indonesia, Pancasila Culture and the Strengthening of Character Education (PPK) in Indonesia are facing a major problem calling all components of the nation responsible for intelligent and contextual solving. In 2010, the Government launched the National Movement of Character education intensively

(Kemendikbud, 2017), but this movement has not been felt by all education units in Indonesia. Praxis of Pancasila as the moral of the nation, the personality of the nation and the view of life of the Indonesian people still many problems that need to be addressed seriously by the entire nation of Indonesia.

Today, the national concern inherent in the Indonesian nation is the lack of expression and commitment to its character. The performance of the nation emphasizes more on the quantitative and mechanical dimensions of life, while the qualitative dimensions of life are often ignored (Al Hakim, 2010). The gap between idealized characters, realities and instruments to develop is a separate problem in character education. (Guidry, 2008; Untari, 2017) Other disrespectful, irresponsible, and weak character traits that students have, seeing the behavior of people around them, from political leaders, corrupt government officials, and teachers and parents (Untari, 2017; Perles, 2018)

One effort to address the problem is the government issued Presidential Regulation of the Republic of Indonesia Number 87 the Year 2017 About Strengthening Character education. especially Article 1 Paragraph (1) says "Strengthening character education is an educational movement under

educational units to strengthen the character of learners through harmonization of the heart, taste, thought and sport with the involvement and cooperation between education units, family, and society as part of the National Movement of the Mental Revolution (GNRM) ". In the National Character Grand Design Manuscript (2010), there are some fundamental reasons underlying the importance of national character building, from philosophical, ideological, normative historical and sociocultural perspective. Philosophically, building the character of the nation is a fundamental need in the process of nationhood because only a nation that has a strong character and identity that will exist.

Ideologically, character building is an effort to embody the ideology of Pancasila in the life of nation and state of Indonesia. Normatively, the development of the nation's character is a manifestation of the step of achieving the state's goal of protecting the whole nation and the entire blood of Indonesia, promoting the general welfare, the intellectual life of the nation and joining the independence of the world, eternal peace and social justice. Historically, the development of the nation's character is the dynamics and journey of the national process that occurred non-stop in the period of history both in colonial times and in the era of independence. While sociocultural, the development of national character is a practice of habituation of the potential sociocultural values multicultural.

Character Education Strengthening is important to implement in the classroom by integrating with all subjects. In the 2013 curriculum, the subjects of Citizenship Education and Religious Education expect core competencies 1 and 2 that include spiritual attitudes and social attitudes, generating great responsibilities for schools, principal teachers of Citizenship Education and Religious education, parents and communities. Character Education integrated with learning is expected to strengthen the morale of learners. The psychological character of character education includes the moral dimensions of reasoning, moral feeling, and moral behavior (Lickona, 1991). Therefore, it is necessary to develop a model for integrating Character Education properly to achieve the expected goals of good and intelligent citizens (Untari, 2016; Perles, 2018). As noted (Hakam, 2017) that the process of internalization of the character is essentially carried out by stages: Moral information level, Moral belief level, Moral Attitude level, Moral value level, Moral

character/personality level, and Moral dignity level. (2017).

2 METHOD

This method used Classroom Action Research approach. Strengthening model of character was conducted by researchers, four students and teachers in one junior high school as a model school for one year, from August 2017 to July 2018. SMP Negeri 1 Sumberpucung, established in 1985 and located in Malang Regency. It has more than 867 students and consists of 27 classes. This school became a partner school of Lesson Study program based on the local wisdom which conducted by Faculty of Social Sciences. At 2016, the principal developed LS on all subjects not just Social Studies and Citizenship Education. Since the implementation of the 2013 curriculum, the school has begun to strengthen character education, to build the 21st century generation.

The stages of classroom action research that have been used refer to the opinions of Kemmis and Mc. Taggart: (1) planning, (2) implementation, (3) observation, (4) reflection. The models and explanations for each stage are as follows.

The following are detailed activities carried out by researchers at each step.

2.1 Pre-Research Activities

In the pre-research stage initial observations were made which included the implementation of the learning process of citizenship education that integrated the character values and observed frequent problems, the availability of facilities and infrastructure in learning through interviews with teachers and students.

