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The Implementation of Character Education in the Civics Education Syllabus at SMA Negeri 1 Sleman

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Abstract. Students ' behaviour lately is becoming more concerned with being far from virtue values, needing to improve students ' character to be better. This research aims to know: 1) The values of the character in the syllabus, 2) Implementation of character education in the PKn-bus, and 3) supporting factors and inhibiting the implementation of character education in PKn syllabus in SMA Negeri 1 Sleman. This research uses qualitative methods. Data retrieval is done with observation and interviews. PKn teacher at SMA Negeri 1 Sleman implements character education in PKn syllabus in the sidelines of the subject matter, provide for example, and habituation. The implementation of character education in syllabus is quite effective in forming students ' character, indicated by good student behavior during school. The contributing factor to the implementation of character education in syllabus is the teacher's cooperation in character education, support of the headmaster by providing literature, direction and coaching, as well as the instruction of 18 character values that must be applied. The factor is that when there is solid material, the teacher sometimes forgot and did not get to instill the character values related to the material. Teachers need to plan learning better, so that the subject matter can be completed and character planting is also possible.

Keywords: Character Education, Citizenship Education.

Abstrak. Perilaku siswa akhir-akhir ini semakin memprihatinkan yang jauh dari nilai-nilai kebajikan, perlu perbaikan karakter siswa agar menjadi lebih baik. Penelitian ini bertujuan untuk mengetahui : 1) nilai-nilai karakter yang ada dalam silabus PKn, 2) implementasi pendidikan karakter dalam silabus PKn, dan 3) faktor pendukung dan penghambat implementasi pendidikan karakter dalam silabus PKn di SMA Negeri 1 Sleman. Penelitian ini menggunakan metode kualitatif. Pengambilan data dilakukan dengan observasi dan wawancara. Guru PKn di SMA Negeri 1 Sleman mengimplementasikan pendidikan karakter dalam silabus PKn di sela menerangkan materi pelajaran, memberikan keteladanan, dan pembiasaan-pembiasaan. Implementasi pendidikan karakter dalam silabus cukup efektif membentuk karakter siswa, diindikasikan dengan perilaku siswa yang baik selama di sekolah. Faktor pendukung implementasi pendidikan karakter dalam silabus adalah kerja sama guru dalam pendidikan karakter, dukungan kepala sekolah dengan menyediakan literatur, arahan dan pembinaan, serta adanya petunjuk 18 nilai karakter yang harus diterapkan. Faktor penghambatnya adalah apabila terdapat materi yang padat, sehingga guru terkadang terlupa dan tidak sempat menanamkan nilai-nilai karakter yang berkaitan dengan materi tersebut. Guru perlu merencanakan pembelajaran secara lebih baik, sehingga materi pelajaran dapat diselesaikan dan penanaman karakter juga dapat dilakukan.

Kata Kunci: Pendidikan Karakter; Pendidikan Kewarganegaraan

INTRODUCTION

A great and respected nation certainly has to have a strong character and distinguish it from other nations so that it becomes a nation that has dignity and dignity. Therefore citizenship education and religious education must be taught at all levels of education, from basic education to higher education (Megawangi, 2010; the Republic of Indonesia, 2003). Even so, the behavior of the Indonesian people is still not in accordance with applicable moral principles. Many people's behaviors are contrary to the norms prevailing in society, for example, the behavior of adolescents who like to cheat, the habit of bullying in schools, brawls between students and between groups of people, including the behavior of adults who are also happy with conflict and violence so that people lose their sense of security, drugs, promiscuity, and rampant corruption behavior, it turns out that all the religious and moral knowledge acquired, has no impact on changes in Indonesian human behavior (Kurniawan, 2013; Megawangi, 2010). Though citizenship education and religious education are the most important things to shape the character of a good person. Even what is seen is that there are so many Indonesian people who are inconsistent, others are talked about, and their actions are different, like the hoaxes currently in circulation. One of the causes is television broadcasts and images in various print media that describe the behavior of the Indonesian

people to become uncontrolled (Raharjo, 2010). So it can be said that this Indonesian nation has experienced alarming moral degradation from year to year (Aryanto, 2013).

If examined further, there is something wrong with understanding learning in schools, namely relying on memorization and the final results refer to mastery of the material, without seeing and assessing the effects of nurturant in the process for the development of affective dimensions (Budimansyah, 2015). Many people only rely on their knowledge and memorization to form good character, even though the character can only be formed with positive habituation, not only habituation but the surrounding environment can also shape the character of students (Dewantara, Efriani, Sulistyarini, & Prasetiyo, 2020). This positive habit is not enough to be developed in the family environment, but at school, it develops habits for students to develop their positive character.

It's just that the learning process still emphasizes mastery of the material and more visible is the evaluation target which still relies on the numbers showing that the concept of education is still focused on increasing the cognitive dimension, but weak on other dimensions, such as psychomotor and affective. Nationally, educational success is measured through testing material that only contains cognitive aspects. This was proven in the implementation of the National Examination. While other education, such as

morals, violence, has not been touched. Education or education is not only limited to transferring knowledge but further and understanding that the more important thing is to be able to change or shape a person's character and character to be better, more polite in the ethical and aesthetic levels and behavior in everyday life (Bambang Nurokhim, 2010: 1). Education is a pattern of life that cannot be abandoned and underestimated, education itself is not only to form intellectuals but also to form human beings who are noble and useful to others (Safitri: 2018).

In the Law on Teachers and Lecturers, it is stated that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education, and secondary education. The task of educating teachers means implementing mentoring to students so that they behave and have good character, the teacher becomes a role model so that the students set an example. Besides, the next task of the teacher is to teach, the process of transforming knowledge to students so that the cognitive aspect increases. Students are likened to an empty glass, so with the teaching activities with the teacher, the empty glass becomes filled with water. According to Tabularasa's theory, it is said that the child is like a blank white paper, so with the entry of

the lesson the paper contains scribbles of understanding knowledge.

The next task of the teacher is to guide and direct the students to stay in the corridor they should so that students do not make deviations, violations and mistakes that can harm themselves or others, this is where the important role of counseling guidance of a teacher who understands the psychological condition of children or students. Then a teacher must be able to train their students to have skills based on their interests and talents. Without having the skills a student can't be able to compete with the outside world. Last is to assess and evaluate students whether the subject matter delivered is well absorbed or even none of the material understood by students. In teaching and learning activities students must present their souls and minds in the classroom so that the focus is on what is conveyed by the teacher (Nurgiansah: 2019, 99).

Character education is a good solution to be implemented to form a strong character of the younger generation. Through the application of character education, it is expected that social problems that are motivated by capital degradation can be immediately addressed properly. Aunillah (2011) says that character education is a unitary system that instills and fosters whole character values in students, in which there are various elements, such as knowledge of good and bad, individual awareness of themselves

and others, determination persistent, as well as the will, ability and action to be able to carry out values, both towards God Almighty, towards himself and others and the surrounding environment so that it becomes a useful community for the homeland and the nation.

Character education can be regarded as a unit that is run by the education curriculum program. Therefore this character education program is documented integrated into the 2013 curriculum. Not all schools and teachers can create a syllabus that is well and correctly characterized. A good understanding of the concept of character education and the values that must be embedded in character education is needed. The actualization of the basic values of character education in the education process is done through modeling or emulating, giving examples, reprimanding, informing, giving sanctions, and giving assignments (Sudiyono, 2011).

Exemplary teachers are very important in shaping the character of their students. The term teacher innocent and imitated means the teacher as a figure that will be emulated by students. The teacher can not only order to do something for students but must also set a good example. Being a teacher is not just a profession that produces but more than that that the teacher is a favorite figure who deserves to be a figure forming student identity. Exemplary means the key to success, including the success of a teacher in educating

students in school. Exemplary as a foundation for a teacher to emulate good to students. Thus even the Prophet. it is illiterate but is aware of the importance of teaching to uphold the degree of social and the importance of the scientists keeping a great position because they are role models. Thus the example is the key to success, including the success of a teacher in educating students. With the teacher's example, students will respect the teacher and pay attention to the lesson so that there are no more cases or news about student violence against the teacher or vice versa teacher behavior that runs out of patience in guiding and directing students to be better. The phenomenon of violence perpetrated by students both against fellow students or the teacher is the result of the failure of good character formation towards students. The task of the teacher as a role model means also as a motivator that is motivating students so that the spirit of participating in learning in class and the teacher as a facilitator that is facilitating the facilities and infrastructure needed in learning activities. Thus, the synchronization between the role of the teacher and the school can shape the character of students one of them by including character education in the syllabus of Civics Education subjects.

RESEARCH METHODS

The research method was a way or step that were passed or carried out by a researcher

to collect data as information both primary and secondary which were all needed to support data to solve problems that occur in the field.

This research used a qualitative method. According to Tohirin (2013: 2), qualitative research was research that used a naturalistic approach to search for and find an understanding of phenomena in a particular setting. The time used in this research is 2 (two) months, namely October and November 2019. The method chosen was a qualitative approach with a descriptive design. Qualitative research was chosen because this research seeks to collect data in a natural environment (Creswell, 2015). The natural environment was very supportive of a descriptive study because it described in full the existing facts. While the descriptive design was intended to describe the results of research (Mardalis, 2010). The place/location of the research used in this study was SMA Negeri 1 Sleman Yogyakarta. The informants in this study were three Civics teachers, school principals, and three students. The source of data in this study was documentation that shows the implications of character education in the PKN syllabus in SMA Negeri 1 Sleman.

DISCUSSION

Core Competencies	The Application
Respect and appreciate the teachings of the religion they hold	Foster an attitude of tolerance between students with different beliefs
Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence.	Get in the habit of telling the truth, helping one another, preserving the environment.
Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events seen in the eye.	Develop knowledge-based on technological tools such as internet use and social media
Trying, processing, and presenting in the realm of concrete (using, unraveling, composing, modifying, and making) and abstract domains (writing, reading, calculating, drawing and composing) following what is learned in school and other sources in the same perspective /theory	Critical, analytical and argumentative thinking.

Source: processed by researchers (2019)

The first application is to foster an attitude of tolerance between students of different beliefs, this can be seen from the habits of students who have been well programmed by schools such as duha prayer and midday prayer. Although not all students in SMA Negeri 1 Sleman are Muslim, students of different faiths do not mind it.

The second application is getting used to telling the truth, helping one another, preserving the environment. Not only is

saying, but the honest character is also practiced in daily behavior. This was stimulated by the existence of an honesty canteen, although initially, the existence of the canteen caused material losses because some students had not behaved honestly but gradually the honest attitude of students was increasingly formed. Furthermore, helping friends and preserving and protecting the environment. The availability of rubbish bins in the school environment is a driving factor for students not to litter.

Furthermore, developing science-based on technological tools such as the use of the internet and social media is a priority of students today so special attention is needed on how students can implement and implement the internet for positive activities. With the internet making students not technologically illiterate, their hopes are capable of social media wisely, avoiding provocation and hoaxes, bullying, and others that are not useful.

Finally, critical thinking and argumentative thinking. This is intended so that students have a soul of concern and high sensitivity. Indifferent to the phenomena that occur at this time. Students are able to assess each incident and background events. In the opinion of Johnson (2010: 187) critical thinking skills are the ability to think well, and to think about the thought process is part of thinking well. Critical thinking skills need to be developed since students sit in elementary school. Because critical thinking skills must be honed early so that students are accustomed to critical and creative thinking patterns.

According to Krulik & Rudnick (in Siswono, 2011) in general, thinking skills consist of four levels, namely: memorizing (recall thinking), basic (basic thinking), critical (critical thinking), and creative (creative thinking). The lowest level of thinking is memorization skills (recall thinking) which consist of skills that are almost automatic or reflexive. The next level of thinking is basic skills.

Based on the results of interviews and observations that all teachers include character values in the syllabus Civics that he made. Character values instilled in elementary school lessons refer to 18 character values set by the Ministry of National Education in 2010 (Komalasari & Saripudin, 2017; Kurniawan, 2013; Naim, 2012). The teacher then adjusts the characters developed with the subject matter and not all are implanted through Civics subjects. Broadly speaking, the character values embedded in Civics courses are religious, disciplined, and independent.

Integrating characters in Civics learning can be done by determining the learning steps and materials that are following the characters developed. Quality character development starts in the early stages of learning design (Prastyo, 2012). Therefore, the implementation of character development can be integrated into the syllabus as practiced by Civics teachers in SMA N 1 Sleman. The

teacher designs the Civics learning in the syllabus by including the Cultural Values and Nation Character (NBKB) they made. NBKB in the syllabus is included in each basic competency, except for one syllabus that is listed on the last page of the syllabus table by describing the expected student character. Therefore, the NBKB was found in a special syllabus column and also listed at the bottom of the subject matter.

Based on the results of interviews and observations, the teacher implements character education in Civics learning by instilling character values when describing subject matter adapted to the character to be achieved, giving an example to students about behavior that is following the student's character, and making habituation of behavior that is both according to the character that is implanted. The implementation of character education in learning is quite effective in shaping student character, indicated by good student behavior during school.

According to Ulwan (in Rachman & Hijran, 2017), modeling is a method of character development with students by displaying examples of characters. Delinquency is a medium with a convincing success rate. The influence of role models in education must be realized as having a relatively high positive impact (Schaefer, 1994).

Supporting factors for the implementation of character education in the syllabus is the cooperation of teachers together to shape the character of students in school through exemplary or advising students who exhibit behavior that does not fit the expected character. Besides, there is also the support of the principal by providing a variety of character education literature, direction, and coaching, as well as the existence of 18 character values that must be applied in SMA N 1 Sleman. The inhibiting factor is that if there is a dense material, so the teacher sometimes forgets there is no time to instill the character values associated with the material. On these materials, the teacher needs to plan to learn better, so that the subject matter can be completed and the cultivation of character can also be done.

The results showed that all teachers included character values in the Civic Education syllabus that they made, even though some did not include each basic competency. Character values embedded in the lessons refer to 18 character values determined by the Ministry of National Education and then adjusted to the subject matter and not all are instilled through Civics subjects. Broadly speaking, the character values that are embedded in Civics subjects are religious, honest, disciplined, responsibility, tolerance, hard work, independent, creative, democratic, national spirit, love of the motherland, respect for achievement, love for peace, care environment, and social care.

Religious character means being a devout person in worshiping God, having an attitude of tolerance towards different beliefs, and striving to live in harmony with people of different religions. Examples of implementation are always praying before the lesson starts and after the lesson finishes at the last hour.

Honest character means to speak as it is without exaggerating to get praise from others. Students with honest character will be humble. Students who have honest character will always do good deeds because honesty will coexist with virtue.

The honest character that exists in children from an early age will be very influential and become a benchmark for their development later when they become adults and carry out community life. Discipline character means always obeying the rules and not having the intention to try to break them. Always arrive on time and try not to be late, always live regularly scheduled in their daily routine, and always carry out the task as well as possible.

The Character of Responsibility means being aware of the task and trying to carry it out voluntarily. According to Narwanti (2011: 30) in Fitriastuti (2014) responsibility is the attitude and behavior of a person to carry out their duties and obligations, which he should do without the need to be governed again, towards oneself, society, environment (natural, social, and cultural), Country and

God Almighty. According to Aziz (2012) in Pasani, et al (2016), responsibility must start from giving tasks that look easy and trivial but are carried out continuously. For example, not throwing trash in the classroom or just any place. There is no need for sanctions for this learning, just enough students will grow in awareness of the task. So that the task finally turned into the obligation to dispose of garbage in its place. And this must be forced because the proverb says ordinary because forced.

The character of hard work means unyielding and persistent in running something. Hard work is an activity that is done in earnest without tiring or stopping before the work target is reached and always prioritizes or pays attention to the satisfaction of the results on every activity carried out. Hard work can be interpreted as working to have a serious nature to achieve the goals to be achieved. They can utilize the optimal time so that sometimes they don't recognize the time, distance, and difficulties they face. Hard work means being enthusiastic and trying hard to achieve good and maximum results. With hard work, the declared target will be achieved because it can analyze everything that can hinder the goal.

The character of caring for the environment is an attitude and action that always seeks to prevent damage to the surrounding natural environment and develop efforts to repair natural damage that has already occurred such as planting trees.

The independent character teaches students not to depend on others. Creative characters are able to foster breakthroughs and discoveries that are different from before. Democratic character means students learn to accept differences and not force their will in the sense of prioritizing the interests of groups or groups rather than their interests. The character of rewarding achievement means that students have attitudes and actions that encourage themselves to produce something useful for the community and recognize and respect the successes obtained by others. The character of the love of the motherland Loves the motherland is an attitude and behavior that shows a sense of pride, loyalty, care and high respect for language, culture, economy, politics and so on, so it is not easy to accept the offer of other nations that can harm the nation itself. The character of social care means the attitudes and actions that always want to assist others and communities in need. This social care is the implementation of human consciousness as social beings who cannot live alone. Humans as social beings mean that they cannot live alone, needing each other's help.

The cultivation of positive character values is very important in formalized education in primary schools. This sees the occurrence of various events that are not following cultural values and national character. Many have been seen on television news about cases of violence in lessons, crime, and conflict over regional head elections that lead to physical fighting between supporters groups, even fights between members of Parliament because of differences of opinion between them. The above phenomenon will not occur if the community has, holds fast, and implements cultural values and national character.

The results showed that the teacher implements character education in the Civic Education syllabus between explaining the subject matter, by giving an example to students about behavior that is following the student's character, as well as making good behavior habituations according to the embedded character. Implementation of character education in the syllabus is quite effective in shaping the character of students, indicated by good student behavior while at school. Supporting factors for the implementation of character education in the syllabus is the cooperation of teachers together to shape the character of students in school through exemplary or advising students who exhibit behavior that does not fit the expected character. Besides, there is also the support of the principal by providing a variety of character education literature, direction, and coaching, as well as the existence of 18 character values that must be applied in SMAN 1 Sleman. The inhibiting factor is that if there is a dense material, so the teacher sometimes forgets there is no time to instill the character values associated with the material. On these materials, the teacher needs to plan to learn

better, so that the subject matter can be completed and the cultivation of character can also be done.

Planting character values will be effective if character education methods are applied appropriately. In the first stage, the character values are embedded according to the syllabus between the learning effectively and embedded in students' memories. Instilling character values in learning according to the syllabus will be more effective if there is an example from the teacher. Exemplary is one method that is the key to the success of inculcating values in character education. Students will learn more about what they see. The example of the teacher will be justification and at the same time strengthen the inculcation of character values in students' memories.

Implementation of character education requires good cooperation from the teacher. If teachers support each other by giving examples to all students and getting good behavior, nationalism behavior is also an important part so that students can become personal characters of Pancasila (Dewantara et al, 2018), then this will further support the effective inculcation of character values to students. Besides, teachers also need to understand well the various methods of applying character education and character values that must be instilled in students. The direction and guidance of the principal, and the provision of character education literature, will further enhance teachers' understanding of the

application of character education in schools so that it can be better implemented by teachers.

CONCLUSION

Based on the results of research and discussion, the following conclusions can be drawn: All teachers at SMA N 1 Sleman include character values in the Civics syllabus that they make. Character values embedded in elementary school lessons refer to 18 character values determined by the Ministry of National Education and then adjusted to the subject matter and not all are instilled through Civics subjects.

The implementation of character education in the Civics syllabus in SMA N 1 Sleman, is done by including the cultural values and national character (NBKB) in the Civics syllabus that he made.

The implementation of character education in Civics learning at SMA N 1 Sleman, is done by instilling character values in between explaining the subject matter adapted to the subject matter, giving an example to students about behavior that is following the student's character, as well as making good behavior habits in accordance the character implanted. The implementation of character education in learning is quite effective in shaping student character, indicated by good student behavior during school.

The supporting factor for the implementation of character education in Civics Education is the cooperation of teachers together to shape the character of students in school through exemplary or advising students who exhibit behavior that is not following the expected character. Besides, there is also the support of the principal by providing a variety of character education literature, direction, and coaching, as well as the existence of 18 character values that must be applied in SMA N 1 Sleman. The inhibiting factor is if there is a dense material, so the teacher sometimes forgets not to instill the character values associated with the material.

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The Utilization of PPKn Laboratory for Increasing Social Environmental Awareness of Students in Unsyiah Labortorium High School

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Abstract. The purpose of research it is To find out how the process of utilization of the laboratory in the eyes of subjects Civics by students SMA Laboratory Unsyiah, To determine whether the use of the laboratory in the eyes of subjects PPKn will increase awareness neighborhood social students and To know is there any factor inhibiting the use of the laboratory in the eyes of subjects PPKn . This study uses a qualitative approach to the type of descriptive research. Data collection techniques in the form of observation, interviews, and documentation. The selection of a qualitative approach is in accordance with what you want to achieve in this study. Mechanical analysis of the data in the study of qualitative which consists of a reduction of data, presentation of data and draw conclusions. Results of the study showed that (1) The process of utilization of laboratory carried out by conformity with the contents of KD or materials of learning that relate to the laboratory, (2) With the use of laboratory showed that students have a sense of the level of concern for the environment social were quite good, and (3) Constraints are encountered in the use of laboratories there are four names, in the form of time, cost, transportation and permit. Then expected to the school in order to overcome the obstacles were encountered in the use of the laboratory, and the teacher's eyes lessons PPKn in order to more improve further the effectiveness of the use of the laboratory so that students be well again in concern about the environment social. Teachers and school principals should carry out contextual-based learning processes to improve students' social care in the community.

Keywords: *Utilization Laboratory, Civics Education, Social Environmental Concern*

Abstrak. Tujuan penelitian ini adalah: Untuk mengetahui bagaimana proses pemanfaatan laboratorium pada mata pelajaran PPkn oleh siswa SMA Laboratorium Unsyiah, Untuk mengetahui apakah dengan pemanfaatan laboratorium pada mata pelajaran PPKn akan meningkatkan kepedulian lingkungan sosial siswa dan Untuk mengetahui adakah faktor penghambat dalam pemanfaatan laboratorium pada mata pelajaran PPKn. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Pemilihan pendekatan kualtitatif sesuai dengan yang ingin di capai dalam penelitian ini. Teknik pengumpulan data berupa berupa observasi, wawancara dan dokumentasi. Teknik analisis data dalam penelitian kualitatif yang terdiri dari reduksi data, penyajian data dan menarik kesimpulan. Hasil penelitian menunjukkan bahwa (1) Proses pemanfaatan laboratorium dilakukan berdasarkan kesesuaian dengan isi KD atau materi pembelajaran yang berhubungan dengan laboratorium, (2) Dengan adanya pemanfaatan laboratorium menunjukkan bahwa siswa mempunyai rasa tingkat kepedulian lingkungan sosialnya yang cukup baik dan (3) Kendala yang dihadapi dalam pemanfaatan laboratorium ada empat yaitu, berupa waktu, biaya, transportasi dan izin. Maka diharapkan kepada pihak sekolah agar dapat mengatasi kendala yang dihadapi dalam pemanfaatan laboratorium, dan kepada guru mata pelajaran PPKn agar lebih meningkatkan lagi keefektifan pemanfaatan laboratorium agar siswa lebih baik lagi dalam kepedulian terhadap lingkungan sosialnya. Para guru dan kepala sekoal hendaknya melakukan proses pembelajaran berbasis kontekstual untuk meningkatkan kepedulian sosial siswa di lingkungan masyarakat.

Kata Kunci: Pemanfaatan Laboratorium, Pendidikan Kewarganegaran, Kepedulian Lingkungan Sosial

INTRODUCTION

Science is a very different set of words but has a very strong relationship. Science and knowledge are sometimes difficult to distinguish one another, because it has a related meaning and has a close relationship. Talking about science and its definition is actually not as easy as predicted. The existence of various definitions of science apparently has not been able to help to understand the nature of science itself. Science can be divided into several sciences, one of them is exact and social science (Soelaiman, 2019).

Education is basically an effort in providing knowledge, insight, skills and expertise to students both in teaching and non-teaching education through schools as educational institutions. Yusuf explained that to create a quality and sustainable education, the state has an important role to be able to realize it (Yusuf, 2011). The purpose of schools as educational institutions is to develop students' potential optimally to be the ability to socialize and social care in social life (Judiani, 2010).

Social care is formed from the social interactions experienced by individuals. Social interaction means more than just social contact and relationships between individuals as members of social groups (Dangin, Ngurah, & Putra, 2019).

The development of students' potential is carried out through the learning process. The learning process can take place if there is an interaction between the teacher, books or the environment. The reality in education is currently still experiencing various problems, one of the problems that are close to that is the low concern of students towards the surrounding school's social environment.\In the world of education many factors that trigger the low concern of students for the social environment that is not as expected. PPKn learning is one of the subjects that can shape personal students who have ethics and individuals who care about the social environment. This is consistent with the results of research conducted by Siregar who said that learning PPKn could increase social awareness, in this case, Siregar through the Sociodrama learning model (Siregar, 2018).

Learning is best through experience. With this experience, students use all of their five senses. Because knowledge is not a set of facts, or concepts, or rules that are ready to be taken or remembered. Learners must construct that knowledge and relate it through real experience. This is consistent with the results of research that reveals that the environment as a good learning tool, even the natural environment provides materials that do not need to be purchased. Thus the environment is an efficient and effective learning tool (Drouin, 2018). In the results of other studies also revealed that the implementation of citizenship learning through the experience of students in the community environment will increase awareness of the social environment

both intercultural and interfaith (Yuniarto, 2019). The process carried out by students to become humans that are useful for others.

Educational experts view that learning is a process of human change toward goals that are better and beneficial for themselves and others. Good learning theory in-field learning is a constructivism learning theory, which is learning that applies the principle of learning CTL (Contextual Teaching and Learning). One of them is about the use of laboratories, laboratories here are physical and non-physical, and physical laboratories are museums, historical sites, and cultural sites (Zubaidah, 2015).

In Government Regulation Number 19 of 2005 concerning National Education Standards article 1 paragraph 8 stated that: "Every education unit must have infrastructure that includes land, classrooms, educational unit leadership rooms, teaching space, administrative space, library room, laboratory room, workshop space, production unit room, canteen room, power installation and services, sports venue, places of worship, places to play, places of recreation and other spaces or places needed to support an orderly and continuous learning process ". The laboratory has a function as a place to conduct experiments or research (Emda, 2017). In learning, the laboratory acts as a place for supporting activities of class activities (Terkowsky & Haertel, 2014). On the contrary, the one that plays an important role in learning PPKn in the

laboratory, while the class is a place for supporting activities (Daryono, 1998; Haryati, Ginting, & Aryaningrum, 2013). From the results of research conducted by Mazid & Suharno (2019) explains that the importance of laboratories and libraries as a tool that can be used as students as expressions and creative based on the competencies of students to become a media.

The laboratory is part of a very important learning resource that can improve and achieve the competence expected by the teacher for the ability of students. Besides what has been explained by Dayono about laboratory functions, according to Novianty who explained that the existence of the laboratory also serves as a source for optimizing fluency during the teaching and learning process regarding certain materials (Novianty & Mauludea, 2016).

The existence of a laboratory for a school is very important. The existence of a laboratory is a demand along with developments in teaching and curriculum development that requires active students to carry out activities. So between theory and practice complement each other to realize the product of teaching and learning activities that care about the social environment.

So from this background, the authors see the need for research to find out how the process of using the laboratory in PPKn subjects to the level of social-environmental awareness of students.

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RESEARCH METHODS

This research used descriptive qualitative research with the place of research conducted at SMA Syiah Kuala University Laboratory. The choice of approach was in accordance with what was to be achieved in this study. The subjects of this study was 10 people consisted of the principal and representatives of the curriculum, 1 PPKn teacher and 8 students consisted of grade 1 and grade 2.

The technique in collecting research data uses observation, interviews and documentation. The researchers first observed the Social Sciences laboratory or PPKn, then after that interviewed the teachers and students to get more accurate data which was referred to as primary data. In addition, the researchers also requested documentation from the PPKn teacher during the use of the laboratory in the learning process called Secondary Data.

The research data which had been collected was then analyzed with data analysis techniques consisting of data reduction, data presentation and drawing conclusions

DISCUSSION

Based on the results of interviews with observations and gathering documentation in the field, researchers get a variety of information related to the problems in this thesis regarding "Utilization of Laboratories in PPKn Subjects for Increasing Social Environmental Concerns of Students in Unsyiah Laboratory High School".

The Process of Using Unsyiah Laboratories in PPKn Subjects

Based on the results of interviews conducted by researchers located in the Unsyiah Laboratory High School that the laboratory utilization process is carried out based on conformity with KD or the material being studied, while the utilization process directly descends into the field to find problems, find solutions and solve them. Utilization of laboratories is also carried out in accordance with the provisions of the CSP, even the use of this laboratory is a development of the CSP. The learning process is based on learning experiences around the community. The subject matter is related to local environmental conditions or known as environment based learning. In accordance with the results of research that says that through this learning process students work together and observe each problem (Mulyani, 2019).

Learning that has been mentioned above in several theories is also called a contextual learning model or learning based on a particular context. Like Suprijono in Hidayat who argued that the CTL Approach has seven main components, namely constructivism, inquiry, asking , learning community , modeling , reflection , and authentic assessment (Hidayat, 2012). This approach can be implemented in any curriculum, and any field of study, both in the classroom and outside the classroom (Tumangger, 2016). So the concept of CTL is very well applied in the use of laboratories in accordance with laboratory functions. So, here students are able to analyze a problem very well (Trianto, 2009).

As for the process of utilizing laboratories, of course they visit various places, NGOs, institutions and communities. Because the PPKn laboratory's object is the community. students are given the task to analyze the problems that occur in the community in accordance with the KD they are learning. Like when they have learned about social conflict in society they are asked to analyze how the conflict can occur so that what is the right solution for them to solve it.

Students have roles such as the citizen roject learning model that solves problems with steps ranging from evaluation problems to reflecting on learning experiences (Budimansyah, 2009). The learning model not only teaches students to understand scientific concepts and principles, but also develops various kinds of skills needed by students to solve problems needed to improve

communication skills, training skills, cooperative skills and also outcome skills (Fajri, Yusuf, & Ruslan, 2019; Mulyoto & Samsuri, 2012).

Next, the compilation of the questions analyzed already gets the results they want. They will present in a variety of forms, some of which they present in the form of papers, poems, essays and even they also play monologues and sociodramas and then the teacher will provide a translation. The activity can not be separated from the process of implementing cultural literacy, citizenship and also digital literacy in schools and the surrounding environment (Maimun, Sanusi, Yusuf, & Putra, 2019; Yusuf, Sanusi, Maimun, Hayati, & Fajri, 2019).

Based on the previous paragraph, it is clear that the laboratory utilization process at Unsyiah Laboratory High School has been running well.

The Utilization of Laboratories in PPKn Subjects Will Increase Students' Social Environmental Concern

Based on the results of interviews with teachers and deputy heads of the curriculum in SMA Unsyiah Laboratory, in the use of laboratories on PPKn subjects will certainly trigger responses from students. The responses that arise from students are in the form of action and sympathy. Especially the response in their knowledge is better, here their knowledge of the community will be much more increased, of course, there will be a sense of awareness of students' social environment towards the community without needing to explain how the functions and objectives of social-environmental care. This process in addition to increasing awareness of the social environment also increases student morale in the learning process. This is consistent with the results of research conducted by Ikhsan who said that the learning process is able to arouse students' motivation so that they have a high enthusiasm for learning, can also be a strong stimulus to the learning process taught to students, in helping to make the learning process effective. thus directing students to focus on the content of the lesson (Ikhsan, Sulaiman, & Ruslan, 2017).

As Hamalik noted, a social environment in education has several functions, including (1) psychological function; The stimulus originates from the environment which is a stimulus to the individual so that a response occurs, which shows a certain behaviour. The response, in turn, can be a new stimulus that gives rise to new responses, and so on (Hamalik, 2004). Such is the case in the environment of scouting activities, where the values of democratic charity are more evident in these activities (Mislia, Mahmud, & Manda, 2016; Rismawati, 2020). This means, the environment contains meaning and carry out certain psychological functions. (2) pedagogical function; The environment provides educational influences, especially the

environment which is deliberately prepared as an educational institution, for example, families, schools, training institutions, social institutions and the community. Basically, the school does have a duty to create a school culture that strengthens the character of caring for the environment by involving teachers, parents, and communities in society (Samong, Suryadi, & Budimansyah, 2016). (3) Instrumental functions; The instructional program is a specially designed teaching/learning environment. Teachers who teach, subject matter, teaching facilities and infrastructure and the conditions of the classroom environment are environments that are intentionally made to develop human behaviour. The role of the teacher in the learning process is very important because the teacher has an urgent role in shaping the character of students (Latief, 2016). A quality educational institution will be obtained if they are able to fill the institution with qualified people. Therefore the low quality of teaching staff is a major problem facing education in Indonesia (Yusuf, 2009).

Caring for the environment is a common attitude towards environmental quality in order to realize self-awareness for the emergence of actions that can improve and maintain the quality of the environment (Tamara, 2016). A social environment is a place where often affects us both directly and indirectly. In this study students become more concerned, for example, when they encounter

people who are less able, of course, their responses will be more caring and have a higher sense of sympathy. When they are given the task to analyze the case directly of course they will be much more critical because they immediately know what the problem is. Lab High School also visited Nusa Village, when they bought tour packages for the fields. There they learn how customs, culture, and natural resources have not been mixed by outside hands. There the students took part in cutting rice which naturally received guidance from the surrounding community. Furthermore, they also visited the Kanot Bu community where they expressed their dissatisfaction/criticism of the government system through their writings. If students are able to criticize it means they want to care about governance this is a good appreciation.

