

THE IMPLEMENTATION OF CHARACTER EDUCATION THROUGH CONTEXTUAL TEACHING AND LEARNING AT PERSONALITY DEVELOPMENT UNIT IN THE SRIWIJAYA UNIVERSITY PALEMBANG

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Abstract

A research or survey has been done to implement the teaching of character education through contextual teaching and learning. A survey was done directly through practicing inside and outside the class by exploring, elaborating and confirming. In summary, character which is implemented through character's value which is connected to God and character value which is connected to self, that is honest, responsible, healthy lifestyle, discipline, hard working, confident, logical, independent, love of science, mannered and national values. The results of the study showed that students possessed faith, attitude, behavior, motivation and good skills in accordance Indonesian culture and norm or Indonesian characters

Key words: character, *contextual teaching and learning*

Introduction

In Indonesian colleges' environment, although have been implemented a competency-based curriculum and character, but it is observed that in the implementation, many universities still implement science or educational skills. Character's education which is directed to create ten characters needed by working world have not implemented systematically yet. Having this condition, it can be said

that the implementation of educations' character fully and integratively in the teaching and learning process have not been done

In relation with the implementation of characters' education in Indonesia, the goal is to make Indonesian people having faith, pious and noble, moral, ethics, cultured and civilized, which are translated into two sub-ways, as follows:

- 1) The realization of a tough, competitive, morality nation's character and based on Pancasila philosophy which is characterized by the nature and faithful Indonesian people and devoted to God Almighty, virtuous, tolerant, mutual cooperation, patriotic spirit, growing, dynamic, and oriented science and technology (science) and uphold the nation's diversity and culture.
- 2) The solid civilization and culture which is reflected in the increase of Indonesian dignity and, and developing a stronger identity, personality and culture of Indonesia.

1. Character education Studies in Higher Education

Character, science and culture always go hand in hand in creating human resources and nations' tough resources to achieve educational goals in Indonesia. Linkage of these aspects can be seen in the following figure:

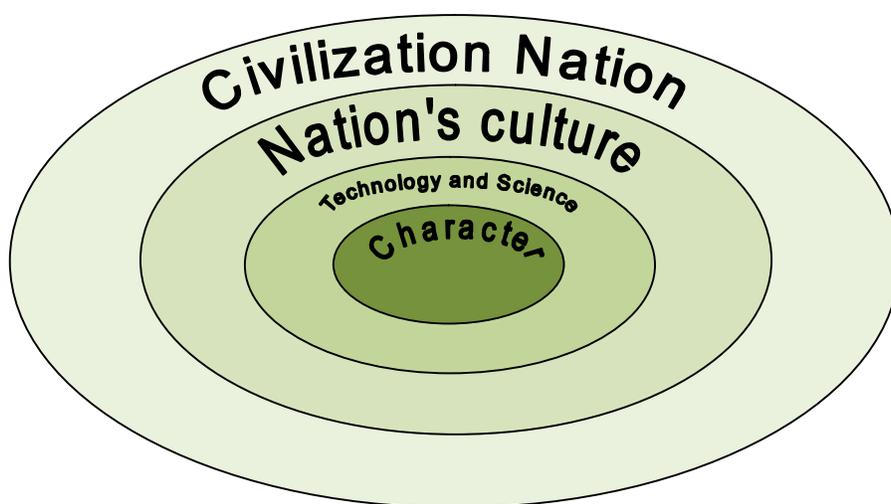


Figure 3. Correlation among the characters, science and technology, nations' culture, and civilization

In the above picture, it can be seen the correlation among characters, science and technology, culture and civilization. Carrying on science and technology can not just rely on the power of thinking (cognitive), the power of intellect, strength of intelligence and academic strengths or sort of it. But the moral code that needs to be the foundation of that science. Working with those components by involving scientific principles of human character would produce a moral man.

