

# Character Education Integration in the Learning of Basic Concept of Social Studies in Rokania College of Teachers' Training and Education

Safrudin<sup>1\*</sup>, Muslinayati<sup>2</sup>, Lukman Hakim Nasution<sup>3</sup>

<sup>1</sup>*Sekolah Tinggi Keguruan Ilmu Pendidikan Rokania, Kabupaten Rokan Hulu, Provinsi Riau, 28565, Indonesia*

<sup>2</sup>*Sekolah Menengah Umum Negeri 1 Kepenuhan, Kabupaten Rokan Hulu, Provinsi Riau, 28563, Indonesia*

<sup>3</sup>*Sekolah Menengah Kejuruan Negeri 1 Rambah, Kabupaten Rokan Hulu, Provinsi Riau, 28557, Indonesia*

\*safrudinsaf2@gmail.com

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## Abstract

Integrating character education in the learning of Basic Concepts of Social Studies (KDIPS) is one of the efforts to build students' character of Rokania Teachers' Training and Education College (STKIP) as religious, honest and responsible human beings. Integrating character education is a way of thinking and behaving which is typical for each individual to live and work together within the scope of family, community, nation, and country. At higher education, character education is not done by providing or forming a new subjects, but by integrating them into the existing courses. Therefore, lecturers need to integrate the values developed in character education into relevant subjects such as KDIPS courses. The purpose of this study is to see to what extent is the effect of character education integration in KDIPS learning in STKIP Rokania, Rokan Hulu Regency, Riau Province based on the values of religious, honesty and responsibility. To answer the problem in this study, descriptive analysis done with qualitative approach by using interview, observation and documentation methods to 216 samples, namely students of STKIP Rokania. The results of the research findings revealed that the integration of character education in KDIPS learning in STKIP Rokania on religious values is 39% always, 50% often, 11% seldom; honesty value is 49% always, 45% often, 6% seldom; and responsibility value is 64% always, 32% often, 4% seldom. This condition indicates that the integration of character education can be implemented in each subject to influence the character of STKIP Rokania students to be religious, honest, and responsible.

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## I. INTRODUCTION

Education is a way to shape human personality properly and is adjusted to the current level of education; it is not simply delivering learning material (Zubaedi, 2012). While the word "character" derives from the Latin "karakter" (Khan, Y, 2010); this word in English means personality or moral (Nucci, Larry P. and

Darcia Narvaez, 2008). Therefore character education is a person's attitude and action that reflect a good value and can be seen from their daily activities (Zulnuraini, 2012). Character building education must be carried out sustainably from early childhood to higher education level in order to build these aspects within them (Damayanti, 2014, and Thomas Lickona, 2015).

Character education is also a planned effort to make students recognize, care and behave as good human. At higher student level the application of character education is required to make them aware and understand the values in society such as moral values (Lickona, 1991); and behave in a coherent manner that emanates from thought, namely honesty and responsibility (Soetanto and Hendrawan, 2012). This is an effort to help students to behave in accordance with moral values applied in society (Muslich, M., 2011). In other words, character education is everything made by educators and can influence students' character. This is to indicate that educators play a role in shaping the character of students (Ramli, and Bakar, 2018). This study aims to look at the process of character education integration in STKIP Rokania through KDIPS learning based on religious, honesty, and responsibility values. This is because STKIP Rokania is a school where students learn to achieve what they want and is capable to educate the community. These three character values can represent the 18 character values in the 2011 National Education Ministry Curriculum (Agus Wibowo and Sigit Purnama 2013).

### Conceptual of Character Education Integration

Character education is carried out through the management of all matters in higher education by involving all campus elements (Mendiknas, 2011). Responding the implementation of character education through KDIPS learning has been attempted through integration in the learning process. It includes loading the character values in the implementation of teaching and learning activities and facilitating and practicing it in every learning process activity both on and off campus. This integration is directly in contact with the learning process activities carried out from the planning, implementation, and evaluation. Thus, students in KDIPS learning are trained to solve social problems with a holistic approach. This is

in accordance with KDIPS learning objectives that the students have awareness and concern for historical and cultural values of the community, understand the basic concepts and is able to solve social problems, and also have the responsibility to build society (Damayanti, 2014). These three values of character integration in KDIPS learning represent the 18 character values in accordance with the 2011 National Education Ministry Curriculum, as shown in Table 1.