2.2 Research Implementation

The study was conducted over two cycles to determine the religious value, mutual cooperation in student behavior. If in the first cycle there is no religious and mutual cooperation behavior, then a second cycle is needed. In the second cycle, learning is done on the same basic competencies but the indicators are different.

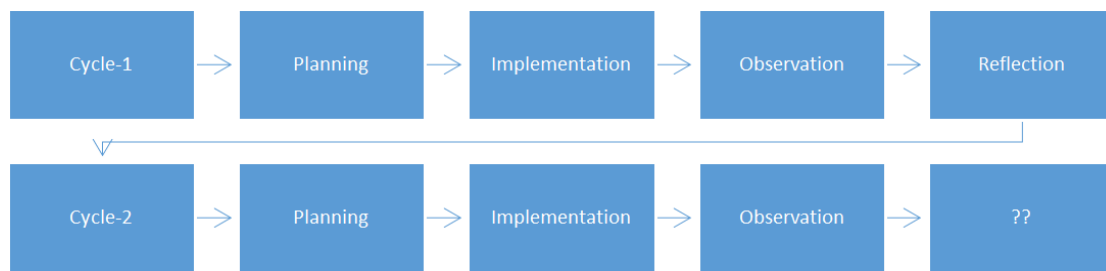


Figure 1: The stages of classroom action research.

Table 1: Steps for problem based learning models.

Phase	Activity	Time Allocation
Orientation	Student orientation on problems The teacher explains the learning objectives, explains the materials needed The teacher motivates students to be actively involved in solving selected problems	5'
Organizing	Students are helped to define and organize learning tasks related to problems	10'
Individual and group investigations	Encourage students to gather appropriate information Carry out experiments to get explanation and problem solving	40'
Development and presentation of performance results	Students are given the opportunity to plan and prepare works in the form of reports and various assignments with friends	10'
Analysis and evaluation of problem solving processes	Evaluate learning outcomes about material Student groups present performance results	40'

2.2.1 Cycle-I

Teaching and learning activities carried out in this cycle are as follows:

- Action Planning

The action planning includes:

- a) Develop plans for implementing learning by using problem based learning model learning
- b) Make an observation instrument to find out the implementation of learning done by teachers and students and religious behavior and mutual cooperation.

- Actions and Observations

The action taken at this stage is the implementation of learning by applying the PBL model. Each cycle consists of 3 meetings. The first cycle discusses the association of regional characteristics within the framework of the Unitary Republic of Indonesia. Knowledge tests or assessments are carried out at the end of each cycle. In this learning students sit classically and in groups.

In this activity the researcher acted as a colleague from the teaching teacher and carried out learning

activities in accordance with the learning implementation plan that had been prepared together previously using the PBL model with its syntax, as shown in Table 1.

When implementing the action, the researcher acts as a teacher's colleague, class VII PPKn teaching acts as an observer who records specific events during the learning process and observes the teacher's activities assisted by another researcher. The observed teacher activity is the suitability of the teacher's activities with the drafted RPP. In addition, what is observed is activity when implementing PBL learning. This observation was carried out in conjunction with the implementation of learning. This is intended so that observers can find out the activities carried out by the teacher and students when implementing learning. Observations were made to determine the religious behavior and mutual cooperation of students. After the implementation of cycle one, the attitude is given to students to find out the observed behavior, namely the religious and mutual cooperation of students. In addition, researchers also conducted interviews with students and observers to find out how the PBL learning model was implemented.

- Reflection

Reflection is an activity to analyze actions that have been carried out with observers. Reflection aims to examine what has been done and not done, what has been achieved, what problems can be solved and which have not been solved, if a problem is found then a solution will be sought and determine the next

action in order to improve the process and results of learning outcomes at the next meeting . Furthermore, there are corrective measures implemented that will be implemented in the next cycle. The indicators of achievement of the actions used in the first cycle and so on are shown in Table 2.

Table 2: Indicator of achievement of cycle actions.