Basically, each individual must often adjust themselves or more precisely change themselves to adjust to the environment around them is often debuted with (autoplastic adjustment). In addition to changing themselves, they can also change the environment in accordance with their personal desires (alloplastic adjustment) (Ghafur, 2017) Every individual often uses both ways both in an effort to develop themselves and in interactions with their environment (Purwanto., 2009).

The role of the social or community environment is very large in the formation of attitudes of concern for the social environment

of students, especially the attitude of character in social life. The community environment has an important impact in shaping the character of students at school. The results showed that the collaboration between schools and community participation around the school environment had a strong role in shaping the caring characteristics of students in schools (Dewantara & Prasetiyo, 2020).

In addition, even here also provides a role in fostering one of the attitudes of students' personal character, because here students will spend more time in the community so that they will get a variety of things and new experiences, of course, this is a very good process in realizing environmental care social students. Based on the explanation above, the use of laboratories in PPKn subjects produces so many positive things that can be learned and developed by students. Here students are also proven that they have a high level of social-environmental concern, one of which is that they want to join the community and help the simple community become an important point in caring for their social environment. Furthermore, when appreciating or criticizing government policies through art and poetry, it has also been included as an attitude of concern for the government system. From this art, they hope to be able to change the government system for the better. This is a very good achievement because when they are able to appreciate or criticize it, it means that they often follow the information in the

modernization era is a proof that the Unsyiah Laboratory High School students have a fairly good attitude of environmental concern.

Inhibiting Factors in Laboratory Utilization in PPKn Subjects

Utilization of laboratories is very useful learning in the learning process of PPKn. Implementation of the use of this laboratory has been going on for a long time. In the use of laboratories in PPKn subjects is not an easy process, because when students make use of the laboratory a lot of risks that might occur so schools still limit the use of the laboratory. Even though the documentation data collected by researchers at SMA Unsyiah Laboratory was good enough. Here are some inhibiting factors in laboratory use in PPKn subjects based on interviews with all informants:

1. Obstacles in terms of permits. First, that is permission from the school. Before making use of the field laboratory, of course, the teacher takes care of the exit permit first. But the school still limits teachers in the use of the field laboratory. This happens because the school has a great responsibility towards students because it acts as a father (father figure). So in one basic competency, they were only given permission for spaciousness only once and certainly in accordance with the theory they were studying. Permission is the most important thing in this learning process. For the purposes of the learning process

outside, a permit for a location or introduction from the school principal is needed so that it is not impeded (Wibowo, 2010). So, it is better if the school gives permission for them to use the laboratory. Second, data permission. When students analyze corruption and other things, of course, they will have difficulty getting permission to obtain data.

2. Constraints from the time aspect. Utilization of the spacious laboratory certainly requires a long time, because it is not effective if it only uses PPKn hours as usual. Therefore, for now the Laboratory High School is still using the roker / changing hours with other subjects for two hours. So the amount of time spent on laboratory use on a regular day is 4 hours. However, it is better if the school gives a longer special time for them to use the laboratory. In accordance with the results of the study which revealed that one of the factors is the aspect of time (Rustam & Santoso, 2015).

3. Constraints in terms of cost. When utilizing the spacious laboratory, it certainly costs money, just like students visit Kampung Nusa. The costs they use to purchase tour packages are in the form of private funds that they collect. However, it would be nice if they get the money to make it easier to use the laboratory. The problem of funding is an inhibiting factor in conducting the learning process outside as part of the

learning laboratory. This is consistent with the results of the study which revealed that the factors of cost, safety and also the time were obstacles to the learning process outside (Rustam & Santoso, 2015)

4. Constraints from the transportation aspect. In the use of the spaciousness laboratory, students still use private vehicles because there is no special transportation from the school. So, it is better for schools to provide transportation for them to conduct field research, because if they use private vehicles that will allow accidents and congestion to occur. This is consistent with the results of research conducted by Fadila & Hariyati (2019) who said that the inhibiting factors of the learning process outside as a learning laboratory include internal and external factors. Internal factors themselves taught material must adjust to the environment. while external factors consist of transportation equipment used as a vehicle to get to the location.

CONCLUSION

In the process of utilizing laboratories carried out in the community, the use of laboratories is carried out based on Basic Competency (KD) / Sub suitability. Learning materials. Of course, related to Laboratory Utilization, but here almost all BC carry out laboratory use. In the process of utilizing students, students are asked to analyze cases in the community based on their theories. The

types of laboratories used are in the form of NGOs, Institutions, Communities, DPRA / DPRK, and Villages which are currently surrounded by social conflicts and Villages that are still thick with customs, ethnicity and culture. Here students observe a variety of activities such as seeing how the DPRA system works and explained through open discussions, seeing how cultivation cuts rice and gampong customs when visiting Nusa Village, and so on. Next students complete and collect evaluations

With the use of this laboratory, students gain positive experience and knowledge. Here students are able to appreciate the sympathy and care of their social environment in various forms through art, writing and poetry. In addition, when they are not satisfied with government policies, they also open their voices through poetry posts, of course, they do this because they care about the suffering of the people. This clearly shows the use of the laboratory has a positive impact and it is proven that the level of social-environmental awareness is good. In the use of laboratories, many of the obstacles faced are limited costs, transportation, permits and the last time. In the use of laboratories, many of the obstacles faced are limited costs, transportation, permits and the last time

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The Effort to Foster Civic Virtue in Elementary Schools

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Abstract. *This study aims to explore the efforts of civic virtue coaching in elementary schools. The research method used is descriptive qualitative — retrieval of data through observation, interviews, and documentation. Data analysis uses the Miles and Huberman model. The subjects of the study were the first-grade students of SD N 4 Darmakradenan, Ajibarang, Banyumas, Indonesia, 2019/2020 academic year. The results showed that the development of Civic Virtue in Elementary Schools at SD N 4 Darmakradenan Ajibrarabang Banyumas was formulated by instilling Civic Virtue concepts on a scale of concept recognition about nationality to foster a sense of love for the motherland. Besides, the findings also confirm that Pancasila Education and Citizenship (PPKn) in Elementary Schools serve as a bridge in the efforts to foster Civic Virtue in Primary Schools 4 N Darmakradenan, Ajibarang, Banyumas. Further research on the opportunity to encourage Civic Virtue in Primary Schools is recommended in a new study in this article*
Keywords: *Civic Virtue, Elementary School, Coaching.*

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi usaha pembinaan *civic virtue* di Sekolah Dasar. Metode penleitian yang digunakan adalah kualitatif deskriptif. Pengambilan data melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman. Subjek penelitian adalah siswa siswi kelas 1 SD N 4 Darmakradenan, Ajibarang, Banyumas,Indonesia,Tahun ajaran 2019/2020. Hasil penelitian menunjukkan bahwa pembinaan Civic Virtue di Sekolah Dasar di SD N 4 Darmakradenan Ajibrarabang Banyumas di formulasikan dengan menanamkan konsep-konsep Civic Virtue dalam skala pengenalan konsep tentang kebangsaan sehingga dapat menumbuhkan rasa cinta tanah air. Selain itu, hasil temuan juga menegaskan bahwa Pendidikan Pancasila dan Kewarganegaan (PPKn) di Sekolah Dasar menjadi jembatan dalam upaya pembinaan *Civic Virtue* di Sekolah Dasar SD N 4 Darmakradenan, Ajibarang, Banyumas. Penelitian lebih lanjut tentang peluang pembinaan *Civic Virtue* di Sekolah Dasar di anjurkan dalam penelitian selanjutnya dalam artikel ini.
Kata Kunci: civic virtue, sekolah dasar, pembinaan.

INTRODUCTION

Education is an important part of human life, in KBBI Education comes from the words' educate 'and get the affirmation of' pe 'and suffix', which is interpreted as a process or way of educating (Depdikbud, 1991).Education leads people to become human beings with the values of the prevailing norms. Education is the deliberate effort of parents in giving rise to moral responsibility (Muhibbin, 2007). As an important aspect, education certainly has various scopes in its studies. Furthermore, when faced with globalization, education in the era of globalization makes local wisdom important (Hidayah, Feriandi, & Saputro, 2019).

Civic virtue coaching in elementary schools is an attempt to respond to the fact that differences are present in each student in school. The initial concept of developing civic virtue in Elementary Schools was based on the postulate that every student in Elementary School was part of Indonesian citizens who would carry out their lives as Indonesian citizens. Students have different characteristics from their background, race, culture, religion and gender (Baehaqi, 2014). Blanken (2012) in Syarifa (2019) explains that civic virtue is part of the policy between citizens and the state or with the community. While Quigley in Winataputra & Budimansyah (2007) argues that civic virtue is the willingness of citizens to be able to put public interests beyond personal interests.

SD N 4 Darmakradenan Ajibrarabang is one of the elementary schools in Banyumas. As a formal educational institution, SD N 4 Darmakradenan Ajibrarabang also has an educational function as stipulated in Law No. 20 of 2003 concerning the National Education System. The school is hope in instilling character values (Retnasari & Suharno, 2018). Characteristics of elementary school students in the form of a desire for concrete interests, have high curiosity, love to form peer groups that make learning in elementary schools a good time to provide an understanding of moral values that prevail in society. Studies that discuss domain-specific concepts regarding politics that are understood by children show that even children in first grade have political knowledge that becomes increasingly different over time in elementary school. Fourth graders' knowledge is more complicated than first graders. Children's migrant backgrounds have a negative influence on political knowledge. However, no gender-specific differences in knowledge are found (Goetzmann, 2017) meanwhile, specific criticisms of elementary school philosophy courses suggest how the experience of teaching philosophy to children using picture books can enrich learning in higher education (Wartenberg, 2012) furthermore, studies that exploit two primary school interventions to estimate the long-term impact of postsecondary achievement find suggestive evidence that behavioural interventions for

high-achieving students in high-performing students, while curricular interventions more influence the results of lectures for students who have medium to medium performance height (Hemelt, Roth, & Eaton, 2013)

Previous research on civic virtue coaching was civic virtue coaching through character education in SMP 25 Bandung, one of which resulted in the character education program at SMP Negeri 25 Bandung supporting efforts to develop civic virtue (Lutfiani, 2018). Civic virtue coaching research through urban agriculture programs in Bandung resulted, the first urban agriculture program is an education for the public towards greening awareness. Second, the provision of green space is beneficial to public health. Third, urban agriculture programs can increase food security businesses (Prasetiyo, 2016). Civic virtue fostering research with an emphasis on the social field resulted in ACT infrastructure in the form of digital philanthropy and voluntarism being able to foster civic civilization, this was marked by increased public participation in the socio-cultural field (Nurdiyanti, 2019). Research on the development of citizenship civilization in the social field results in that a peaceful education program within the Peace Generationter community can improve citizenship civilization with the result that it can have social responsibility (Zurgobban & Budimansyah, 2016).

Based on the results of these studies have illustrated that civic virtue coaching efforts have land and opportunities in the field and can be in school or the community. Through the results of previous studies, there is also no research that examines the development of civic virtue at SD N 4 Darmakradenan, Ajibarang, Banyumas, Indonesia. Thus through this research, the research team tried to provide content on the emptiness of civic virtue coaching research in Elementary Schools, specifically SD N 4 Darmakradenan, Ajibarang, Banyumas, 2019/2020 academic year.

These various descriptions bring researchers to research the development of civic virtue at SD N 4 Darmakradenan, Ajibarang, Banyumas, 2019/2020 academic year. The selection of SD N 4 Darmakradenan, Ajibrarabang, Banyumas as research locations for several reasons. First, SD N 4 Darmakradenan, Ajibarang, Banyumas has a strategic location as a research location with the theme of developing civic virtue in elementary schools. Second, consideration of the cost, time and energy possessed by the research team. This research formula is 1) What is the process of civic virtue coaching in SD N 4 Darmakradenan, Ajibarang, Banyumas, 2019/2020 school year?

2) What obstacles and efforts arise in the formation of civic virtue in SD N 4 Darmakradenan, Ajibarang, Banyumas, Know the teachings of 2019/2020? The benefits of

civic virtue coaching research at SD N 4 Darmakradenan, Ajibarang, Banyumas are theoretically reinforced in the PPKn SD study while producing students who have civic virtue which is an important part of the culture of citizenship in a pluralist society in Indonesia. Practical benefits for elementary school teachers can empirically provide information about efforts to embody civic virtue in SD N 4 Darmakradenan, Ajibarang, Banyumas. Schools can be taken into consideration in the formulation of policies in learning so that civic virtue coaching can be one of the programs for schools. For Pancasila and Citizenship Education academics, the results of this study can enrich the PPKn's lack of knowledge, especially in elementary schools.

RESEARCH METHODS

This qualitative research was conducted in July-September 2019. Qualitative research was used to answer the problem statement 1) What is the process of fostering the benevolence of citizens in SD N 4 Darmakradenan, Ajibarang, Banyumas, 2019/2020 school year? 2) What obstacles and struggles have arisen in fostering the virtues of citizens in SD N 4 Darmakradenan, Ajibarang, Banyumas, Know the teachings of 2019/2020? Retrieval of data through observation, interviews, and documentation. 10 students of grade 1 SD N 4 Darmakradenan, Ajibarang, Banyumas and a grade 1 teacher at SD N 4

Darmakradenan, Ajibarang, Banyumas were interviewed to get information about citizenship development at SD N 4 Darmakradenan, Ajibarang, Banyumas. Data analysis techniques used by researchers by using the model of Miles and Huberman in the form of data reduction, data presentation and drawing conclusions (Miles & Huberman, 1992)

DISCUSSION

Based on the The problem statement which have been outlined in this study, the results and discussion are divided into two parts of the discussion which are divided into each sub-chapter, namely, the process of civic virtue formation at SD N 4 Darmakradenan, Ajibarang, Banyumas, and Kenadala and what efforts are made appeared in the guidance of civic virtue at SD N 4 Darmakradenan, Ajibarang, Banyumas.

Problem formulation 1, What is the process of developing civic virtue at SD N 4 Darmakradenan, Ajibarang, Banyumas, Banyumas, 2019/2020 school year ?. Discussion on the formulation of the first problem researchers get from the data researchers get through observation and interviews. In addition, the results of the documentation that researchers do also turn and provide reinforcement to the discussion of the first problem formulation. Civic virtue guidance in grade 1 SD N 4 Darmakradenan, Ajibarang, Banyumas is carried out

systematically and planned by the teacher. The curriculum used by SD N 4 Darmakradenan, Ajibarang, Banyumas is the 2013 curriculum. Mauritz Johnson in Sukmadinata (2001) describes the curriculum as an educational plan, guidelines and process. Based on the condition of the class which is a grade 1 elementary school. The teacher applies the guidance of civil virtue while remaining oriented to the theory of teaching at an early age. Referring to Law No. 20 of 2003 early childhood education is "a coaching effort that encourages children from birth to the age of six years carried out through the assistance of stimuli to foster growth and physical development and well-being to support the preparation of further education" then at the elementary school stage 1 elementary school N 4 Darmakradenan, Ajibarang, Banyumas prepares learning for students to be able to do or feel. The following stages of fostering citizens in grade 1 SD N 4 Darmakradenan, Ajibarang, Banyumas are as follows:

Planning Steps

In the thematic learning planning stage, class teachers in grade 1 SD N 4 Darmakradenan, Ajibarang, Banyumas carry out several activities, namely mapping basic competencies, setting themes, and developing thematic lesson plans. In the Coaching of civic virtue in grade 1 SD N 4 Darmakradenan, Ajibarang, Banyumas, the class teacher slipped the virtues of the citizens in the

learning plan. The values of civil virtue contained in the RPP for grade 1 teachers at SD N 4 Darmakradenan, Ajibarang, Banyumas are as follows:

Table 1: values of civic virtue in elementary school teachers grade 1 RPP N 4 Darmakradenan, Ajibarang, Banyumas

No	Nilai-Nilai *Civic Virtue* Yang Ada Dalam RPP	Keterangan
1	Patuh terhadap peraturan	Di padukan dengan model pembelajaran
2	Menghargai perbedaan	Di padukan dengan model pembelajaran
3	Kerukunan	Di padukan dengan model pembelajaran
4	Bekerjasama	Di padukan dengan model pembelajaran
5	Saling menghormati	Di padukan dengan model pembelajaran

Source: Research Data, 2019

In the planning stage, the teacher at SD N 4 Darmakradenan, Ajibarang, Banyumas has compiled a level of learning by integrating the development of civic virtue values. In the success of the 2025 gold Indonesia, character building is an important part in overcoming character crisis (Zuriah, Widodo, & Sunaryo, 2016) thus by carrying out missions in accordance with the learning outcomes of grade 1 teachers at SD N 4 Darmakradenan, Ajibarang, Banyumas prepare learning based on civic virtue values.

In the effort to develop civic virtue in grade 1 SD N 4 Darmakradenan, Ajibarang, Banyumas, the planning stage is the first step in realizing learning objectives, especially the emphasis on fostering civic virtue. In the planning stage, the teacher strives for learning material by including citizenship values. In addition, the teacher also emphasizes the basic

introduction of the state, Pancasila, to the students. Making Pancasila moral literacy (Dianasari & Hidayah, 2019).

The coaching of Civic virtue at the elementary school level can follow the class composition so that the teacher can adjust the learning patterns. Research examining the relationship between the quality of teacher-child relationships and behaviour problems among School students on 1,364 children from birth to adolescents found two things: high-quality teacher-child relationships predict low-level externalizing behaviour. Second, high-quality relationships act as protective factors, helping to prevent children with high-level internalizing behaviour in early childhood from developing trajectories of long-term internalizing behaviour problems (O'Connor, Dearing, & Collins, 2011).

Planning Stage

Stages of the implementation of learning based on the values of civic virtue teacher divide into three (3) parts in the form of the first part are the opening in the form of classroom conditioning, conveying the competencies to be learned. Second is the core part, at the core of the class 1 teacher at SD N 4 Darmakradenan, Ajibarang, Banyumas, the teacher conducts learning with a scientific approach. The success of learning can be influenced by the strategies that teachers use (Hidayah, Yayuk, Ulfah Nufikha, Suyitno, 2019). The teacher carries out the process of

observing and gathering information on students' development related to civic virtue, including tolerance, respect, and cooperation under the lesson plan.

The implementation of learning to develop civic virtue is in line with the opinion of Sudjana (2010) which states that learning is steps arranged in such a way as to achieve the expected results. The development of civic virtue class 1 SD N 4 Darmakradenan, Ajibarang, Banyumas also pays attention to the relationship between teachers and students. A study analyzing the many reforms of education since the No Child Left behind Act (US Department of Education, 2001) found that teachers reported causes of personal and contextual stress. Concrete examples of five categories of contextual stressors that teachers identify: political and educational structures, teaching factors, student factors, parent and family factors, and school climate (Stauffer & Mason, 2013)

The development of civic virtue class 1 at SD N 4 Darmakradenan, Ajibarang, Banyumas also cannot be separated from the theory of early childhood learning. Characteristics of early childhood is to have a great curiosity, unique personality, imagination, showing egocentric, is a potential time for learning, has a short span of concentration span (Aisha, Siti, 2010). In establishing civic virtue in grade 1 SD N 4 Darmakradenan, Ajibarang, Banyumas the teacher often uses the singing method. Based

on the results of research on educators' understanding of children's songs as forming children's characters early on, it is found that repeated habituation is beneficial in shaping children to have positive characters, there are educator messages in song lyrics (Riwanti, Hardika, & Dayati, 2017).

Closing Stage

Closing stages in the development of civic virtue class 1 SD N 4 Darmakradenan, Ajibarang, Banyumas is to make a summary of the learning that is just finished, make an assessment, reflect, convey the learning at the next meeting. The development of civic virtue class 1 at SD N 4 Darmakradenan, Ajibarang, Banyumas does not only occur during lessons but also in student activities. The teacher always supervises student activities while at school. In addition, the availability of learning facilities in schools is also used by teachers in supporting the development of civic virtue.

Problem formulation 2, what obstacles and efforts have arisen in developing civic virtue in SD N 4 Darmakradenan, Ajibarang, Banyumas, 2019/2020 school year?

Discussion on the formulation of the problem the two researchers get from the data researchers gets through observation and interviews. In addition, the results of the documentation that researchers do also contribute to strengthening the discussion on the formulation of the second problem.

The obstacle to developing civic virtue in SD N 4 Darmakradenan, Ajibarang, Banyumas, Banyumas is the lack of cooperation between schools and parents. The Role of the Family (Lack of awareness of the responsibility in shaping the morale of children and parents pay less attention to the quality of parenting). This study examines the level and impact of five types of parental involvement on the academic achievement of elementary school children based on race/ethnicity, poverty, and educational attainment of parents. The sample consisted of 415 third- to fifth-grade students who completed the Primary School Success Profile. Consistent with the theory, parents with different demographic characteristics showed different types of involvement, and the type of involvement shown by parents from dominant groups had the strongest relationship with achievement. (J.-S. Lee & Bowen, 2006).

We often hear that the family is the first educational institution in shaping the character of children. Based on qualitative interviews with divorced mothers, research focused on mothers' attitudes toward father involvement in parenting after divorce. Produces three post-divorce care patterns: (1) cooperative care with non-resident fathers who are involved with their children, (2) distant care characterized by loose contact between children and non-resident fathers, and (3) the care of an only child without a father at all. Financial involvement or support (Hansson, 2010).

Parents are their first teachers in moral education that has the longest influence on children's moral development, so the good and bad character of a child is largely determined by the quality of parenting. In a study, the expression raised by parents on moral problems affecting their children will be seen as a result of how parents provide moral education to their children. Parents who are aware and caring when their children are caught doing a disappointing action asking their children to regret their actions, find out what the children have done wrong, bring up the attitude of responsibility and ask them to apologize and correct their mistakes, people Unconscious and caring parents will do the opposite. The quality of childcare is the basis for the measurement used by children in various problems. The greater the attitude of love and affection between the child and the two parents, the less likely the child is involved in the problem, and vice versa (Lickona, n.d., pp. 48–50)

Efforts in dealing with the constraints of civic virtue in SD N 4 Darmakradenan, Ajibarang, Banyumas are the main companions between school and parents. The child's primary companion in developing his character should be a partner who can share as a friend. The good attitude a child has, which is formed at school will slowly disappear if the values taught at school do not have the support of parents and family environment (Lickona, n.d.). Parents and teachers should act as good models for students or their children. For example, teachers and parents are able to show examples of good attitudes and behaviours when solving problems experienced by children such as fairness, respect for the child's opinion, politely criticizing people, and so on. However, if teachers and parents behave the opposite way, children will unconsciously imitate it. Therefore, teachers and parents must be careful when speaking and acting, so that negative values are not embedded in the child's heart. Besides that, teachers and parents need to have assertive skills, namely the ability to express opinions openly using a way that does not hurt the feelings of others and listening skills, namely listening skills with full understanding and critical. Both must be developed in a balanced way. Exemplary values such as those described are one element of the way that can be done, in the education of values and spirituality known as a comprehensive method (Zuchdi, 2009, pp. 47–48)

CONCLUSION

Our research is aimed at exploring civic virtue coaching efforts in elementary schools. Based on data analysis and discussion, we state that the answers to the research objectives are firstly the development of Civic Virtue in SD N 4 Darmakradenan, Ajibarang, Banyumas emphasized on Civic Virtue concepts about nationality so that it can foster a sense of patriotism in students. Second, Pancasila and

Citizenship Education (PPKn) in Elementary Schools is helping in the effort to foster Civic Virtue in Primary Schools at SD N 4 Darmakradenan, Ajibarang, Banyumas. The next idea to be applied in this research is about fostering Civic Virtue in Elementary Schools with broader studies.

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Development of Rubita Media Based on QR Code with Strengthening the Character of Hard Work of Class IV Elementary School

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Abstract. Indonesia is a country that is rich in culture, each region has cultural characteristics that make the diversity of the nation, one of which is the archipelago dance. However, the archipelago dance is less attractive to students and begin to be ignored and even forgotten by the younger generation, they are more familiar with modern dance than the archipelago dance. This development research aims to test the feasibility of a QR Code-based Rubita media in terms of attractiveness, validity, and practicality. The research method used is a modification of the Borg and Gall development model that includes stages (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) testing try the product, (7) product revision, (8) trial use. The results of the research and development of QR Code-based Rubita media show the level of validity of the material experts by 94%, validation of media experts by 98%, and validation from users (teachers) by 96% percentage of QR Code-based Rubita media including highly valid media. The results of product trials in the field show that the appearance of instructional media is very compatible with learning in elementary schools, with the combination of shapes and colors on the QR Code-based Rubita makes students very interested in participating in learning with these media.
Keywords: Rubita based on QR Code; Cultural Diversity; Elementary School

Abstrak. Indonesia adalah negara yang kaya akan budaya, setiap daerah memiliki ciri khas budaya yang menjadikan keanekaragaman bangsa, salah satunya adalah tari nusantara. Namun, tari nusantara kurang diminati oleh siswa dan mulai diabaikan bahkan dilupakan oleh generasi muda, mereka lebih mengenal tari modern daripada tari nusantara. Penelitian pengembangan ini memiliki tujuan untuk menguji kelayakan media *Rubita* berbasis *QR Code* dari segi kemenarikan, kevalidan, dan kepraktisan. Metode penelitian yang digunakan adalah modifikasi dari model pengembangan Borg *and* Gall yang meliputi tahap (1) potensi dan masalah, (2) pengumpulan data, (3) desain produk, (4) validasi desain, (5) revisi desain, (6) uji coba produk, (7) revisi produk, (8) uji coba pemakaian. Hasil penelitian dan pengembangan media *Rubita* berbasis *QR Code* menunjukkan tingkat kevalidan dari ahli materi sebesar 94%, validasi ahli media sebesar 98%, dan validasi dari pengguna (guru) sebesar 96% persentase media *Rubita* berbasis *QR Code* termasuk media yang sangat valid. Hasil uji coba produk di lapangan menunjukkan bahwa tampilan media pembelajaran sangat sesuai dengan pembelajaran di Sekolah Dasar, dengan perpaduan bentuk dan warna-warni pada *Rubita* berbasis *QR Code* membuat siswa sangat tertarik untuk mengikuti pembelajaran dengan media tersebut.
Kata Kunci: Rubita Berbasis QR Code; Keberagaman Budaya; Sekolah Dasar

INTRODUCTION

Indonesia is a rich country in terms of culture, each region has cultural characteristics that make the diversity of the nation, such as traditional clothing, traditional houses, musical instruments, archipelago weapons, regional languages, tribes, folk songs, and dance of the archipelago. This cultural wealth is the pride of all Indonesian people.

Archipelago dance is one of the cultural heritage that must be preserved. Archipelago dance is one of the cultural heritage which is closely related to the aspect of human life. In terms of type, dance can be divided into several groups based on regional origin or the specificity in which the dance originated (Ratih, 2001). Archipelago dance is an encyclopedia that stores everything that is considered important by the supporting community, full of philosophical messages, both spiritual, moral, and social aspects of the community (Sustiawati, 2011).

However, the archipelago dance is less desirable by students and begin to be ignored and even forgotten by the younger generation, they are more familiar with modern dance than the archipelago dance. The lack of interest in learning the material can be seen from students' complaints stating that archipelago dance material is considered difficult because it requires a lot of memorization. Also, the factors that cause the diversity of archipelago material are less liked by students because most teachers still deliver learning material verbally so the learning process tends to be boring and students find it difficult to understand the material presented

Based on the observation results made on October 3, 2019 showed a lack of media development, lack of utilization of learning facilities, and a lack of variety of learning methods applied, as well as teachers using poster-sized media about archipelago dance. Then, on December 9, 2019, interviews were conducted with grade IV teachers at SDN Gedog 2 Blitar City and continued observations to find out the availability of learning media for cultural diversity and their use in the learning process. The results of these interviews revealed that the media for cultural diversity in SDN Gedog 2 Blitar City was not optimal. Learning media are limited to images in the form of posters and utilize the surrounding environment as learning media. Besides, based on the results of observations of learning obtained information that students are still dominantly receive learning through lecture method. At first, the learning went well, but later it was seen an indication of the lack of student learning concentration. Some students begin to turn their attention to other things, such as chatting with friends, sleepy, crossing out books, daydreaming, and playing alone. It is indicated that the case of students with these learning activities can be assumed as a symptom that learning is less interesting and boring for students.

There is a need for innovation in delivering material on the diversity of the archipelago dance to increase student interest in learning. One of the innovations that can attract students' attention in the learning process is to use creative and innovative media. Raharjo in (Kustandi & Sutjipto, 2011) explained the understanding of the media is a container used to convey messages so that the recipient of the message is easier to understand the message or material delivered. By using media, the learning process will be more interesting. Kustiawan (2018) also revealed that learning media is everything that is used by teachers to deliver material to students, so students are interested in their interests and attention, stimulated their thoughts and feelings on learning activities to achieve learning objectives. The purpose of using media is to increase effectiveness and efficiency in teaching and learning activities, increase student motivation, as a variation of learning methods, and increase student activation in teaching and learning activities (Untari, 2017). In addition, learning objectives will be easily achieved because the material taught by the teacher will be clearer and easier to understand by students. Learning will be more meaningful for students if in the learning process used concrete objects or manipulative objects that more involve students' sense of sight. This is consistent with Piaget's cognitive theory that children's thinking at primary school age is at a concrete operational stage

where mental activity is carried out on real or concrete objects and events (Sutarto, 2017). One object that can be used for learning is learning media.

Research on the level of achievement of knowledge that has been done by Ahmad in (Mahnun, 2012) shows that achievement through the sense of sight reaches 75%, while through the sense of hearing only 13%, whereas through other senses, such as taste, touch, smell, knowledge can only be obtained by 12%. If the learning environment that is equipped with pictures has an impact 3 times stronger and deeper than words. Meanwhile, if images and words are combined, the impact is stronger than words alone.

The results of the study, provide an innovative idea to develop student learning media. The media development in this research is called QR Code based Rubita media. Rubita is the result of inspiration from rubik which has a unique shape to be played. Rubita has the advantages of being easy to carry (practical), having an attractive design for elementary students, having endurance so that it can be used repeatedly and its application can enhance a more vibrant learning atmosphere. QR Code based rubita has QR codes in every part of dance material. QR Code connects to supporting powerpoints and learning videos, so students will get deeper information related to the material. It is hoped that this development can foster the character of hard work through QR Code-based Rubita media.

RESEARCH METHODS

In developing Rubita media as a learning medium in grade IV elementary school, the research used was research and development (R&D). Sugiyono (2007) revealed that research and development is a research method for making a new product that has been improved, then testing the effectiveness of the product before use. In this development research, the product is a Rubita based QR Code media that is valid and practical by using the Borg and Gall model steps that have been modified by Sugiyono (2007) consisting of ten steps including: (1) potentials and problems, (2) data collection, (3) product design, (4) design validation, (5) design revisions, (6) product trials, (7) product revisions, (8) usage trials, (9) product revisions, and (10)) mass production.

The test subjects in this study are as follows: media validator is a competent media expert, a material validator is competent material expert, user validator is grade IV teacher at SDN Gedog 2 Blitar City, subject of a small group of students in class IV Bendo 1 SDN Blitar City, and the user subject is grade IV students of SDN Gedog 2 Blitar City. Data collection techniques used were questionnaires, observations, and interviews. Interviews and observations were conducted at the beginning of the study, questionnaires were used to determine the feasibility of the media, and student questionnaires were used to determine students' responses to the media.

The data analysis technique used is quantitative and qualitative techniques. Quantitative fan qualitative analysis for product validity test refers to Akbar (2013) using the following formula.

$$Vah = \frac{Tse}{Tsh} \ x \ 100\%$$

Notes:

Vah = Expert Validation

Tse = Total Empirical Score achieved

Tsh = Expected total Empirical Score

In addition, this study uses the Guttman and Likert scale to optimize data analysis.

DISCUSSION

Product Description

Rubita Media is an educational media consisting of 8 cubes arranged into one cube. Rubit media development pictures are as follows:

Picture 1. Media before it is developed

In the picture above, we can see the difference in media before it was developed. The initial media was only in the form of posters and as images. In the development media, dance and musical instruments are

arranged more attractively with a combination of illustrated characters and using a combination of attractive colours.

Rubita was created to increase the students' motivation of grade IV in participating in learning in class. So that students will be excited and enthusiastic in learning. Rubita consists of 8 cubes arranged into a single cube, each cube measuring 6 cm x 6 cm so that the total size of the cube if it has been arranged into 12 cm x 12 cm. The material is packaged with short and clear sentences making it easier for students to understand the media. In addition, Rubita is equipped with a QR Code measuring 1 cm x 1 cm which contains supporting powerpoints and learning videos. Rubita is made based on KD and the learning objectives of the theme "Beautiful Togetherness" on the theme "Diversity of My Nation's Culture" in charge of social studies grade IV elementary school.

Rubita Media

Picture 2. Rubita Products Based on QR Code

Handbook of Application of Rubita

Picture 3. Handbook of Application of Rubita Based on QR Code

Rubita Media has advantages over other media. Rubita is designed with due regard to the practicality and durability of the media. Rubita is practical means easy to use (can be moved and carried) and in terms of time has a long durability so that it can be used repeatedly, because the material used in making Rubita is very light, not easily damaged, and durable. Rubita is also designed with images and colors that appeal to elementary students. The text uses language that is clear and easy to understand for grade IV elementary school students.