Table 1: The 18 Character values in the national education ministry curriculum in 2011

No	Character	Behaviors
1*	Religious	Obedient in carrying out the teachings of religion he hold, tolerant towards the implementation of other religious worship and living in harmony with followers of other religion
2*	Honest	Based on an efforts to make himself as a person who can always be trusted in words, actions, and work
3	Tolerant	The attitudes and actions that show respect differences in religion, tribes, ethnicity, opinions, attitudes and actions of others who are different from him
4	Discipline	Action that show discipline and compliance with various rules and regulations
5	Hard work	Behavior that shows earnest effort in overcoming various learning barriers and tasks, and completing tasks as well as possible
6	Creative	Thinking and doing something to produce a new way or result from something already owned
7	Independent	Does not easily rely upon others in completing tasks
8	Democratic	Ways of thinking and acting that equalize the rights and obligations of himself and others
9	Curious	Always strive to find out more deeply and widely from something learned, seen, and heard
10	Nationality Spirited	The way of thinking, acting and having insight that places the

		interests of the nation and the state above self and group interests.
11	Loving the Land	The way of thinking and behaving that shows loyalty, care and high respect for the nation, the physical environment, the socio-culture, the economy and the national politics
12	Appreciating Achievement	Attitudes and actions that drive him to produce something useful for the community, acknowledge and respect the success of others
13	Friendly/Communicative	Actions that show consideration for the feeling of pleasure in talking, socializing, and cooperating with other
14	Love Peace	Attitudes, words and actions that cause others to feel happy and secure in his presence
15	Fond of Reading	Setting up a routine to read various readings that provide a policy for him
16	Caring for the Environment	Attitudes and actions that always try to prevent damage to the environment; nature that has already happened
17	Caring on Social	Attitudes and actions that always want to provide assistance to others and communities in need
18*	Responsible	The attitude and behavior of a person to carry out his duties and obligations, which should be carried out against oneself, the community environment (natural, social and cultural)

Based on Table 1, of all the 18 character values according to the national education ministry curriculum in 2011, 3 values were taken in this study. These three values were integrated into KDIPS learning in STKIP Rokania, and did not cover the total values available. However, these three values have a significant relationship to other values if they have been formed into the students. Indicators that describe the function as a guideline for an explanation of the three values of integrated character education in KDIPS learning are shown in Table 2.

**Table 2: Indicators as the function of the 3 character education values integrated in KDIPS**

No	Character Value	Behaviors	Indicator
1	Religious	Obedient in implementing religious teachings, tolerant with other religious practices, and living in harmony with followers of other religions	Pray before starting any activities, worship according to religious teachings, and do not violate religious orders
2	Honesty	Based on an efforts to make himself as a person who can always be trusted in words, actions, and work	Activities carried out can always be trusted in words, actions and work
3	Responsibility	A person's attitude and behavior related to his duties and obligations, which should be carried out towards oneself, the community environment (natural, social and cultural)	Learning activities and completing tasks correctly

Based on Table 2, those 3 character values and behavior can be seen in the indicator as a manifestation of daily activities. To achieve the success of higher education, the realization of character integration in KDIPS learning specifically and all courses in general is to provide knowledge and to understand the character's values. So that positive things can be felt by students and provide motivation to implement them in daily activities on campus and in the community. This indicator of success can be seen from how students realize these values through their behavior in daily activities.

## II. RESEARCH METHODOLOGY

This research was conducted by direct observation as a first step to find out the character values that have been integrated in the KDIPS course in STKIP Rokania. The findings from these observations then become the basis for making interview questions and questionnaires, as shown in Figure 1. The focus of this study is on the three character values that have been integrated in KDIPS, namely: religious, honesty and

responsibility. These three values are priorities applied in KDIPS learning at STKIP Rokania. Identification was carried out after the interview process from the head of STKIP Rokania and 6 lecturers, that these three character values are fundamental as a form of student morale. The subjects of this study were 216 students from STKIP Rokania, and the object of the study was the integration of 3 values of character education in KDIPS learning.

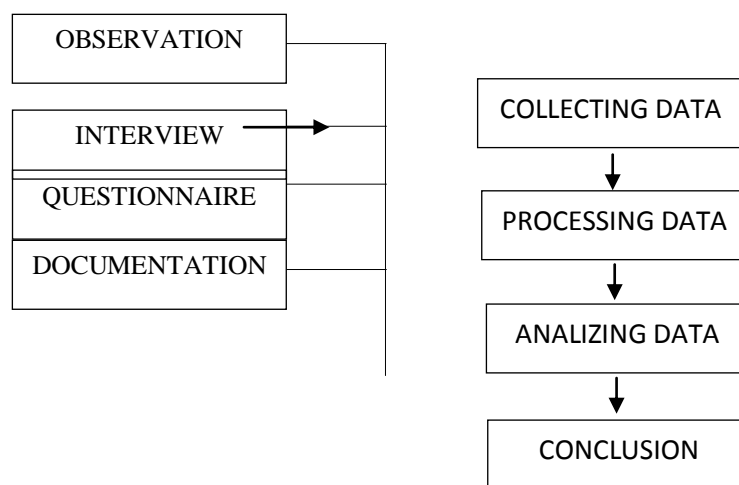


Figure 1 Research methods

The total number of participants in this study were 1 Head of STKIP Rokania and 6 lecturers, as well as all students consisting of 700 people, with a total sample of 216 students, according to the error rate of 5% of the sample size by (Isaac, S. and Michael, 1981 ).The observation of this research is about the implementation of the integration of character education in KDIPS learning in STKIP Rokania. Data collection was done through non-participant observation because the researcher did not participate in the activities, but only observed, recorded, and made conclusions about what was done by the interviewees according to the research objectives. Data were analyzed using descriptive analysis to reveal the actual condition which is the disclosure of facts, then analyzed them to get conclusions.