Indicator	Target of each cycle	Measurement
The implementation of PBL model	Very good (≥ 81)	Observed when students carry out the PBL model stages using the learning implementation observation sheet. Calculated from the number of achievement stages divided by all stages of the learning model.
Religious behavior appears	Appear (≥ 81)	Measured from the results of the religious attitude scale filled by students after following PBL learning. Calculated from the number of acquisition scores divided by the total score of the attitude scale.
Mutual cooperation	Appear (≥ 81)	Calculated from the scale of mutual cooperation attitude of students and calculated from the number of students who obtained a score of ≥ 75 divided by all students

2.2.2 Cycle-II

After studying the overall results of reflection in cycle I, the results of reflection on cycle I are used to plan cycle II actions. The action steps of cycle II are the same as the stages in cycle I. In this cycle, it is done to overcome the obstacles in cycle I, what has not been achieved in cycle I, so that in cycle II it is expected that the results will be more significant and better meet the criteria of results predetermined. the implementation of the second cycle is an improvement and refinement of the first cycle so as to be able to achieve the objectives expected in this study.

(RPP). The integration of character education in Lesson Study-based is focused on achieving core competencies and basic competencies that include knowledge, good attitude, spiritual attitudes, and social and skills attitudes. Thus integrating the core values of characters in learning Citizenship Education, students are expected to have good cognition, psychosocial and skills. As stated by (Lickona, 1991) which states that the character of character education psychologically includes the moral dimensions of reasoning, moral feeling, and moral behaviour (1991). They are also expected to develop life skills in understanding themselves, others and nation and country. A learner as the next generation is a human resource that must be built both soul and body. Developing human resources is the foundation of nation-building. Character education is expected to deliver students to the Golden Generation 2045 with 21st-century skills, namely Character Quality, Basic Literacy, and 4C (Critical thinking; Communicative; Collaborative; Creative) Competencies.

3 RESULT AND DISCUSSION

3.1 The Prototype of strengthening model of character trough citizenship education based on lesson study

Strengthening model of character trough citizenship education based on lesson study concept, essentially is how to sort and choose the main character values that are (1) religious, (2) nationalist, (3) independent; (4) gotong-royong (cooperative coordination) and (5) integrity. The five main values of these characters are included in the Syllabus and Learning Program Plan

This study is carried out by considering the following principles: (1) centered on the learner; (2) learners are facilitated for active, physical, intellectual, social, mental and spiritual; (3) interactive dialogue is preferred, so that awaken each other tackle, care and love between teacher-learners, learners-learners; (4) encouraging learners to adapt themselves to a dynamic environment; (5) learners are able to apply basic skills in everyday life; (7)

learners can solve complex problems. (8) The noble values of Pancasila are practised in life.

The development of an integrated character education model in lesson study-based basically begins with the findings of the problems that challenge the immediate implementation of character education integrated into learning. Challenges found in the field as follows: (1). Not optimal harmonization of potential development of learners between the liver (ethics), thinking (literate), taste (aesthetic), and sports (kinaesthetic) . The reality of the field shows learning Citizenship Education, until now still emphasizes the aspects of thinking; (2). School facilities, means of transportation, the distance between students' houses to schools is very limited, still not able to be a supporting factor in character education integrated with learning; (3) the limitations of teacher competence in understanding the importance of integrating character education into learning in its class; (4) not yet optimal teacher skills in conducting KI / KD analysis and selection of character values developed; (5) not yet optimal understanding and skill of teachers in conducting evaluation on implementation of character education integrate in learning; (6). The negative influence of information and communication technology on the lifestyle of learners in adolescence, as well as the faded values of religiosity and wisdom local nation.

Another problem from teacher's point of view shows that many teachers do not yet have an understanding of how strategic Citizenship Education subjects are as a vehicle for character education. They are still confused because there is a change of term in character education. Various terminologies are used such as character education of the nation, character education, and further strengthening character education. The apparent tendency of teachers to integrate Pancasila values as accessories in the Lesson Plan, character values are also without an analysis process and careful selection. The practice of learning is already innovative, but the character's values are taught, not the habit.