Data Analysis of Material Validation

In the aspect of content eligibility get a score of 14, the aspect of presentation worthiness gets a score of 15, the aspect of language worthiness gets a score of 8, and the aspect of hard work gets a score of 12. The total score on all items obtained from the validation of material experts is 49 from a maximum score of 52.

The calculation results of the percentage calculation of validity from the results of the material experts are as follows.

$$Vah = \frac{Tse}{Tsh} x100\%$$
$$Vah = \frac{49}{52} x100\% = 95\%$$

Based on the calculation results obtained a percentage value of 95%. According to Akbar, (2013) it can be concluded that the contents of the material in the Rubita-based QR Code media are classified as very valid criteria.

Data Analysis of Material Validation

In the aspect of the feasibility of the presentation get a score of 15, in the aspect of language eligibility get a score of 8, in the aspect of the feasibility of graphics get a score of 12, and in the aspect of hard work get a score of 4. The total score on all items obtained from the results of the validation of material experts amounted to 39 of the maximum score 40.

The results of the calculation of the percentage of validity from the results of the media experts are as follows.

$$Vah = \frac{Tse}{Tsh} x100\%$$
$$Vah = \frac{39}{40} x100\% = 98\%$$

Based on the calculation results obtained a percentage value of 98%. According to (Akbar, 2013), it can be concluded that the QR Code-based Rubita media is classified as a very valid criterion.

User Validation Data Analysis

In the aspect of content eligibility get a score of 14, the aspect of presentation worthiness gets a score of 15, in the aspect of language eligibility get a score of 8, in the aspect of graphic eligibility get a score of 12, and in the aspect of hard work get a score of 4. The total score on all items obtained from the validation results from material experts of 61 out of a maximum score of 64. The results of the calculation of the percentage of validity from the results of the media experts are as follows.

$$Vah = \frac{Tse}{Tsh} x100\%$$
$$Vah = \frac{61}{64} x100\% = 96\%$$

Based on the calculation results obtained a percentage value of 96%. According to (Akbar, 2013), it can be concluded that the QR Code-based Rubita media is classified as a very valid criterion.

Data Analysis of Trial Results

Product trials were conducted in two elementary schools. Small group trials were conducted at SDN Bendo 1 in Blitar City, while field trials were conducted at SDN Gedog 2 in Blitar City. The validation data are presented in Table 1. below.

Table 1. Percentage of Product Trial Results

Activity	Percentage	criteria
Small-Group Trials	100%	Very practical and interesting
Field Trial	98%	Very practical and interesting
Average	99%	Very practical and interesting

Small-Group Trials

Small group trials are conducted to minimize errors before field trials are conducted. The results of the small group trial evaluation state that the level of practicality and attractiveness of the product is 100%, meaning that if interpreted into the range of 76 $\leq P \leq 100$ (Yamasari, 2010) states the product is very practical and attractive and can be used without revision. In addition, students' responses to Rubita based on QR Code were very positive. Students feel happy and enthusiastic because the QR Code-based form of Rubita is very unique and interesting when it is played or used. So students do not get bored easily when using Rubita based on QR Code in learning. This small group trial also aims to fulfil one of the elements of good learning media, namely accuracy, where the product must be scientifically correct, current, and useful (Susanti, 2016).

Picture 4. Small Group Trials

Field Trial

Field trials are conducted after the product has been perfected after a small group trial. The results of the field trial evaluation stated that the level of practicality and attractiveness of the product was 98%, meaning that if interpreted in the range of 76 $\leq P \leq 100$ (Yamasari, 2010) the product was very practical and attractive and could be used without revision. Based on field trials obtained several other findings: 1) Students are very enthusiastic and direct their attention to concentrate when the learning process with QR-based Rubita. This is shown with an enthusiastic attitude when using Rubita based on QR Code. 2) Students easily understand the material in Rubita based on QR Code that uses simple language. This can be seen when the teacher gives a question, students competing to immediately answer. 3) Students' thinking skills develop from simple to complex. With the supporting powerpoints and videos connected through the QR Code intermediaries, Rubita's QR Code based media can make students more critical of the material presented. This is in line with the opinion of Costa in (Dewi & Riandi, 2016) argues that thinking skills are categorized in basic thinking skills and complex thinking skills. Basic thinking ability includes basic processes (basic processes) which are a picture of rational thought processes that contain a set of mental processes from simple to complex.

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4) Social interactions and discussions emerge. This can be seen in the group of students working together to solve the challenges posed by the teacher. Students help each other find the right answers. So, this brings up the character of hard work in students.This has fulfilled the learning media function revealed by Arsyad (2011), namely (a) attention function, (b) effective function, (c) cognitive function, and (d) compensatory function. In addition, students are increasingly eager to follow the learning process and are not easily bored. And also in accordance with the opinion of Ali (2005) revealed that the use of computer-assisted learning media has a significant influence on the attractiveness of students to learn the competencies being taught.

This QR Code-based rubita increases student involvement in learning process. Students are challenged to continue to be active and enthusiastic in accepting questions from the teacher. Each group works together to answer questions from the teacher. QR Code-based rubita can be used as a learning medium to support learning in the classroom, this is in line with Hamalik's opinion in (Arsyad, 2011) which states that the use of instructional media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulate learning activities, and even brings psychological influence on students.

Based on validity test, practicality,

and supported by the attractiveness test, this Rubita based QR Code product is suitable for use in learning and meets the criteria of good learning media. Good learning media selection criteria according to (Arsyad, 2011) are: (1) clear and neat, (2) clean and interesting, (3) fit the target, (4) relevant to the topic being taught, (5) in accordance with the objectives learning, (6) practical, flexible, and enduring, (7) good quality, and (8) the size is in accordance with the learning environment.

Development that occurs is also very visible. When testing a small group based on the QR Code Rubita increases student enthusiasm in learning. Students can work together with their group friends and improve the character of hard work in learning.

When field testing the product development program based on QR Code Rubita was seen again, when the teacher gave a question and answer question at the end of learning through supporting powerpoints, the competitive spirit of students was very visible. Students compete with each other and compete in answering these questions. So learning is very fun.

Gambar 5. Filed Trial

Limitation

The limitations of this media are 1) Small group trials were carried out in class IV B SDN Bendo 1 Blitar City and field trials were conducted in class IV SDN Gedog 2 Blitar City, 2) QR Code-based rubita was only centered on subtema 1 "Diversity of My Nation's Culture" on theme 1 "Beautiful Togetherness" IPS content on the material of dance and music of the archipelago, 3) The validity of the product is based on the assessment of material experts, media experts, while the practicality of the product is based on user ratings and the attractiveness of the product based on student questionnaire responses.

Long-term plan

QR Code-based rubita should be developed more broadly by adding more topics to the material for the diversity of the Nation's Culture to make it more interesting and gain deeper knowledge. QR Code based Rubita products can also be developed by adding even more sophisticated technologies such as augmented reality (AR) so that they can be visualized as if they were real, which will make learning more fun.

The results of Rubita-based QR code research are in line with the results of research conducted by Harnanto (2016) that the success of students in learning before the use of tools averaged 54.56 (56.77%), but after using the tools the success rate reached an average of

90.52 (94.19 %) in his research using mathematical box media. In addition, the use of QR code is also in line with research conducted by Mawaddah (2018) stating that interactive learning media assisted by QR Code is able to integrate realia media, image media, and video media in nail plant material. When students use this interactive media, they are involved audio, visual, and kinetic, so that with this involvement students can easily understand information. And also according to Lindawati in Rilianti (2019) in her research revealed that by learning interactive powerpoints and learning videos through QR code makes learning more fun.So rubita media based on QR code can make learning more fun

CONCLUSION

Research and development of QR Code-based Rubita products by strengthening the character of hard work has been validated by one material expert, one media expert, one user, 9 students at SDN Bendo 1 in Blitar City, and 24 students at SDN Gedog 2 in Blitar City. According to the expert material Rubita products based on QR Code are very valid, which includes the appropriateness of content, the appropriateness of presentation, the appropriateness of language, and the character of the hard work of the Rubita based on QR Code, obtaining a percentage of 95%. According to media experts Rubita's QR Code-based products are very valid, which includes the appropriateness of presentation, the

appropriateness of graphics, and the hard work character of Rubita based on QR Code, obtaining a percentage of 98%. According to the teacher as a user of a Rubita based QR Code product, it is very valid, which includes content worthiness, presentation worthiness, language worthiness, graphic worthiness, and hard work character getting a 96% percentage. According to data from the results of a small group trial of 9 students the QR Code based Rubita product is very valid, obtaining a percentage of 100%. Meanwhile, according to data from the field trial results of 24 students the QR Code-based Rubita product is very valid, obtaining a percentage of 98%.

From the results above it can be concluded that the QR Code-based Rubita product can be used as a learning media for class IV Substance of Cultural Diversity My Nation is included in the category of valid, practical, and attractive so that it is suitable for use in the learning process

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The Hong Kong-China Government's Democratic Instability
in terms of the Political Realism Perspective

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Abstract. The political stability and governance of a country are greatly influenced by public support and the commitment of public officials to accommodate the people's voice. The chaos that occurred in mainland China from June 2019 until the end of 2020 became a reflection that the political system of government of 'One Country, Two Systems' was a formidable challenge for the Chinese government after the surrender of Hong Kong by the British on July 1, 1997, where China used the communism system and on the other hand, Hong Kong uses a system of liberalism. Hong Kong's strong understanding of freedom makes this region very sensitive on several issues, one of which is legal issues due to the killing of Hong Kong citizens in the country of Taiwan. This article aims to explain the dualism of leadership used by the Hong Kong-China government, which led to anarchism, political instability of the government, and causing the investment climate in Hong Kong-China to decline sharply. The research method used is a qualitative method, with secondary data types taken from journals, book literature, and official websites used to search for theories and data that are vaild. This research shows that political realism in the demonstration case in Hong Kong is proof that the state in this case the central government in Beijing still has the power to always interfere in Hong Kong's domestic affairs.
Keywords: Democratic Instability, Political Realism, One Country Two Systems

Abstrak. Stabilitas politik dan pemerintahan sebuah negara sangat dipengaruhi dukungan masyarakat dan komitmen pejabat publik untuk mengakomodir suara rakyat. Kekacauan yang terjadi di daratan China sejak bulan Juni 2019 hingga akhir tahun 2020 menjadi cerminan bahwa sistem politik pemerintahan 'Satu Negara, Dua Sistem' merupakan tantangan berat bagi pemerintah China pasca diserahkannya Hongkong oleh Inggris pada 1 Juli 1997, dimana China menggunakan sistem komunisme, dan dipihak lain Hongkong menggunakan sistem liberalisme. Kuatnya pemahaman Hongkong terhadap kebebasan menyebabkan wilayah ini sangat sensitif dalam beberapa isu, salah satunya isu hukum akibat adanya peristiwa pembunuhan yang dilakukan warga Hongkong di negara Taiwan. Artikel ini bertujuan untuk menjelaskan dualisme kepemimpinan yang digunakan pemerintah Hongkong-China, yang berujung pada peristiwa anarkisme, instabilitas politik pemerintahan, hingga menyebabkan iklim investasi di Hongkong-China merosot tajam. Metode penelitian yang digunakan metode kualitatif, dengan jenis data sekunder diambil dari jurnal, literatur buku, dan website resmi yang digunakan untuk mencari teori dan data yang vaild. Penelitian ini menunjukkan bahwa realisme politik dalam kasus demonstrasi di Hongkong menjadi bukti bahwa negara dalam hal ini pemerintah pusat di Beijing tetap memiliki kekuasaan untuk selalu ikut campur tangan terhadap urusan dalam negeri Hongkong
Kata Kunci: Instabilitas Demokrasi, Realisme Politik, Satu Negara Dua Sistem

INTRODUCTION

The Hong Kong Demo event was referred to as an anti-extradition bill in response to those supporting the Fugitive Law Abuse and Joint Legal Aid Bill in Criminal Affairs 2019 by the Hong Kong government Carrie Lam. This bill will provide opportunities for law enforcement to detain, and extradite criminal fugitives from Hong Kong to areas controlled by China. The demands expected by the Hong Kong people were the revocation of the bill, the investigation of alleged police brutality and wrongdoing, and the release of the detained demonstrators.

Protests carried out by the Hong Kong people as a reflection do not have leadership independence/leadership from the Hong Kong government in the regulation of domestic government (kompas.com, 2019). The Chinese government considers this to be a crisis that occurred after Hong Kong was sent to China on July 1, 1997. The impact of this demonstration was an anarchism carried out by the police, suicide by Hong Kong citizens in response to frustration with the situation in their region.

The chronology of the demonstration case in Hong Kong begins with a murder case by Hong Kong citizen Chan Tong-Kai of his girlfriend Poon Hiu-Wing while on vacation in Taiwan (CNNIndonesia.com, 2019). Poon never returned to Hong Kong, the 20-year-old woman was found dead in a pink suitcase near the Zhuwei bus terminal. While Chan managed to return to Hong Kong with innocence. After an investigation by the Hong Kong police, it was discovered that Chan was seen on CCTV footage carrying a pink suitcase out of the hotel where they were staying. After being interrogated the second time, only Chan admitted that he had killed his partner and put it in a pink suitcase.

Even though Chan has admitted his mistakes, Hong Kong police authority cannot proceed due to the incident in Taiwan which does not have an extradition treaty with Hong Kong. Basically, the case of a large demonstration in Hong Kong is a reflection of the rejection of Hong Kong residents by the executive government of Carrie Lam's proposal for an extradition bill that would eliminate Hong Kong's autonomy in running the government.

The murder case committed by Chan only generated a response after a year of arrest, in which in 2019 Carrie Lam issued a statement that the Hong Kong government proposed the creation of an Extradition Bill that allows sending criminals for legal proceedings in other countries, including Taiwan. But the proposal received a negative response, in which a part of the Hong Kong public rejected the legislation for fear that if it was passed then the possibility of the criminals were sent to mainland China for legal proceedings.

The rejection took place successively and sporadically to affect the economic condition of Hong Kong as one of the world's business centers. The chronology of the worst and biggest cases of demonstration and anarchism in Hong Kong actually lasted almost 1 year. In detail, in February the Hong Kong security bureau sent a draft proposal for an extradition bill containing permits criminals arrested in Hong Kong to be extradited to China.

After the draft proposal appeared, refusal and protest actions began, and in March hundreds of people took to the streets to reject the passage of the law, because it would affect Hong Kong's image as a safe area for doing business. In June, 3000 lawyers took to the streets to reject the passage of the bill, and in August fatal demonstrations took place in transportation centers and even paralyzed airport activities for days after the protests (Purbrick, 2019).

Various acts of refusal were carried out by the community to maintain the integrity and credibility of Hong Kong as a special region of China (Special Administrative Area) since it was given by Britain to China. Some of the autonomy granted by the Chinese government to Hong Kong, namely in the economic, legal, educational, socio-cultural fields adjusts to the real conditions of its people. And since the occurrence of large-scale demonstrations in Hong Kong the number of tourists dropped dramatically at the end of 2019 by 40 percent

(liputan6.com, 2020). The demonstration that took place in Hong Kong had caused the first recession since 2009, when the global financial crisis hit (CNBCIndonesia.com, 2019). Based on the above background, this research intends to explain the dualism of leadership that occurs in the Hong Kong-China government that can be analyzed in the perspective of the country's political realism.

The theory used to discuss the Hong Kong case is political realism, which emphasizes the central role of the 'state' that controls the wheels of government and people's lives. the realists always think negatively of the order of international relations, where for the realists every country always has the desire to conquer other countries with the power they have, and this will always trigger conflicts in the international world order (Fernandes, 2017). The state, in the eyes of realists, is considered the actor who most determines the patterns, behavior and political map of international relations. The main unit of analysis is focused on the behavior of the main actors, who are able to provide the most realistic picture in international politics in particular. The main concept is power.

Realists generally see that relations between dominant countries are motivated by political interests. Conflict is a natural thing that happens for realists, in seeing the phenomenon of relations between countries. The assumptions underlying the first realist

thought is the state as the main actor. Until now the realist perspective is still suitable to explain several phenomena related to the presence of the state as a dominant actor. The classic view of Morgenthau also confirms that international relations always talks about power, and every country will always struggle to get that power (Manan, 2015).

The international world is a forum that is able to show how the country has always been the main focus in responding to various international events. The application of foreign policy is actually a strong element of achieving interests, which in the formula of realism is one of its main components. No wonder Machiavelli's work 'The Prince' illustrates how a statesman becomes a regulator for his country in running politics between nations. There is no absolute form of peace. Where relatively still there will be an arms race in the anarchic world system. No country, organization, or international law can guarantee security for every nation state in the world.

The realists say that interests do not wait to be discovered, but construction is needed to build the achievement of those interests through social interaction of countries. Conflict and war will not be avoided in international relations, it does not mean that they will always arise but the phenomenon will continue to exist with different types. Phenomena in the form of conflict and war take different forms, for example ethnic conflict, economic conflict, political conflict, war against political interests. Realist thinking does not only apply when the conditions of war, but in a state of conflict or in cooperation realism state action applies.

The state has a central role to accommodate the interests of the public and government officials, so that it is formulated for the achievement of national interests through the foreign policy adopted. Peace in the context of realism only applies in a state of balance of power. The nature of cooperative relations can be multilateral, but power remains the dominant variable causing relations between countries or areas.

The realist perspective once again focuses on the issue of national security as the most fundamental issue in relations between countries or areas. The unit of analysis, namely the state, is still relevant to answer various issues related to phenomena involving the state in the international system. So it is not surprising that relations between countries or areas both economic in nature cannot escape from the intervention of the main actors in a realist perspective.

The strength of the realist paradigm lies in the assumptions of the actors that most determine international relations as relations between sovereign states. Interests as the main background that causes a relationship or interaction, whether of a peaceful nature, conflict or war. The pattern of relations tends to change according to the international system

that is formed based on each era, but the actors who play a role in the political arena between nations will always be the same, namely the state. The basic assumption of realists in seeing an anarchist world. The state is almost always analogous to an individual human being who will never be satisfied to always pursue 'power' to achieve personal or group interests.

The desire to rule according to Hans Morgentahu is universal, regardless of whether male or female, as long as there is a way to gain (profits) benefits then all means will be used in order to pursue the ultimate goal of power in the political context, especially international politics. Relations between countries are based on the interests of each of the actors involved, the element of interest is the strongest component in political science.

So that in understanding international politics inhabited by sovereign states can use the concept of "power politics", an arena of competition, conflict, and war between countries where the same basic problems are in defense of national interests and in ensuring the survival of the recurring state alone continues to deal with. In the sense that the fundamental problems that triggered the conflict will likely remain the same and have the potential to reoccur by involving different state actors.

RESEARCH METHODS

The research method used is a qualitative method that describes the dualism of leadership that occurs in the Hong Kong government of China through narration sourced from the activity of extracting documents, using secondary data types, namely data presented in verbal form and not in numbers (Muhadjir, 1996) and obtained from relevant literature such as journals, books, reports, official websites related to research topics. The purpose of this research is to comprehensively explain the role of the main actor 'state' in influencing the socio-political condition of the community by using the perspective of political realism.

DISCUSSION

Historically Hong Kong was originally a British territory that had a political and government system that was far different from the Chinese government. Hong Kong uses the political system of liberal democracy, while China uses the political system of communism, added according to (Wang, 2007) China is the most undemocratic country in the world. The liberal democratic political system strongly adheres to the principle of freedom, both society and the government bureaucracy. For example, Hong Kong is a region known as one of the world's business centers, where this region opens up great opportunities for any kind of cooperation including the economy, as long as the Hong

Kong region benefits from such cooperation. Since it was created, the system is still maintained by Hong Kong.

This causes the condition of society to be accustomed to freedom (freedom), respect for human rights (HAM), transparency, and freedom from fear (freedom from fear). On the one hand China has historically been a state of communism, with incidentally some authoritarian leaders, deeply intervening in the political life of the security of the people and surrounding areas, and does not recognize the principle of democracy when talking about the political issues of government.

Every change of leadership in China is always determined by the political party that becomes the patron, namely the Chinese Communist Party, the extreme is that only people who have worked in that party will have a strong chance to be elected leaders in China. Every political movement, security, economy of China is very much influenced by political parties. Hong Kong is economically rich, even called very capitalist without government interference (idntimes.com, 2019), while China was originally a poor region, and a country that is in a period of economic growth. Politically, economically different conditions cause Hong Kong to feel that its territory cannot be compared to China (merdeka.com, 2019). On July 1, 1997, the United Kingdom agreed to give Hong Kong territory to China on condition that Hong Kong would follow all regulations, policies and rules

of the Chinese government both economic, political, social, cultural, defense and security after 50 years from being handed over to China (Yip, 2015 : 21).

Automatically this causes the Hong Kong people to have special autonomy in managing the domestic life of their people. The emergence of a murder case and led to the proposed extradition bill becomes a concrete example of how the existence of the 'state' which always seeks to exert its influence on other countries/regions. Thomas Hobbes said that the world system is anarchic in which every country has a desire/lust to control and control the others. In the realist viewpoint, the international system is dominated by great powers.

Similar to what happened in China, there is a strong desire from the Beijing government to establish a strong influence in the Hong Kong region, given that the region has enormous economic potential, and if China is able to dominate and control Hong Kong then the Chinese government will get benefits (benefits) that has a profound impact on China's overall political economy. Protests made by the Hong Kong people against Chinese government intervention, especially in political life such as electoral reform (Cheng, 2011: 47), Hong Kong's chief executive election problems are influenced by the Beijing government (Ngok, 2008), and Hong Kong's regional legal issues. Hong Kong

people have always considered themselves to be different from Chinese people.

Hong Kong society for 20 years was given to China has been given special autonomy such as free media, the right to participate in elections and government processes, freedom of criticism of the government, an independent government agency, and the right to protest. When the extradition bill arose which caused controversy throughout Hong Kong, the people of the region assumed that if the bill was successfully passed it would automatically undermine the pure values of Hong Kong people. Even the impression of a 'anti-China' localization spirit implies that future rejection will be confrontational (Wangke, 2019: 9).

Regions that are already economically well established, a culture of respect for high human rights, civil liberties guaranteed by law, and an investment climate that makes Hong Kong one of the world's business centers. The intervention by the Chinese government is proof that the Beijing government is always looking for ways to establish its political influence in the former British colony. Viewed from the perspective of political realism, that an anarchist world system is clearly seen in the largest demonstration case in Hong Kong to reject the passage of an extradition bill for criminals to the mainland region of China.

Hong Kong people refuse, because they know politically the Chinese government is an undemocratic country, influenced by political leaders from the Chinese Communist Party, and a country that often acts arbitrarily against prisoners of law. In the case of Hong Kong, the condition of the world that is filled with conflict is a natural thing, and no country in various parts of the world has the ability to anticipate or even prevent conflict between the two regions. The Chinese government wants to fully control Hong Kong, with economic motives and great political influence in the East Asian region.

China is an aggressor country and is always looking for ways to control territory outside of its country, and moreover the territory that becomes its authority. The 'state', in this case, China remains the main actor who controls and determines the policy direction of a nation. China is a communist country, a country that knows no democracy where the government is not elected by the people but chosen by high ranking officials of the Chinese Communist Party. Political parties greatly affect the future of China in carrying out the wheels of government including foreign policy. The Hong Kong case is proof that the Chinese government wants to impose values that clash with Hong Kong characteristics, especially in terms of democracy.

Hong Kong people are used to living freely, tolerance, transparency and opening up to any kind of cooperation as long as it provides benefits for their country. The values

of liberalism and communism between Hong Kong and China are very contradictory.

CONCLUSION

The demonstration case in Hong Kong is proof that the existence of the Chinese government is very strong in influencing the domestic conditions of Hong Kong. Anarchic world conditions are the cause of a region at any time want to intervene and even control other regions, including in terms of law and politics. Political realism also explains that a country's national interests are the top priority, for the achievement of the goals desired by the country's leaders and society. The state is present as the main actor, and will always look for opportunities to establish political influence both on the territory within and outside the territory. Hong Kong is proof of the influence of the 'state', especially strong countries like China to control regions that do have strong economic, political potential in the international world.

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The Analysis Of Children's Education Implementation That Involves Criminal At Child Development Institute

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Abstract. Every Indonesian people is required to get basic education. Correctional students who in fact are criminals still get their rights to obtain an education, one of them by pursuing equality education from Package A, Package B, and Package C. Children that undergoing of punisment have rights to receive same education just like other normal childrens. . During this time the education of Childrens with Legal Issues (ABH) was ignored in terms of educators and facilities in LPKA. This research aims to determine the implementation of the Education package carried out in LPKA. The study and research used a qualitative approach by conducting direct observation as primary data. Secondary data in the form of literature studies sourced from verified official accounts and official government accounts. The results showed several factors that emerged in their education process, namely the lack of educators, lack of focus when learning and same and monotonous methods during the learning process

Keywords: Children, Criminal Justice System for Children, Education

Abstrak. Setiap warga negara Indonesia wajib mengikuti pendidikan dasar. Anak didik pemasyarakatan yang notabene adalah pelaku tindak kriminal tetap mendapatkan hak-haknya untuk memperoleh pendidikan yang layak, salah satunya dengan mengikuti pendidikan kesetaraan kejar Paket A, Paket B, dan Paket C. Anak yang sedang menjalani pidana berhak mendapatkan pendidikan yang sama dengan anak normal lainnya. Selama ini tingkat pendidikan Anak Bermasalah dengan Hukum (ABH) kurang diperhatikan dari sisi tenaga pendidik maupun fasilitas yang ada di LPKA. Penelitian ini bertujuan untuk mengetahui pelaksanaan pendidikan kejar paket yang di laksanakan di LPKA. Penelitian menggunakan pendekatan kualitatif dengan melakukan observasi langsung sebagai data primer. Data sekunder berupa studi literatur yang bersumber dari akun resmi yang telah terverifikasi dan akun resmi pemerintah. Hasil penelitian menunjukan beberapa factor yang muncul pada proses pendidikan mereka yaitu kurangnya tenaga pendidik, kurangnya focus saat pembelajaran dan metode yang monoton saat proses pembelajaran.

Kata Kunci: Anak, Pendidikan, Sistem Peradilan Pidana Anak

INTRODUCTION

The juvenile justice system according to the Law of the Republic of Indonesia Number 11 of 2012 explained that children in conflict with the law are entitled to special treatment to settle all cases of children starting from the investigation stage to the guidance stage. Children in conflict with the law (ABH) are children who are in conflict with the law who are victims of a crime or are witnessing a crime, the criteria for children in conflict with the law are children aged 12-17 years (Indonesia, 2015).

The Republic of Indonesia is a country based on the law based on Pancasila and the 1945 Constitution of the Republic of Indonesia. Article 1 paragraph (3) of the 1945 Constitution of the Republic of Indonesia states that the Indonesian state is a law state. One of the characteristics of the rule of law is to recognize and uphold the human rights that have existed since the citizen was born and those rights are attached to him (Gunaldi, 2018).

Human rights are not only obtained by adults but children and the elderly are entitled to also obtain them. One of the assets in supporting national development is a child, therefore it needs to be taken into account and considered with the future both in terms of quality and others (Edy Susanto, 2019). Without quality that is reliable and a clear future for children, national development will be difficult to implement and the achievements

to be achieved by the nation will be difficult to manifest (Heri, 2019). For this reason, in improving the quality and glorious future, children need to receive support in the form of proper education with qualified teaching staff in teaching these children (Romadoni, 2017). Children are the next generation of the nation so that the state has an obligation to provide care for the rights of children, including children who are dealing with the law (ABH). A criminal offence committed by a child does not prevent him from obtaining his rights, especially the right to education as stated in Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia which has an effort to provide guarantees for each citizen to obtain their right to proper formal education from a government body. Then in paragraph (2) states that every citizen is required to attend basic education and the government is obliged to finance it (the Republic of Indonesia, 1945). This shows that the government should support education held in various schools and institutions such as LPKA to be able to be an insight into ABH that is prepared to be part of the Indonesian development process (Lumowa, 2017).

Fulfillment of the right to education for children in the Institute of child Development (LPKA) gives full freedom to children to develop, through teaching in accordance with the applicable curriculum as a basic reference in education like in ordinary formal schools, then by providing education in

accordance with the needs for child as a prisoner this will develop the child's potential in terms of ways of thinking, growing and developing so that the hope to be achieved after the child prisoner has been free is able to blend or return to society without lagging behind in educational affairs. The achievement of a criminal goal for a child is not a punishment or torture, but rather an improvement in the condition of ABH, the care and protection of children and the prevention of repetition of his actions with a restorative justice approach is an extraordinary achievement because it is balanced between the legal needs of the ABH in improving his behavior and educational needs in terms of introduction wider environment in certain respects (Lambok, 2016).

However, there are several obstacles to the realization of the educational needs of children at the Bandar Lampung Child's Development Institute. Therefore this research question regarding how the implementation of children's education in conflict with the law in LPKA? The purpose of this study is to explain the implementation of the provision of chase education packages for children in conflict with the law at the Class II Special Development Institute for Children in Bandar Lampung.

RESEARCH METHODS

The approach used in this study was a qualitative approach that was analyzed descriptively. Data collection methods in this study used interview, observation, and documentation methods to collect data by becoming a participant and going directly into the field. In addition, this research also used secondary data in the form of literature review and review of applicable laws. This literature study used journals and books from 1945 - 2019. The keyword used in finding articles or journals was the implementation of children's development in prisons and the implementation of education.

DISCUSSION

Correctional Students

Law Number 12 of 1995 concerning Corrections, the so-called correctional students are those who are approved as children based on court decisions so that their liberty is deprived of their liberty and allocated to a special penitentiary for child prisons. While for children deprived of liberty, some have not yet been allocated to a child penitentiary. In the 1945 amendments. Article 31 Paragraphs (1) and (2) agree that every citizen has the right to education. Every citizen must attend basic education and the government must pay for it. So it is very unfortunate if there are children who are hampered to develop their talents through education because these children are dealing with the law (Taklimudin, 2017).

The description of the number of correctional students based on criminal groups can be elaborated through the following table:

Table 1 The Number of Correctional Students Based on Criminal Groups on March 11, 2020.

NO	Criminal Group	Number of
1	AII	1 Person
2	AIII	3 People
3	B I	100 People
4	B IIa	20 People
5	B IIb	4 People
6	B III	19 People
	Total	147 People

Source: Section Chief of registration of

LPKA Bandar Lampung 2020

Notes:

A II   : Prison Prosecutors

A III   : District Court Prisoners

B I   : Prisoners serving a sentence of over 1 year

B IIa   : Prisoners serving a sentence of 3 months to 1 year

B IIb   : Prisoners serving a sentence of fewer than 3 months

B II=I   : Prisoners imprisonment

Based on field research that has been carried out, obtained a large number of data cases that dominate in LPKA is the crime against child protection that is as many as 72 people. Some correctional students said that they committed acts of child protection in the form of sexual harassment against girls who started drinking and raping. Crime theft also ranks second, the reason they commit theft is because of their family's low economy and because of the needs that must be fulfilled.

The following is the number of correctional students based on the type of crime committed with the details in the following table:

Table 2 Number of Correctional Students by Type of Crime March 11, 2020

Type of Crime	Violation Article	Number of
Child Protection	RI Law No. 35 of 2014 concerning Amendments to Law No.23 of 2002 concerning Child Protection.	72
Theft	Article 362	23
Narcotic	Article 112	20
Perampokan	Article365	14
Murder	Article 338	12
Persecution	Article 351	4
Immoral Actions	Article 281	1
Sharp Weapons	Article 1 paragraph (1) and Article 2 paragraph (1) emergency act no. 12 1951	1
Total		147

Source: Section Chief of registration of

LPKA Bandar Lampung 2020

Guidance on Correctional Students in General in the Bandar Lampung Penitentiary

General development in the Bandar Lampung Penitentiary consists of general education development, physical and artistic freshness development, health and care service development, religious and character

development/personality development, fostering national and state awareness and skills/independence training. The development of intelligence includes the implementation of equality education packages A, B, and C. This guidance is carried out so that the thought improvement of students in their thinking is increasing. Religious coaching is conducted on Monday, Tuesday, Friday, at 10:00 until finished and has been working with the local Ministry of Religion.

Education in Indonesia according to the National Education System is divided into three namely formal, non-formal education and informal education. Law Number 20 Year 2003 concerning the National Education System, among others, the government has launched a 9-year compulsory education system and other programs such as Functional Literacy (KF), Pursuing Package A, Package B, and Package C. Implementation of the pursuit of equality education is Package A, B and C.

At the Bandar Lampung Children's Special Development Institute included in non-formal education. Non-formal education is recognized as equal as formal education. The implementation of this education as a substitute for formal education for criminal children who are in the Bandar Lampung Children's Special Development Institute, so that they have the opportunity to return to attend education at a certain level. This equality education serves as a learning service

for the community to obtain education and recognition equivalent to graduates of SD / MI, SMP / MTs, or SMA / MA / SMK (Maryanto et al., 2014).

The description of correctional students according to education group can be elaborated through the following table:

Table 3 Number of Penitentiary Children in Bandar Lampung by Education Group Per 11 March 2020

Education	Number of
Elementary School	30
Junior High School	62
senior high school/Vocational School	34
Not Graduate at elementary School	15
No school	6
Total	147

Sorce: Section Chief of registration of LPKA Bandar Lampung 2020

In the table on the number of Penitentiary students based on education, the perpetrators of crimes are mostly committed by 62 junior high school / MTs.