### Analysis of Results and Discussion

### Character Education without Integration in KDIPS Learning

The impact of character education without integration in KDIPS learning can be seen from the behavior of the students based on the results of data analysis interviews and observations made by informants as shown in Table 3.

**Table 3: Character education without the integration in KDIPS learning**

No	Schedule	Method	Informant	Results
1	1 May 2019	Interview	The head of STKIP Rokania	KDIPS learning process at STKIP has not changed religious, honesty and responsibility values of the students
2	2 May 2019	Observation and	Rita Sentia	KDIPS learning process at STKIP

		Interview		Rokania tends to emphasize on the aspect of cognitive. Students do not show the values of being religious, honest and responsible. KDIPS learning process at STKIP Rokania has not likely demonstrated the values of religious, honesty and responsibility. Lecturers need to inference KDIPS learning at STKIP Rokania because students did not tend to understand religious, honesty and responsibility values
3	3 May 2019	Observation and Interview	FanniLailatulChabibah	The active role of the students is needed in learning, because students did not tend to understand the values of being religious, honest, and responsible KDIPS learning process at STKIP Rokania did not tend to demonstrate the values of being religious, honest, and responsible
4	6 May 2019	Observation and Interview	Payuni	KDIPS learning process at STKIP Rokania tends not to show the values of being religious, honest, and responsible
5	9 May 2019	Observation and Interview	HodDelimaHasibuan	
6	12 Mei 2019	Observation and Interview	Nauli Tama Sari	
7	15 May 2019	Observation and Interview	MiftahulRahmi	

Based on table 3 in the results column, the KDIPS learning process in STKIP Rokania show that

students did not tend to show the values of religious, honesty, and responsibility. Based on these findings, a temporary conclusion was drawn to integrate character education in one of the lessons, namely KDIPS learning based on the value of religious, honesty, and responsibility as shown in Table 4.

**Table 4: Character Education Integration in the Learning of KDIPS in STKIP Rokania**

Character Integration Value	Indicator and Score Value(100)
MB/B	Start developing: If the student has shown various signs of behavior stated in the indicator and starts to be consistent
MT/C	Is visible: If students have begun to show the first signs of behavior that are expressed in indicators, but are not yet consistent
BT/D	Not yet visible: If the student has not shown the first signs of behavior stated in the indicator
Monitoring and Evaluation	Monitoring and Evaluation: Is the implementation of the integration of character education in social studies learning in tertiary institutions through the learning process both through student coaching activities and the management of STKIP Rokania need to be monitored and evaluated continuously to determine the ultimate goal to be achieved?

Based on Table 4, the integration of character education in learning KDIPS STKIP Rokania has been published in the form of MB / B, MT / C and BT / D, where if the indicators are fully met, the maximum score is 100. To see the results in a descriptive integration, it can see from the results of the implementation of the learning process carried out as shown in Table 5.

### Character Education Based on Integration in KDIPS Learning

The next stage to see the effectiveness of the integration of character education in KDIPS learning by Rokania STKIP students.



**Table 5: Character education values based on integration in KDIPS learning**

No	Character Value	Statement	Character Value (MB/B, MT/C, BT/D)		
			Always	Often	Seldom
1	Religious	In their statement, students believe that every thought, word, and action is based on religious teachings	39,00	50,00	11,00
2	Honest	Students are principled that there must be a match between the behavior of thoughts, words, and action	49,00	45,00	6,00
3	Responsible	Students are initially responsible to carry out the duties and obligations, towards themselves, society, the environment (natural, social and cultural), country and God	64,00	32,00	4,00

Based on Table 5 presented in the form of percentages, the integration of character education values of religious, honesty, and responsibility in learning KDIPS to all of the STKIP Rokania students from 216 respondents, the religious value is 39% always, 50% often, and

11% seldom; honesty value is 49% always, 45% often, and 6% seldom; and responsibility is 64% always, 32% often, and 4% seldom. Based on the results of percentages of always and often, it is evident that the 3 values of character education integrated in KDIPS learning in the students themselves can be seen from the actions and responses they provide, where students can realize the 3 values of character education in KDIPS learning in STKIP Rokania. This is also seen from the character of students who have religious, honest, and responsible behavior which began to be seen and developed with MB / B, MT / C character values greater than BT / D, although it has not reached 90% in 2019.

### III. CONCLUSION

This study looks at how large is the percentage of integrating character education through qualitative descriptive approach on the values of religious, honesty and responsibility in KDIPS learning in STKIP Rokania. Integrating character education in KDIPS learning is one of the efforts to shape a better attitudes and behavior of the students. This situation is based on the research findings which indicate that by integrating the values of character education of religious, honesty, and responsibility in KDIPS learning, students can apply it with the percentage development of religious value to 39% always, 50% often, and 11% seldom; honesty value to 49% always, 45% often, and 6% seldom; 64%; responsibility value to 64% always, 32% often, and 4% seldom. As a final point, integrating character education can be implemented in every subject at STKIP Rokania.

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