The strengthening model of character trough citizenship education based on lesson study as a basis is developed using a scientific learning approach as used in the 2013 curriculum. With the steps: (a) observing; (b). ask; (c). collect information / try; (d). Reasoning / associating; and (e). Communicate. Execution strategy p there are several scientific approaches, recommended by the Ministry of Education and Culture, among others, contextual learning with learning model is a form of learning that has the names, characteristics, syntax, arrangement, and culture, as follows: discovery learning, project-

based learning, problem-based learning, inquiry learning. The 2013 curriculum has focused the character education in all subjects, as an effort to build the character of good learners. Of course, through the process as proposed (Lickona, 2012) that components of good characters include: Moral Knowing: Moral awareness, Knowing moral values, Perspective taking, Moral reasoning, Decision making, Self-knowledge. Moral Feeling: Conscience, Self-esteem, and empathy, loving the good, Self-control, Humility and Moral Action: Competence, Will, Habit.

The integration of the main values of the characters in learning is not merely a mere "moral speaker," but begins the process, understands the value, commitment to values and is willing to carry out in life, it is more important for the learner to be one of the means to make the value of character education open just learning value (Al Hakim, 2011; Chowdhury, 2016)

3.1.1 Formulate learning objectives

The essence of learning objectives is as a further elaboration of the indicators of achievement of basic competencies possessed by students to achieve basic competencies. The formulation of goals must be based on ethics or principles, among others, must be operational, describe the competence or crystallization of student behaviour, both related to knowledge, skills and attitudes. Therefore, in order for the teacher to formulate the learning objectives properly, it is necessary to pay attention to the following:

- Learning objectives must be a form of student behaviour that can be observed and measured;
- Learning objectives must be learning outcomes, and not refer to student learning processes;
- Each learning goal only points to one type of behaviour from skills, skill or attitude as a result of student learning;
- Each learning goal must be clearly stated and straightforward. Therefore, in formulating learning objectives must use operational words (unambiguous, can be evaluated and realistic with students' abilities);
- Learning objectives should mention the conditions for achieving student behaviours;
- Each learning goal must contain complete components, which include: Goals (A = Audience); Behaviour (B = Behaviour); Conditions (C = Condition) and Criteria (D = Degree).

- The contents of the learning objectives should be of good quality or quality. Learning objectives must contain appropriate and meaningful competencies (abilities) for students. In this regard the teacher can use criteria, for example what was stated by Benjamin S. Bloom, known as "Bloom Taxonomy", which includes three domains, namely cognitive, affective and psychomotor. Using a taxonomy, shows that the teacher emphasizes one aspect that is the ability of his students.

3.1.2 Analysis of the Main Character Values

This component is an activity to identify the value of Strengthening Character Education (PPK) that is intended to be developed in students so that it becomes visible behaviour. In accordance with the main values contained in the guidelines for strengthening character education from the Ministry of Education and Culture (2010) as shown in Table 3.

Table 3: The main value table developed in the prototype.

No.	Main value	Sub value
1	religious	Peaceful love, tolerance, respect for different religions and beliefs, firm conviction, confidence, cooperation between followers of religion and belief, antibuli and violence, Friendship sincerity not imposes the will, love the environment, and protect the small and marginalized.
2	Mutual cooperation	respect, cooperation, inclusive, commitment to decision together, consensus, help, solidarity, empathy, anti-discrimination, anti-violence, attitude of volunteerism

3.1.3 Content analysis

Content analysis is an activity focused on the process of identifying; selecting and determining learning materials, can be taken in the following ways:

- Using signs of learning material in the Syllabus;
- Establish essential learning material;
- Determine the *scope* or scope of the scope of the learning material;

- Arrange the sequence (sequence) of learning material.

3.1.4 Background analysis

This activity was developed using cultural approaches and life cycles, which contained two concepts, namely the concept of region or environment (local, regional, national and global); and the concept of human activity that covers all aspects of life (ipoleksosbuhankam). In addition, the background analysis also considers the cultural values that grow and develop and are upheld by a community and the possible benefits for students' lives. In this connection, background analysis is closely related to the principles that must be developed in teaching values and morals, namely the principle: from a narrow / close environment to a broader environment.

3.1.5 Organizing Material

Organizing the material (*content organizing*) and mapping of materials (*content mapping*) learning, can be done with due regard to the principle of "4 W and 1 H", namely: *What* (what), *Why* (why), *When* (when), *Where* (where) and *how* (how).