The Implementation of Equality in Pursuing Package A, B, and C at the Bandar Lampung Children's Special Development Institute

One of the causes of children dealing with the law include juvenile delinquency, this is due to the influence of the surrounding environment or culture. Correctional students can learn crime by conducting a process of intense and close interaction with peer groups

and criminal groups when correctional students are outside or inside LPKA. Juvenile delinquency can be said if someone who violates the law has not turned 18 years old (Zakariah et al., 2018). His misbehaviour did gradually from big problems like murder to small problems like stealing or drinking (Sopiah et al., 2017). Juvenile delinquency can be concluded that failure in controlling himself in behaviour that impacts can not be accepted by social and criminal acts (Fitriani & Hastuti, 2016). However, children who are dealing with the law are entitled to get special treatment to settle all cases of children starting from the investigation stage until the guidance stage, this is regulated in the Juvenile Justice System according to the Law of the Republic of Indonesia Number 11 Year 2012, which explains that children dealing with the law is children who are in conflict with the law who are victims of a crime or are witnessing a crime, criteria for children who are in conflict with the law are children aged 12-17 years (Zakariah et al., 2018).

Children become big hopes for the country, family and society. Many parties out there can influence the survival of their lives, children may not be able to protect their own rights, and therefore to provide protection for the rights of children, the state and society have an important role to help protect the rights of these children. Therefore in providing education the state has no right to view the social status of the child. Referring to the principle of child protection, in order to prioritize the interests of children, it is necessary to settle children's cases outside the criminal mechanism (Diversi), namely the settlement of cases through the Restorative Justice approach where the process of resolving a case for all parties involved both children and families meet together to resolve cases together for the common good (Rocky Marbun, SH, 2013).

Child development institute (LPKA) As an Educational Institution for Children Confront with the Law (ABH)

Special Child Development Institution or shortened (LPKA) is an institution that has the task of carrying out the formation of correctional students, this regulation is regulated in the Minister of Law and Human Rights Regulation of the Republic of Indonesia No.18 of 2015 concerning "Organization and Working Procedures For Special Development Of Children "(KEMENKUMHAM. Special Guidance & Employment Institute, 2015).

In this case, one of the tasks that have been set is to carry out the functions of coaching which include education, care, alleviation and skills training, as well as information services. Associated with children who are dealing with the law, it is a series of learning processes for children, but that causes children to commit criminal acts which are due to the influence of the surrounding environment or culture. LPKA is a place for

children dealing with the law in serving their criminal sentences to be educated and fostered, even though children dealing with the law have carried out his speech at LPKA, it does not rule out the possibility that children dealing with the law can learn crime in different environments (Iv & Discussion, 2000).

But on the other hand, at the request of parents or guardians, civilian children can also be educated in LPKA on the condition that civilian children have received a decision from the court to get guidance, guidance, and education and skills. In general LPKA residents are 12 years old and a maximum age of 21 years, in theory with such age they are still in a period of growth that needs educational services (Mariana & Ulfatin, 2016). Therefore, to optimize a good educational process also requires qualified teaching staff to produce quality students. The Special Development Agency for Class II Children in Bandar Lampung is the only institution for the development of special children in Lampung, which is a place for students and children in conflict with the law. One of the activities carried out at LPKA Bandar Lampung is the existence of an education program for correctional students (Pembinaan et al., 2019).

However, the obstacle faced by LPKA Bandar Lampung is the lack of quality and insufficient teaching staff to carry out an educational program for ABH. Educational services is an activity provided by schools or institutions aimed at providing services to students and the community that aims to develop intelligence such as personal personality, self-control, good character and also explore the potential needed for himself and the community. Efforts to support welfare and the enforcement of human rights require quality education services (Pembinaan et al., 2019). Therefore, the teachers who become teaching staff at LPKA are teachers who have a basis in the field of education, or people who work as educators. To provide a solution to these obstacles, LPKA must start or collaborate with outside parties such as the Department of Education in order to improve the quality of teaching staff. (Mariana & Ulfatin, 2016)

Problems with the ABH Education Program in LPKA Klas II Bandar Lampung

Observasi

Direct Observation Note
Date : 27 December 2019
Time : 08.00 – 10.00
Place : at the Second Class Special Development Institution for Bandar Lampung Children
Activuty: make observations on facilities and teaching staff
Description :   On Friday December 27, 2019, researchers conducted a direct observation of ABH in the Special Class Development

Agency II Bandar Lampung. After arriving there the researchers immediately made observations at the Institute for Special Development of Class II Children in Bandar Lampung. When observing the researchers saw that the Bandar Lampung Second Class Special Child Development Institute already had a good state of educational facilities, this can be seen from the educational building facilities starting from the meeting hall, classrooms, library rooms and computer rooms. However, researchers found a lack of supporting facilities such as the lack of reading books and stationery contained in the library. The researchers also received information that the teaching human resources possessed by LPKA were quite minimal. This will affect the education process that should be able to run well.

Based on the results of interviews conducted at LPKA Bandar Lampung, that the level of student motivation to learn there is still diverse. This can be proven from the statement of the informant (children) that some feel responsible and always try to complete tasks and do homework given by the teacher and some are still not motivated (Salman Alfarisi Harahap, 2018). The reason is the lack of attention from the parents towards the child, feeling himself lacking confidence because the child considers himself to have committed a crime and is afraid to return to the community (Ardinda et al., 2019). The informant (LPKA officer) gave a correct statement that the level of children's learning motivation was still diverse, the officers saw that there were still high levels of student motivation in learning and some were low because of these things (Bhayangkara & Raya, 2018).

Article 31 paragraph (2) of the 1945 Constitution of the Republic of Indonesia which states that every citizen is required to attend basic education, while the government is obliged to finance it. Then Article 31 paragraph (3) and paragraph (4) emphasize that the government has an obligation to work towards the implementation of national teaching in order to educate the life of the nation by prioritizing a budget of at least 20 (twenty) percent of the State Revenue and Expenditure Budget (APBN) and the Budget Regional Revenue and Expenditure (APBD) (Gajah, 2017). In accordance with the provisions of the article, it can be concluded that the state is responsible for fulfilling citizens' rights to education (Irfan & Isnarmi, 2019). What is meant by the state in this case is not only the central government, but the regional government also has a major role in education for every citizen with the aim to educate the life of the nation which is one of the objectives of the Unitary State of the Republic of Indonesia. The government here is also included with the involvement of all institutions in Indonesia which can be done to fulfill the child's right to education, especially children who conflict with the law at the

Institute for Special Development of Children (LPKA) (Edy Susanto, 2019).

State Minister of Women Empowerment and Child Protection Regulation Number 15 of 2010 concerning General Guidelines for Handling Children in Confront of the Law ("Ministerial Regulation of Women Empowerment and Child Protection 15/2010") regulates specifically the implementation of school education of children who are dealing with law including the current ABH carry out the guidance process in prisons, more specifically regulated in Chapter III letter G concerning the Duties and Authorities of the Ministry of National Education (Asryad, 2017). It is said that one of the tasks of the Ministry of Education and Culture is to facilitate the provision of educational facilities / infrastructure in accordance with the need to provide educational services for children who are dealing with the law (Ditjenpp, 2010).

In a Final Report on Legal Review of Child Education-Based Child Development Models in the Correctional System (2014) compiled by the Legal Study Team of the National Law Development Agency of the Ministry of Law and Human Rights of the Republic of Indonesia National Legal Development Agency (BPHN), stated that based on Articles 4, 5 and 6 of Law Number 20 of 2003 concerning the National Education System ("National Education System Law") it can be concluded that children placed in LPKA

are entitled to education without discrimination and the government is responsible for the administration of education (Act -RI, 2003)

At present the implementation of formal education in LPKA Bandar Lampung has been going quite well, but the lack of facilities such as books and stationery as well as the lack of educators has influenced the educational process to be less than optimal (Aprilianda, 2014).

The implementation of child development institute LPKA as an Educational Institution for Children Confront with the Law (ABH)

A child is still a child who needs education and teaching for his future. prisoners also have rights including prisoners for children in the process of growing and developing to achieve happiness (Cahyaningtyas, 2017). Children's happiness is happiness together, protected happiness is happiness that protects (Salman Alfarisi Harahap, 2018). In this context what is protected is the rights of child prisoners and those closely related to the growth and development of children are the rights to education (Hartono, 2019).

Basically, the correctional system is implemented in order to form correctional fostered citizens so that they become fully human, aware of mistakes correcting themselves, and do not repeat criminal acts so

that they can be re-accepted in the community, can play an active role in the development and can live reasonably as good and responsible citizens answered (Irma, 2015). In the implementation of education for correctional pupils in child development institutions the success is not only in the officers but in realizing the implementation of education for correctional students in the coaching process there needs to be a good collaboration with stakeholders (Nur, 2018).

Table 5 List of second-party collaboration with the Special Development Coordination for Class II Children in Bandar Lampung

No	Private party	Activity
1	Dwimulya Foundation	• All infrastructures and all students funding are the responsibility of the foundation. • Payment of teacher salaries is the responsibility of the foundation. • Provide Scout activities
2	Wadah Indonesia Berbagi	• Provide teaching and learning activities and skills training for ABH which is held once a week. • Provide assistance in the form of children's reading books which are the result of donations from friendsof Wadah Indonesia Berbagi.
3	Local religious minister	• Religious Coaching is carried out on Monday, Tuesday, Friday, at 10:00 until finished

Source: Section Chief of registration of LPKA Bandar Lampung 2020

In general, the success of correctional services to achieve its objectives is the participation of correctional officers, prisoners and the community. In this case, also good cooperation with the Department of Education in the LPKA area is very necessary because in the future it will be very useful in the long run in educational affairs in LPKA. The duties of the regional education office (provincial and district/city) in supporting children's education especially in handling children dealing with the law, the implementation of education is carried out by providing educational programs to students just like children at their age, in the form of providing qualified teaching staff and adequate educational facilities (Cahyaningtyas, 2017).

In addition, the use of legal aid programs through collaboration with Legal Aid Institutions (LBH) or Consultation Institutions and Legal Assistance (LKBH) under the auspices of a university, and the use of Corporate Social Responsibility (CSR) programs from several companies to support education in the Fostering Institution Especially for Children. In establishing cooperation with companies utilizing the Corporate Social Responsibility (CSR) program, it can certainly be seen from the potential of each region according to its characteristics (Irma, 2015).

CONCLUSION

Children are the next generation of the nation so that the state has the obligation to provide concern for children's rights, including children who are dealing with the law. Not all LPKAs can hold formal education, with several reasons so this needs to be homework that needs to be resolved immediately, this is for the sake of the continuation of education that is held in the LPKA. The state is responsible for fulfilling citizens' rights to education. Education is very much needed, in the Criminal Justice System for Children, every child who has committed a crime in LPKA must get a formal education or training like other children, in this case, there is a role from the Ministry of Education and Culture to help facilitate educational activities for children. dealing with the law in LPKA, Lapas and Rutan. To realize the concept of child coaching in LPKA that is in line with the fulfilment of children's rights, it is necessary to change the mindset or mindset of child criminalization goals, the shift of thought from punishment to coaching for children, is inseparable from the coordination between institutions both the Ministry of Law and Human Rights and other stakeholders who are involved in the implementation of child development following Law Number 11 of 2012 concerning the Criminal Justice System for Children

In realizing the fulfilment of children's rights to an education at Special Child Development Institutions that are constrained by human resources, infrastructure and operational costs, it cannot be separated from community involvement, for example through the Corporate Social Responsibility (CSR) program, foster parent programs, educational scholarships from the private sector and so forth. In addition it also needs to be made a clear regulation related to the fulfilment of children's rights to education, learning mechanisms, the role of society and the state, to sanctions both criminal and fines to those who violate the fulfilment of children's rights while in the Special Child Development Institution.

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Implementation of School Literacy Program In Junior High School Muhammadiyah Palangka Raya

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Abstract. This research on implementing school literacy programs, supporting factors, and inhibiting the implementation of school literacy program students and solutions are done by the school in overcoming the barriers to implementation of the Student literacy program in SMP Muhammadiyah Palangka Raya. The culture of reading through school literacy is a step in the student's character growth. This research uses qualitative methods, based on the fact that goes on now. Data collection techniques using interviews, observations, and documentation. Data analysis techniques used are data reduction, data presentation then draw conclusions or data verification. The results of the authors ' research led to the conclusion that: (1) Implementation of school literacy phase of habituation is 15 minutes reading non-book lessons, the development stage is to increase the reading ability by analyzing the books read, the learning stage is followed by analyzing and providing academic bills and increase the confidence of students through habituation and vigorous reading that was programmed by SMP Muhammadiyah Palangka Raya, (2) supporting factors and inhibitors of literacy activities in SMP Muhammadiyah Palangka Raya, infrastructure facilities, book library facility adequate, book donation of parents, teachers, and alumni, students are still minimal culture reading and late to class, (3) The solution motivates the students to follow the activities well, give direction or rebuke, appealed to all the school citizens whether teachers or students to love reading and writing to be a literate person.

Keywords: Implementation, School literacy of programs, SMP Muhammadiyah Palangka Raya

Abstrak. Penelitian ini tentang implementasi program Literasi Sekolah, faktor pendukung dan penghambat implementasi program Literasi Sekolah siswa dan solusi dilakukan pihak sekolah dalam mengatasi hambatan implementasi program literasi siswa di SMP Muhammadiyah Palangka Raya. Pembudayaan membaca melalui Literasi Sekolah menjadi suatu langkah dalam penumbuhan budi pekerti siswa. Penelitian ini menggunakan metode kualitatif, didasarkan atas kenyataan yang berlangsung sekarang. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Teknik analisis data yang digunakan yaitu reduksi data, penyajian data kemudian penarikan kesimpulan atau verifikasi data. Hasil penelitian penulis mengarah kepada kesimpulan yaitu: (1) implementasi literasi sekolah tahap pembiasaan yaitu 15 menit membaca buku non-pelajaran, tahap pengembangan yaitu meningkatkan kemampuan membaca dengan menganalisis buku yang dibaca, tahap pembelajaran yaitu dilanjutkan dengan menganalisis serta pemberian tagihan akademik dan meningkatkan kepercayaan diri siswa melalui pembiasaan dan giat membaca yang diprogramkan oleh SMP Muhammadiyah Palangka Raya, (2) Faktor pendukung dan penghambat kegiatan literasi di SMP Muhammadiyah Palangka Raya, sarana prasarana, fasilitas buku perpustakaan memadai, progam sumbangan buku dari orang tua, guru dan alumni, siswa masih minim budaya membaca dan terlambat ke kelas, (3) Solusi memotivasi siswa mengikuti kegiatan dengan baik, memberikan arahan atau teguran, menghimbau kepada seluruh warga sekolah baik guru atau siswa untuk gemar membaca dan menulis agar menjadi pribadi yang literat.

Kata Kunci: Implementasi, Program Literasi Sekolah, SMP Muhammadiyah Palangka Raya

INTRODUCTION

Reading for people is a boring activity even though many benefits can be obtained from reading. These benefits are not only intellectual aspects but also aspects of effectiveness and conscience. From an intellectual aspect, the benefits of reading are adding knowledge, vocabulary, and inspiration. While from the affective aspect, the benefits of reading can increase one's maturity in thinking and acting, as well as fostering concern for others (Lestari, 2016). Literacy culture includes the habit of reading, it has not yet become a culture in Indonesia. Based on the study *"Most Littered Nation in the World"* conducted *by Central Connecticut State University* in March 2018, Indonesia was ranked 60th out of 61 countries about reading interest. This fact is very alarming, especially if you see that in terms of assessment infrastructure, Indonesia's ranking is above European countries (Gewati, 2016).

The data corroborate the results of the Central Statistics Agency (BPS) census of the NationalSurvey Statistics Publication 2015Socio-Economic which shows that (91.47%) people Indonesian choose to watch television rather than listen to the radio (7.54%) and read newspapers or magazines (13.11%) and reading electronic news (18.89%) (Kemendikbud, 2016). The data above shows the literacy culture of Indonesian society is still low and educational institutions play a role in fostering literacy culture, especially in schools.

Schools as a place to gain knowledge have not fully developed a culture of reading and writing or what is called literacy culture. Literacy culture should be an integral part of student self-development not yet cultivated in schools. It was seen when the school break bell rang, students would choose the school canteen as a place to spend time off rather than to the library (Supiandi, M.I & Julung, 2016).

Books are a window to the world, various knowledge can be known and learned. Books as nutrition for a healthy soul, like food always supplies energy for the body. It's so important the role of books in human life, but in reality in this global era many students are still reluctant to read books. Reading becomes very heavy work for students, and it is quite underestimated because it is considered unattractive compared to *online games* and other modern games. Not surprisingly, according to the results of the *Program for International Student Assessment* (PISA), 2018 Indonesia is ranked 6th from the bottom of the order of 74 of 79 countries in the world in reading. Indonesia's average score is 371, which is below that of Panama, which has an average score of 377. Even though the world average score is 487, it means that Indonesia's reading aspect is far below average (Hidayatullah.P, 2019).

The existence of books is not something interesting that has been displaced by *online games, gadgets,* and other modern games.

Although in this modern era there are *e-books*, the application offers a variety of even thousands of titles that can be downloaded easily by readers, but the user's *e-book* must go through the internet to get it. This is different from books having more efficiency values, namely books can be carried everywhere and to read them, they do not need to use a laptop or *gadget* and do not have to be connected to the internet. Every student's interest in reading can be built through his habits. In reading, it is very necessary to have the intention to gain knowledge, insight, and knowledge. Reading habits are obtained from everyday experience, created from habits in the family and school. School as a place strategic foster reading habits for students (Emi, 2015).

As Muslims speak literacy, it turns out that there is a connection with the Holy Qur'an derived from the word *qara'a,* which means to read or read, so that the Qur'an is the word of Allah, revealed by the obligation to read to His servants. Referring to the sound of verse one iqra (read) which is a call to read to the Prophet which means to be a call for his people, followed by the fourth verse that teaches humans with intermediaries qalam (pen or writing) it is very clear that Islam calls on people to always read and write. That is how Islam interprets the activity of reading and writing as an important medium for humans. From the essence of the above verse provides inspiration and motivation, but the tradition of reading and writing has not been widely practiced by people in the days of His Majesty the Prophet Muhammad, His Majesty himself had never studied literacy, although some of his family and friends could write until finally the first revelations came down and The prophet ordered several friends to write down verse after verse that went down continuously (Romdhoni Ali, 2013).

The legal basis of School Literacy is guided by the Minister of Education and Culture Regulation (Permendikbud) No. 23 of 2015 concerning Development of Characteristics that schools should be a comfortable and inspirational place for students, teachers, and education personnel, habituating positive attitudes and behaviors in schools is a reflection from Pancasila values and should be part of the learning process and culture in schools. Minister of Education and Culture Regulation No. 23 of 2015 initiating reading activities fifteen minutes before entering the classroom is important in developing the culture of reading through School Literacy to be a vehicle for the growth of student's character.

Based on the results of observations made by the author that the school educational institutions in Palangka Raya namely Muhammadiyah Junior High School Palangka Raya have carried out literacy movements like other schools in general and the school also has an adequate library. Based on the description above, the writer is interested in studying: (1)

the implementation of the literacy program for school students in Muhammadiyah Palangka Raya Junior High School, (2) factors that support and hinder the implementation of school literacy programs in Muhammadiyah Palangka Raya Junior High School, and (3) solutions by the school in overcoming obstacles to the implementation of the school literacy program at SMP Muhammadiyah Palangka Raya.

RESEARCH METHODS

Qualitative research is a type of research that produces descriptive data in the form of words that are written or oral form people and observable behavior. Researchers describe the phenomena and objects, namely the implementation of the School Literacy program. This research produces descriptive data in the form of written words which are a description of a person's observed behavior, which produces a description of the implementation of the School Literacy program at SMP Muhammadiyah in Palangka Raya. Sources of data in this study include primary data that are the words and actions of those observed or interviewed (Moser & Korstjens, 2018). Primary data such as written records, audiotapes, and photo taking. Primary data obtained through interviews with respondents and informants. Secondary data were obtained from books, scientific magazines, archival sources, personal documents, and official documents (Lion, E.

dan Helmuth Y. Bunu, 2013). Secondary data from literature books relating to the implementation of the program School Literacy at SMP Muhammadiyah Palangka Raya. Research data collection techniques such as interviews, observation, and documentation. Data analysis techniques using data collection, data reduction, data presentation then drawing conclusions or data verification.

DISCUSSION

As we know the policy is meaningless if it is not implemented. Implementation becomes one of the stages in the policy cycle. Van Meter & Van Horn (Sudiyono, 2007) describes the implementation of policies as actions taken by the state, government, private sector, groups, and individuals in achieving goals that are the priority in policy decisions. Implementation is all actions taken between the process of formulating and evaluating policies. It has a similar view regarding implementation. Both figures revealed that the implementation was interpreted as an effort to implement a policy decision. "Implementation is a carrying out of basic policy decision, usually incorporated in a statute but which can also take the form of important court decisions decision. Ideally, that decision identifies the problem to be addressed, stipulates to the objectives to be pursued, and in a variety of ways, structure the implementation process." (Tilaar, 2008). Implementation is the

implementation of basic policy decisions usually in the form of laws, but can also take the form of orders or executive important decisions or judicial decisions. According to Suprayitno (2019), public policy has an important role in managing public order both at the center and in the regions (Suprayitno S., Tulis, R. S., & Zuraida, I., 2019).

According to George C. Edwards III in Subarsono (2008), policy implementation is influenced by four variables, namely; a) Communication, related to how policies are communicated and communicated to organizations and the public. The aims and objectives of the policy are conveyed to avoid distortions in implementation and resistance. 2) Resources, related to the availability of supporting resources in the form of HR, namely the implementer's competence, and financial resources. 3) Disposition, related to the character and characteristics of the implementation, such as commitment, honesty, and democratic nature. 4) Bureaucratic structure, related to the suitability of the organization implementing the policy implementation. The organizational structure of policy implementers has a significant influence on policy implementation. One aspect of the organizational structure is the existence of standard operating procedures (*Standard Operating System* or SOP) to guide every implementer in acting (Subarsono, 2008).

Arif Rohman (2012), states that there are determinants of success and failure of policy implementation. Supporting factors are factors or causes of the occurrence of something supportive or justifying, while the inhibiting factor is the cause of the failure of a desired (Setiawan & Saefulloh, 2019). These factors consist of; 1) The formulation of policies made by decision-makers, can determine the success or even failure of the implementation of the policy. This concerns the clarity of the formulation sentence, accuracy of objectives, the accuracy of targets, ease in interpreting and understanding as well as difficulties in implementing them; 2) Factors implementing personnel determine the success of the implementation of policies in the form of levels of education, experience, motivation, commitment, loyalty, work ethic, socio-cultural, self-confidence and ability to cooperate. 3) The organization system is Implementing related to organizational structure, division of authority, and division of work tasks. It is also related to organizational leadership, organizational policies, and monitoring and model evaluation. Implementing policies need to fulfill these three factors so that policy implementation can go as expected (Rohman, 2012).

School Literacy in the context of the School Literacy Movement (GLS) is the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, writing and or speaking. The School Literacy

Movement (GLS) is an effort comprehensive to make schools a learning organization whose citizens are literate for life through public engagement. Then we are familiar with the term education life long *(long life eduction).* Life long learning process runs if everyone has a culture of reading and writing or known as literacy (Kalida, Muhsin & Moh. Mursyid, 2015).

Writing activity unwittingly turns out to be a criterion for the progress of a nation. Many of the nation's advances have become extinct and are not recognized to date because there is no literature found. The progress of science and technology itself cannot be separated from writing activities. Then the activity of collecting ideas by writing will give birth to works that will continue to be collected, read, applied, and corrected by their successors. In the Islamic concept as mentioned in Surah Al alaq, it is not only moving the culture of reading (Iqra 'verse 1) but it is far from verse 4 Islam interpreting writing activities as an important medium in human life. A culture good reading must have a strong filter, one of which is the search for insight through the internet (Saefulloh, 2018). In the QS Al alaq "who teaches (human) with intermediaries qalam (pen, writing)" it is very clear, that the existence of Islam has a message inviting people to read and write. This verse also teaches writing as a means of the process of transformation of knowledge. As stated (Kalida, Muhsin & Moh. Mursyid, 2015) that

writing clears the mind. When someone experiences a problem, then writes down all the problems, it turns out to have a positive impact to clear the mind, this is one of the functions of muhasabah in Islam (Saefulloh, 2018a). Of course this makes writing a therapy. By writing down the trauma a person has experienced, it will easily be overcome. Writing helps and obtains and remembers information, learning by writing will make memory much sharper. Writing can also make the brain nerve more active so that one can remember more of the lessons learned.

School literacy is an activity responding to books that have been read (the development stage) providing opportunities for students to express their thoughts and feelings about the book being read. This activity can also reveal whether students like the books they read, can capture the themes and main ideas in the book, understand the elements of the story and the confidence to speak in front of the class. Before teachers do the teacher must give examples of how to summarize, retell, and respond to the contents of the book, the importance of the role of a teacher in managing effective learning for students (Saefulloh, 2018b). This example can be done during the activity of reading silently and reading a loud at the stage of habituation and development. Thus, at the development stage, students already know how to summarize, retell, and respond to the contents of the book orally and in writing.

Schools are at the fore front in the growth of literacy culture. Beers in (Wiedarti, 2016) conveys strategies to create a culture of good literacy in schools. These strategies consist of; 1) Creating a literacy-friendly physical environment, schools can display student work in the school area as a form of appreciation motivated to read; 2) Creating a social and affective environment as a literal model of communication and interaction with festivals educational and awards for student achievement. The form of appreciation can be directed to things that can increase student literacy such as book giving; 3) Creating a school as environment a literal academic, physical, social and affective environment related to school as anenvironment academic, namely the allocation of time for habituation.

Implementation of School Literacy Program in SMP Muhammadiyah Palangka Raya

This research was conducted to find out the implementation of school literacy in SMP Muhammadiyah Palangka Raya. Literacy culture is interpreted as a culture of reading by the citizens of SMP Muhammadiyah Palangka Raya. SMP Muhammadiyah Palangka Raya believes that according to Minister of Education and Culture Regulation (Permendikbud) No. 23 of 2015 to initiate 15 minutes of reading every day before entering the classroom it is very important in the character of reading through School Literacy

as the growth of students' character (NS, interview 30 April 2019). SMP Palangka Raya Muhammadiyah considered that literacy culture was important to be instilled especially students. Literacy culture as a benchmark shapes the character of the young generation ready mentally in facing the era of globalization or the era of *dynamic gadgets* (FM, interview 30 April 2019). Benefits that can be obtained by students from literacy culture such as increasing knowledge student, practicing coherent speaking skills, sensitivity and self-confidence of students and influencing students' mindset (AWA, interview 30 April 2019).

SMP Muhammadiyah Palangka Raya decided to advancehours school. The time obtained from this decision is used for reading activities before the lesson. The school which initially entered at 07.00 WIB, since 4 years ago in 2015 after the Education issuance of the Republic of Indonesia Minister of Regulation No. 23 of 2015 on the Growth of Characteristics decided to advance school hours to 06.45 to 07.25 WIB (WG, interview May 14, 2019). Muhammadiyah Palangka Raya Junior High School showed that the first time instructions from the Ministry of Education and Culture of RI dropped out of school directly followed up. School follow-up is to make a strategy that is to allocate time for literacy activities. The allocation is obtained by advancing school entry time. After advancing time to enter the school, the first

hour is used for literacy activities. This is in line with Mrs. NS, that the SMP Muhammadiyah Palangka Raya is a school characterized by the Islamic Religion now plus its literacy program namely the Qur'an and reading books for all classes at the same time 40 minutes is held on Monday, Tuesday and Wednesday (NS, interview 30 April 2019).

SMP Muhammadiyah Palangka Raya has an extracurricular wall magazine called student creativity activities to improve students' writing abilities. SMP Muhammadiyah Palangka Raya has wall magazine extracurricular activities. The activity was to improve students 'ability to write and to accommodate students' talents and interests in the world of writing (BR, interview 16 May 2019). The existence of these activities also aims to instill and foster a literacy culture in the school. Next is the procurement of the school library.

A form of readiness in implementing the School Literacy program, SMP Muhammadiyah Palangka Raya Muhammadiyah has tried to provide convenient school library facilities (MAS, 30 April 2019). The SMP Muhammadiyah Palangka Raya library has been felt comfortable by students. SMP Muhammadiyah Palangka Raya library has a collection of readings consisting of textbooks, literature, religion, folklore, stories of the prophet (*Sirah prophet*), encyclopedias to comics can be found in the library although it

is still inadequate. The school has a special budget for library management which includes the procurement of student reading books (SH, interview 29 April 2019).

Based on the observations of the author, it shows that the class library is in the form of a small, modest shelf used specifically for placing and storing a collection of books class. The collection is books that are brought by students from their respective homes. The school supports library infrastructure, especially the provision of class libraries. Then the activity of reading a book for 15 minutes or called Giat reading. (HZ, interview May 14, 2019).

SMP Muhammadiyah Palangka Raya involves parents in supporting the implementation of the School Literacy program. One form of parent involvement is manifested in helping schools provide reading books for active reading activities. The book will later be stored in the class library, used for active reading activities. Every 6 months and when announcing the graduation of class IX students will be asked to bring donations of 2-3 reading books to the school library so that parents will provide reading books for their children (WG, interview 13 May 2019).

The role of the teacher in School Literacy aims to increase understanding through books that have been read visible during library visit activities. Library visit integrated with learning is a visit made for the sake of learning for example to do tasks related

to the library, such as summarizing books, making reviews, and so on. When this visit takes place the teacher will accompany the students to condition the students during their activities in the library. Visits are not integrated learning, namely visits made by students outside of learning, for example student visits during empty hours. When there are hours empty, students are often directed to read books in the library. Every student who visits the library first takes off their shoes and then enters the library. After entering, they must fill in the attendance book provided by the officer. After filling out the book, they can immediately choose the book they are looking for. Library collection books are arranged on bookshelves according to categories such as storybooks, novels, knowledge, and encyclopedias making it easier for students to find books. After finding the book they are looking for, they can immediately read it. The size of the library is wide enough to make students free when reading books. Students can comfortably read books, because the school has also equipped the library with facilities such as reading tables, chairs, carpets, decorative flowers, LCDs, and fans.

Making a wall magazine in each subject is a form of the strategy carried out by the teacher in the classroom. The teacher often invites students to make bulletin boards in accordance with learning. For example, a bulletin board on the invitation to read motivation and three-dimensional wall magazine. This bulletin is not only for training student's ability in writing but also as a learning medium for students. Self-confidence students are trained to tell stories in class, especially in front of their friends and teachers when learning is seen in the library hours. During the library, hours are also a routine program in SMP Muhammadiyah Palangka Raya. Each class is given time each week during the lesson to read and borrow books in the library. Students are also required to borrow library books during these library hours.

School efforts in fostering interest in reading through School Literacy can be seen when activities reading before the lesson (Giat Reading). This program is carried out every morning from 06.45 to 07.25 WIB. Each class will have three times a schedule of active reading activities. Students are accustomed to reading books outside of textbooks and the Koran. The aim is to foster interest in reading and reading habits of students. Books that are used for the Active Reading program can be taken from a library collection or books that students bring from home.

Giving book prizes to outstanding students to foster student interest in reading through the School Literacy Movement. The school holds a competition between students. Criteria for diligent students, achievers and often visit the library to read books are given a reward or gift to motivate students to read. The program includes initiatives from the principal

school and library official at SMP Muhammadiyah Palangka Raya to improve the culture literacy in his school. Gift giving is usually done when distributing report cards. Every student who excels will get a trophy and coaching money from school, and also getprize of a reading book. This is solely as a form of appreciation and motivation for student achievement.

The above strategy can be applied by schools that want to foster a literacy culture through the School Literacy Program. The implementation of the School Literacy program at SMP Muhammadiyah Palangka has several strategies consisting of (1) advancing school hours of reading, (2) providing convenient library facilities, (3) making wall magazines in each subject and (4) parents providing book facilities for students. Based on these strategies and then lowered into several programs such as, (1) Library hours, (2) extracurricular wall magazine activities, (3) Giving prizes or *rewards* to high-achieving students, (4) Reading activities before lessons or activities Reading, (5) Library visits, (6) Procurement of class libraries, (7) Procurement of library book collections.

School strategies and programs above if related to the strategy of building a culture of literacy in schools as proposed by the government, it can be described as consists of (1) Creating a literacy-friendly physical environment. This strategy was implemented by SMP Muhammadiyah Palangka Raya such

as providing convenient library facilities and procurement of book collections. This can be seen from the library procurement program and collection of books andprocurement class library; (2) Creating a social and affective environment as a model of literacy communication and interaction. Strategy this is carried out by SMP Muhammadiyah Palangkaraya as mading in each subject, involving parents providing book facilities. This based program consists of visits library, pre-lesson reading activities (Giat Reading), magazine extracurriculars wall and *rewards* book for outstanding students; (3) Creating schools as literate academic environments. This strategy is seen in allocating time for literacy culture and advancing school hours. Allocating time libraryand reading habits such as reading activities are expected to improve literacy skills of school residents.

Supporting and Inhibiting Factors of the Implementation of the School Literacy SMP Program Muhammadiyah Palangka Raya

Regarding the supporting factors of the existence of the School Literacy program in the Muhammadiyah Junior High School it is Palangka Rayaquite well programmed and has the support of various parties both teachers, students and parents. Through this view, school residents can carry out any programs or literacy activities in their schools. The

common vision and views between policy implementers are indeed very important for the smooth implementation of a policy.

