THEMATIC CHARACTER BASED LEARNING IN PRIMARY SCHOOL

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Abstract

This study aims to find a design study model character education consists of learning tools and study guides students on thematic learning. The method used is research and development (Research and Development) combined with action research methods. The survey results revealed that students are given guidance at the time of the trial in the class did not give meaningfulness in learning. On the Character Education Model Integrated Thematic Teaching at primary schools HKBP Pematangsiantar developed through this research feasible tested again on the stage of a pilot project to test subjects' primary schools HKBP Pematangsiantar grade 2 and 3. Then proceed to the stage of dissemination in the 1st grade, primary school HKBP Pematangsiantar so that it can serve as the basis for the submission of policy proposals in the field of character education.

Keywords:
Thematic; Character; Based Learning.

A. INTRODUCTION

The world of education today is faced with the demands of an increasingly severe, especially to prepare students to be able to deal with the changing dynamics of growing very rapidly, in particular, shifting aspects and moral values in public life. Decadence and bad characters showed an example of a student who is not an integral part of the education world. In addition to violent behavior, issues of morality among young people such as the use of narcotics, pornography, sexually explicit, student brawls, abortion rape, robbery, theft, murder, and acts of immorality has become a social problem that until now has not been able to be completely resolved. The impact is quite serious and can no longer be regarded as a simple problem (Dimyati, 2010: 85-86).

Examples of dishonest behavior in the education of the student, for example, cheating, plagiarizing other people's work without including the source, and look for excuses to run away from responsibility for school assignments given by the teacher (Koesoema, 2009: 183). Many people are of the view that this condition starts with what is produced by the world of education. Education actually contributed most to this situation. In the context of formal education in schools, one of the causes of education in Indonesia more emphasizes on intellectual development alone. Other aspects that exist within the students, that are effective and moral virtues less attention (Koesoema, 2009: 14). According to Abdurrahman (2007: 74) the learning process as encompassing elements of both cognitive, affective and psychomotor. If the learning process is not running simultaneously there will be a split personality (a separate self) to each student. This split personality symptoms begin to appear in the course of our education, especially when the Primary School grade 1 (low grade; an early age).

According to Freud in Erikson's (1968) failure planting good personality at an early age will form the personal problems in later adult life. The success of guiding children in dealing with personality conflicts at an early age is very critical to the success of children in the social life of his adult life later Correspondingly, according to Hidayat (2011) the failure of teachers to foster character protege, due to a teacher who is not able to show and showed the character as a that should be heard and followed. According to Hidayat (2011) if the child's character has been formed since childhood ranging from the social environment through elementary school, then the generation of Indonesian society would be men of character-which may be the nation's next for the creation of a just, honest, bertartanggung responsible-so to create a safe and peaceful society of a country. Childbirth education aimed at the intelligent and strong man also had said Dr. Martin Luther King, namely; Intelligence plus character ... that is the goal of true education (intelligence character is the ultimate goal of education is in fact).

As it is known, that the students grade 1 (the initial class) is a subject that needs to be addressed early on. Early childhood is a short period but it is a crucial time for one's life. Therefore, at this time the full potential of children need to be encouraged so that it will develop optimally (Supandi, 1992). Their ages are in the range of six to seven years. At this age, almost all aspects of the development of

intelligence, such as IQ, EQ, and SQ are growing and growing very rapidly. The level of development of the child as a unified whole (holistic) and only capable of understanding the relationship between the concept is simple. Similarly, in the learning process, they also depend on objects that are concrete and experiences they experienced directly or empirically (Indrawati, 2009).

In this regard, there are some tasks developments school students (Ma'mun, 1995: 68), including: (a) develop the concepts necessary for everyday life, (b) develop a conscience, morality, and a scale, value -value, (c) achieve personal freedom, (d) develop attitudes toward groups and social institutions. Some skills will be owned by the child who has reached the developmental tasks of childhood at the end of the age range of 6-13 years (Soesilowindradini, 1996). Skills achieved them, namely 2 social-help skills and play skills. Social-help skills useful to help others at home, at school and on the playground like cleaning the yard and tidying the desk chair. These skills will add to the feeling of self-esteem and making it useful as a child so that children like to work together (cooperative). With these skills well, children have been able to show ego about sex, began to compete with peers, have a friend, able to share, and independently, while the play skill skills associated with motor skills such as throwing, catching, running, balance. Children who are skilled can make adjustments better in school and in the community. Kids have been able to jump with feet alternately, can drive a two-wheeled bicycle, can catch the ball and has been developing hand-eye coordination to be able to hold a pencil or scissors hold.