The essence of science components are ontology, axiology and epistemology are closely related to what is called "L-Directed Thinking" (left brain thinking), which is characterized by a sequential pattern, logical and analytical. While the moral principle of science is "in the process of scientific activity, any scientific effort should be directed to find the truth, which is done by honesty, without having a direct interest. The principle of moral science is concerned with R-

Directed Thinking (right brain thinking) that is characterized by non-linear, intuitive, creative, and empathetic.

Referring to the educational convergence flow or Ki Hajar Dewantara instructional model (education in Indonesia), which recognizes the importance of innate and environmental influences to develop people completely, it is important to develop an educational model that provides a balance between L-Directed Thinking and R-Directed Thinking. In this regard, the Indonesian universities conditions generally and in particular Sriwijaya University will be presented

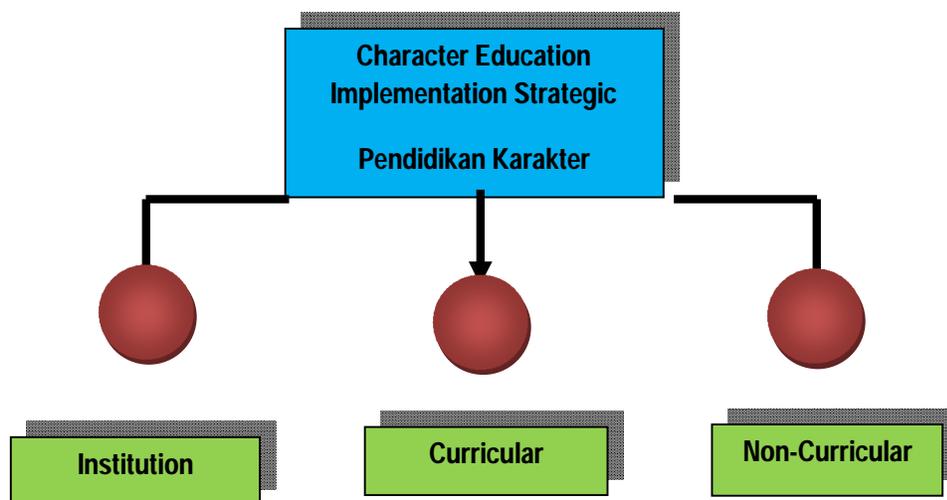
In the Educational Act of the Indonesian Republic Number 20, 2003 about National Education System states that higher education is an education after secondary education that includes diploma program, bachelor, master, specialist, and doctoral degrees held by the college. The difference among them lies in its orientation. Higher education bachelor, master, doctoral oriented science (knowledge), while diploma education, specialist-oriented skills (skills). Both scientific education and skills will be faced by the same problem, namely "working needs ", and claimed to have the ability to build a set of characters that are needed in the workplace.

Assimilative approach to Character Education

In the implementation of character education in the academic cultural perspective, character education is not placed to stand alone, but "assimilative". It means that character education is combined with academic education (knowledge and skills) and provides a new understanding, which means colleges' graduates are placed in the working world, intellectual ability based on the basic values of the character, which are "honest, intelligent, tough, and caring".

After being in the working world, one needs a set of characters that can fit into an organization's culture. Culture refers to a system of shared meaning held by members that distinguishes the organization with another.

The Implementation of Character Education in the Indonesian Universities can be seen in the following figure:



1. Institutional

a. Center of Psychology Development and Students character

This center can provide assistance to students regarding: prevention, delivery, adjustments, repairs, development in the perspective of student issues such as: educational development, individual development, individual differences, individual needs, adaptation and behavior disorders and learning problems. Guidance and counseling related to such things as the outlined above would be very useful in building student character, which is based primarily on honest, intelligent, strong, and caring.

b. Scholarship

Scholarships are awarded to students by the General Directorate of Higher Education included the element of character. Scholarships are awarded to excel students or students whose parents can not afford and having a reliable character: honest, intelligent, strong, and caring.