Compliance with and adherence to the Republic of Indonesia Minister ofRegulation No. 23 of 2015 concerning the Education Development of Character and School Literacy Guidelines. SMP Muhammadiyah Palangkaraya swiftly followed up on the issuance of the Republic of Indonesia Minister of Regulation No. 23 of 2015 concerning the Education Growth of Literacy Culture. Reading activities prove that the SMP Muhammadiyah Palangkaraya obeys instructions from the Indonesian Ministry of Education and Culture. The observance is also evident from the fact that SMP Muhammadiyah Palangkaraya allocates 40 directly minutes for reading activities and the Koran before the lessons. Related to the technical activities of Activities Reading, SMP Muhammadiyah Palangkaraya follows the guidelines given by the Ministry of Education and Culture of the Republic of Indonesia.

Parent's participation in the implementation of the school literacy program at Muhammadiyah School Palangka Raya Middle, thanks to the school's efforts to involve the parents of students. The existence group forums of social media such as *WhatsApp*, report cards distribution meetings used by schools to attract participation from parents in supporting school activities. Active participation of all school members in the implementation of school literacy programs. Starting from the principal to students actively involved in every activity. Students always follow the literacy activities that are given. The teacher or homeroom teacher carries out literacy activities in their class. Library staff always try to provide services to library visitors. The school principal even support by giving a book prize. They are not only limited to their duties but they also do whatever can be done. Including directing students who are free time to read books in the library.

A large number of posters on display, bulletin boards, and slogans supporting literacy culture in the environment school directly or indirectly support literacy culture. The existence of many readings can be stimulating to want to read it, thereby increasing reading interest.

Regarding other supporting factors, schools have allocated funds to support the implementation of school literacy programs such as library maintenance budgets, guardian meetings student, and for the awarding of outstanding student prizes. The existence of this budget proves that schools are aware that implementing school literacy programs requires a support budget.

While the inhibiting factors of the implementation of the School Literacy program at SMP Muhammadiyah Palangka Raya such as students still lack the culture of reading and being late to class as an obstacle

that is often faced by SMP Muhammadiyah Palangka Raya. Even though they have been called as challengers, there are still students who are late entering the class to carry out the School Literacy program. Palangkaraya Muhammadiyah Middle School considered that literacy culture there had not been running optimally.

Teachers still lack literacy culture and are late coming to class. For the maximum implementation of the school literacy program, not only students but also teachers are required to have a literacy culture and arrive on time to school. This is because in instilling value in children, the exemplary aspect of adults is very important (NWS, interview May 14, 2019). The lack of activities on the introduction and habituation of literacy culture because so far the literacy activities in SMP Muhammadiyah Palangka Raya are still very few. Also there are no special activities or events related to literary culture in SMP Muhammadiyah Palangka. The lack of activities such as the commemoration of discourse days, writing competitions is still very rare in schools. Regarding other perceived inhibiting factors, namely the time to read a book is still lacking and is felt not to be maximal. The 40 minutes available are felt to be lacking because they are also used for reading the Koran and reading books.

School Solutions in Overcoming Barriers to School Literacy Program Implementation in SMP Muhammadiyah Palangkaraya

The solution is done by schools in overcoming obstacles in implementing Literacy programs School. Muhammadiyah Palangka Raya Middle School established communication forums such as regular meetings teacher followed by principals, teachers, and employees of the Muhammadiyah Middle School Palangka Raya. This meeting is held every month. This meeting aims to discuss everything related to the sustainability of learning activities, evaluations, policies, and school programs whose goal is ultimately to improve student achievement. When the meeting is reminded for the homeroom teacher to come on time and bring the student attendance sheet when entering class. Students are also reminded to be disciplined and not arrive late.

The student's study is a forum that brings together the school (school principal, Teachers, and employees) and parents. The study was routinely conducted during the warning Islamic day or once every 4 months. In addition to being filled with religious lectures, also The delivery of some information from the school to parents. Usually after a lecture Parents are heading to class. Parents will receive information related to Learning outcomes and student activities. The school communicates to parents about

Literacy activities, including asking parents to facilitate their children by providing Reading books to be brought to school due to the literacy activities in the assessment category Attitude skills in Rapport. The parents ' group in social media is a means of communication between the class With parents belonging to each class. Usually the community is a group in the media Like Whatsapp.

The Paguyuban is managed by the class and serves to Information from the school to the parent or parents. Includes things Information relating to the activities of the GLS program implementation. Notification letter to inform parents or guardians of a few things Pupils. In addition to direct and social media meetings, delivering information from school Parents can by mail.

This letter will be presented to his guardian at home Through students. Through this letter the school conveys various things to know By the student Guardian. Through this letter also the school can inform the parents that his son 3 The school and as a written rebuke to parents to later his parents To accompany the children to be diligent and timely to the school. Existence Various media and communication forums above as the Solusi Overcome the barriers to implementing the school Literacy Movement Program, indicating As a school effort to establish communication between teachers and parents. Communication Very important for every school activity, especially the implementation of school literacy Runs smoothly and parents of students can actively participate in supporting it.

CONCLUSION

Implementation of this program utilizes various means of communication and supported by (Human, budget, equipment, and time), commitment, and organizational structure. Moreover Can increase students interest in 15 minutes daily, the form of school readiness in the Implementing school literacy, the role of teachers in school literacy aimed at developing Understanding through the Reading book, the confidence of students in the classroom when Learning and school efforts in growing read interest through school literacy. Contributing factors to school literacy at SMP Muhammadiyah Palangka Raya consist of School Citizen awareness of the importance of literacy culture, Permendikbud RI Obedience No. 23 of 2015 about character growth and school literacy Guide, parental participation, The participation of school citizens, numerous posters, mading and slogans as supporting the culture of literacy in and school budget allocation (APBS). While the factors that inhibit implementation School literacy programs such as low-culture students read and late in class, teachers still Poor in the literary and late culture of the class, the lack of an introductory event and

Cultural literacy, as well as the time to read books still lacking. Solutions conducted

by the school in overcoming the barriers to implementation of the program School literacy at SMP Muhammadiyah Palangka Raya is building a communication forum such as Routine meetings of teachers, student guardians studies, parents ' groups in social media and notification letters.

Hopefully, the school maximizes the activities of cultural introductions and habituation School literacy. Teachers more intensify student work by creating worksheets or portfolios (clippings) as well as the students ' rubric after vigorous reading so that the school literacy program is not limited only to reading activities But there is sustainability for students. Then the cultural level of literacy teachers is more repaired for optimal school literacy implementation and better discipline Accompanying students. The Government of the Education Office and the Ministry of Indonesian culture to improve attention to the provision of facilities School libraries and book procurement assistance for schools.

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The Analysis of Student Demonstration Actions Against RUU KUPH and RUU KPK: Between Critical and Narcissistic Attitudes

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Abstract. Various policies issued by the legislative and executive bodies provoke various demonstrations carried out by students in various regions in Indonesia. This demonstration is a form of student attention in the sustainability of the Indonesian state. There are differences in the nuances of the demonstration that were conducted by students a few decades ago and now. The demonstration is now more a place for student narcissism. This study aims to analyze the students' critical and narcissistic attitudes in demonstrations. The research approach uses descriptive qualitative. Retrieval of data through interviews, observation and documentation. The research phase includes pre-field, field and data analysis. The location of the study was at the University of Mataram Elementary School Teacher Education Study Program. The data sources are students in the 3rd and 5th semester and lecturers at the University of Mataram, Elementary School Teacher Education Program. The results showed: (1) The demonstration was triggered by students' objections to the RUU KPK and the RUU KUHP. (2) Demonstrations bring positive and negative impacts for students. (3) There was a change in the nuances of the demonstration conducted by students. If all this time the demonstration was identical with the criticism of students, but now it has developed into a narcissism arena. (4). Student narcissism in demonstrations is based on their obsession to get recognition and appreciation from the community.
Keywords: demonstration, critical, narcissism

Abstrak. Berbagai kebijakan yang dikeluarkan oleh lembaga legislatif dan eksekutif memancing berbagai aksi demonstrasi yang dilakukan oleh mahasiswa di berbagai daerah di Indonesia. Aksi demonstrasi ini merupakan wujud perhatian mahasiswa dalam keberlangsungan negara Indonesia. Terdapat perbedaan nuansa demonstrasi yang dilakukan mahasiswa beberapa dekade yang lalu dengan sekarang. Demonstrasi saat ini lebih banyak dijadikan ajang narsisme mahasiswa. Penelitian ini bertujuan untuk menganalisis sikap kritis dan narsis mahasiswa dalam aksi demonstrasi. Pendekatan penelitian menggunakan kualitatif deskriptif. Pengambilan data melalui wawancara, observasi dan dokumentasi. Tahap penelitian meliputi pra lapangan, lapangan dan analisis data. Lokasi penelitian di Program Studi Pendidikan Guru Sekolah Dasar Universitas Mataram. Sumber data yakni mahasiswa semester 3 dan 5 dan dosen Program Studi Pendidikan Guru Sekolah Dasar Universitas Mataram. Hasil penelitian menunjukkan: (1) Aksi demonstrasi dipicu oleh keberatan mahasiswa terhadap RUU KPK dan RUU KUHP. (2) Aksi demonstrasi membawa dampak positif dan negatif bagi mahasiswa. (3) Terjadi perubahan nuansa demonstrasi yang dilakukan oleh mahasiswa. Jika selama ini aksi demonstrasi identik dengan kekritisan mahasiswa, namun saat ini berkembang menjadi ajang narsisme. (4). Sikap narsisme mahasiswa dalam demonstrasi didasari oleh obsesi mereka untuk mendapatkan pengakuan dan penghargaan dari masyarakat
Kata Kunci: demonstrasi, kritis, narsis

INTRODUCTION

Gejayan called, Bengawan resisted, Surabaya sued and many other actions throughout the country including in Malang, Mataram, and Kendari were proof that students paid more attention to the sustainability of this country. The students highlighted the performance of the board members, especially in the formulation of the draft legislative regulations resulting from discussions with the government. They simultaneously sued their representatives in parliament after the approval of the Criminal Code Bill and the KPK Bill. Both of these bills are considered to contain controversial articles that contradict the principles of justice and are contrary to the interests of the people. Students as agents of change do have the responsibility to defend the interests of the people. What they do is a natural thing because they are worried that the interests of the people will be oppressed by the interests of the authorities. The movement temporarily bore fruit by delaying its endorsement even though the ending of the demonstrations in the various regions ended in the majority of clashes between demonstrators and members of the police force. However, the focus of these actions was participants in the demonstration who had different objectives when acting. Some students know the substance of the bill so that their hearts are touched to take action. This critical attitude is reflected in the way they communicate when invited to various television stations that seem to be able to understand the article by article they are concerned about. The critical attitude possessed by students needs to be built to solve the various problems they face (Widiyowati, 2015). Critical thinking also needs to be held to answer the doubts between doctrine and policies issued (Haviz, 2009). On the other hand, not a few participants who only joined the action without knowing what the substance of the bill was just for the sake of existence in social networks. This is evidenced by the various posters they brought to the demonstration site which actually had nothing to do with the contents of the bill. The narcissistic attitude carried out by these students cannot be blamed considering the time spent by students is the teenage years who try to look attractive in order to get recognition from their environment (Engkus, et al, 2017). This event is unique to be investigated because the demonstrations that occur at this time are different from previous years. The student movement from time to time always brings a different nuance so this is interesting to study. The current demonstration is seen as not only synonymous with the criticism of students in opposing policies issued by the government but also becomes a narcissistic arena for students for their existence on social networks. Today, the winds of penetration of social media on the lives of students are getting tighter. There is no day in their lives without being in front of a digital screen to simply play games, chat on Facebook or WhatsApp. With

their agile fingers in and out of every wilderness of cyberspace. In the corner of a campus room, a student is sitting sweetly alone while giggling at the behavior of his friends in cyberspace. Face-to-face-interaction that is so thick in traditional society has shifted to artificial communication through gadgets.

RESEARCH METHODS

This study uses a qualitative method. Data generated from qualitative research procedures in the form of written and oral words in the form of descriptive data from observations in the field. On the other hand, Moleong (2018) said that qualitative research is research that aims to understand phenomena about what is experienced by research subjects, for example, behavior and perception holistically in the form of descriptions in the form of words and language. The stages in this study include the pre-field stage, the field stage, and the data analysis stage. The location of the research is in the Elementary School Teacher Education Study Program, University of Mataram. Data sources are divided into two, namely primary and secondary data sources. Primary data sources are students in semesters 3 and 5 who take part in demonstrations and lecturers while secondary data sources are various documents obtained from the mass media and observations and documentation in the field. Data collection techniques using interviews, observation, and documentation. The data analysis technique uses the technique

version of Miles and Huberman, that there are three lines of activity, namely data reduction, data presentation, and drawing conclusions or verification (Usman, 2009).

DISCUSSION

Demonstrations and their impact on students

In its history, not this time I am a student taking massive demonstrations. There are at least three large-scale demonstrations on behalf of students. In fact, two of them were able to subvert the ruling regime.

In everyday life, all people in this country, whether students, farmers, state officials, party leaders, or ordinary citizens, experience various problems in their daily lives. Problems that arise mainly for citizens, encourage them to make demands, protest, and support (aspirations and interests). Increased courage to express the wishes and ideas of community members as a consequence of a more dialogical and transparent political communication. Now community members are bolder and sharper in expressing their wishes to their leaders (Corry, 2009).

One form of protest and community demands is the action carried out by students some time ago. There are various controversial articles in the Criminal Code Bill and the KPK Bill which trigger students to launch their actions. These articles include issues related to abortion, corruption, insulting the president, adultery to the homeless. One of the articles in

question is Article 432 of the Criminal Code concerning homelessness which states that anyone who is homeless on the street or in a public place that disturbs public order is liable to a maximum fine of 1 million. This article clearly contradicts the 1945 Constitution of the Republic of Indonesia which states that the poor and abandoned children are nurtured by the state. This is consistent with the results of interviews with students participating in the demonstration who said that homeless people should not be convicted because of their actions because they are included in state responsibility. The guest speaker continued that so far the government was still unable to overcome the homelessness problem. This is also in line with the opinion of Nusanto (2017) which says that currently the government is still unable to alleviate the homelessness problem.

Various demonstrations carried out by students have a big impact, both negative and positive impacts. Viewed from the positive side, the results of interviews with informants obtained information that the positive impact of the demonstration is the emergence of enthusiasm in conveying aspirations and having a high sense of solidarity among fellow demonstrators, although they do not know each other but the same goal is to convey aspirations for the benefit of the community. This was confirmed by the results of documentation in the field which showed that there were many participants who helped each other including preparing drinking water and food. Another speaker explained that the positive impact of participating in the demonstration was having a sense of pride in him for being given the opportunity to voice the aspirations of the people of Indonesia. He continued that taking part in demonstrations was a form of political participation other than through general elections.

In addition to the positive impacts, the demonstration also had many negative impacts, especially if the action led to riots. One of the biggest impacts if demonstrations lead to riots is economic instability. Many foreign investors think twice before investing in Indonesia. This is consistent with the results of interviews with informants who said that demonstrations that ended in riots would make the country unstable, especially in the economic field. The results of interviews with other informants obtained information that the negative impact of the demonstration is that it can trigger community tensions with state institutions, one of which is the DPR where the DPR should represent the interests of the people. Besides that, the demonstration also triggered tension between the participants and the police which could cause material losses that were not insignificant. Damage to public facilities and the fall of victims died or injured when the demonstration some time ago became evidence that the demonstration also had a large negative impact. Documentation results in the field show that many participants

of the demonstration fell because of tear gas fired by the police. This was triggered by the actions of several individuals who tried to damage public facilities and tried to provoke the police.

Critical Attitudes of Students in Demonstration Acts Refusing the Criminal Code Bill and the KPK Bill

Wasisto and Prayudi (2019) explained that the main reason students held a demonstration was because of disagreement over issues that were considered strategic amid in blocked channels of state institutional communication with the public. The results of interviews with informants obtained information that students acknowledge this. During this time it seems as if there is a separation between the government institutions and the community. This has triggered the students' anger which led to demonstrations. One of the speakers explained that their reason for taking part in the demonstration was to want to demand justice because they objected to the rules made and considered the articles in the Criminal Code Bill to be unreasonable. The speaker continued that he took part in the demonstration as a form of participation in democracy to represent the people of Indonesia. Demonstrations are part of political participation. Political participation is a very important element in a democratic country, including Indonesia.

Demonstrations are also evidence of political modernization.

Another informant explained that he took part in the demonstration because he wanted to participate in the process of rejecting decisions that were not in accordance with the needs of the community. Furthermore, he said that the government should make regulations that can make people more advanced and prosperous. From the two opinions above it can be seen that students have a critical attitude towards the laws and regulations issued by the government. Field observations also showed that they enthusiastically expressed their aspirations in front of the West Nusa Tenggara Provincial Parliament building to meet with their representatives. This attitude deserves a thumbs up because it shows that students are one of the pillars of change. This critical attitude of students is aimed at the legislative and executive institutions as political policymakers and implementers. The above facts are in accordance with what was said by Hasse (2012) who said that student responses to various policies at the regional and central levels were very high. Demonstrations carried out by students as a form of control of state policies that are considered contrary to the interests of the people. Demonstrations conducted by students should not need to be a problem and even need to be appreciated as a form of alignments to the community. The critical attitude of students is very important

for students to be rational in determining their choices (Widiyowati, 2015).

The Phenomenon of Student Narcissistic Attitudes in Demonstration Acts Refusing the Criminal Code Bill and the KPK Bill

The development of technology has brought a great impact on the life of the state. Marc Prensky (Maryani, 2016) in On the Horizon illustrates that the current generation is identical with the term 'digital-born from birth' (born-digital), the generation that is fluent in networking (net savvy). Not surprisingly, friendship with digital technology often seems far more familiar than friendship in the real world. Millennials are now the largest market share and consumer in media. This certainly affects students in social media life, including in relation to their demonstration. There was a change in the nuances of the demonstrations that were carried out by students from time to time. The critical attitude of students in demonstrations is not new. Since a few decades ago, one of the students' critical attitude was indeed implemented in the form of demonstrations.

However, what students have done some time ago is a new thing that is rarely found, namely narcissistic. One informant said he joined the demonstration because he only wanted to enliven it without knowing what substance was being aspired. They brought papers written with various writings that had nothing to do with the substance of the demonstration which they then uploaded to social media. This is supported by the fact that shows that social media is one of the media that supports narcissistic attitudes (Izzati and Irma, 2018). On the other hand, Davidson (2015) in his writing explained that social media is an online activity that is very popular with many people, with an average accessing 40 minutes per day. Besides, Mangold and Faulds (2009) explain that social media is very possible for someone to get answers directly to questions that arise and can be used as a media to obtain certain interests.

Narcissistic attitude possessed by students is a sign that they have a love of themselves and want to get the attention of others (Santi, 2017). The narcissism of students in demonstrations shows that humans always want to display their involvement in important events. The documentation results in the field also showed that many participants in the demonstration only took pictures in the middle of the demonstration and then uploaded it on their social media. What they do shows that the demonstration is only as a medium to channel personal pleasure. This is consistent with the opinion of Engkus, et al (2017) who say that someone who has a narcissistic tendency is more interested in things that smell of personal pleasure alone. Their narcissism during demonstrations can indicate that they received less attention in their childhood. This is consistent with the opinion of Halgin and Whitbourne (2010) which explains that

someone who tends to have narcissistic habits is based on the lack of attention in childhood. Student narcissism during demonstrations also shows that they have an obsession to become someone who has a superior position by following various important events that occur in society. The results of interviews with informants obtained information that they brought posters that had nothing to do with the sub-demonstration just because they wanted to show their existence and wanted to get recognition, admiration, and appreciation from others.

Picture 1. Posters brought by the demonstrators

Student narcissism is not necessarily blamed because adolescence is a time to actualize itself through existence in various events, including demonstrations. Their existence is usually channeled through social media, including demonstrations. However, it should be underlined that not always narcissism has a positive impact, including narcissistic attitudes carried out in demonstrations. The documentation shows that there are students who are involved in the

problem because they carry posters that are considered too excessive and violate the norms of politeness that disturb the comfort of the community. This shows that narcissistic attitude is also a personality disorder caused by expectations that are too high to get appreciation but through a wrong thought process. The interview results show that narcissistic attitudes are common and need not be questioned. But the problem is if the narcissism is disturbing the peace of others. In this condition, narcissists need to get serious handling. After all, it has been indicated to be in a worse direction because it disturbs the comfort of others. One way to handle it is by using psychological therapy (Engkus, 2017). The results of interviews with informants obtained information that they prepared posters all night to get the perfect poster to expect high recognition.

Picture 2. Posters brought by the demonstrator accompanied by instagram account

This can be a problem because when someone is trapped into thinking that everything must be perfect, including

narcissism, it will affect his life. The impact, relationships with others can be problematic. If allowed to continue, it will create confusion for themselves and others because they feel disturbed and in the end will make them shunned and automatically their needs in social interaction will be disrupted.

CONCLUSION

Demonstrations by students were triggered by their dissatisfaction with the Criminal Code Bill and the Corruption Eradication Commission Bill initiated by the Parliament and the government. Many students oppose this regulation because it is considered contrary to the interests of the people. Demonstrations by students have positive and negative impacts. The positive impact is that the aspirations of people who object to the two regulations are conveyed.

Besides, the demonstration also showed that students were able to play their role as agents of change. While the negative impact is the instability, especially in the economic field and the fall of many victims, both fatalities and injuries, and many public facilities that were damaged. The students 'critical attitude in the demonstration should be appreciated because of the students' attention to the interests of the community. A critical attitude also needs to be developed in students as a form of social control over state institutions, both executive and legislative institutions.

There has been a change in the phenomenon of demonstrations conducted by students in the last few years. If in the past the demonstration was identical to the student's critical attitude, but now it is also a student narcissistic event. Many students took part in the demonstration but did not know what substance was aspired. This is evidenced by the large number of students carrying posters that have nothing to do with demonstrations for their existence on social media. What is done by these students is a natural thing because they have an obsession to get recognition and appreciation from others.

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Disciplinary Character Education of Cadets In Merchant Marine Polytechnic (PIP) Makassar

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Abstract. Character education is about educating for character. In other words, it is leveraging education to encourage the development of character for students, and other stakeholders, in the educational context (Murray et al., 2019). This study aims to investigate the implementation of the disciplinary character education of cadets regarding time discipline, to obey the rules, discipline of behavior and worship in PIP Makassar. This research used qualitative descriptive research method. Techniques of data collection were observation, interviews and questionnaires. Population was cadets in the first Semester, second semester, fourth Semester and eighth semester cadets Diploma IV or Bachelor, deck, engine and port shipping management in PIP Makassar. A total population was 1291 respondents (cadets). The number of samples was 130 respondents (cadets) through stratified random sampling technique that is simple random sampling.The implementation of disciplinary character education in PIP Makassar had been running well based on the pattern of cadets parenting and set in the rules of order cadets, the cadets discipline levels were good category based on the results of questionnaire data, it was just supervision still needed to be improved and used the pattern or the method of positive habituation regarding discipline and obedience to the rules, because building disciplinary character education for cadets was hard, it needed an extra process starting from the educational institutions environment by implementing a quality system and positive environment based on the term of characters education. To inhibit undisciplinary had to implement academic sanctions or punishment that deterrent cadets who often made mistakes or acts of disciplinary violations repeatedly so that they can teach lessons for cadets who violate and other cadets who did not violate disciplinary actions.
Keywords: character education, discipline, cadets

Abstrak. Pendidikan karakter adalah tentang mendidik karakter. Dengan kata lain, memanfaatkan pendidikan untuk mendorong pengembangan karakter bagi siswa, dan pemangku kepentingan lainnya, dalam konteks pendidikan (Murray et al., 2019). Penelitian ini bertujuan untuk mengetahui implementasi pendidikan karakter disiplin taruna tentang disiplin waktu, untuk mematuhi aturan, disiplin perilaku dan ibadah di PIP Makassar. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Teknik pengumpulan data adalah observasi, wawancara dan kuesioner. Populasi adalah kadet di semester pertama, semester kedua, semester keempat dan semester delapan Diploma IV atau Sarjana, Prodi Dek, Mesin dan Manajemen di PIP Makassar. Total populasi adalah 1.291 responden (taruna/i). Jumlah sampel adalah 130 responden (taruna/i) melalui teknik stratified random sampling yaitu simple random sampling. Implementasi pendidikan karakter kedisiplinan di PIP Makassar telah berjalan dengan baik berdasarkan pola pengasuhan taruna dan ditetapkan dalam aturan taruna/i, tingkat kedisiplinan taruna/i adalah kategori baik berdasarkan hasil data kuesioner, hanya saja pengawasan masih diperlukan untuk ditingkatkan dan menggunakan pola atau metode habituasi positif mengenai disiplin dan kepatuhan terhadap aturan, karena membangun pendidikan karakter disiplin untuk taruna/i sulit, diperlukan proses ekstra mulai dari lingkungan lembaga pendidikan dengan menerapkan sistem kualitas dan lingkungan positif berdasarkan istilah karakter pendidikan. Untuk menghambat ketidakdisiplinan harus menerapkan sanksi atau hukuman akademik yang menghalangi taruna/i yang sering melakukan kesalahan atau tindakan pelanggaran displiner berulang kali sehingga mereka dapat mengajarkan taruna/i yang melanggar dan taruna/i lainnya yang tidak melanggar tindakan dispiliner.
Kata Kunci: Pendidikan karakter, disiplin, taruna/i

INTRODUCTION

Education is a process in which the nation organizes young generation to run a life, and achieve life's goals effectively and efficiently. Education is one of the normative efforts that represents the better values, which are part of the life of the nation and later these values can be continued through the role of the transfer of education among cognitive, affective and psychomotor aspects. According to Djamarah in Astriani Wangka & Mustahidang U. (2017:69 as cited in Sujarwo; Sukmawati;Yahrif, 2019) stated that education is conscious effort and aims to develop quality. Character building of the nation of generation is the aim of National Education, as referred to in RI Law No. 20 of 2003, stated that the functions and objectives of national education are as follows: National education functions to develop competencies and shapes the character and civilization of a dignified nation in order to educate the life of the nation, the aim to develop the potential of students to become human beings who believe in and fear God Who Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. Education has to be carried out continuously so that the change of thinking way, attitude and behavior occurs; finally it establishes the uniting characters appropriate to the education goal itself (Irawatie et al., 2019).

Character education has a crucial role to overcome the crisis of identity that is currently affecting Indonesian country, and various cases that have repeatedly surfaced and struck the people's trust and belief in their shared identity as Indonesian people. The Character Education offers the character education as the core in the implementation of education within the elementary school (Muttaqin & Raharjo, 2018). Furthermore, The assumptions used by means of teachers or lecturers that all college students have extra or muchless the same traits (Akhiruddin; Sujarwo, 2020).

So, the success of persona training in colleges and instructional institutions is to promote students' discipline. Self-discipline of students' goals to help to locate themselve, solve, and prevent the emergence of disciplinary problems, as nicely as trying to create an atmosphere that is safe, comfortable, and enjoyable for mastering activities, so they obey the rules applied. Character schooling in the us of a beginning from primary education, as in the United States, Japan, China, and Korea. Some evidences that the implementation of personality education are organized systematically without a doubt have a positive effect on tutorial fulfillment (Kamaruddin, 2012). And The developing attention of the significance of character training in higher training is now not accompanied by means of an ample amount of research on this particular subject matter (Novianti, 2017).

PIP Makassar as one of institutions held in maritime field and produces graduates of Diploma IV or bachelor of sailing training program and given the authority to carry out the Seafarers Training Program and Seafarers Skill Training Program based on KM.No.46 of 2009. Disciplinary character education is done at PIP Makassar starting from candidate of cadets by following the first stage, namely the orientation / transition phase, they follow the character-building training during one month, ntensifying stage, and developing stage.

The process of implementation through the rules or regulations for cadets in daily activities with a good and true habituation method. The application of discipline character education begins the campus code of conduct or rules of cadets' discipline. The types of discipline are the implementation of morning ceremony every day, lunch ceremony, enter to class on time, return on cruise on time, come to campus on time at 6:00 P.M for cadets wreda or live outside the campus. When cadets do not follow or adhere the applicable rules / regulations, they will get points of mistake and theit parents will be called to campus and will be given sanctions based on violations of disciplinary action done.

Based on interviews with cadets instructors and one of the cadets company officers stated that cadets discipline were good but they still had lack discipline in the aspects of time discipline, attitude, obeying rules and

worship, namely coming late to campus, smoking, leaving campus without asking permission and did not enter class when the class was teaching and learning process, and did not do the prayer in congregation (jama'h).

Based on data, the conditions and violations of cadets in 2015 – 2017, cadets character development center (PPKT) in 2015 there were 69 cadets who could not complete their education process because of the violations of cadets, discipline and cadets were sick. There were 31 cadets who could not participate the education process and activities of cadets and two cadets who resigned in 2016 while there were 26 cadets who could not participate cadets' activities and four cadets were dismissed respect in 2017 (January - July). Based on data below:

No	Cadets' Condition	Year		
		2015	2016	2017
1	Drop Out /DO	9	2	4
2	Punishment	48	21	21
3	Academic leave	12	7	1
	Total	69	31	26

Table .1.1 (source: PKT)

While data of the cadets' attendance and violation from 2016 - July 2017, the level of absence from campus reached an average of 10% - 12%/month, generally in second semester, third and fourth semester also the late payment of meal costs for cadets, it is clearly illustrated that the discipline of cadets related to the discipline character eas still lack.

Based on that situation, the researchers are interested in conducting this research on

how does the disciplinary character education of cadets implement the discipline and daily activities in PIP Makassar?

Character Education

According to some experts, the word of education has different definitions, it depends on the viewpoints, paradigms, methodologies and scientific disciplines used such as: According to D. Rimba, education is "Guidance or conscious by educators of the physical and spiritual development of students towards the formation of a whole personality. Then, Education is not a separate thing from human life and it is also a key to the success development. The quality of human resource is a basic element in the competence of globalization era (Limbong, 2018). So that, character education is a growing discipline with the deliberate attempt to optimize students' ethical behavior (Berkowitz & Hoppe, 2009; Katilmis, Eksi, & Öztürk, 2011 as cited in (Tsai, 2012). Referring to the various understandings and definitions of education and character can simply be interpreted that character education is a conscious effort by a person or group of people (educators) to internalize character values to the learners as enlightenment so that they know, think and act morally in the face of every situation. Many experts express their opinions on character education, including Lickona who defines character education as a genuine effort to help someone understand, care and act on the basis of ethical values. The process of character education consists of operative score, which is a value that affects individuals (Sri Rahayuningsih1, 2016). And Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning and practice (Adams, 2011).

The Purpose of Character Education

Basically, character education aims to improve the quality of implementation and educational outcomes that lead to the achievement of character building or noble character of students in full, integrated, and balanced, in accordance with the competency standards of graduates. Through character education students are expected to be able to independently improve and use their knowledge, study and internalize and personalize the values of character and noble character so that it is manifested in daily behavior. According to the Ministry of National Education (2010: 26) indicators of the discipline value are as follows: (a) used to being on time. (b) used to obey the rules. (c) wearing clothes and attributes in based on the provisions.

This was also stated by Jamal Ma'mur (2013: 94) that the dimensions of discipline are (a) Discipline of time, (b) Discipline to enforce rules, (c) Discipline of attitude, (d) Discipline of worship ".

Guidance of Cadets Parenting Pattern

Guidance of cadets parenting pattern was arranged with the aims of obtaining the same actions in implementing cadets parenting pattern training at UPT within BPSDM Transportation in educational and training institution within the Transportation Human Resources Development Agency.

The purpose of Parenting Pattern of cadets is to make more effectively and efficiency the achievement of educational and training objectives that the implementation is to optimize the ability of cadets Building Training in UPT in BPSDM Transportation in developing aspects of the attitudes, behaviors of knowledge and skills also physical during participating Education and Training.

Cadets Rules of Procedure (PERTIBTAR)

The Cadets Rules of Procedure based on Decree Director of PIP Makassar Number: sm. 002 /sk.b.2030 / ix / pip mks-2015 Date: 30 September 2015 applies to PIP Makassar Cadets since the Candidates is declared as cadets until graduation or until the time concerned is not declared as a cadest.

RESEARCH METHODS

This study applied a qualiitative descriptive research method which is adapted from that descriptive qualitative research is exploring and understanding of individual or group thinking ascribe to social or human problem (Creswell, 2009) which systematically described the application of

discipline character education of cadets in PIP Makassar. The research was conducted at PIP Makassar with the object of research namely the first semester cadets, second semester cadets, fourth semester cadets and eighth semester cadets Diploma IV or Bachelor Shipping Program of PIP Makassar.

To collect data that supporting this study, researchers used several techniques, namely: observation, questionnaires and interviews. The population in this study was cadets in the first semester, second semester, fourth semester and eighth semester in Deck, Engine, Port Shipping Managemen programs or PIP Makassar. The total population of this study was 1291 cadets. The number of samples in this study was 130 cadets. The sample size was taken based on explanation of (Sugiyono, 2018) which stated that if the subjects were more than 100, the samples taken were around 10 - 20% or more than the total population. The sampling technique used stratified random sampling, which was taking simple random sampling.