In the design of learning, the five principles must be colour by the characteristics of learning with Problem Based Learning in the direction of *experience* of moral values and *critical thinking* in the effort to achieve the concept (*concept attainment*) and the development of concepts (*concept development*). All of this is done by empowering learning methods that enable students to foster religious and mutual cooperation.

3.1.6 Determination of Learning Strategies and Methods

The choice of strategies and learning methods is expected to function in achieving learning goals, namely changes in behaviour that exist in students both cognitive, psychomotor and affective and conative (willingness to do). Strategies and methods must be explicitly mentioned in the Learning Plan, as a sign of the teacher's "transactional decision" to do it in the learning process in order to save and achieve the learning objectives.

In civic education learning, the choice with the PBL model should be harmonized with the characteristics of this subject which is not merely interpreted as a memorization lesson (cognition). The material is full of values and attitudes which play a

role as the formation of national awareness, which is an integral part in strengthening character education.

3.1.7 Selection and Determination of Learning Media

Media which is used in accordance with the characteristics of the material and learning objectives must be revealed in the Learning Design. Thus, the selection and determination of learning media is not arbitrary, but must be carefully chosen in accordance with the characteristics of the material and functional value in achieving learning objectives. In other words, as a tool and at the same time as a messenger and messenger, the learning media also contributes to the experience and behaviour of the subject of learning.

Analogous to its function, in the framework of formulating learning design using a scientific approach with the PBL model, the selection, designation or use and use of media are expected to colour a conducive, dialogical, democratic and empathic learning environment.

3.2 Implementation of Strengthening Model of Character Trough Citizenship Education Based on Lesson Study

The implementation of strengthening model of character trough citizenship education based on lesson study uses the following procedures: (1) Planning; (2) Implementation; (3) observation and reflection

3.3 Citizenship Education Learning Planning That Integrates Gotong Royong (Cooperative Coordination) Values

The lesson planning in this study basically meets the requirements recommended by Briggs as to which is referred to by (Untari, 2010) essentially (1) systematically designed planning, in accordance with the planning principles contained in the guidelines for the implementation of the 2013 curriculum; (2) in planning has described the observable and measured learning outcomes; (3) planning is based on system theory; (4) planning should be arranged flexibly. Learning planning that integrates the value of Cooperative Coordination, by teacher model is made with the following stages:

3.3.1 Map KI / KD and Indicators

In learning this Citizenship Education essence "Understanding the norms prevailing in the life of society and nation". The main value of the characters developed is the character cooperative coordination. Achievement indicator of competence includes: (1) Grateful for the norms prevailing in society can create conditions ma s yar a kat orderly for the grace Tyme. (2) Appreciate the behaviour according to the prevailing norms around it. (3) have the attitude of giving the benefit of the environment, (4) having the attitude of giving benefit, (5) being the role and contribute, (6) being sacrificial and cooperation, (7). Wear school uniforms as a form of appreciation of the prevailing norms in the surrounding environment. (8). Explain the importance of norms for the life of society, nation and state (9) conduct a survey of the implementation of rules, rules and regulations that apply in interaction with peer groups and surrounding communities. (10) make a report and present the survey results of the implementation of the provisions or norms applicable in the surrounding environment.

3.3.2 Formulate learning objectives

Based on the indicators of achievement of competencies as defined above, the following objectives are defined:

- Through habituation students are able to be grateful for the prevailing norms in society can create an orderly society condition on religious grace.
- Through exemplary teachers, students are able to appreciate the behaviour according to prevailing norms in the vicinity.
- Through the students' diligence and habituation having an environmental caring attitude,
- Through teacher training and modelling students have an attitude of giving benefit,
- Through the motivation and modelling of teachers students are able to play a role and contribute,
- Through the direction and example of students able to be sacrificial and cooperation,
- Through habituation, students wear school uniforms as a form of appreciation of the prevailing norms in the surrounding environment.
- Through reading the textbook students are able to explain the importance of norms for the life of society, nation and state.
- Through a survey of the enforcement of rules, rules and regulations applicable in interactions with peer groups and local communities.

- The report and presented the results of a survey of the implementation of the provisions or the applicable norms surrounding environment.