2. Curricular

a. Content Determination of Character for Every Subject

1) Anti cheat program

Honesty in the environment of higher education can be implemented in the exam. the student who cheats will get tough sanctions. In the exam, it is important to make surveillance

system which is different between test execution for undergraduate, master and doctoral programs. As an illustration, doctoral program examination does not require a supervision

2) Anti plagiarism program

To complete his education, whether undergraduate, master or doctoral program students are required to create final work, theses, and dissertations. The scientific work which in turn to the truth, honesty (anti plagiarism) or copying someone's work or other people's work and recognized as his own.

3) Creating Character Development courses

Each community college courses are required to make the Character Development, outlined the basic values of the character that is honest, intelligent, strong, and caring. Material can be made, as the following overview.

Table 1 Basic value of character in the course subject

Basic Value	Character
Religius	Character value which is connected to god
honesty	Self knowing concept, self-motivation, self-control, self-relationship with God, self righteousness, self-value system, sincerity, and sincerity, sacrifice themselves, giving and sharing, discipline, confidence
Smart	The self concept as an achiever (always create excellences), the ability to use a SWOT analysis, the ability to make decisions, change management, L-Directed Thinking, R-Directed Thinking (left and right brain intelligence), to think logically, critically, creative, innovative
Tough	Destructive or constructive environmental influences concept, pressure or stress, ability to work under pressure, stress management, resilience, a winner not a loser, risk management, hard work, entrepreneur
Caring	Recognizing that there are many different interests, the community concept, understanding the social ethics, the concept of the common good, the concept of tolerance, appreciating work of others, polite, democracy, diversity respect

Table 2 Course Subjects at the personality development unit (UPT-MPK) Sriwijaya University

Course subject	Value/character elements
Religion education subject; Moslem, catholic, protestant, Hindu, Buddha	Religious, honest, manners, discipline, responsibility, love of science, aware of their rights and obligations
Civic Education	Nationalist, democratic, honest, respect for diversity, aware of their rights and obligations
Indonesian	Logical thinking, critical, creative, innovative, confident, polite nationalist
Social and Cultural: Basic	Appreciating diversity, nationalist, honest, disciplined, democratic, equal rights and obligations
Natural Base Science	Want to know, think logically, critically, creatively, healthy living, respect for diversity and natural, caring environment

3. Non-Curricular

Non-curricular activities in higher education environments can be in the form of extra-curricular activities, co-curricular, and so forth. As illustrated in the higher education environment such as, in entrepreneurial activities, relating to the basic values of the character, that are honest, smart, tough, and care should be incorporated into the activities of one element.

The Evaluation of Character Education

The Evaluation of character education related to the basic values of characters of Higher Education, can be implemented in phases. Then, is implemented and finally is evaluated by seeing students' behavior. The evaluation Form is through the implementation of the theory test and the final test, thesis and dissertation, execution (practice)