In accordance with the stages of child development, the characteristics of the way children learn, the concept of learning and meaningful learning as described above, the learning activities for early grade elementary school children should be done with thematic learning. Tepadu thematic learning is learning that uses the theme to link several subjects so as to provide meaningful experiences to students. (Sukayati, 2004). Given his true character education development process starting from the 1st grade or first year (Hasan, 2010) it is thus in practice its application in schools integrated with thematic learning. It is also based on the data that one of the partner schools HKBP University Nommensen that private primary schools HKBP

Pematangsiantar demanding to need for the development and character building of students. But on the other hand, as the result of the interview with the Vice Principal of private primary schools for grades 1 HKBP Pematangsiantar on thematic learning did not incorporate character education in the execution or implementation. It is also stressed that in the first-grade curriculum has not implemented a character education lesson. As long as there is only a theoretical introduction or character education discourse. Coaching character is not included in the material to be taught and mastered and realized by learners in everyday life. This means that the character education in schools during this new level of recognition touches on norms or values, and yet at the level of internalization and action in everyday life.

Based on the above description it is necessary to formulate the design of thematic learning model based on the character of primary schools HKBP Pematangsiantar. Thematic learning model based on the character will be developed in more operational so easily implemented in the school. Thus the model of the lessons learned will be very useful for determining measures or policies related to character education either step improvements or improve the quality of a primary school.

METHOD

Based on the research objectives of this first phase is find a design study model of character education on learning in primary schools HKBP Pematangsiantar, the research method used is a method of research and development (Research and Development) combined with action research methods. While the stages of the research are as follows:

Stage Field Study To Find Model Factual.

a. At this stage to study the documentation and conduct field studies in the school to find a model of learning factual character education thematic learning by using a qualitative descriptive approach. The school, which will be a place of research is primary schools HKBP Pematangsiantar.

b. Design models factual obtained will be tested on a limited basis in primary schools HKBP Pematangsiaantar.

To create a superior learning environment and attractive, primary schools HKBP Pematangsiantar implement thematic learning in a lower grade (1-3) and apply to apply the learning model moving class according to subjects that do and housed in

laboratories available. The criteria used to look at the effectiveness of the model factual is to increase the ability of teachers in making the device and increase the student's behavior in accordance with the values of honesty, discipline, patience, cooperation, responsibility, fairness, caring, and acts of worship on students, teachers, leaders schools, and administrative staff, as well as significant improvements in thematic learning.

Development Phase.

Factual models obtained in the first year tested/validated using action research, test subjects wider and more varied characteristics. Subject test on the pilot phase of this project is a primary school HKBP Pematangsiantar in grades 2 and 3. Furthermore, the test results are evaluated and refined/revised so get a hypothetical model.

Evaluation Phase and Dissemination.

The next phase, the hypothetical model disseminated in primary schools HKBP Pematangsiantar that the resulting model can be used. Dissemination of the hypothetical model results is then evaluated to later produce the Model Final Character Education Learning Integrated Thematic Teaching at private primary schools HKBP Pematangsiantar.

Research Instruments

To find a factual model in this study the research method used is the method of research and development (Research and Development). Therefore, the instrument used is a human instrument, observation sheets, and draft interview. To evaluate the trials analyzed using action research. Therefore, the instrument used is the observation sheet activities of teachers and students.

Data Analysis Techniques

The analysis in qualitative research conducted since before entering the field, while in the field, once in the field, and lasted until it was discovered, models. The data obtained and collected for processed systematically. Starting from interviews, observations, edit, classify, reduce, further activity data presentation as well as the data concludes. Technical analysis of the data in this study using an interactive model.

After learning model character education thematic learning in primary schools HKBP Pematangsiantar obtained, it must be validated or tested its effectiveness, namely to test whether the model can be implemented in schools by using action research. Data analysis techniques used include (1) ANOVA with a significance level of 5% to calculate the difference in mean score results

of tests and questionnaires before and after the experiment;

(2) analysis and qualitative descriptive statistics to find patterns of behavior change based on the observed data. If the trial phase in primary schools HKBP Pematangsiantar, after the experiment found a significant difference between the mean score the experimental group and the control group, and found an increase in school culture, it was concluded that the models of Character Education Integrated In Learning Thematic in primary schools HKBP Pematangsiantar developed through this research decent tested again on the stage of a pilot project to test subjects' primary schools HKBP Pematangsiantar grade 2 and 3. Then proceed to the stage of dissemination in primary schools HKBP Pematangsiantar so that it can serve as the basis for the submission of policy proposals in the field of character education.