3.3.3 Organizing Learning materials

The material that will be planned by the teacher model is as follows:

- Meaning of the importance of norm for the life of society, nation and state
- Obey the rules, rules and regulations applicable in interactions with peer groups and local communities.
- Complying with prevailing regulations or norms surrounding the environment due to the violation of norms/rules including corrupt acts.
- The function of norms in society.
- The importance of obeying to the norms prevailing in society
- Various norms prevailing in society.
- Sanctions imposed for violators of applicable norms
- Observations/survey reports on the implementation of existing regulations in the vicinity

3.3.4 Approach, Strategy and Learning Method

The approach used by the model teacher as defined by the 2013 curriculum is a scientific approach, with cooperative learning strategy with problem-based learning model with discussion and group work method, and social action. Strategies and methods are explicitly mentioned in the lesson plan as an indicator of a teacher's "learning contract" to be implemented in the learning to achieve the goal. This is the view of (Al Hakim, 2010) which states that the choice of strategy and method should be aligned with the characteristics of Citizenship Education subjects who want to internationalize the values and attitudes that contribute to the nation's awareness-raising vehicle which is an integral part in the nation's character building.

3.3.5 Selection and Determination of learning media

In accordance with the characteristics of learning materials and objectives, the selection and determination of instructional media by teacher model as follows:

- Media: Images of students crossing the street through zebra cross; Images of traffic congestion, Community drawings are being deliberated; Picture of friendliness behaviour
- Tools and materials: LCD; Computer; Wall Magazine Board/media information
- The selection of media by the model teacher has been sufficient, as stated by (Al Hakim, 2010) that learning media should be able to be a helpful tool and simultaneously bearer and transmitter messages, learning media must also contribute in providing experience and behaviour of study subjects.

3.3.6 Assessment of Learning Assessment

a. assessment technique

- Assessment of attitude with observation technique, that is using observation guidance which contains a number of the observed behavioural indicator. Instruments used in the form of observation guidelines using checklists.
- Assessment of knowledge by written test technique essay form/essay
- Assessment of skills with presentation techniques, using a presentation assessment guide containing a number of observed skill indicators and assessment of social cooperative coordination practices in schools.

b. assessment instruments

Generally, the instrument developed teacher model as demanded by the curriculum and assessment standards apply. Specifically related to the main value of the character, Instrument Assessment using Journal. Hint: This sheet is filled by teachers to assess the social attitudes of learners in the learning process. Score 1-4 on the behaviour indicator column displayed by the learner during the learning process, with the following criteria: 4 = Very Good; 3 = Good; 2 = Enough; 1 = less.

Table 4: Assessment of Gotong Royong's (cooperative coordination) attitude and behaviour.

No	Student's name	Behaviour indicators				Score	Value
		Environment Care	Give Benefit	Roles and contribution	Cooperation		

Learning planning by teacher model, theoretically has fulfilled requirement that is (1) oriented to certain competence; (2) between one component with another is synchronized; (3) be flexible, according to conditions, situations and needs; (4) effective and efficient; (5) contains the principle of depth, breadth; continuity and contrasting principles. (Al Hakim, 2010; Hamalik, 2017).

3.4 Implementation of Character Education Learning that Integrate Gotong Royong (Cooperative Coordination)

3.4.1 Initial activity

Master begins learning with greetings and asks the students, then proceeds to read the poem "Social Norms". One of the students was asked to read a poem that the teacher deliberately omitted the title. This activity is intended to build the first perception while creating a pleasant atmosphere. Furthermore, the teacher prompts students to ask questions. Some ask what is the title of the poem, some ask who the author is. Teachers encourage other students to answer this process of finding the concept, then the teacher asks students to define by using words in the poem, this is the process of developing the concept. Learning activities beginning with this fun atmosphere have motivated students to learn.

3.4.2 Core activities

The core activity of the teacher conveys the subject matter according to the one made in the RPP. Teachers continue to strive to motivate students to participate actively in the learning process. In this open class teacher model integrates one of the main values of the character that is gotong-royong (cooperative coordination) in learning. the atmosphere of learning is quite the main rule of learning. And go according to purpose. In the learning process that integrates character into citizenship education based on lesson study turns out to invite many activities of students to be active in the learning process, in addition to showing the improved

behaviour of mutual assistance, both implemented in the classroom and implemented outside the classroom. This is because teachers also always encourage students to take an active role and give exemplary in their daily life, so that can be an example by their students.