No	Semester	Majors			Numbers
		Deck	Engine	Port Shipping Managemen	
1	VIII	5	5	5	15
2	IV	20	20	10	50
3	II	20	20	10	50
4	I	5	5	5	15
Total		50	50	30	130

Data Processing Techniques

Data Processing Techniques used was to collect all data both from observation and interview, reducing data, presenting data and

verifying data. Data obtained from the questionnaire were arranged a list or table and percentage analysis was performed using a Likert scale.

$$P = \frac{F}{N} \; X \; 100 \; \%$$

Where: P: Percentage F: Frequency of Respondents' Answers N: Number of Respondents.

Data Analysis Techniques

Analysis of data used was descriptive analysis. This analysis was used to describe systematically, factually and accurately about the facts obtained. The data obtained presented through frequency tables that analyzed by percentage. As a criterion for the interpretation of percentage values. Respondents' answers are as follows:

0 – 25% = Very Poor

26% - 50% = Poor

51% - 75% = Fair

76% - 100% = Good

Data obtained from interviews were used as a complement in narrative description to explain the research findings.

DISCUSSION

The research results of discipline character education of cadets in PIP Makassar that based on questionnaires and interviews research instruments distributed to the sample in Dect, Engine cadets, and Port Shipping Managemen Programs.

The Results of Research based on Questionnaires

In general, research instruments used were interviews and questionnaires, to find out how the implementation of discipline character education in cadets of time discipline, discipline obeying regulations, attitude discipline and worship discipline. From the fourth dimensions of discipline character applied into positive and negative statements related to the level of discipline of cadets in implementing the character education of cadets in PIP Makassar as recapitulation results follow:

Recapitulation of the discipline levels related to positive statements of respondents (Cadets)

A. Positive Statement

	No	Statement	SL	SR	J	JS	TP	Score Category percentage
I	1	Coming home on time	92 70 %	14 11 %	24 19 %			Fair
	2.	Entering class on time	74 57 %	19 14 %	33 26 %	4 3 %		Fair
	3.	Doing assignment from lecturer on time	104 80 %	7 6 %	19 14 %			Good
	4	Paying meal allowance on time	30 23 %	41 31 %	28 22 %	8 6 %	21 18 %	Lack
	5	Wearing complete uniform	101 78 %	8 7 %	14 11 %	5 4 %		Good

II	6.	Attending flag ceremony	114 88%	11 8 %	5 4 %			Good
	7	Attending morning ceremony	103 79%	21 16%	6 5 %			Good
	8	Attending day ceremony while preparation of having lunch	112 86%	10 8 %	8 6 %			Good
	9	Attending evening ceremony	101 78%	18 14%	11 8 %			Good
	10	Following have breakfast	117 90%	13 10%				Good
	11	Following have lunch	128 98%	2 2%				Good
	12	Following have dinner	126 97	4 3%				Good
	13	Giving information when absent	105 81%	4 3%	18 14%	3 2%		Good
	14	Giving permissionn based on procedure when goig outside	89 69%	12 9%	29 22%			Fair
	15	Doing guard duties responsibility	126 97%	4 3%				Good
III	16	Throwing rubbish on the place	88 68%	17 13%	11 9%	14 10%		Fair
	17	Talking polite on government board and all staffs	102 78%	28 22%				Good
	18	Being polite and	117	13 10%				Good

		respect with peer	90%					
IV	19	Doing prayers in congregation	77 60%	13 10%	40 30%			Fair
	20	Doing Jumat prayer for moslim and worship for non muslim	109 84%	15 12%	6 4%			Good

Table 4.1 The Results of data 2017

Criteria for interpretation of the percentage value seen from the choice that always or often Respondents' answers chosen were the highest percentage values in each items of statement. Respondents' answers were as follows:

0 – 25% = No good

26% - 50% = Lack

51% - 75% = Fair

76% - 100% = Good

From the recapitulation of cadets' disciplinary levels related to positive statements, there were 20 positive statement items which included time discipline, regulatory discipline, behavioral discipline and worship discipline. There were 14 items of respondents' answers that included both good and fair categories of 4 and less 1 category. There were 130 respondents as samples, most of the answers in each positive statement answered always or often. So all of them understood what was said by the rules and discipline with the good category but there were still having lack discipline related to time discipline such as paying food allowance each month based on the results of the questionnaire

data from 130 respondents only 30 respondents or around 23% who answered always pay for meals on time and they answered often around 41 respondents. Or about 31%, when added up to 71 respondents who answered always and often from a total sample of 130 respondents. Whereas time disciplines were fair category such as returning home on time, getting to class on time, and there was still fair category related to discipline to obey the rules such as permits based on procedures when you wanted to leave campus and disposed of trash in its place. For the discipline of worship, there was also still fair category with a percentage of 66% or around 77 respondents who answered to worship in congregation.

Recapitulation of the discipline levels related to Negative statements of respondents (Cadets)

B. Negative statements (-)

	No	Statement	SL	SR	J	JS	TP	Score Category percentage
I	1	Coming home on time	92 70%	14 11%	24 19%			Fair
	2.	Entering class on time	74 57%	19 14%	33 26%	4 3%		Fair
	3.	Doing assignment from lecturer on time	104 80%	7 6%	19 14%			Good
	4	Paying meal allowance on time	30 23%	41 31%	28 22%	8 6%	21 18%	Lack

	No	Statement						Score Category percentage
II	5	Wearing complete uniform	101 78%	8 7%	14 11%	5 4%		Good
	6.	Attending flag ceremony	114 88%	11 8%	5 4%			Good
	7	Attending morning ceremony	103 79%	21 16%	6 5%			Good
	8	Attending day ceremony while preparation of having lunch	112 86%	10 8%	8 6%			Good
	9	Attending evening ceremony	101 78%	18 14%	11 8%			Good
	10	Following have breakfast	117 90%	13 10%				Good
	11	Following have lunch	128 98%	2 2%				Good
	12	Following have dinner	126 97	4 3%				Good
	13	Giving information when absent	105 81%	4 3%	18 14%	3 2%		Good
	14	Giving permission based on procedure when goig outside	89 69%	12 9%	29 22%			Fair
	15	Doing guard duties responsibility	126 97%	4 3%				Good

	No	Statement						Score Category percentage
III	16	Throwing rubbish on the place	88 68%	17 13%	11 9%	14 10%		Fair
	17	Talking polite on	102	28				Good

		governme nt board and all staffs	78 %	22 %			
	1 8	Being polite and respect with peer	11 7 90 %	13 10 %			Good
I V	1 9	Doing prayers in congregati on	77 60 %	13 10 %	40 30 %		Fair
	2 0	Doing Jumat prayer for moslim and worship for non muslim	10 9 84 %	15 12 %	6 4 %		Good

Table 4.2   Results of data 2017

From the recapitulation of cadets' disciplinary level related to negative statements showed that there were 25 negative statement items in which there were types of violations regarding time discipline, regulations discipline, behavioral discipline and worship discipline. There were 15 types of disciplinary violations based on the results of data questionnaire for cadets' disciplinary levels still classified as good category, it meant that cadets violations levels of the four dimensions such as time discipline, discipline to obey the rules, discipline of behavior and discipline of worship.

From these four dimensions that still need to be improved in their implementation such as time discipline and discipline to obey regulations because the results of questionnaire data related to the cadets discipline levels, it was clearly seen that negative statements such as late paying food allowance, carrying and smoking cigarettes in

the campus environment and the results of questionnaire data, there were still around 47% (61 cadets) who still commited such violations so that the results of the percentage of cadets were still discipline category of applicable regulations. the category of lack of statement or negative statement was cheating during exams, around 43 respondents who said they always cheated when the exam ran and around 37 respondents who answered often cheat during exams so that there were around 80 respondents/cadets always or often cheating during exams, this included cadets who did not obey the rules so that the cadets were the category of lack of discipline and must be improved by getting used to always doing good things based on applicable regulations and did not do good habituation such as cheating during exams.

Furthermore, based on the results of interviews with all cadets that the character education has been running well but it has not been maximized and still needed to be improved more, in this case based on assessment showed that the supervision levels were still lack including there were still instructors and employees who were not too care with the discipline of cadets was lack of attention or reprimand if someone commited an act of violation both the terms of actions and attitudes. According to them the supervision was still lack, so there were still some cadets who commited disciplinary violations and also who often perform disciplinary actions are

senior cadets or transition cadets who think themselves as senior so they usually carried out the rules as they wished and used the luck only. Enforcement of discipline in the campus environment was not only related to issues surrounding attendance or not, being late or not. It refered to the environment in which there were respected shared rules, and anyone who violated might be responsible for their actions.

While the results of interviews with several instructors or govern board said that disciplinary character education in PIP Makassar has been running well it was just the need for good supervision and habituation given to cadets so that they can model good behavior and high discipline. Cadets will form a discipline of character and good behavior. Because character education will be formed if all elements involved in the education, work together with each other or be involved optimally. According to them said that the process of character formation and habituation is the responsibility of formal educational institutions after informal education in family environment.

Discussion of the research results in the implementation of Discipline Character Education of Cadets in PIP Makassar.

From the description above showed that from the four indicators of cadets discipline characters such as time discipline, discipline to obey the rules, behavioral discipline and

worship discipline that there were 130 respondents as samples based on the results of questionnaire data showed that both positive statements and negative statements that categorized as fair and lack were average for the dimensions of time discipline, discipline to obey the rules and discipline of worship.

Because based on the results of interviews with cadets as samples stated that the implementation of disciplinary character education for cadets conducted by PIP Makassar has been going well and it is relevant with the research result conducted by Surabaya Shipping Polytechnic is very good and effective for Evaluation of character education (Putri et al., 2019) and it was just based on data no optimal and still needs to be improved more in this case according to their assessment, the level of supervision was still lack including there were instructors and employees who were not too concerned with the discipline of cadets in this case the lack of attention or reprimand if someone commited an act of violation both terms of actions and attitudes so that there were still some cadets who commited violations. According to them supervision must still be increased again and there should be sanctions that can create a deterrent effect for cadets who often make mistakes or disciplinary violations repeatedly so that they can provide lessons for other cadets did not violate disciplinary actions.

The lecturers or instructors not only responsible for the acquisition of students'

knowledge but also instilled character in cadets' hearts and behavior. If the lecturer teaches manners, honesty and other positive values, then he must first be able to set an example in real behavior to be polite, honest and practice other positive values. There is no greater power than a lecturer without he/she makes himself/herself an example or role model. So it is available with a term that educates character by character.

CONCLUSION

Based on the results of research and the description that has been stated above, it can be concluded as follows: the implementation of disciplinary character education in PIP Makassar had been running well based on the pattern of cadets parenting and set in the rules of order cadets, the cadets discipline levels were good category based on the results of questionnaire data processing, it was just supervision still needs to be improved and use the pattern or the method of positive habituation regarding discipline and obedience to the rules, because building disciplinary character education for cadets was hard, it needed an extra process starting from the educational institutions environment by implementing a quality system and positive environment based on the term of characters education. To prevent undisciplinary has to implement academic sanctions or punishment that deterrent the cadets who often made mistakes or actsof disciplinary violations

repeatedly so that they can teach lessons for cadets who violate and other cadets who did not violate disciplinary actions.

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The Effect of Talking Stick Learning Model Toward Students' History Learning Outcomes

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Abstract. This eksperimental study aims to determine the effect and difference of talking stick learning. The research design used was posttest-Only Control Group design. The population in this study amounted to 78 students. Sampling technique uses cluster random sampling. This study uses a sample of two classes. Data collection methods using test and documentation. Data analysis using simple regression test and independent sample Ttest test using SPSS 19.0. the result of the analysis of simple regression test data are t count> table, so Ho is rejected and Ha is accepted which means that there is influence of the use of cooperative learning model talking stick type on history studies learning outcomes of XI grade students of Pelita high school three. The result of analysis of independent sample t test tess data are t count> t table, so Ho is rejected and Ha is accepted which means that there is a difference in the use of cooperative learning model talking stick type on history students learning outcomes of XI grade students Pelita high school three.
Keywords: Talking Stick model, learning outcomes.

Abstrak. Penelitian eksperimen ini bertujuan untuk mengetahui pengaruh dan perbedaan pembelajaran Talking Stick. Desain penelitian yang digunakan adalah desain post test kontrol grup. Populasi dalam penelitian ini berjumlah 78 siswa. Tekhnik pengambilan sampel menggunakan tekhnik random sampling. Penelitian ini menggunakan sampel dua kelas. Metode pengumpulan data menggunakan tes dan dokumentasi. Analisis data menggunakan uji regresi sederhana dan uji sampel independen Ttest menggunakan SPSS 19.0. Hasil analisis data uji regresi sederhana adalah t hitung> tabel, sehingga Ho ditolak dan Ha diterima yang berarti ada pengaruh penggunaan model pembelajaran kooperatif tipe talking stick terhadap hasil belajar Sejarah siswa kelas XI IPS SMA Pelita Tiga. Hasil analisis data uji t sampel bebas adalah t hitung> t tabel, sehingga Ho ditolak dan Ha diterima yang berarti ada perbedaan dalam penggunaan model pembelajaran kooperatif tipe talking stick pada hasil pembelajaran Sejarah siswa kelas XI IPS SMA Pelita Tiga.
Kata Kunci: Model Talking Stick, Hasil belajar.

INTRODUCTION

The development of increasingly modern times in the era of globalization demands quality human resources (Sintong, 2013). Increasing human resources is an absolute prerequisite for achieving development goals. One way to increase human resources is through education. The nature of education is a process of change relating to behaviour in a positive direction because education will bring people to themselves become dignified people (Hasan, 2012). Education is also a conscious effort to grow and develop the potential of human resources through learning activities. The National Education System Law No.20 of 2003 states that national education aims to educate the life of the nation and develop Indonesian people as a whole, those who are devoted to God Almighty and virtuous character, have knowledge and skills, physical and spiritual health, personality steady, independent and responsible for society and nationality. (Law No. 20,2003) Based on the purpose of education, it appears that the learning of students is not just about teaching knowledge alone. The law has laid strong foundations in sustaining the development of national character and identity (Rudyanto, 2014). One effort to improve the quality of education in schools is by way of improving the learning process. Various new concepts and insights about the learning process in schools have emerged and developed in

science and technology. In the implementation of learning the skills required by teachers are the ability to manage teaching materials and the ability to choose approaches or methods, media and learning resources. A teacher can achieve optimal results in the learning process if the teacher as an educator is able to use methods and selection of appropriate learning models.

Learning activities will lead to changes in behaviour through learning activities (Pane & Darwis Dasopang, 2017). Therefore, instructors, trainers, and teachers are one of the determinants of the success of student learning processes. The teacher's task is not only transferring knowledge alone (Tety Marzukhoh, 2017), but also helps students to have the desired competencies (Balqis, Usman, & Ibrahim, 2014), and can implement and internalize positive values in real life.

Based on preliminary studies conducted by researchers at Pelita Tiga High School when learning activities took place students appeared not to be in a position ready to receive subject matter, as evidenced by their unstable sitting position and even leaning their heads on a table or a wall, chatting with their peers even some are busy copying other subjects or doing homework (homework). Learning is delivered using the lecture method so students get bored quickly. From some of the facts above, it is suspected that the Minimum Mastery Criteria, especially in the history lessons which are imposed on students

become less able to be achieved. By looking at these facts it is necessary to develop varied teaching methods that can reduce students 'boredom in receiving lessons and can improve students' ability to interact socially and minimize differences in class. One of the alternatives taken to improve student learning outcomes is through the creativity of the teacher in selecting and determining learning models. The current education system requires students to be active, creative, and innovative in responding to every lesson taught. So the teacher is required not only to explain the things contained in the book but to understand, encourage, inspire and guide students more enthusiastically in an effort to achieve the goals to be achieved. Therefore social studies lessons can be delivered with other alternative learning models, namely cooperative learning models. The cooperative learning model is a learning model in which students are grouped into small groups consisting of 4-6 students to solve a problem, complete a task to achieve a common goal (Trianto. 2012; Fathurrohman 2015). To achieve these goals, students in cooperative groups help each other to make students more active in learning, have a good ability to think critically, work well together and be able to accept differences that exist between friends of one group so that students feel more comfortable and motivated to achieve higher learning outcomes.

The purpose of high school history learning is required to lead to an in-depth understanding of various events that are considered important to build critical thinking skills, creative thinking (Yusuf Budi Prasetya Santosa, 2017), learning ability, curiosity (Rudyanto, 2014), social awareness, and enthusiasm nationality. Historical subjects are accommodated in the curriculum as subjects that must be taught at the high school level. The curriculum includes written plans and reflects the implementation of learning in schools.

Learning history should be able to require students to develop competencies to think chronologically, critically, and creatively so we need a creative and innovative learning model which is then applied by educators to increase the motivation of students in learning history and ultimately students get good learning outcomes according to with the aim of learning history (Lestari, 2017). Each learning model has strengths and weaknesses. The following are the strengths and weaknesses of the Talking Stick type of cooperative learning model. Shoimin (2012: 194) states the talking stick learning model has the following advantages: (1) Testing the readiness of students in learning; (2) Train students to understand the material quickly; (3) Encouraging learners to be more active in learning; and (4) Students dare to express their opinions. And the weaknesses of the Talking Stick learning model are as follows: (1) Making students exercise heart; (2) Students who are not ready cannot answer questions; (3)

Making students tense; and (4) Fear of questions that will be given by the teacher. While the lack of a talking stick learning model is that if there are students who do not understand the lesson, students will feel anxious and worried when the stick's turn will be in their hands (Aqib, 2013). Based on the opinion of the experts above, there are various advantages and disadvantages in the talking stick learning model, therefore the teacher must facilitate students, guide and motivate students so that the talking stick learning model is successfully applied to students in accordance with expectations in the learning objectives. Talking type cooperative learning model is expected to be able to overcome the shortcomings and obstacles in the social studies learning process so that student learning outcomes in social studies improve and learning objectives can be achieved (Kadek, 2016). Based on the description above that the selected learning model is very influential in learning outcomes, especially in social studies subject matter.

RESEARCH METHODS

The research method used in this study was an experimental research regarding this experimental method Sugiyono explained that "The experimental research method could be interpreted as a research method used to look for the effect of certain treatments on others under controlled conditions". This method was used on the consideration that the nature of experimental research was trying out a learning model to determine the effect or effect of a treatment (Baharudin and Wahyuni, 2012). Experimental research was unique in two very important respects. This research was the only type of research that directly tries to influence. a certain variable, and when it was properly applied. This research was also the best type of research in testing the hypothesis of causality or causality. Therefore, experimental research was closely related in testing a hypothesis to look for influence, relationships, and differences in changes to the groups subject to treatment.

The research design used in this study was true experimental design using the Post-test Only Control Design. Sugiyono (2015) states that true experimental design (experiments that are really), because in this design, researchers could control all external variables that affect the course of the experiment. The samples used for the experiment as well as the control group were taken randomly from certain populations. So its characteristic was the control group and the sample was chosen randomly (Sugiyono, 2015). So after following the subject matter, the researcher gave a posttest question. Posttest was given two times in two meetings.

The population in this study were all students of class XI IPS Pelita Tiga High School consisting of 3 classes ranging from class XI IPS 1 to class XI IPS 3 with a total of 78 students, both male and female students. 36

male students and 42 female students. Based on the research design that the authors used in this study, the authors needed two classes as research samples.

The sampling technique that researchers used in this study was cluster random sampling. According to Arikunto (2013) also explained that Cluster Random Sampling was a sampling technique based on a group that had been determined by a population member. Thus the sample taken was not carried out directly on all students, but in the class as a group.

The steps of the talking stick learning model are as follows (Jamiah & Surya, 2016).

a. The teacher prepares a stick.

b. The teacher divides students into groups of 5-6 students in groups.

c. The teacher conveys the main material to be studied, then gives the opportunity for students to read and study the material.

d. After completing reading the material / textbooks and studying them, students close the book.

e. The teacher takes a stick and gives it to students, after that the teacher gives questions and students who hold the stick must answer it, and so on until most students get a part to answer each question from the teacher.

f. The teacher gives a conclusion.

g. Evaluation.

h. Closing.

DISCUSSION

Historical learning outcomes data obtained were then analysed, but before the prerequisite test analysis was carried out first, namely the normality test and homogeneity test. Data normality test is used to find out whether the distribution of research data on each variable has spread normally or not.

Data Normality Test uses the Shapiro Wilk Test, because the observed data is less than 50. The steps used in the Shapiro Wilk test are as follows:

1. Formulate a hypothesis

   H1: data is normally distributed

   H0: data not normally distributed

2. Determine the level of significance (α) of 0.05

3. Determine the Testing Criteria

   H1 is accepted if the probability value $> \alpha$,

   H0 is rejected if the probability value $< \alpha$,.

4. Draw conclusions

   H1 is accepted if the probability value $> \alpha$, then the sample is normally distributed

   H0 is rejected if the probability value $< \alpha$, then the sample is not normally distributed.

If the data is normally distributed, hypothesis testing in a study uses paired sample t-tests and two independent samples. However, if the data studied is not normally distributed, hypothesis testing can be done with the Wilcoxon test.

a. Homogeneity Test. Homogeneity test is used to determine whether the two samples taken have the same data variant or not.

Homogeneity is one of the recommended requirements to be tested statistically, especially when using parametric test statistics such as t-test and f-test (Kadir, 2010). Homogeneity analysis in this study used the test of homogeneity of variance with the help of SPSS version 19.0 with the following criteria:

1. Ho = both groups have homogeneous variants

2. H1 = both groups have variants that are not homogeneous

The criteria of Decision-making:

1. If the value is significant or the probability value <0.05, it is not homogeneous

2. If the value is significant or probability> 0.05, homogeneous

Referring to the explanation above, it can be interpreted that there are significant effects and differences in learning outcomes in social studies subjects between groups of students using the talking stick learning model with groups of students using conventional learning. The results of data analysis the magnitude of the influence of the talking stick learning model on learning outcomes is, 397 and the difference in learning outcomes using the talking stick learning model is greater than traditional learning indicated by an average value of 83.8281> 80.9375. The results of this study are in line with the opinion of Shoimin (2014) states that the talking stick learning model is one of the cooperative learning models. This learning strategy is carried out with the help of a stick, whoever holds the stick must answer questions from the teacher after students learn the subject matter (Shoimin, 2014). Supported by the benefits of the talking stick learning model according to Huda (2014) states, "this model is useful because it is able to test the readiness of children, in training to understand the subject matter quickly, and invites them to continue to be ready in any situation". So through this it will affect student learning outcomes.

The results of this study are in accordance with the opinions of Thacker and Friedman (2017) and Purwasih et al (2017) which reveal that the learning model makes the feelings that arise from within the study to be more open and interesting to be learned by them. Learning is a lifelong activity that involves physical and emotional reasoning that can be formed and achieve success if done happily. This opinion is also supported by the opinion of Isjoni (2007) states, that learning using the learning model is one of the learning strategies that help students to think critically and creatively in accordance with the learning objectives because it emphasizes the student's experience to solve social problems through steps and procedures problem solving thereby increasing the learning outcomes of History. That way they actively use the brain, either finding main ideas, solving problems, or applying what they have just learned into a problem that exists in real life.

The results of test explain that the implementation of historical learning by using the talking stick learning model affects student learning outcomes. It was seen by the differences in student learning outcomes in groups of students who use the talking stick learning model. This can be interpreted, that when students follow learning activities using the talking stick learning model, the learning outcomes will be different learning outcomes with conventional methods. Means the hypothesis stating that the talking stick learning model can influence student learning outcomes.

CONCLUSION

Based on the research results obtained, the researcher suggests the following things: (1) Teachers can use cooperative models such as talking sticks, Jigsaw, Group Investigation (GI) and so on in learning activities so students can participate in historical learning activities with enthusiasm, active and happy so as to foster an attitude of cooperation, interaction, dare to ask questions, answer and express opinions so that student learning outcomes improve .; (2) Based on the results of this study that the Talking Stick learning model is very effective when applied in learning, the teacher in the learning process is expected to be able to use the talking stick type cooperative model or other cooperative models to help students be able to comprehend and explore historical subject material in depth with the fun learning

method so that it affects student learning outcomes; (3) Educational institutions, especially Pelita Tiga High School students can add insight and knowledge to teachers about various types of cooperative models and teaching methods that can be used in effective and fun learning activities that will affect student interaction patterns, academic understanding and student learning outcomes that are increased.

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Multiple Method in Cultivating the Independence Character of Mentally Retarded Children

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Abstract. The problem in this study is how to develop the character of independence for mildly mentally retarded children in SLB Baruga Negeri Kendari City. This study aims to describe the method used by the teacher in planting the character of the gift of mentally disabled children in Baruga SLB in Kendari. This research was conducted at the end of April to the end of May 2015, located at Baruga State Special School (SLB) Kendari City of Southeast Sulawesi Province.This research is descriptive qualitative, which gives a careful description of an individual situation, symptoms, or a particular group. This research will describe the effort to develop the character of independence in children with mild mental disability in SLB Baruga Negeri Kendari City. Data collection instruments are observation sheets and assignment sheets. Data analysis techniques start from data reduction, data coding, and conclusions. This study concludes that the implementation of efforts to develop the character of independence of mildly mentally retarded children in SLB Baruga State of Kendari City has shown good results. This can be seen from the patterns of daily life of mildly mentally retarded children both at school and at home. Children with mild mental retardation have had the independence to maintain cleanliness themselves, maintain the cleanliness of the classroom and school yard. Children with mild disabilities have also been able to independently do light tasks given by teachers at school, complete homework, clean toilets, school grounds and water the plants

Keywords: Mentally Disabled, Character, Independence

Abstrak. Masalah dalam penelitian ini adalah bagaimana upaya pengembangan karakter kemandirian bagi anak Mentally Retarded ringan di SLB Negeri Baruga Kota Kendari. Penelitian ini bertujuan untuk mendeskripsikan metode yang digunakan oleh guru dalam penanaman karakter kemadirian anak Mentally Retarded pada SLB Baruga di Kendari. Penelitian ini dilaksanakan pada akhir bulan April sampai dengan akhir bulan Mei 2015, bertempat di Sekolah Luar Biasa (SLB) Negeri Baruga Kota Kendari Provinsi Sulawesi Tenggara. Penelitian ini bersifat deskriptif kuaitatif, yaitu memberikan gambaran secara cermat mengenai suatu keadaan individu, gejala, atau kelompok tertentu. Penelitian ini akan mendeskripsikan upaya pengembangan karakter kemandirian pada anak Mentally Retarded ringan di SLB Negeri Baruga Kota Kendari. Instrumen pengumpulan data adalah lembar obsevasi dan lembar penugasan. Teknik analisis data dimulai dari reduksi data, koding data, dan simpulan. Penelitian ini meyimpulkan bahwa pelaksanaan upaya pengembangan karakter kemandirian anak Mentally Retarded ringan di SLB Negeri Baruga Kota Kendari sudah menunjukkan hasil yang baik. Hal ini dapat dilihat dari pola kehidupan sehari-hari anak Mentally Retarded ringan baik di sekolah mau pun di rumah. Anak tunag rahita ringan telah memiliki kemandirian untuk menjaga kebersihan dirinya, menjaga kebersihan kelas dan halaman sekolah. Anak Mentally Retarded ringan juga sudah mampu secara mandiri mengerjakan tugas-tugas ringan yang diberikan oleh guru di sekolah, menyelesaikan pekerjaan rumah, membersihkan toilet, halaman sekolah serta menyiram tanaman.

Kata Kunci: Mentally Retarded, Karakter, Kemandirian

INTRODUCTION

Children are a gift given by God Almighty who must be taken care of, cared for and best equipped regardless of the child's condition at birth. The development of a child's perfect character in a healthy environment is important to achieve a healthy generation and a strong nation. Every child is a unique individual with all the strengths and weaknesses inherent in him. If every child gets a pattern of care and education well, then the character of the child will be embedded and develop properly in accordance with the hopes and desires of parents. But on the contrary, if the child is not cared for properly, then the child will not grow and develop as they should. Every child is a unique individual, because of different innate and environmental factors, the growth and achievement of their developmental abilities are also different (Napolion, 2010)

According to (Potter, 2010) Development is a physiological or mental change experienced by individuals in the process of becoming an adult and the changes are formed increasingly differentiated all aspects of individual personality are organized into one totality.

The existence of the Law governing the National education system certainly expects all educational goals to be achieved, one of which is to establish independence according to the mandate of the Chapter II National Education System article 3, that the purpose of national education is to develop the potential of students to become human believers. and devoted to a god who is almighty, noble, healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen Suardi, S., Herdiansyah, H., Ramlan, H., & Mutiara, IA (2019).

Mentally Retarded is a term used to refer to children who have below-average intellectual abilities. In foreign language literature, the terms mental retardation, mentally retracted, mental deficiency, and others (Kosasih, 2012: 139) are used. According to (Dian Ramawati, 2011) Mentally Retarded is a term used to refer to children or people who have intellectual abilities below average or can also be called mental retardation. Mentally Retarded is characterized by intellectual limitations and inability in social interactions. According to the American Association on Mental Deficiency (AAMD) in (Dian Ramawati, 2011) defines Mentally Retarded as a disorder that includes general intellectual functions that are below the average (subaverage) namely IQ 84 and below based on tests, appear before the age of 18 years, and show obstacles in adaptive behaviour. Therefore education is needed to form the character that is influenced by experience and genetics Orozco Calderón, G. (2015).

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Herdiansyah, H., Ramlan, H., & Mutiara, IA (2019). Mentally Retarded is a term used to refer to children who have below-average intellectual abilities. In foreign language literature, the terms mental retardation, mentally retracted, mental deficiency, and others (Kosasih, 2012: 139) are used. According to (Dian Ramawati, 2011) Mentally Retarded is a term used to refer to children or people who have intellectual abilities below average or can also be called mental retardation. Mentally Retarded is characterized by intellectual limitations and inability in social interactions. According to the American Association on Mental Deficiency (AAMD) in (Dian Ramawati, 2011) defines Mentally Retarded as a disorder that includes general intellectual functions that are below the average (subaverage) namely IQ 84 and below based on tests, appear before the age of 18 years, and show obstacles in adaptive behaviour. Therefore education is needed to form the character that is influenced by experience and genetics Orozco Calderón, G. (2015).

Adaptive behavior referred to as mentally retarded children according to (D Ramawati, 2011) is the ability of communication, self-care, adjusting in home life, social skills, utilization of public facilities, self-directed, health and safety areas, academic functions, leisure time filling, and work. Besides the use of media can foster the

character of discipline and responsibility of students Suardi, S. (2018).

It is called Mentally Retarded if its manifestation occurs at the age under 18 years. In general, children with mental disabilities exhibit characteristics such as: a) in terms of intelligence, their learning capacity is limited, especially in abstract matters, they learn more not with understanding, b) socially, in relationships they cannot get along or play with their peers , experiencing difficulties in caring for themselves, taking care of themselves, helping themselves, communicating, and adapting to their environment, c) other mental functions, difficulty concentrating, easy to forget, avoiding themselves from the act of thinking, d) encouragement and emotions, they have a feeling of pride , responsibility, delusion, for the heavy is almost unable to avoid danger, and defend themselves, e) organisms, for mild mental disabilities almost no visible difference with normal children, but the physical functioning is less than normal children.

Mentally Retarded according to the above definition can be concluded as a disruption of intellectual functioning as a whole which is marked with an IQ of 84 or lower based on the above, which affects the level of intelligence or intellectual, and adaptive behavior that appears before the age of 18 years. Children at this age need to understand the value of Pancasila and the Ministry of Health Data from the survey of

health institutions in the world (WHO) estimates that, the number of children with special needs in Indonesia is around 7-10% of the total number of children. According to the national health census data (Sussenas) in 2003, in Indonesia there were 679,048 school-age children with special needs or 21.42% of the total number of children with special needs. The data illustrates that, very few children with special needs who are of school age enjoy educational services. Of the estimated 1.5 million children with special needs in Indonesia, 66,000 children or under five percent receive educational services (Mursanib, 2014)

Mentally Retarded in the Indonesian category is included in the category of Exceptional People (SLB C) because mentally disabled people are mentally handicapped and have physical obstacles. Children who have physical disabilities should need more attention. Children who are mentally disabled usually have difficulty communicating, are difficult, doing academic tasks due to brain development and nerve function are not perfect. According to Wibowo (in Dian, 2011) what is meant by mentally disabled is a substantial limitation in functioning. This limitation is marked by the limited ability of the intelligence function that lies below the average (IQ 70 or less) and is characterized by the limited ability of adaptive behavior meant in mentally disabled children is the ability in the form of communication, self-care,

adjusting in home life, social skills, use of public facilities, self-directed, health and safety areas for academic functions, leisure and work.

Education, according to John Dewey in Mansur (2013: 67), is the process of forming intellectual and emotional fundamental abilities towards and within humans. The aim of this education is to expect the younger generation as the successors of the older generation to live up to, understand, practice good social norms or values by passing down all experiences, knowledge, abilities and skills that underlie the values and norms of life and life.

Character education is a morality education and is related to learning achievement, preventing adolescents, moral decadence that is realized and carried out in real life, including in learning PPKN in Tutu school, M. (2019), Rismawati, et al (2019), Kanji, et al (2020), Muhajir, M., & Sugiarti, N. (2019). The element of value formation applies universally and without differentiating differences in potential and intellectual perfection. In instilling the values of morality the cognitive elements (thoughts, knowledge, awareness), affective elements (feelings), and psychomotor elements (behavior) are carried out in an integrated and simultaneous manner to develop habits of thinking, discipline and behaving properly and correctly in accordance with existing moral norms in social life

(Mansur, 2013: 67) and Saidatul, A., Babo, R., & Muhajir, M. (2019).