The situation and condition of learning model plans

The contextual teaching and learning in UPT-MPK

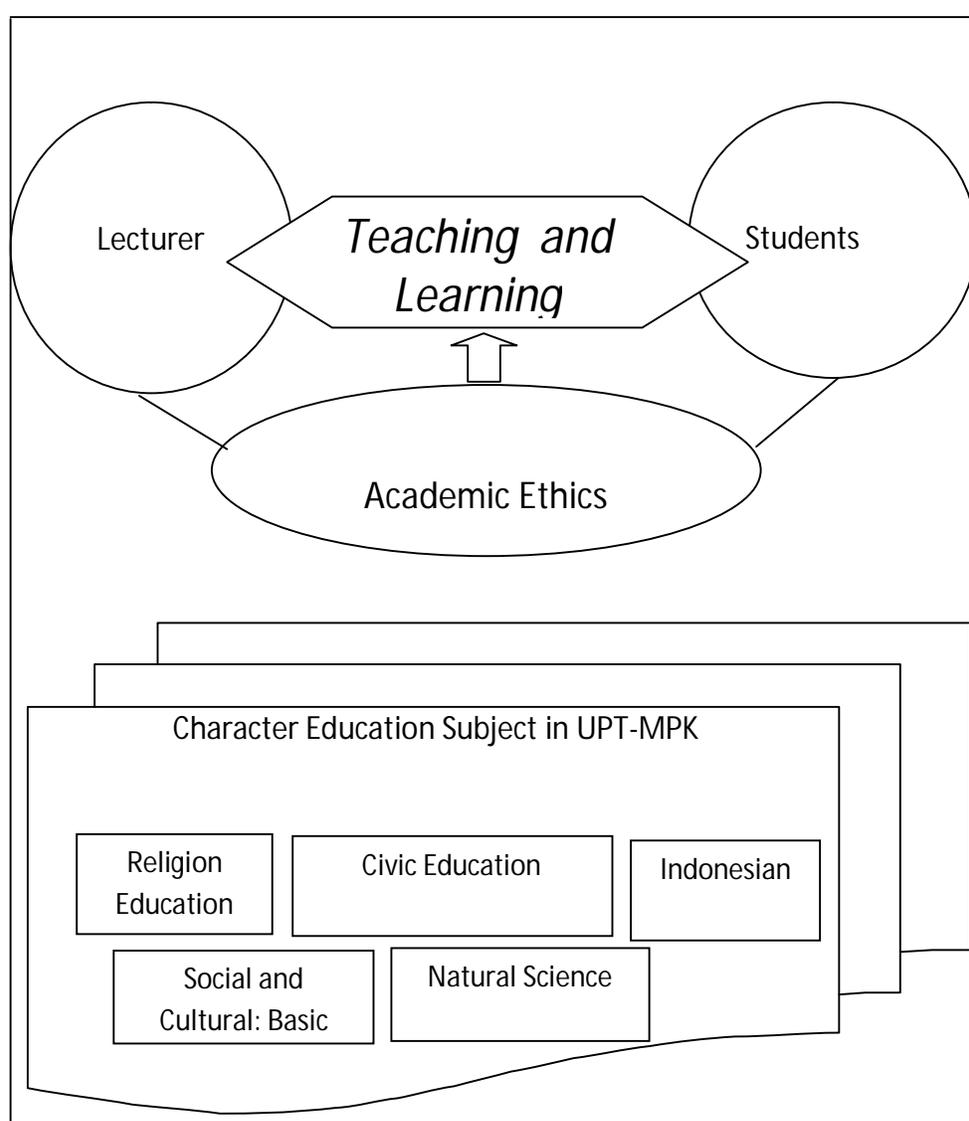


Figure 2 The condition of character development in Sriwijaya University, Palembang
 The process of character education implementation in UPT-MPK, Sriwijaya University
 The learning principles implementation of character education in universities:

- 1) Constructivism. Building students' understanding from the new experiences based on previous knowledge and belief. The tasks of the teacher are: a) to make knowledge becomes meaningful and relevant to students, b) give the students opportunity to find and implement his own ideas, c) sensitize the students to implement their own strategies in learning
- 2) Questioning. In the teaching and learning process, students ask questions, formulate questions, ask each other, learn about the evidence, interpreting and and explaining
- 3) inquiry. Students learn how to use critical thinking skills, discuss and analyze the evidence, evaluate ideas and proposition, reflecting the validity of the data, process and make conclusions.
- 4) learning community. This concept is based on the idea that learning in group is better than individually.
- 5) Modeling. Performance Process with examples so that people think, work, and study
- 6) Reflection. Helping students illustrate the meaning. In reflection, students analyze an event, activity and observation how the students use new knowledge
- 7) Authentic Assessment. Allowing the students to demonstrate their ability to complete the tasks, solve problems and express it. This assessment can develop the value of honesty, responsibility and someone's achievement.