3.4.3 Closing Activity

The concluding activities were done by praying and greeting, then with the students, the teacher makes a summary of the learning materials, the teacher reflects to evaluate the whole set of learning activities and the results obtained to further jointly discover the direct and indirect benefits of the learning outcomes that have taken place; provide feedback on the learning process and outcomes; conduct follow-up activities in the form of assignment, both individual and group tasks; For example: Individually students are asked to find exemplary behaviors from leaders to compliance with prevailing norms; inform the lesson plan for the next meeting.

The results reflect the existence of strengths and strengths in learning that integrate character values, inculcate the value of characters that have been contracted in the RPP (plan for the learning process), not just "moral speakers," but also expressed in teacher-student behavior, so that value-investing is not indoctrination, but the result (Al Hakim, 2011) But in learning teachers often forget to miss this mutual aid mission, as a result of learning goes like there is no difference between learning that integrates character value with learning which has been going on. This is expressed by the principal who gave the results of his observations on the appearance of teachers in learning activities.

From the input given by the principal, and observer observation it is known that the teacher is still not enough to understand how to make learning as a vehicle for strengthening the values of important characters. Therefore training and mentoring of teachers for the next program is still needed. In reflection activity, the observer give high appreciation to the model teacher in this learning, on the contrary the model teacher also give appreciation and gratitude to the principals who become observers

who have sharply, carefully in observing the course of learning, and provide constructive input in improving learning the teacher concerned in the school on the next lesson.

3.4.4 Reflection

At this stage the following stages are performed: reflecting all that has been done in the form of discussion led by a moderator with the following procedures: (a) the moderator opens the discussion with greetings, and congratulations on the model teacher on the open class process being undertaken; (b). Provide opportunities for model teachers to convey their teaching experience, whether satisfied or dissatisfied; (c) allowing observers to take turns communicating observations during the lesson; (d) allowing the model teacher to respond to all observer submissions; (e) the moderator invites the notary to convey the results of reflection; (f) the author reads the prepared note; (g) the moderator closes the discussion with greetings and thanks to all the discussion participants.

Based on the above explanation shows that the implementation of learning Citizenship Education with Lesson Study has been integrating the main values of the characters ranging from planning, implementation and assessment, so that not only able to build students' cognitive abilities, but psychomotor and affection of the students. In accordance with the food of Al-Hakim that the achievement of student competence cannot be separated from the collaborative atmosphere, openness, honesty, democracy, mutual empowering, mutual civilization and taking care of values agreed by the common character (2018: 174). Implementation of the strengthening model prototype of character trough citizenship education based on lesson study with a plan, do, see make the quality of internalization of character values higher, so as to grow student behaviour attitude in accordance with the value of character implanted,

3.5 The Effectiveness of Strengthening Model Prototype of Character Trough Citizenship Education Based On Lesson Study

The strengthening model prototype of character trough citizenship education based on lesson study as mentioned in the research method that is by using pre-test and post-test. Based on field trial to grade VII students of SMP Negeri Sumberpucung Malang Regency showed after the experimental strengthening

model of character trough citizenship education based on lesson study got average data in experiment class equal to 84, mean control class mean (citizenship education learning model without character education) amounting to 79.75. From the previously obtained data tested normality and homogeneity as a prerequisite for using the t-test. Based on the normality test conducted showed that both groups came from the normally distributed population as Shown in Table 5.

Then homogeneity test was done so that the result of both groups had homogeneous variance ($F_{arithmetic} = 0,0547 < 2.0879 = F_{table}$). The result of the normality and homogeneity test on the basis of the t-test for normal and homogenous distribution data. The calculation result t-test with significance level of 0.05 obtained 7.0573 while $t_{0,05;40} = 1.6838$, t table obtained $DK = DK$. Therefore, H_0 rejected so that it can be concluded that the integrated strengthening model of character trough citizenship education based on lesson study can improve the attitude and behavior of mutual assistance to students rather than character education strengthening that does not integrate into citizenship education with Lesson study or direct learning model of character education.

Table 5: Normality test of student achievement test.