A similar opinion was also expressed by Zuriati, E. (2019) and Ismayanti, et al (2019). That is the implementation of PPKn learning conducted by teachers in class has included character values; and the factors that hinder character formation are the lack of students' understanding of character, the lack of PPKn class hours, and student self-awareness; added by Suardi, et al (2018) that character is influenced by one's personality.

Education is the process of internalizing culture into a person and society to make people and society civilized. Character education is a very important step in shaping the identity of the Indonesian people Dewantara, et al (2020) and Zuriati, E. (2019). Education is not only a means of transfer of knowledge but more broadly, namely as a means of culture and distribution of values (enculturation and socialization). Children with all limitations must get an education that touches the basic dimensions of humanity. Mansur (2013: 69) Rismawati, et al (2019). dividing the basic dimensions of humanity include a) effective reflected in the quality of faith, devotion, noble character, including noble character and superior personality, and competence. The aesthetic dimension of humanity, b) cognitive which is reflected in the capacity of thought and intellectual power to explore and develop and master science and technology, and c) psychomotor reflected in

the ability to develop technical skills, practical skills, and kinesthetic competency Rukman, (2018). Angraini, et al (2019).

Sukamto in Mansur (2013: 79) suggests the character values that are taught to children through formal education, including a) honesty, b) loyalty and dependability, c) respect, d) love, e) unselfishness and sensitivity, f) kindness and friendship, g) courage, h) peace, i) independent and potential, j) self-discipline and moderation, j) loyalty and purity, and k) justice and compassion.

The purpose of character education is to improve the quality of the organization and results of education that lead to the achievement of the formation of character and noble character of the students as a whole, integrated and balanced. Through character development efforts, children are expected to be able to independently increase and use their knowledge, study and internalize, and personalize character values and noble character so that it is manifested in daily behaviour.

Research conducted by (Christiari et al., 2013) this study concludes that motor learning can be improved through modelling, verbal, motivation, and feedback back on motor learning can be identified in the early stages of sound therapy, providing evidence that the concept of motor learning can be used to identify interactions and behavior in clinical settings. Disagreement in classification between assessors is influenced by differences in implicit and explicit interpretations of verbal information. This shows that greater clarity in specific concepts is needed to support the teaching of the principles of motor learning and the application of these principles in clinical practice for the treatment of speech-language pathologies.

RESEARCH METHODS

Kind of research

This research included a descriptive study designed through Classroom Action Research which aimed to describe the cultivation of the self-reliance character for mentally disabled children in SLB Baruga State of Kendari consisting of four stages, namely planning, action implementation, observation, and reflection which were described as follows:
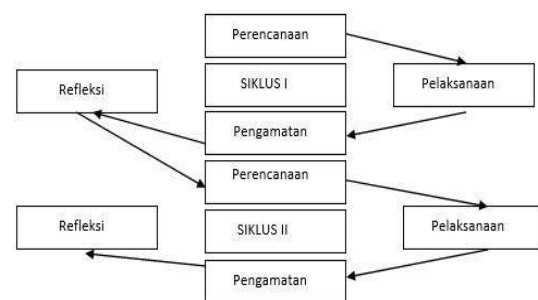

Chart.3.1.Action based on Arikunto(2010)

Research Subject, Place and Time

The subjects of this study were 5 students of grade VIII Mentally Retarded SLB Negeri Kendari Southeast Sulawesi in the 2014-2015 academic year.

Research Procedure

This class action research was planned for two cycles, each cycle carried out according to the changes to be achieved. Cycle I was carried out with 4 meetings, 3 meetings (2 hours of learning), face to face and 1 meeting to evaluate learning outcomes. Cycle II was carried out with 4 meetings, 3 meetings (2 hours of learning), for face-to-face meetings and 1 meeting for evaluation of learning outcomes

Research Instrument

The instruments used to collect data in this study were: 1. the learning achievement test is used to obtain information about mastery of the material, 2. The observation sheet is used to observe the character of student independence.

Technique of data analysis

The data obtained was analyzed using qualitative descriptives. Data were analyzed descriptively, for example, looking for average scores, successful percentages and others. Supporting data was data consisting of information consisting of sentences that gave an overview of the level understood by students who take lessons, attention, enthusiasm in learning, self-confidence, motivation to learn and could be analyzed professionally (Arikunto (2010).

The Students' Score = $\frac{\text{Gained Score} \times 100\%}{\text{Maksimum Score}}$

Average Score = $\frac{\text{Total Score}}{\text{Number of Student}}$

No.	Score	category
1.	0-34	Very Low
2.	35-54	Low
3.	55-64	Moderate
4.	65-84	High
5.	85-100	Very High

The success indicator of this class action research where there was an increase and completeness of the learning process by applying multiple methods in the inculcation of characters that were integrated into each subject until all students are completed individually and classically.

Data Validity

The data validity was done by triangulating data and triangulation of research instructors through FGDs, namely teachers, students, and researchers.

DISCUSSION

The development or formation of character is believed to be necessary and important to be done by schools or stakeholders to be a foothold in the implementation of character education in schools. The purpose of character development is basically to encourage the birth of good children without having to distinguish between physical deficiencies and mental retardation. Growing and developing good character will encourage students to grow with their capacity and commitment to do the best things and do everything right and have a purpose in life.

Mutiple methods in Integrated Character Development in Learning Integration

Character development is important to be implemented in an integrated manner in the learning process of mentally retarded children. A mentally retarded children with all intellectual limitations possessed requires a more specific approach in the form of learning planning to ensure the character of independence and responsibility can develop properly.

Cooperative learning strategies

The cooperative learning strategy starts with the spirit of work. Children who are mentally disabled who are bigger and smarter can help their friends who are still experiencing difficulties in an atmosphere of intimacy and lack. In implementing cooperative learning strategies, teachers in SLB Baruga state must first formulate learning objectives, both to improve cognitive or academic abilities, as well as improving the ability to work together. In practice, the teacher must arrange the seating position of students, place the child in groups or with his work partners. The division of groups is also based on students' interests and talents as well as their learning abilities. All of these divisions are based on consideration of student experience, sincerity, independence process, implementation of responsibility for the given task. This process also involves the commitment of the teacher as a guide in building a sense of togetherness of students

who are mentally disabled who need patience and high dedication.

Competitive learning strategies

Competitive learning strategies starting with the desire of teachers to develop creativity in motivating mentally disabled children in learning. In the implementation of competitive learning strategies, Baruga SLB teachers always anticipate competition between individuals or groups of mentally disabled where in this learning process there are students who are weak and excel in learning activities. If there is a lack of anticipation by the teacher in teaching, this can lead to boredom for the superior child. This learning strategy is carried out by the teacher with the aim of creating a variety of learning activities for mentally disabled children so that the atmosphere does not become monotonous and passive and boring.

Individual learning strategies

The individual learning strategy starts with the teacher's intention with the Baruga State SLB to develop and characterize the independence and individual responsibility of Tungrahita children. This strategy is carried out through classroom arrangements such that it provides an effective and conducive learning experience for every child in the class. To achieve good individual learning strategies, Baruga state SLB teachers always pay attention to the learning objectives to be achieved. The education of mentally disabled children generally prefers individual learning

strategies in addition to cyclical classes. Thus, in individual strategic implementation, a teacher must truly understand and carry out individual tutoring and teaching methods that are taught but also teach how students with mental disabilities learn, as revealed during an interview with Nuraeni, S.pd. Baruga State SLB teacher.

To develop the independent character of mildly mentally retarded children, integration in teaching and learning activities in SLB Negeri Baruga is a priority for teachers. Teaching and learning activities can be said to be good and successful if the activity occurs interaction between students and teachers in the learning process. The teacher must try to organize the learning environment so that children are motivated to take part in teaching and learning activities. The use of methods in the learning process must adjust to the conditions and class atmosphere and psychological conditions of mentally retarded children.

In general, schools that hold inclusive education have different students from other schools, however, the learning methods applied in SLB Baruga State are the same as the methods applied in public schools in general. The results of classroom observations (Thursday, May 14, 2015, 8:30) showed that there were no specific methods implemented in the Baruga State SLB in terms of implementing learning. In the learning process, the method applied does not only

apply one particular method considering the condition of students which can change at any time. Observation results indicate that the method applied by the teacher will change if the student is no longer concentrated in accepting the lesson. For example when the teacher applies the lecture method, seeing the condition of students who no longer pay attention to learning, then the efforts made by the teacher are to change the learnin g method by using the demonstration method.

The various methods used in learning process at SLB Baruga are as follows:

Lecturing or Story Method

"In using the lecture or story method, students cannot directly receive material when we teach, we have to repeat the material several times. This is influenced by the ability of students to catch the subject matter is very limited. The method of lecture or storytelling that we use in SLB Negeri Baruga is simple. The delivery is often interspersed with humorous stories or humour or even singing and occasionally the teacher invites applause. This is done because the concentration of mentally disabled students is only briefly and if we do that, their concentration will return soon " (Interview with teacher, Saturday, May 9, 2015).

Exemplary Method

"When I enter class, I always greet, greet each student with a smile, greet their respective names, ask about classmates who at that time did not have time to attend class. All

I did was to give examples of ways to respect others, both older and the same age. The results can be seen when they greet their classmates. It's just that sometimes the psychological influence on mentally disabled can change quickly so we have to give positive examples every time and every teacher " (Interview with Nuraeni, Saturday, May 9, 2015 at 8:20 a.m.)

Demonstration Method

The fundamental weakness of mentally disabled children is in the ability to think abstractly. In terms of the teaching and learning process of teachers in SLB Baruga State to motivate mentally disabled students to be more interested in participating in learning, teachers always use concrete objects and a variety of teaching aids that are in accordance with the material being taught. In implementing this demonstration method, the teacher uses pictures that are relevant to the material. For example in the prayer material, the teacher uses props in the form of pictures of people praying from the conditions of takbir to greetings (classroom observations on Saturday, May 16, 2015, at 8:00 a.m.) By using this teaching aid, the teacher will easily explain each movement shown in the picture so that students do not feel bored quickly. This

demonstration method basically aims for educators to provide variations in how to convey learning material more clearly, both in the original form and in imitation of the model so that students can observe clearly and teaching is more aimed at achieving the desired results.

Assignment Method

"I give the task to mentally disabled people to develop a sense of responsibility for the material learned. This is evaluated by checking the results of the implementation of the task. Mayokritas children with mental disabilities are able to do the task, but the results obtained are not optimal because the implementation of tasks at home must always be in the guidance of parents. If parents do not follow up on the assignments that we give, the mentally disabled students do not do the assignments that I give " (Interview with Nuraeni, Saturday, 9 May 2015).

Game Method

"When I applied the game method in the classroom, it seemed cheerful on the face of a mentally retarded child. So they reflexively rushed out of the classroom to continue playing. I as a teacher cannot forbid mentally retarded children from leaving the classroom, because if I do so, the children will be disappointed and can cause their displeasure to learn. If this happens, then it takes another process to arouse enthusiasm for learning (Interview with Nuraeni, Saturday, May 9, 2015, at 8:20 pm).

Data Analysis

Pre-action

Table 1.Result score of Pretest

No	Students	The Embedded Character of Independence						Rt
		mrd	Md	ki	si	kt	wl	
1	SP	45	45	40	40	40	40	35
2	AM	50	50	50	45	50	45	48,33
3	AB	45	45	40	40	40	45	42,5
4	NA	40	40	40	40	40	40	40
5	P	50	50	50	45	45	40	46,66
	Average	46	46	44	42	45	42	35,42

Processed Data in 2015

Table Explanation:

Embedded characters include:

Mrd: self-care ability

Md: ability to take care of themselves

Mi: communication skills

Wl: socialization ability

Wl. the ability to use free time

From table 2 above, it shows that none of the students who get complete grades, even the highest score only reaches a mean of 48 is still in the poor category. For more details, please see the following recapitulation data below.

Table 2. Recapitulation of Pre-action Value

No	Score	Number of Students	percentage	category
1	48	1	20	Poor
2	48,33	1	20	Poor
3	42,5	1	20	Poor
4	40	1	20	Poor
5	46,66	1	20	Poor

Processed data 2015

From table 2 above, it can be seen that the students' score is: for the category of less than 100%.

The lowest value is in the ability to communicate and use leisure time. Three indicators scored better than the two indicators, namely the ability to care for themselves with an average score of 78 categories, high ability to take care of themselves and socialization have been in the category

The analysis of circle 1

Table 3. Rating result of Circle 1

No	Students	The Embedded Character of Independence						Rt
		mrd	Md	ki	si	kt	wl	
1	SP	65	65	60	62	62	65	63,16
2	AM	70	70	70	65	70	65	68,33
3	AB	65	65	60	60	64	65	63,16
4	NA	60	60	60	60	60	65	60,83

No	Score	Number of students	percentage	category				Note
1	68,33	1	20	High				
2	63,16	3	60	average				
3	60,83	1	20	average				
5	P	65	650	65	60	64	60	63,16
	Average	78	65	75	61,4	64	64	63,73

Processed Data 2015

Table Explanation:

Embedded characters include:

Mrd: self-care ability

Md: ability to take care of themselves

Mi: communication skills

Wl: socialization ability

Wl. the ability to use free time

From table 3 above shows that there is one student who scores 68.33 or the high category, and four of the students are in the medium category. Therefore the average acquisition value in the first cycle is 63.71 still in the medium category. I high, namely the ability to care for themselves and communication each 65, including the high category, more details can be seen in this recapitulation data table.

Processed data 2015

From the table above, it can be seen that student scores only 20% are in the high category and 80% are in the moderate category and no one has achieved either individual or classical completeness so that it continues to the next cycle.

The analysis of Circle II

Table 5. Rating result of Circle II

No	Students	The Embedded Character of Independence						Rt
		mrd	Md	ki	si	kt	wl	
1	SP	79	78	78	79	80	79	78,83
2	AM	90	90	88	87	87	85	87,83
3	AB	75	75	73	74	74	75	74,33
4	NA	75	76	73	73	76	75	74,66
5	P	80	75	76	74	76	74	75,83
	Average	88	85	85	8,4	84	84	78,30

Processed data 2015

From table 5 above that shows one student obtained from the highest score, 87, 83 with a very high category, 4 students achieving high, all students achieving complete with people and classical with a minimum completeness score of 70. A summary of grade scores can be seen in the following table.

Table 6. Score Recapitulation of circle II

No	Score	The number of student	Percentage	category	Note
1	78,83	1	20	High	Ts
2	87,83	1	20	Very High	Ts
3	74,33	1	20	Very High	Ts
4	74,66	1	20	Very High	Ts
5	75,83	1	20	High	Ts

From Table 6 above, it can be seen that the value of students 20% in the very high category that is 87, 83 and 80% depending on the high category so that all students learn has been fulfilled both individually and classical mastery. very suitable to be applied.

CONCLUSION

The results of the implementation of efforts to develop the character of independence of mildly mentally retarded children in SLB Negeri Baruga Kendari City have shown very good results. This can be seen from the patterns of everyday life of mildly mentally retarded children both at school and at home. Mild mentally retarded children already have independence which includes the ability to take care of themselves, the ability to care for themselves, the ability to communicate, the ability to socialize, and the ability to use free time can be implemented well even though their abilities cannot be compared to normal children. This can be seen from the final results in the second cycle students are in the very high category 20% and the high category 80%. Thus the application of multiple methods in learning can be applied so that students

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The Forms of Political Participation in General Elections by Beginner Voters

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Abstract. Democracy as a government system in Indonesia is certainly closely related to the General Election. Participating in the implementation of a democratic system is a form of participation as citizens. Any activity that relates to participation in politics can be manifested in various forms. A beginner voter is a person who firstly participates in general election activities whether it is in the legislative election, presidential election, and local leader elections. Beginner voters become parties that must be considered or must be really paid attention to because they influence decision making. Beginners voters are also parties who have dynamic personal characteristics, which will influence their forms of political participation. The purpose of this study was to explore forms of political participation of beginner voters in general elections. Researcher used a qualitative approach and descriptive qualitative as the data analysis technique. The data which were used in this research were primary and secondary data. Data collection techniques were observation, interviews, and documentation. The results showed that the forms of political participation of beginner voters in the general election were voting, joinning campaign activities, participating in political discussion, understanding various political and social issues by following political news both internally and externally through the mass media, obeying the government, accepting, and implementing government decisions, submitting criticisms, and making improvements to rectify policies.
Keywords: Political Participation; General Election, Beginner Voter

Abstrak. Demokrasi sebagai sistem pemerintahan di Indonesia tentunya sangat berkaitan dengan Pemilihan Umum. Ikut serta dalam pelaksanaan sistem demokrasi adalah wujud dari partisipasi sebagai warga negara. Suatu kegiatan berpartisipasi dalam politik, dapat diwujudkan dengan berbagai bentuk. Pemilih pemula merupakan seseorang yang pertamakali mengikuti kegiatan berbagai bentuk partisipasi politik pemilihan umum yang dilakukan diantaranya mengikuti pemilihan umum legislatif ataupun pemilihan pemimpin rakyat baik Presiden dan Wakil Presiden maupun Gubernur atau Bupati. Pemilih pemula menjadi pihak yang harus diperhatikan karena berpengaruh dalam pengambilan keputusan. Pemilih pemula juga merupakan pihak yang memiliki karakterisitik pribadi yang dinamis, yang akan mempengaruhi dari bentuk-bentuk partisipasi politiknya. Penelitian bertujuan untuk mengetahui lebih dalam terkait berbagai bentuk kegiatan partisipasi politik yang dilakukan oleh pemilih pemula dalam suatu kegiatan pemilihan secara umum. Penelitian ini menggunakan pendekatan kualitatif. Sumber data dalam penelitian ini mengambil sumber sekunder dan primer. Metode dalam mengumpulkan data diantaranya melakukan wawancara, kemudian observasi serta dokumentasi. Berbagai bentuk partisipasi dalam politik yang dilakukan oleh pemilih pemula dalam pemilihan umum yaitu mengikuti pemungutan suara, ikut serta dalam suatu kampanye politik dalam pemilihan umum, melakukan suatu diskusi mengenai politik dalam pemilihan umum, mengikuti berbagai berita politik dan pemilihan umum melalui media massa, patuh dalam rangka menjalankan aturan dari pemerintah serta ikut serta dalam upaya mengkritik pemerintah demi kebaikan bersama.
Kata Kunci: Partisipasi dalam Politik;Pemilihan Umum; Pemilih Pemula

INTRODUCTION

Democracy as an electoral system in Indonesia is certainly closely related to the General Election. Participating in a democratic system is a form of participation as citizens. For a people's sovereignty that must be fought for. The general election held makes the people who play an important role and as a determinant in important decisions the results of the general election. People who in general elections become voters certainly have a big influence on elections, this also happens to voters who are first involved in election activities in an election that participates in political activity. Participation as a citizen is important in a democratic system. Participation in political activities is an effort of a citizen in a country as someone who is used to participating in influencing all who become the final result of the general election. This can affect the young generation in the future, which is related to his life. One can participate even in the simplest form of coming to a polling place and then voting to elect a leader. Then the participation activities in politics that can be followed by a voter that can be said to be beginners is to do active participation and passive participation (Surbakti, 2007)

Most participatory citizen systems, emphasizing the participation of citizens as the main thing, this idea is seen to be the most appropriate one because political representatives who are representatives of

citizens or the people are considered not always to produce the best solution or decision. Therefore citizens must have more votes in elections. Because with the voice of the people will produce the best decisions for the people, because the people who know best what the needs and desires of the people themselves. (Gherghina & Geissel, 2017)

A beginner voter is a person who first participates in activities in politics specifically organized in connection with the election of prospective leaders of a general nature, which is carried out both in the election of leaders at the national and regional levels. Beginner voters are an important part of the general election, Begginer Votersplay a role not only as a party affected in elections or just being an object but also having a role that can be called a political subject. The political participation of Begginer Votersis very important, participation in political activities can be explained various forms of activities that can be carried out in a series of phenomena in the election-related to the political process that can affect a country's policy (Budiardjo, 2008)

One of the most prominent forms of political participation is in elections, both to vote in general elections or to be elected in general elections, then participate in political decision making both large and simple decisions, then participate to influence decision making enter in an activity that can be categorized as participating in politics, political decisions if analyzed can have a social

impact or impact on the wider community. Political participation has different levels, from the lowest to elect in elections and the highest is to have an official political office. (Shamsaei, 2016)

Various types of participation in politics can be done such as participating in election activities which are included in participating in the voting process, then following the campaign in the general election, and doing work in the election process, and can also be done by gathering support for someone in the election process general, next is lobbying, which is the efforts of a person or group to be able to make a communication with someone who has authority in the government or someone who leads the party so that they can participate in the political process that affects their influence in a decision taken (Huntington & Nelson, 1994)

The form of participating in politics in the form of political discussion is not explained by Huntington and Nelson. It can be explained that a political chat which is called a discussion in politics is a process of discussion that is carried out directly, can be carried out in a certain time, this discussion can be carried out between individuals or in a group about political or prospective leaders and the government as the party making decisions for the people (Setiadi & Usman, 2013) Voting in a general election is a political activity that can be categorized most broadly, through direct elections so that the people become a decisive

party through the opportunity to elect leaders directly, in order to choose according to the criteria of the leader they want, how the leader will be chosen in general elections and be able to dominate and represent their interests, and to account for their choice. Many countries have experienced a decline in political participation in the long run, some have experienced the lowest levels of political participation in history. To overcome the fear of lack of legitimacy in democracy and the potential for biased policies due to the low level of political participation some countries have even considered implementing a mandatory system of voting for their citizens, therefore participating in voting is the most important part of democracy and political activity which is even considered to be required in some countries. (Einiö, 2014).

The participation of the younger generation includes voters being very important, everyone has the right to vote in elections, including the younger generation, participation is very important because it contributes to the process of policy formulation, political participation of the younger generation also in order to represent the aspirations of the generation young people and the interests of the younger generation. In political participation, the younger generation uses mass media such as watching the news on television and reading newspapers about politics. This is included in the political education of the younger generation. Political

knowledge obtained from the media is a form of political participation, by forming self-orientation in the political field in the surrounding environment (Etnel, 2010)

The younger generation, including newbie voters, are still interested in politics, one of which is a political discussion or engaging in politically oriented activities. Political socialization which is packaged into political education can be given to students as Begginer Votersto foster involvement in politics to stimulate greater political participation in the future. Political socialization as political education must be held by the government as an effort to foster the knowledge and experience of political participation of novice voters. (Jakobson & Kalev, 2013)

Participation activities in general elections can certainly be seen based on a large number of participating actors. This can be categorized into participation in the individual form and also in the collective form. It can be explained that participation by individuals or individuals can be done for example by making a letter in the form of a complaint or claiming to the government, then it can also be done in a collective form, it can be in the form of political activities carried out jointly by citizens (Sahid, 2011).

Beginner voters become parties that must be considered because it influences decision making. Begginer Votersare also parties who have dynamic personal

characteristics, which will influence the forms of political participation. Various activities that can be done by a novice voter are very important to be explored through a variety of activities that can be categorized as participation in politics, this is the goal of this research.

RESEARCH METHODS

In research on the forms of political participation in general elections by Beginner Voters, a descriptive qualitative approach was used. The data was taken from primary sources, namely the Commissioner of Banyumas Regency, Beginner Election in Banyumas Regency, Voting Committee in Banyumas Regency, and Election Supervisory Committee in Banyumas Regency, primary data sources were sources of information that provided information directly to researchers regarding the form of political participation in Banyumas. Conducted by beginner voters. Then the secondary data source that was as an indirect source that provided information and images to researchers (Sugiyono, 2009) by using interviews, in this study in-depth interviews (In Dept. Interview, and using Snow Ball Sampling in determining research informants. repeated meetings with informants in an effort to obtain data in order to obtain an essential source of evidence observation, in this study conducted by means of observation and even researchers participated in sharing the forms of political participation of Beginner

Voters in Banyumas Regency, as well as documentation. This was to obtain data on forms of political participation carried out by beginner voters, in the form of photo documentation of political participation activities and also attendance lists in the implementation of political participation of Beginner Voters and minutes of political participation activities carried out by Beginner voters. This study took a location in the Regency of Banyumas with Banyumas Regency KPU informants and Beginner Voters in Banyumas Regency

DISCUSSION

General Elections as an embodiment of democracy was very important because this is where the people can determine the dreamer. The people are the parties who know best what they need, therefore in the general election system in Indonesia which is conducted directly by the people it is considered the most important of what is needed, Gherghina & Geissel, 2017) they are needed, for that the government system and people's representatives are the interpretation of the people needed to protect the people. For this reason, people's participation in the form of political participation is very important in a democratic system.

As stated by (Pfanzelt & Spies, 2019) that political participation is an act that is done voluntarily and can participate in elections, participate in political discussions that can be done with parents or family, and participate for use is also a form of participation political. Then the elaboration of (Shamsaei, 2016) said that political participation from the people is the main and important thing in a democratic country because people's representation is considered to be inadequate in making decisions that are in accordance with the needs of the people, so the people must participate in every political matter directly.

Beginner Voters become part of the party that determines the decision in the general election as stated by (Budiardjo, 2008) that political participation is very important to determine the direction of policy, as well as Beginner Voters in political activities to address their existence. According to the results of research that there is a variety of political participation in general elections conducted by Beginner Voters in Banyumas Regency in general elections, Various political participation in general elections by first-time voters is the first vote, according to (Huntington & Nelson, 1994) that activities in participating in politics can be done in various ways, the first category can be done in an election activity, one of which chooses in general election. The second is in campaign activities, in campaigns can also be categorized into a form of political participation. A form of participation in voting in a general election will greatly influence the decisions or results of the general election, as well as a series of campaigns carried out by

prospective candidates which will certainly influence a political orientation or even affect the political choices of voters. Voters in their participation in the campaign in order to find out information about the vision and mission of prospective leaders. As citizens who do not have the authority as public officials, this activity can be categorized as a participatory activity. Another element is the element of peace that must exist. Beginner Votersin Banyumas Regency carry out political participation peacefully and without anarchism.

This is in line with the opinion of (Einiö, 2014) that the form of political participation in elections is the broadest form of citizen involvement, for that beginner voters do the most general form of participation, namely voting in elections. Because if citizens do not directly vote for the dreamer or apathetic voter voters who cause low levels of voter turnout participation, it can lead to legitimacy from the results of general elections and bias, for this form of political participation is very important.

According to (Huntington & Nelson, 1994) that there are activities in politics that fall into the category of classical participation. This classic participation is centered on the government, the people just follow the rules of the government. Starting from obeying what happens to government rules, by accepting a government policy and regulation and proceed with implementation as a consequence of the

acceptance. Even more, there is an activity to criticize every policy made by the government aimed at improving and conforming to the needs of the people. This is an effort if the government takes a policy that is less appropriate for the interests of the people or even wrong. The society can participate to criticize and rectify it.

Political discussion is a part of political participation by novice voters. There is a classification from (Setiadi & Usman, 2013) regarding political discussions that are classified as part of political activities that can be carried out by voters. Political discussion is a two-way process that promotes communication in it, the discussion can be done in person or through the media. In accordance with the opinion of (Susanto, 2017) that in the era of digital development, communication and information make social interaction easier, both between individuals and between groups. Social media is used as an information media which is chosen as one of them to find out information about politics.

Various forms of participation in politics carried out by first-time voters in general elections, namely following a vote, participating in a political campaign in general elections, conducting a discussion about politics in general elections, following various political news and general elections through the mass media, complying with an order to run the rules of the government and participate

in efforts to criticize the government for a good for the all society.

Political discussion can be conducted between individuals who already know each other as friends or conducted by individuals who don't have the authority to be called ordinary citizens. The contents of the discussion will be in the form of discussions about politics. Beginner Voters in Banyumas Regency conduct political discussion even though the discussion is only with peers or with family or work colleagues, by talking lightly about the general election. Political discussion is also one of the results of political socialization, political socialization can be carried out early even in the smallest environment namely the family, in accordance with the opinion of (Neundorf, Smets, & Holloway, 2016) that political socialization can be carried out by parents in the family sphere, then from school and from peers, in political socialization can produce a political discussion which is one form of political participation.

The results of this study are in accordance with the theory (Jakobson & Kalev, 2013) that the younger generation including Beginner Voters are still interested in politics, one of which is a political discussion or engaging in politically oriented activities. Political discussion conducted by beginner voters takes the form of discussing funding political issues lightly with friends, family or in a more formal forum through

political socialization packed into education about politics, delivered by schools or by authorized institutions or political parties that aim to provide knowledge about funding politics and increase political participation. Beginner voters in Banyumas Regency are many of them as a student, political discussion through political socialization or political education is given to students as Beginner Voters to foster involvement in politics so as to stimulate greater political participation in the future. Political discussion conducted by voters at the general election is about the candidate for the leader and the program offered by the candidate in order to prosper the people

Formally discussion activities regarding politics as well as political education in Banyumas Regency even to remote villages. Talks between peers, between family members, political discussions at work or elsewhere about politics are included in the activities of participation in informal political discussions. Informal discussion is often seen as a participatory activity that is easy and can be carried out by young people, but there are young people as voters who have just had the experience of choosing not to talk about political funding.

Various forms of political participation can be done by beginner voters, according to him (Surbakti, 2007), according to him, the activity of participating in politics can be seen from two categories, active and passive. It can

be explained that what is meant actively is the people actively proposing ideas, ideas, and proposals regarding policies issued by the government. Not only that the people can also provide alternatives in policies issued by the government, even though the policies will be different from those made by the government. What included is in criticizing government policies which aim to improve government policies or to rectify those that are not appropriate in a policy. Participating in the process of selecting government leaders is also included in active participation.

Passive participation activities can also be carried out, including by complying with policies made by the government. The category of activities included in passive participation is to obey the rules of the government, carry out and support government policies If seen from active and passive participation, it can be explained that active participation in the whole process of political activities that prioritize the process of both the input process and the output process. Passive participation focuses only on the output of the political process. From this statement, it can be seen that if there are people who are not active participants and also passive participants, they are included in the white group or usually called abstain.

In Banyumas Regency, Beginner Voters participate in the form of coming to the polling station (polling station) to vote, and also submit a critique and suggestion for improving

government policy. The results of the study indicate that there is a form of political participation of novice voters, namely in seeking information from the mass media regarding political developments, especially elections or watching political news in the mass media. This is consistent with the opinions of (Etnel, 2010) regarding one form of political participation of Beginner Voters by using mass media such as watching news on television and reading newspapers about politics. Because mass media such as television and newspapers as well as social media are digital developments that are familiar with the younger generation, the use of this media is also carried out by Beginner Voters in finding out information about politics, or even inadvertently obtaining information about politics broadcast in the mass media. Information can be in the form of a prospective candidate's vision and mission, and various information regarding the general election, this is important given that although there are novice voters, there are rational Beginner Voters who make information such as the candidates' vision and mission affect the criteria for the selection of new voters and that is obtained from the information in the mass media is in line with the results of research from (Abdullah, 2019) that students who are mostly also beginner or rational young voters have their criteria for leaders who are adjusted from the vision and mission of the candidate.

Mass media that can be used properly can become a medium for political education in the younger generation. Political knowledge obtained from the media is a form of political participation, by forming self-orientation in the political field in the surrounding environment, this is in accordance with what was stated by (Adnan, Wildan Kurniawan, Raturahmi, & Latifah, 2020) that social media or mass media chosen as a means of socialization Election by the election organizer or by a candidate pair to attract the attention of Beginner Voters because Beginner Voters as first-time voters tend to like short and interesting messages. This can be understood by the majority of beginner voters who do have a young soul prefer things light and easy to understand, but there is information that can be known by novice voters.

CONCLUSION

Political participation by citizens is very important in a democratic country. Beginner Voters are citizens who also have voting rights. The political participation of Beginner Voters in the general election is very diverse. Various forms of participation in politics conducted by Beginner Voters in general elections, namely following a vote, participating in a political campaign in general elections, conducting a discussion about politics in general elections, following various political news and general elections through the mass media, complying with order to run

the rules of the government and participate in efforts to criticize the government for good thing for the all societies.