Teaching and learning model application in Personality Development Unit (UPT-MPK) Sriwijaya University, this model was tried out social and cultural science: Basic (ISBD) which was carried out starting from planning, implementation and evaluation. The Implementation Model is as follows:

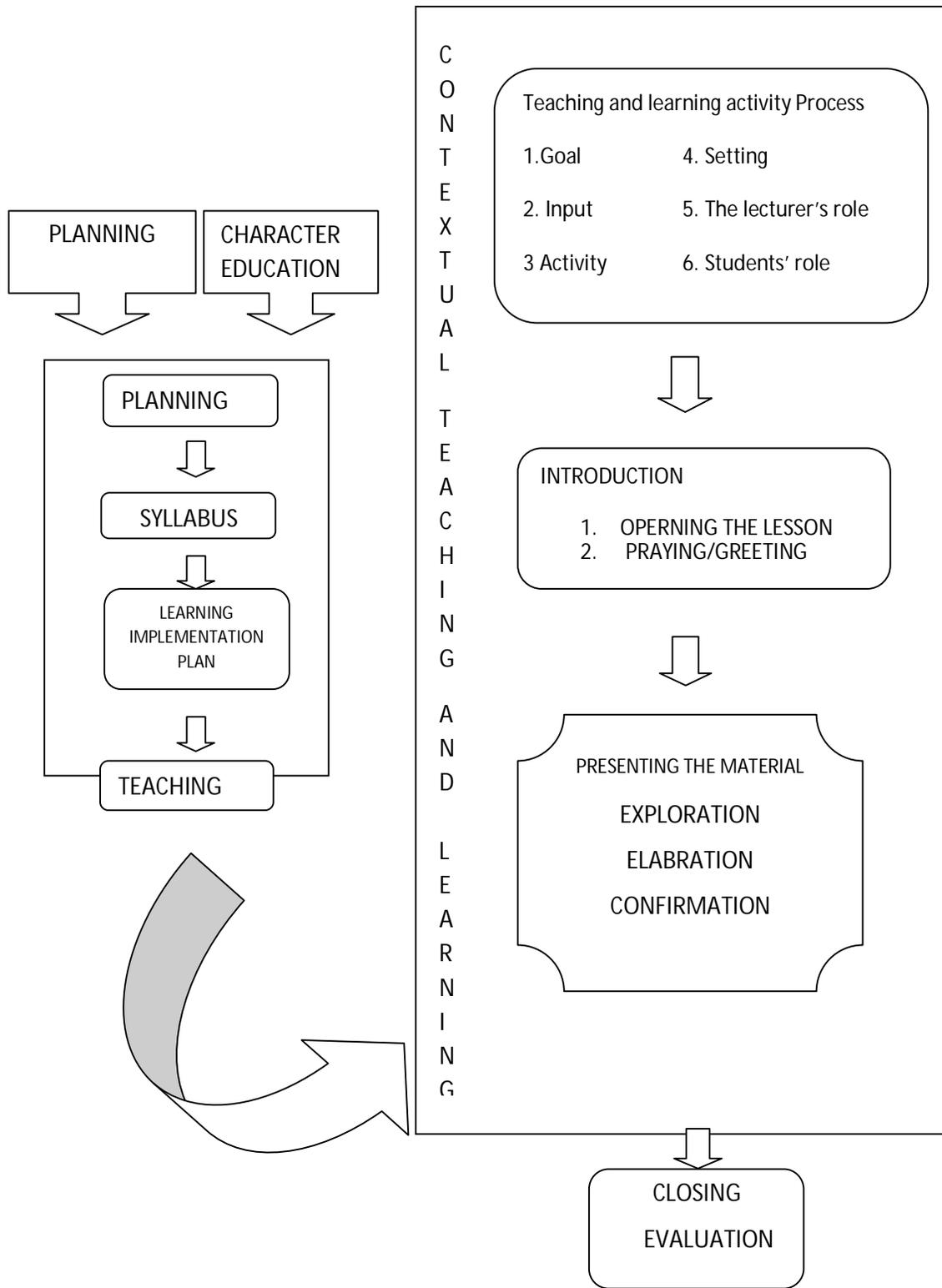


Figure 3 Contextual Teaching and Learning in teaching and learning process
 The explanation of contextual teaching and learning in teaching and learning process:

Planning:

- 1) The teacher makes the syllabus: creates unit' competence, basic competence, prepare the materials, organize the activities, allocate the time, set the learning resources and the achievement indicators and facilitate the students to develop the character.
- 2) Teaching and learning development design (RPP): as formulated in the syllabus and was developed in the Teaching and learning development design. It is an insightful guide for faculty in teaching character and then adapted. The task either implicitly or explicitly consist of six components: 1) goals, 2) input, 3) activity, 4) adjustment, 5) the role of teachers (lecturers), 6) students.

Introduction:

- 1) Preparing the students psychologically and physically to follow the teaching and learning process
- 2) Asking the questions related to the prior knowledge to the newest
- 3) Explain the basic learning objectives or competencies to be achieved
- 4) Delivering a range of material and explaining the activities descriptions based on syllabus
- 5) A number of methods are used to introduce an awareness of the character values at each stage of learning, namely:
 - a) Lecturer comes on time: instill discipline (discipline)
 - b) Lecturer says hello and smiles friendly when entering the classroom (polite and caring)
 - c) Praying before opening the lesson (religious)
 - d) Checking students' attendance (religious and care)
 - e) Praying for the sick student / or absent (religious and care)
 - f) Reprimanding the late students politely (disciplined, polite, caring)
 - g) Affirming the course material with the characters that will be achieved

Core activities

Teaching and Learning is done by three stages, namely:

- 1) Exploration: the students are facilitated acquire the knowledge and develop attitudes and skills through student-centered learning

- 2) Elaboration: Students are given an opportunity to acquire knowledge, skills and attitudes further through sources and other learning activities, knowledge and attitudes of learners skill broaden, deep and sharp.
- 3) Confirmation: Students get feedback on the correctness and feasibility of the knowledge, skills and attitudes acquired by them

Closing

The Teacher gives a question about the activities carried out verbally or practically. In the evaluation, the students can express, simulate, and solve the problem friendly, courteous and discipline. The Students can develop a few characters such as honest, not cheating, appreciate one's opinion, work, discipline in tasks, love of science.

The results of the initial survey

The results of the initial survey and observation and the practice activity in one of the subjects that is Social and Cultural Science: Basic, are:

1. 90% of the students greet polite his/her lecture if s/he comes to the class by saying 'good morning' or 'good day' (respect friends and practice the teachings of the religious affiliation)
2. 99% of the assigned tasks collected on time, neat, clean and no cheating at, except a student who is sick, or who cannot follow the class (showing a confidence)
3. Students work together in completing the group task, active, participate, and can discuss together (able to communicate and interact effectively and politely)
4. Students always collaborate with classmates, especially in solving problems outside the classroom (cooperation)
5. Students in groups have visited several nursing homes and boarding school near the campus, the results are quite satisfactory, students care about their campus environment (showing concern for others in life)
6. When the teacher enters the class, the class is clean, neat for one semester course in progress (implementing a clean, healthy, safe fit)
7. In the classroom, the students used good Indonesian language, polite and respectful, even though they are from different ethnic and racial groups (applying shared values in the society, nation and state)

8. Demonstrating ability to learn independently according to their ability, which can be shown from the semester exam results, most of them achieve good score (demonstrated ability to think logically, critically, creatively and innovative)

Conclusion

The activity of fostering character education by using a Contextual Teaching and Learning model in the UPT-MPK in Social cultural Sciences: Basic at the Sriwijaya University aims to make students have good faith (religious), a series of attitudes behaviors, motivations and skills in accordance with the norms and culture of Indonesia (Indonesian national character). This model is developed through knowledge stages; knowing, acting and habit.

The results of character education implementation process can be achieved through the emotions and habits of the students, so that, implementation can reach the good characters (Components of good character) that are moral knowledge, emotion strengthened (moral feeling) and moral conduct (moral action) .