Class	Lobs	Label	Decision	Distributed data
Experiment	0.1647	0.1730	H_0 is accepted	Normal

Control 0, 1862 0, 2060 H_0 received Normal

Table 6: Results affective learning attitude and behavior gotong-royong (cooperative coordination).

Indicator	Meeting			%	Category
	I.	III	VI		
Environmental care	90	95	98	8.89	Rising
Give us benefit	58	77	80	37.9	Rising
Contribute and contribute	70	75	84	20.0	Rising
Sacrifice and cooperation	51	70	73	43.1	Rising
Group collaboration	73	80	86	17.81	Rising
Average	684	794	842	23.11	Rising
Information					Effective

That process is effective if the attitude and behavior of gotong-royong (cooperative coordination) seem to be done by the students in daily life. Affective learning outcomes include student learning outcomes about the attitude and behavior of mutual cooperation during the learning process and in behaving at school. To get the result of effective learning done by observation 3 times at Research based on Class cycle 1, and cycle 2 quantitatively obtained the result as table 6.

Based on the above table it can be seen that the score of affective learning result that is the attitude and behaviour of gotong-royong (cooperative coordination) shows improvement in all indicators at each meeting. In the first session I obtained the average score of student learning involvement of 68.4, then at the third meeting obtained an average score of 79.4, and on cycle II at the meeting, VI obtained the average score of 84.2. The overall increase percentage is taken at meeting I and meeting VI of 23.11%. Based on the effectiveness criteria used is the model of integrating the main values of characters in learning is said to be effective if there is an increase in attitude and behaviour of mutual cooperation, then the model of integrating strengthening model of character trough citizenship education based on lesson study said to be effective.

4 CONCLUSION

Development of strengthening model prototype of character trough citizenship education based on lesson study performance can be done with five core procedures namely first, content/material analysis that is (1). Analyzing Core Competence (KI) and Basic Competence (KD); (2). arrange the table as a map of linkage analysis between KI / KD with selected values and indicators to determine the value to be developed Second, culture analysis. Third, process analysis. Fourth, organizing Lesson study-based learning is intended in a character education learning design that integrates into citizenship education with the 5W + 1H paradigm: What, Where, Who, When and Why and How should guide the internal values of the main characters in learning and the five strengthening model prototype of character trough citizenship education based on lesson study in Junior High School.

The application of this model prototype is done by classroom action research, with lesson study strategy through the following stages: planning, implementation and reflection: a) Character Education Learning Planning That Integrates Value-

Gotong Royong. Learning planning that integrates gotong-royong (cooperative coordination) value, by the model teacher was made with the following stages: (1) Map KI / KD and Indicator, (2) Formulate learning objectives; (3). Organizing Learning materials; (4) Determination of Approach, Strategy and Method of Learning; (5) Selection and Stipulation of instructional media; (6). Assessment of Learning Assessment; b) Implementation of Character Education Learning which Integrates Value-Gotong Royong. (1) Initial activity, Master begins learning with greetings and asks her students news, apperception while creating a pleasant atmosphere. then the process of finding the concept, the process of developing the concept, (2) Core activities, The core activity of the teacher conveys the subject matter according to the one made in the lesson plan, the learning atmosphere is in line eith the main rule of the study enough. And go according to purpose. In the learning process that integrates Character Education Strengthening into citizenship education learning based on LS turns out to invite many activities of students to be active in the learning process, in addition to showing the improved behaviour of mutual cooperation. (3) Closing Activity, Closing activities are done by praying and greeting, reflection to evaluate the whole set of learning activities and the results obtained in this lesson, (4) Reflection, At this stage, the following stages are carried out: reflecting all that has been done in the form of a discussion led by a moderator, with the aim of finding weaknesses and strengths in the implementation of learning to be input in any subsequent learning.

Based on the results of research and data analysis shows improvement of affective learning outcomes in the form of improvement of attitude and behavior of gotong-royong that is environmental care attitude, giving attitude benefit, attitude and contribution, sacrificial attitude and student cooperation 23,11% from initial average value equal to 68 , 4 then increased to 84.2. that of the four indicators and criteria used, Strengthening model prototype of character trough citizenship education based on lesson study learning is able to meet all the criteria that exist. Thus, the prototype model of inquiry is effective in improving the attitude and behaviour of the student's gotong-royong.

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