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The Effect of Reciprocal Teaching on Social Science Elementary Problem Solving Skills

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Abstract. The purpose of this study was to determine the effect of reciprocal teaching on IPS elementary problem solving skills. This research method was quasi-experimental using two randomized control group pretest-posttest design. Two classes were chosen, namely the experimental class by applying the reciprocal teaching approach and the control class using the lecture and discussion approach. The population of this research is class IV SDN Pakis V Surabaya, with sample class IV-A as the experimental class and class IV-B as the control class. Each class has 35 students. The instruments of this study used tests of problem solving abilities, observation sheets, and documentation. Essay-type problem ability tests with 5-item questions. Before being tested in research, the problem is firstly tested based on the level of validity, level of difficulty, different power, and reliability. The analysis technique in this study uses the t test formula with the help of SPSS 25.0 for window. Significant level $\alpha = 95\%$. H_0 is accepted if $t_{arithmetic} < t_{table}$, and H_0 is rejected if $t_{arithmetic} > t_{table}$. And H_1 is accepted if the significant value < 0.05 and $t_{arithmetic} > t_{table}$. The results of the analysis of research data through the t test, showed a significant number of 0.01. This shows that H_0 is rejected and H_1 is accepted because significant values of $0.01 < 0.05$ and $12.705 > t$ table 1.697. The results of the analysis indicate that there is an effect of reciprocal teaching on the ability to solve social studies in elementary school.
Keywords: Reciprocal Teaching, Problem Solving Ability, IPS

Abstrak. Tujuan penelitian ini untuk mengetahui pengaruh reciprocal teaching terhadap kemampuan pemecahan masalah IPS SD. Metode penelitian ini kuasi eksperimen dengan menggunakan two randomized control group pretes-posttest design. Dipilih secara acara dua kelas, yaitu kelas eksperimen dengan menerapkan pendekatan reciprocal teaching dan kelas kontrol dengan menggunakan pendekatan ceramah dan diskusi. Populasi penelitian ini kelas IV SDN Pakis V Surabaya, dengan sampel Kelas IV-A sebagai kelas eksperimen dan kelas IV-B sebagai kelas kontrol. Masing-masing kelas berjumlah 35 siswa. Intrumen penelitian ini menggunakan tes kemampuan pemecahan masalah, lembar observasi, dan dokumentasi. Tes kemampuan masalah berjenis esai dengan 5butir soal. Sebelum diujikan dalam penelitian, terlebih dahulu soal tersebut diuji berdasarkan tingkat validitas, tingkat kesukaran, daya beda, dan reliabilitas. Teknik analisis dalam penelitian ini menggunakan rumus uji t dengan bantuan SPSS 25.0 for window. Tingkat signifikan $\alpha = 95\%$. H_0 diterima apabila $t_{hitung} < t_{tabel}$, dan H_0 ditolak apabila $t_{hitung} > t_{tabel}$. Dan H_1 diterima apabila nilai siginifikan $< 0,05$ dan $t_{hitung} > t_{table}$. Hasil analisis data penelitian melalui uji t, menunjukkan angka signifikan sebesar 0,01. Hal tersebut menunjukkan bahwa H_0 ditolak dan H_1 diterima karena nilai signifikan $0,01 < 0,05$ dan $12,705 > t$ tabel $1,697$. Hasil analisis tersebut menunjukkan
Kata Kunci: Reciprocal Teaching, Kemampuan Pemecahan Masalah, IPS

INTRODUCTION

Education has an important role in improving the quality of human resources. In line with Nur & Sudarsono (2018) Education, today must be able to function in building the capacity of the nation as a human being learner, so that they can be reliable and confident in current global regulations and design into the future. Students are equipped with knowledge, attitudes, and skills to face future global challenges. Among them to realize this through the application of learning approaches, namely the reciprocal teaching approach.

Reciprocal teaching is a constructivist approach aimed at making students able to master learning well by using four cognitive approaches, namely clarifying, predicting, making questions, and summarizing material that focuses on the collaboration of fellow students in small groups and in large groups which involve the teacher with students (Sugandi, 2019). Reciprocal teaching approaches include constructive learning. Reciprocal teaching stages construct or build students' knowledge based on what they have learned. The construction of student knowledge is manifested in questions.

Reciprocal teaching approach is one approach that has benefits so that learning objectives are achieved through independent learning activities and students are able to explain their findings to other parties (Ayu, 2016). Reciprocal teaching-learning trains

students to learn the material first independently. Then students are required to explain it to their friends. Students play an active role during reciprocal teaching-learning. Students summarize the material that has been learned, construct thinking by asking questions, confirming, and predicting it. The reciprocal teaching approach to the teacher acts as a facilitator and guide only. The teacher chooses the learning model and provides media and learning material. The teacher also guides students to clarify if there is a concept and explains again if there are students who do not understand.

According to Syamsiani (2018) that the advantages of a reciprocal teaching approach, in general, can be formulated as follows (1) Improving learning outcomes of problem-solving skills, metacognitive skills, reading comprehension, and conceptual understanding, (2) increasing the understanding of independent learning, motivating learning and collaboration in groups, (3) improve communication skills and express opinions, (4) Avoid boredom or boredom in learning, (5) increase sense of responsibility in learning. Based on Syamsiani's opinion, the reciprocal teaching approach is in accordance with the current educational challenges, namely having the advantage to train students to think at a higher level. High-level thinking in reciprocal teaching-learning is problem-solving skills. The reciprocal teaching approach also trains

students to communicate well to explain their understanding to their peers. Students also feel happy learning, because they can learn independently individually or in groups. Students do not feel bored during reciprocal teaching-learning so that it can motivate student learning.

One ability that needs to be honed in elementary education is the ability to solve problems (Masfuah & Pratiwi, 2013). Students need for problem-solving skills to obtain results that will be obtained in a problem (Tan, 2019). Students always face problems in their daily lives. Effective and efficient problem solving requires problem-solving abilities. Based on this, the problem-solving ability needs to be applied at the elementary level, namely Elementary Schools. The ability to think highly, especially problem solving, requires a continuous training process.

Problem-solving skills are useful to equip students to find problem-solving and be able to apply it in everyday life. In line with Handayani (2017) Problem-solving ability is an ability that a person must have to carry on his life because in everyday life many situations are found which examples of problem-solving situations are. Problem-solving abilities are applied in social studies learning.

Social Sciences (IPS) is the study of a set of events, facts, concepts, and generalizations related to social issues whose material is taken from various social sciences,

such as geography, history, economics, anthropology, sociology, politics, and psychology and is packaged scientifically to provide insight and deep understanding to students, especially at the elementary and secondary levels (Made, Wardani, Suniasih, & Sujana, 2019). Social Sciences (IPS) includes multidisciplinary science that is presented contextually in the form of events, facts, and social problems that exist in the environment around students. Social studies that are in direct contact with students' social lives need to be designed in such a way as to form personalities that are characterized by sustaining social experiences to build their potential (Kanji, Nursalam, Nawir, & Suardi, 2019).

This research uses social resource IPS material and its utilization. Students need to understand the natural resources in Indonesia and how they are used. Exploited natural resources will lead to new problems and can lead to natural disasters. Presentation of problems in learning in the classroom, students are expected to be able to understand the causes and consequences of natural resources that are exploited continuously without thinking long term. This encourages students to look for solutions to their problems. Social studies learning students can practice problem-solving skills. Social studies have an important role in practising problem-solving skills. Social studies play an important role in students' social interactions. To form

characters at developing the potential that is beneficial to themselves, society, nation and country (Kanji, Nursalam, Nawir, & Suardi, 2020).

Problems in social studies learning results are low, students feel bored and not enthusiastic about learning. Social studies learning is also considered to be a subject full of theory and memorization only, so students are less interested in learning it. The reason is that the teacher delivers the material monotonously through lectures, and students are only as listeners. Teachers also still apply low-level thinking or memorization, so learning is less meaningful for students (Larasati, 2020b). The teacher is not accustomed to practising higher-order thinking skills, especially problem-solving skills. This resulted in students not being able to solve problems effectively and efficiently. These problems indicate that social studies learning is not under its objectives.

The purpose of social studies at elementary school is to prepare students as citizens who have knowledge, skills, attitudes and values that can be used as a means to solve personal or social problems in order to become a state citizen. Good (Syamsiani, 2018). Social studies learning not only equips students with knowledge but also the ability to solve problems. This problem-solving ability is a provision for students to face and solve life problems. According to Larasati (2020) Social Studies learning in elementary schools is able

to condition the effort to equip basic skills for students to become human beings and good citizens. Social studies learning is meaningful learning for students and long-life learning.

These problems are the background of this research. The purpose of this study was to determine the effect of the reciprocal teaching approach to the ability to solve social studies in elementary school.

RESEARCH METHODS

This research approach was quantitative with a quasi-experimental design. The design used in this study was the two randomized control group pretest-posttest design. There were two groups determined randomly, the experimental and control groups. The pre-test was given by both groups before the research was conducted, and post-test was given by both groups after the research was done. The experimental group was treated using the reciprocal teaching approach and the control group applied the conventional approach. A more detailed explanation could be seen in Table below:

Table 1 .The research design

Group	Pre-test	Treatment	Post-test
Experiment	O1	X1	O2
Control	O1	X2	O2

Where:

O1 : pre-test

O2 : post-test

X1 : Using *reciprocal teaching*

X2 : Using conventional approach

The location of this research is at SDN Pakis V Surabaya. The school is located on Pakis Sidokumpu Street, Pakis, Sawahan District, Surabaya City, East Java. The location was chosen because it is close to the researcher. The independent variable in this study is the reciprocal teaching approach. The dependent variable is a problem-solving ability.

This research was conducted in the first and second week of October 2019. The population of this research is fourth-grade students in Odd semester of the 2019-2020 school year. The research sample was chosen using random sampling and 2 classes were chosen randomly. Class IV-A totalled 35 students as the experimental class and class IV B totalled 35 students as the control class.

This research instrument used tests, observations, and documentation. The test in this research was essay type with the number of 5 items. The test was carried out on the experimental and control class. Tests given before the study (pre-test) with the aim of obtaining preliminary data on problem-solving abilities. And tests given after research (post-test) with the aim of obtaining final data on problem-solving abilities. The experimental and control classes were given the same pre-test and post-test and the results of their processing to test the research hypothesis.

The observations of this research were observation sheets for students. Observer gives a checkmark ($\sqrt{}$) on the observation sheet. The documentation of this research is in the form of written documents and drawings. The documentation in this study was used to obtain data from SDN Pakis V Surabaya regarding the names of students, and the values for determining the research sample.

The test used in this study was previously tested instrument first. The test instruments of this study include tests of validity, level of difficulty, different power, and reliability. The following is a detailed explanation. The level of validity of each item is done by comparing r results with r tables. R results for each item can be seen in the corrected item-total correlation while the r table can be seen in the following Table 2. Validity Criteria

Correlation coefficient	Classification
0,800 – 1,000	Very valid
0,600 – 0,799	Valid
0,400 – 0,599	enough valid
0,200 – 0,399	Less valid
0,000 – 0,199	Not valid

The formula used was as follows:

$$TK = \frac{\sum s}{n} \times 100\%$$

Where:

TK = Difficulty Level

$\sum s$ = Incorrect

The calculation results of the difficulty level on each item then classified according to the criteria in Table 3 as follows.

Table 3. Difficulty Level Criteria

Criteria	Classification
0 - <25%	Difficult
25 - 75%	average
>75%	Easy

Source: Purwanto, 2005

The method of analysing different power was using a sample method by taking 27% from the upper group, and 27% from the lower group from the entire population, then calculated using the following formula.

$$DB = \frac{\sum Skb - \sum Ska}{\frac{1}{2} Sm(nka+nkb)}$$

Keterangan:

DB = Discriminating Power

$\sum$Ska = number of errors of the upper group

$\sum$Skb = Number of error lower group

Sm = Number of error lower group

nka = Number of students of the upper grup

nkb = Number of students lower Group

The results of the calculation of the different power of each item items then classified according to the criteria in Table 4 as follows.

Table 4 The criteria of Discrimating Power

Criteria	Classification
0,7 – 1,00	Very Good
0,40 – 0,69	Good
0,20 – 0,39	satisfactory
0,00 – 0,19	poor
Negative Value	Very Poor

Source: Purwanto, 2005

The reliability test of essay questions in this study uses Cronbach Alpha analysis through the SPSS 25.00 for windows program. The reliability level of the instrument adjusted

for the reliability criteria can be seen in Table 5 as follows.

Table 5.Reliabilty Criteria

Reliability Interval Score	Criteria
0,800-1,000	Very reliable
0,600-0,799	Reliable
0,400-0,599	Moderate
0,200-0,399	Low reliable
0,000-0,199	Not reliable

Source: Purwanto, 2005

This study tested the hypothesis by t-test using SPSS 25.0 for window. Significant level α = 95%. H0 is accepted T-Test <t table, and H0 is rejected T-Test> T Table. And H1 is accepted if the significant value <0.05 and T-Test > T Table.

DISCUSSION

He problem-solving ability test that will be used for this research was tried out beforehand. The test instruments include validity, difficulty level, difference power, and reliability. The results of the trial can be seen in Figure 1.1 below.
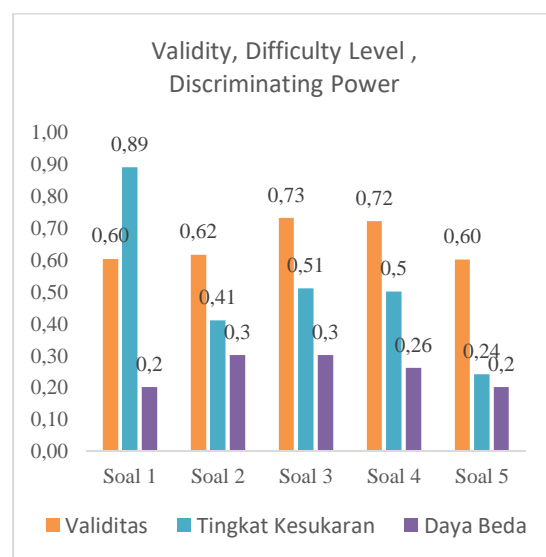
Figure 1.The Result of Validity, Difficulty Level and Discriminating Power of item

Based on the picture above, it shows that the question number 1 has valid criteria of 0.60, the difficulty level of the easy criteria is 0.89, and the difference in power is enough sufficient of 0.2. Problem number 2 to number 4 are valid criteria, the level of difficulty is average, and the power difference is sufficient. Problem number 5 has a validity of 0.6 with valid criteria, a difficulty level of 0.24 with difficult criteria, and a difference of 0.2 with sufficient criteria. Reliability as large as 0.75 has good criteria (reliable). In conclusion, this problem-solving ability test can be used as a tool to test this study without any revisions.

There are 4 stages in the reciprocal teaching approach in this study, namely summarizing, asking questions, confirming, and predicting. The implementation of the reciprocal teaching approach in the experimental class is recorded in the observation sheet. The results of observing the reciprocal teaching approach can be seen in Figure 1.2 below.
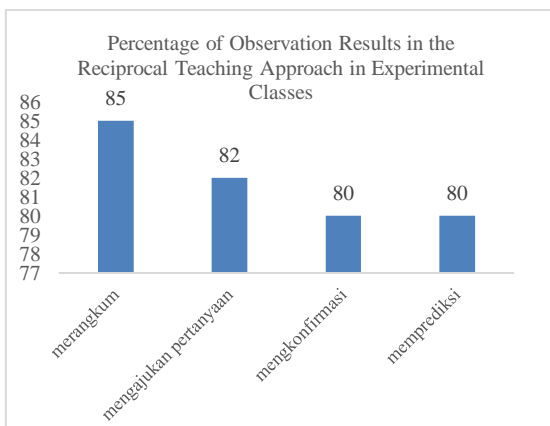

Figure 2. Percentage of Observation Results in the Reciprocal Teaching Approach in Experimental Classes

Based on the percentage of observations in the experimental class by applying the reciprocal teaching approach shows a high percentage. Students play an active role in each stage of the reciprocal teaching approach. There are 4 stages of reciprocal teaching in this study, namely summarizing 85%, asking questions 82% and confirming and predicting 80% each. Students are not accustomed to the confirmation and prediction stages, so their grades are lower than the stages of summarizing and asking questions.

Indicators of problem-solving ability in this study include understanding, planning, solving, and reviewing. The achievement of indicators of the results of problem-solving abilities in the experimental and control classes can be presented in Figure 1.3 as follows.

Figure 3: The Achievement Percentage of Problem Solving Indicators
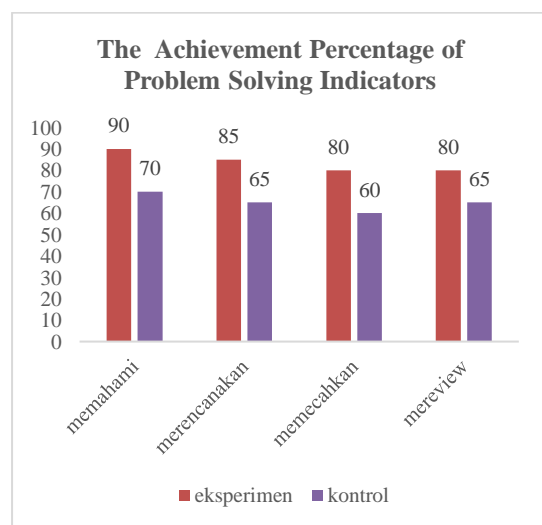
Based on the achievement of overall problem-solving indicators, the experimental class is higher than the control class. The average achievement of all indicators of problem-solving in the experimental class was 83.75%. While the control class average achievement of all indicators of problem-solving by 65%. This can show that the experimental class was 18.75% higher than the control class. The application of the reciprocal teaching approach is better than applying the teacher, discussion and assignment approach in achieving problem-solving abilities. It can also be shown in the acquisition of the average pre-test and post-test value of the experimental class is higher than the control. More details can be seen in Table 6 below.

Table 6 Pretest and Posttest score in the experimental and control class

Test	Experiment			Control		
	N	X	S	N	X	S
Pretest	35	44,03	14,03	35	38,35	12,68
posttest	35	81,81	15,55	35	63,61	12,28

Based on the average pre-test score there was an increase of 5.68. The average pre-test score in the experimental class was 44.03 and the control was 38.35. The average post-test score of the experimental class was 81.81 and the control was 63.61. This shows that the average post-test score was higher with a difference of 18.2. There was a significant increase of 37.78 in the experimental class from pre-test of 44.03 to post-test of 81.81.

While the control class from pre-test was 38.35 to post-test 63.61, an increase of 25.26.

The results of the analysis of research data through the t-test showed a significant number of 0.01. This shows that H0 is rejected because the significant value of 0.01 <0.05 and t arithmetic of 12.705 is greater than t table of 1.697. And H1 is accepted because of the significant value of 0.01 <0.05 and 12.705> t table 1.697. The results of the analysis indicate that there is an effect of reciprocal teaching on the ability to solve social studies in elementary school.

The results of this study indicate that there is an increase in students' social problem-solving skills applying a reciprocal teaching approach better than students applying a conventional approach. The reciprocal teaching approach has a positive effect on students because during learning students feel happy. During treatment, students are very enthusiastic in learning to use reciprocal teaching strategies (Sriyani Ketong, Burhanuddin, 2018). Learning that is fun and does not burden students will provide meaningful learning. The reciprocal teaching approach is more effective than the lecture and discussion approach in terms of problem-solving skills. As for the background to the improvement of problem-solving abilities, it is caused by the stages in the reciprocal teaching approach in line with indicators of problem-solving ability. The stages of the reciprocal teaching approach are the stages of

summarizing, students independently note the important points of the material presented by the teacher namely natural resources and their utilization. Independent characters, students do learning activities independently in class if they are doing independent assignments from the teacher (Kanji et al., 2020). At this stage, students play an active role to explain important points that have been recorded using their language. In line with research (Ramadhani, 2019) The application of the reciprocal teaching-learning model makes students not passively accept the material presented but is also active in constructing or constructing their knowledge, so learning will be more meaningful and more remembered by students. The ability to communicate to share material with friends becomes a new experience for students. This is in accordance with indicators of problem-solving ability: understanding.

Stages of asking questions, at this stage students are tasked with asking questions related to natural resource material and its use. The teacher guides students to use questions ranging from low to high levels. Students prepare themselves to communicate with their classmates, so they can ask questions creatively. This is in accordance with indicators of problem solving ability: planning. Each group and even individuals have an active role in the activity of asking questions, giving rise to two-way communication. The learning becomes livelier

and not boring, so students are motivated to contribute asking questions.

The next stage is to confirm, at this stage the student is tasked with confirming by re-explaining the knowledge and information obtained, so that students master the concepts they have learned. Students creatively find problems in natural resources and their use. From these problems, students make observations to solve problems with new innovations. Problem solving that is confirmed by students is not only a concept, but can be applied in everyday life. In line with Ramadhani's research (2019), the Reciprocal Teaching Approach is a new concept in learning that can design students to learn independently, be creative, and be more active in participating in learning activities, and can also help solve the needs often faced in using old learning models. Stages confirm in accordance with indicators of problem solving: problem solving.

The last stage is predicting, students are tasked with helping the group to link the material of natural resources and their utilization by presenting predictions. Students can describe ideas according to their understanding. Activity predicts in accordance with indicators of problem solving: reviewing. the student acts as the teacher delivering the predicted results obtained by his group to be studied together so that students can construct their knowledge (Nurhasanah, 2019).

Based on the findings in this study there are several obstacles, namely limited time, lack of preparation of teachers and students are still shy and not accustomed to conveying their understanding to their peers. These obstacles can be overcome by the teacher being able to manage time management, so that all stages of the reciprocal teaching approach can be implemented to the maximum. The teacher prepares the learning equipment carefully by preparing lesson plans, and preparing the learning materials and media needed. The teacher applies a learning method or model that activates students, so students are accustomed to learning independently and confidently.

CONCLUSION

The results of this study have the effect of reciprocal teaching on IPS elementary problem solving skills. It is shown from H0 rejected, and H1 accepted with a significance value of 0.01 <0.05 and t test 12.705> t table 1.697. The reciprocal teaching approach can improve problem solving skills, because the reciprocal teaching approach stages are in line with the problem solving indicators. This study also finds the obstacles in the reciprocal teaching approach which are limited time, lack of teacher preparation, and students are still shy in asking and expressing opinions to their peers.

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Collaboration of Pancasila and Civic Education Teachers and Guidance Counseling Teachers in the Developing of Student Characters in Senior High School

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Abstract. This article aims to establish the collaboration between the Pancasila and Civic Education teacher and the Guidance Counseling teacher in developing the character of students in high school. This article is the result of a descriptive qualitative research study by selecting informants using the purposive sampling method. Data collection techniques used were observation, interviews, and documentation. Data were analyzed through data reduction steps and conclusion drawing. The technique for checking the validity of the data is the triangulation of sources. The results showed that the formation of students' character in the school could be carried out optimally if the teacher especially the Pancasila and Civic Education teacher collaborated with the Guidance Counseling teacher. Collaboration is carried out in the form of assignments for the preparation of student activity journals assigned by Pancasila and Civic Education teachers. The activity journal is prepared based on the Guidance Counseling teacher's input after the students conduct counseling related to the reported activity. Through these activity journals, the Pancasila and Civic Education teacher can identify obstacles in character formation and then look for solutions together with the Guidance Counseling teacher.

Keywords: Teacher Collaboration,Civic Education, Guidance Counseling, Character

Abstrak. Artikel ini bertujuan untuk mengungkapkan kolaborasi yang dilakukan guru Pendidikan Pancasila dan Kewarganegaraan dan Guru Bimbingan Konseling dalam pembentukan karakter siswa di SMA. Artikel ini merupakan hasil kajian penelitian kualitatif deskriptif dengan pemilihan informan menggunakan metode pusposive sampling. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Data dianalisis melalui langkah-langkah reduksi data dan penarikan kesimpulan. Teknik pemeriksaan keabsahan data dilakukan dengan triangulasi sumber. Hasil penelitian menunjukkan bahwa pembentukan karakter siswa di Sekolah dapat terlaksana secara optimal jika guru khususnya guru Pendidikan Pancasila dan Kewarganegaraan melakukan kolaborasi dengan guru Bimbingan Konseling. Kolaborasi dilakukan dalam bentuk pemberian penugasan penyusunan jurnal aktivitas siswa yang ditugaskan oleh guru Pendidikan Pancasila dan Kewarganegaraan. Jurnal aktivitas tersebut disusun berdasarkan masukan guru Bimbingan Konseling setelah siswa melakukan konseling terkait aktivitas yang dilaporkannya. Melalui jurnal aktivitas tersebut guru Pendidikan Pancasila dan Kewarganegaraan dapat mengidentifikasi hambatan dalam pembetukan karakter dan kemudian mencari solusi Bersama dengan guru Bimbingan Konseling.

Kata Kunci: Kolaborasi Guru, Pendidikan Pancasila dan Kewarganegaraan, Bimbingan dan Konseling, Karakter

INTRODUCTION

Law No. 20/2003 concerning the National Education System reveals that national education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the life of the nation, and aims to develop the potential of students to become human beings who believe in and devote to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

The law mandates that the purpose of education is not just to make students academically smart. But it must also be able to print the next generation who has a character and character. This means that character education becomes an urgent matter in our education system. Character education is the foundation of the national education system. Therefore, the main objective of this education must be a collective reflection, especially for educators or teachers, including parents.

So, education must be held by paying attention to the need for the formation of student character through learning (Monica: 2019). As the Pancasila and Civic Education subjects carry the mission of character education as expressed by Chlosin (2011) the Pancasila and Civic Education subjects are subjects which have a material content of political democracy, which is expanded with other sources of knowledge, positive influences of school education , society,

parents, all of which are processed to train students to think critically, analytically, and act democratically in preparing for a democratic life based on Pancasila and The Republic of Indonesia Constitution of 1945.

This indicates that the character values taught through Pancasila and Civic Education learning include core character values and main character values. The main character values of Pancasila and Civic Education subjects include: religiousness, honesty, intelligence, toughness, democratization, and social care. While the main character values of Civics courses are nationalism, obedience to social rules, respect for diversity, awareness of the rights and obligations of self and others, responsible, logical thinking, critical, creative, and innovative and independence (Ministry of National Education, 2010: 19).

These character values are the responsibility of Pancasila and Civic Education teachers to be developed through learning and non-learning activities. To form optimal student character through Pancasila and Civic Education subjects, Pancasila and Civic Education teachers need to make special efforts one of them by collaborating with other teachers such as Guidance Counseling teachers. This is because, Guidance Counseling are also an important part in shaping the character of students in school. Guidance Counseling teacher or counselor manages the program including arranging programs, implementing and evaluating

Guidance Counseling programs to help students develop optimally according to student needs.

Guidance Counseling is needed to support the formation of student character. In the Guidance for Guidance for School Guidance Program in Marsudi (2007) it is stated that school guidance is a process of assistance to students by paying attention to students as individuals and social beings, as well as paying attention to individual differences, so that students can make the optimal progress in their development process as well as can help himself, analyze and solve his problems, all for the sake of achieving happiness in life, especially the achievement of mental well-being.

Considering the need for cooperation from various parties in shaping the character of students, this article will further discuss how the collaboration of Pancasila and Civic Education teachers and Guidance Counseling Teachers in the formation of student character in high school.

RESEARCH METHODS

This article is a descriptive qualitative research study in which research procedures produce descriptive data in the form of written or oral words from people and observed behavior (Lexy: 2000). Meanwhile, descriptive research is a form of research aimed at describing or describing the phenomena that exist, both natural phenomena

and human engineering. The purpose of descriptive research is to make a systematic, factual, and accurate assessment of the facts and the nature of a particular population or region. This research is used to find out how the collaboration of Pancasila and Civic Education teachers and Guidance Counseling teachers in forming the character of students at SMA Negeri 1 Padang.

Data collection techniques according to Arikunto are ways that can be used by researchers to collect data, where the method shows in an abstract, can not be realized in visible objects, but can be exhibited their use (Suharsimi: 2002). So this research data collection technique uses the method of observation, interviews and documentation.

The validity of the data in this study was determined using source triangulation. Source triangulation is used to check data about its validity, comparing the results of interviews with the contents of a document by utilizing various sources of information data for consideration (Sugiyono: 2008). In this case the authors compare the data from observations with data from interviews, and also compare the results of interviews with other interviews.

DISCUSSION

Formation of student character through learning and non-learning activities needs to be done. It aims to shape the child's personality, so that he becomes a good human

being, a citizen, and a good citizen. As stated by Lickona (1991) that character education is a deliberate effort to help someone so that he can understand, pay attention, and do core ethical values. In other words Lickona shows in the formation of character there is a process of development that involves knowledge (moral knowing), feelings (moral feeling), and actions (moral action), while also providing a solid basis for building a coherent and comprehensive character education.

One way to shape the character of students in high school is through learning activities on Pancasila and Civic Education subjects. This is suspected because in participating in Pancasila and Civic Education students must achieve three Civic competencies consisting of; Civic Knowledge (Civic knowledge), Civic Skills (Civic skills), and Civic Disposition (Civic character) (Branson: 1999). Of the three competencies that must be achieved, one of them is Civic Disposition (Civic character) which means that Civic character is a substantive and essential dimension of Pancasila and Civic Education subjects and the development of the two previous dimensions. Referring to this, the character development of students is done by instilling values consisting of; religiousness, honesty, intelligence, toughness, democratic, and caring. while the main character values of Civics subjects are nationalism, obedience to social rules, respect for diversity, awareness of the rights and obligations of self and others,

responsibility, logical thinking, critical, creative, and innovative, and independence. These main character values can be developed more broadly, to strengthen the function of civil servants as character education.

Based on the findings of the research it was revealed that the formation of student character at SMA Negeri 1 Padang was carried out in the learning process that was guided by the teacher with various methods. However, in practice the teacher has difficulty especially in connecting teaching material with real life. So students see Pancasila Education and Civic as rigid learning and are limited to theory. As revealed by Muhajir (2019) that in fact the Pancasila and Civic Education material is actually a lot that can be taught according to the reality of student life. But, in practice, teachers find it difficult to develop material because of the variety as so it is not absorbed by students as a whole.

Considering the limitations of Pancasila and Civic Education teachers in shaping the character of students through learning activities, the Pancasila and Civic Education teacher collaborated with the Guidance Counseling teacher so that the formation of the character of SMA Negeri 1 Padang students continued in non-learning activities by Guidance Counseling teachers. Collaboration by the teacher in the form of cooperation, interaction, compromise of several elements related to both individuals, institutions and or parties involved directly and indirectly who

receive the consequences and benefits. The values that underlie a collaboration are the same goals, common perceptions, willingness to process, mutual benefits, and honesty (Abdulsyani, 1994).

Collaboration between Pancasila and Civic Education teachers and Guidance Counseling teachers is done in the form of assigning journal compilation of student activities assigned by the Pancasila and Civic Education teachers. The journal is made in the form of a table made by students in a notebook, following the form of the table:

Figure.1 Journal of activities

The picture above is a journal of activities assigned by Pancasila and Civic Education teachers to students. The journal is a weekly assignment that must be fulfilled by students by the basic competencies at the meeting learned. The Pancasila and Civic Education teacher assigns students by giving instructions at the end of each lesson filling in and selecting submissions, national issues, what has been done and what hasn't been done. Filling in the column is assigned by the teacher with the consideration that Civic Education refers to several basic principles of active student learning, cooperative learning groups, participatory learning, and reactive teaching (Budimansyah: 2002). This is done by the teacher to train students' sensitivity to themselves and their environment, especially about the national environment. To fill the table to form students' characters optimally, the teacher assigns students to meet the Guidance Counseling teacher to achieve things that are not achieved in learning activities. Then every week students will do counseling with the Guidance Counseling teacher both individually and in groups to discuss the journal activities that have been made. The results of the counseling are written by

students in the self-reflection box accompanied by the Guidance Counseling teacher.

Teacher collaboration of Pancasila Education and Civic with teachers Guidance Counseling is done with the consideration that one effective way in shaping the character of students can be done by way of counseling. As expressed by Eny (2017) Guidance Counseling teacher or familiar with school counselors has a role in shaping the character of students both inside and outside school learning. This shows that Guidance Counseling takes a large role in assisting each stage of learning / academic development, knowing themselves and their future opportunities, determining their goals and goals in life, and devising appropriate plans for achieving those goals, and overcoming personal problems (learning difficulties, relationship problems with friends, or problems with family). In other words Guidance Counseling Teachers can reach those not covered by Pancasila and Civic Education Learning, namely students to open themselves without being aware of their personal.

Through activity journals it is known that students' character development must follow their developmental stages. As Kohlberg explained that all people go through these stages of moral development in the same order, because the higher stages require more complex reasoning than the previous stages. According to him, the higher the level of one's cognitive reasoning according to the stages of Piaget's development, the higher the level of one's moral reasoning (Sarwono, 2012).

According to Rest (1994), the best way to explain Kohlberg's stage of moral development is to see it as a six concept of how to hold social cooperation. This is what the Pancasila and Civic Education teacher and Guidance Counseling teacher did in shaping the character of students at SMA 1 Padang through collaboration as outlined in the activity journal. Journal of activities that have been completed at the end of the semester arranged by students in groups in the form of proposals and presented in front of other students and teachers of Pancasila Education and Civic and Guidance Counseling.

This collaboration also shows that the Guidance Counseling teacher can be a partner of subject teachers especially Pancasila and Civic Education subject teachers in shaping student character. Thus teachers who collaborate will be better

prepared and able to synergize with other teachers. This is because the activity journal assigned by the teacher becomes a way to form students' character in habituation. Ganong W revealed that habituation was a reduction in the response from the previous response that was displayed when there was no reward or punishment after the stimulus was given. For example, if someone is given spicy food, at first the person cannot resist the spicy taste (Firmansah: 2017).

The assignment of activity journals conducted at each meeting can be a habituation that can influence one's behavior in their daily activities. So that the ability of self-reflection carried out by students continuously through activity journals does not directly foster the character values found in the contents of the journal for students.

CONCLUSION

Pancasila and Civic Education is learning that carries out the national mission of educating the nation's life through the corridor of "value-based education". for that the teacher has a key position in the formation of student character, but the limitations of subject teachers, especially the subjects of Pancasila and Civic Education requires

teachers to innovate. One form of shaping the character of students in high school by Pancasila and Civic Education teachers can be done by collaborating with the Guidance Counseling teacher. This collaboration was carried out in the form of an activity journal assignment by the Pancasila and Civic Education teacher in which students were accompanied by the teacher in their preparation. Journal of activities is expected to bring up students' sensitivity to themselves and their environment because through the activity journal students can see the weaknesses and strengths so that the Pancasila and Civic Education teachers in learning activities can instill character values according to student needs and in non-learning activities in the Guidance Counseling Teachers. Through counseling by strengthening students' self-concepts.

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