B. RESULTS AND DISCUSSION

In the first phase, conducted the study phase field that includes the study of documentation, observation of thematic learning that when this is done, the description and analysis of the findings (model factual), the findings of the draft design study model character thematic learning, preparation of the learning model the character on thematic learning and testing limited. Following the exposure of the stages of the research in the first phase.

1. Studies Documentation

At the stage of the documentation, the study conducted a study of learning tools that include lesson plans, syllabi, learning materials, instructional media, activity sheets, assessment sheets cognitive Indonesian Language, Social Studies, Mathematics, Sheet Assessment Character and Social Skills used in grade 1. The results of the study note that the documentation of character education has been clearly stated in the RPP and syllabus. But for other components such as the learning materials, instructional media, activity sheets, assessment sheets Indonesian cognitive, social studies, mathematics, character education is already implicitly included. Suppose that exemplified is a picture of the home is a clean, comfortable home. By providing these examples, character education has been developed. It indirectly stimulates the child's character to develop. In addition, the assessment sheet character and social skills, values, character education have been explicitly written.

2. Thematic Learning Observation the Current Guide

Observations on thematic learning which is currently carried out in the 1st grade, HKBP Pematangsiantar, conducted through direct observation of learning also with indirect observation. Specifically on indirect observations, performed by giving a questionnaire on the classroom teacher on behalf of Ms. Triana Siagian. and Vice Principal of Student Affairs Mr. Carles Sitorus. The results of direct observation of thematic learning, it is known that in its implementation in the classroom, character education has not been optimally developed. Although teachers have been working to expand the learning activities, but not all students understand presented by the teacher. Therefore, the development of character education needs to be improved.

Based on the results of indirect observation on classroom teachers regarding character education, character education is known that already applied in every study and also through daily habituation. Monitoring the implementation of character education has also been carried out by the school, namely through supervision by the principal. In addition, through discussions and regular reporting by a team of classroom teachers once every 1 week. On the other hand, according to Vice Principal of Student Affairs Mr. Carles Sitorus, character education has been developed and implemented into the school's vision. Furthermore, implemented on a learning device, outbound activities.

Nevertheless, according to Student Waka require further development. Therefore, it is necessary to develop character education in learning conducted in class 1, namely thematic learning. However, the overall character education thematic learning at the University of HKBP Nommensen primary target, there is no standard model so there needs to be a model of character education in thematic learning.

3. Description and Analysis Findings (Model Factual) and Drafting Tool Model Learning Model Character On Thematic Learning.

Based on the analysis of character education in thematic learning in grade 1 HKBP Pematangsiantar, it is known that in order to improve it needed a guide for teachers who are listed in the RPP and guide students. The guide includes guide activities to develop educational characters in thematic learning. Limited test was conducted on May 22, 2015, in class 1 A with the accompanying teacher is Mrs. Triana Siagian. and Mrs. Hermina Sirait. After testing conducted interviews on the accompanying teachers and the students. The results of the interviews on the

students, it is known that guides students given at the time of the trial in the class did not give meaningfulness in learning. This is because, apart from being unusual, guides the student has not provided clear guidance for students. However, the students are able to improve activity guide student learning. Because in the guide, listed almost 90% pictures that support learning is also necessary text in the study. Therefore, guide these students need to be refined.

Moreover, interviews with teachers accompanying note that thematic learning, character education is more easily incorporated because it does not depend on the time when and the lessons which must be entered character education. Students are familiar with ethics, and regulatory / learning contract. Thus, they were familiar with what can and can not, and which ones are good and which are not. When there is a friend who does not comply with regulations, or for example, do not cooperate, then students remind each other. So it is more flexible. Sometimes we have to pay attention to the mood of students as well because sometimes students will be learning when at some point they decide for themselves what they will do to learn something. For example, on learning about the flat wake, the children were asked to create a design house, robots, animals, or according to the imagination of each, from waking up flat they have learned. The designs created in the school, and completed at home. But some students have had time to cut the paper to be affixed on the design of the school. When the collection of duties, some students seem to have a very good job, but the students are admitted frankly that such work was done with others in the house. So, in this case, the students do not just want good value, but the habit of being honest to make them recognize what they are doing, to be honest. Apparently, parents have also joined inculcate the habit honestly so did not ask her to lie that the work he is doing himself.

C. CONCLUSION

On the Character Education Model Integrated Thematic Teaching at primary schools HKBP Pematangsiantar developed through this research feasible tested again on the stage of a pilot project to test subjects' primary schools HKBP Pematangsiantar grade 2 and 3. Then proceed to the

stage of dissemination in the 1st grade, HKBP Pematangsiantar so that it can serve as the basis for the submission of policy proposals in the field of character education.

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