
THE CIVIC TEACHER STRATEGY IN INSTILLING DISCIPLINE AND RESPONSIBILITY CHARACTER INSIDE STUDENTS AT THE SMK NATIONAL PURWOKERTO

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Abstract

Today's teenagers moral decline is becoming important to examine especially about "How the characters planting strategy that undertaken by educational institutions should be? Implementation of character education in schools is the responsibility of all subjects including Civic with the aim of preparing young citizens. This study aims to review and analyze the Civic teacher strategy in instilling discipline and responsibility character inside students at the SMK National Purwokerto. Researcher used a case study on this study. Data collection techniques in this study are the result of observation, interviews, and documentation. The results of this study are the strategies implemented through two approaches: 1) The Characters plantation is done through daily activities include: exemplary, spontaneous activities, strikes, environmental conditioning, and routines. 2) Programmatic activities: programs that had been developed by the school, the principal policy and policy implementation. Barriers in this study is it's still hard to instill the character of discipline and responsibility inside students. The school's and teacher's efforts are making support policy to improve the character of discipline and responsibility inside students. The conclusions this study is the cultivation of character of discipline and responsibility inside the students at the SMK National Purwokerto carried out by two approaches, namely through daily activities and programmatic activities involving the entire school.

Keywords: *character, discipline, responsibility.*

INTRODUCTION

Citizenship education aims to foster good citizens. Citizenship Education is expected to develop strong character in students. Among other things are responsible character, discipline, have good moral and character in society. According to Bloom (1979: 7) there are three main things in learning that is cognitive, affective, and psychomotor. These three things must be developed in learning. The planting of characters in the learning process at school must be carried out continuously. In character education is not only limited to the cognitive domain but must arrive at the psychomotor domain. In shaping the character of learners, teachers and schools should develop these three aspects. Aspects to be developed are moral knowing, moral feeling, and moral action (Lickona, 2013: 75-86). Moral knowing is an important thing to be taught and more towards the cognitive domain (Lickona, 2013: 75). Moral Feeling, this aspect is a student affection in order to become a good human being. The next moral component is moral acting. Moral acting (moral action) is a moral element of the results of the other two elements of moral knowing and miral feeling. The moral aspect of acting is action.

Planting and habituation in instilling the values of character in the school environment should

be integrated in the learning process in each subject. Education Pancasila and Citizenship became one of the subjects that have an important role in the process of character-planting in learners. The purpose of civic education is as a subject that aims to form a good citizen and character according to the value of Pancasila. To support the realization of the ideals of development as ubiquitously mandated in the Pancasila and the Preamble of the 1945 Constitution and overcome the current nationality problems, the government makes development character as one of the national development priority programs. Character education is placed as the foundation to realize the vision of national development, which is "realizing the noble, moral, ethical, civilized, and civilized society based on Pancasila philosophy.

The goal of character planting in school is first to strengthen and develop the value of life to be a unique personality / ownership of learners as well as the values developed. Second, correct student behavior that is inconsistent with the values developed by the school. Third, establishing a harmonious connection with family and community in playing the role of character education together. Characters can be established in the family, community, and school environment. According to

Thomas Lickona (2013: 15-22), there are ten signs the nation is heading for destruction. The signs are increasingly increasing violence among adolescents, the increasing use of languages in livelihoods, increasing acts of violence are influenced by peer-groups, increasing self-destructive behaviors such as increased drug use, alcohol, and free sex widespread. Good and bad moral guidelines will fade away, decrease work ethic, decrease the respect of children to parents and teachers low the sense of responsibility of individuals and citizens, honesty is fading away, and the emergence of suspicion and greater hatred.

Referring from the opinion of Thomas Lickona about the sign of a nation will experience destruction is the fading of good moral bad individuals. One way of responding to the waning of adolescent morale is by necessity of continuous planting of character from family, school, and society is done to prevent the fading of human morals. There are nine pillars of character that are responsibility, respect, justice, courage, honesty, citizenship, discipline, care, and diligence (Ma'mur, 2011: 49-50). Responsibility and discipline are part of the cataclysm that needs to be developed. The value of the character of discipline and responsibility becomes important in growing other characters. Of the nine pillars of character, the character of discipline and responsibility will be discussed in this study.

SMK Nasional Purwokerto has mission (1) Provision of quality education according to IMO and National Education standard, (2) Always improve themselves in various competence training, (3) Character Education for students. The planting of disciplinary characters in the National Sailing School is characteristic or different from the high school in general, with the aim of educating cadets of a disciplined character. The reason researchers do research in the National Sailing School Purwokerto is to see the vision and mission of the school. This school is different from the Higher Education School in general because of programs that have been designed by schools to educate young cadets who are characterized by discipline.

The existence of undisciplined behavior in school is a problem in character discipline education. This may be due to the character education provided by the teacher is limited to the learner to the learners, but has not paid a positive impact on the behavior of learners. Learners already know things that should be done, but due to unfavorable habits they break only or do not show discipline behavior in school. Attitudes like this happen because the character education in learners only at the stage of knowledge, attitudes and habits of learners does not

reflect the character of discipline. Acts that do not reflect undisciplined in the school's scope are with the violation of school rules. In addition, the simple things that do not keep students disciplined in school for example are wearing an uniform school uniform, breaking the rules, not timely in collecting tasks, not on time when entering school. Discipline is necessary in the use of sound thinking to determine the course of action to be performed. According to Imron (2011: 73) discipline is a state in which something is in an orderly, orderly and proper manner, and there is no violation either directly or indirectly.

With the implanted character of discipline will encourage the emergence of the value of other characters, such as responsibility, honesty, cooperation, and so forth. The character of responsibility is the active side of morality, the responsibility includes caring for oneself and others, fulfilling obligations, contributing to society, alleviating the suffering of others, and creating a better world (Lickona, 2013: 95). The value of the character of responsibility contained in the value of the integrity character is the value that underlies the behavior based on the effort to make himself / herself trustworthy in words, actions, and work, committed and faithful to humanitarian and moral values (moral integrity).

From the discussion of the background then the researcher is interested to research about 1) What is the strategy of Citizenship Education teacher in instilling the character of student discipline in SMK Nasional of Purwokerto? 2) What is the strategy of Citizenship Education teachers in instilling the character of responsibility in the SMK Nasional of Purwokerto? 3) What are the teacher strategy constraints in instilling the character of discipline and responsibility?

RESEARCH METHOD

This research is a qualitative research. The method to be used in this research is case study or case study which is part of Creswell qualitative research (2010: 20). Case study data can be obtained from all parties concerned, in other words in this study collected from various sources (Nawawi, 2003: 1). Place or social location of research detailed by the existence of 3 elements are: actors, four, and activities that can be observed. Location or place of research in the National Sailing School of Purwokerto. The selection of research sites in the National Sailing School of Purwokerto is one of the schools that implements the character of discipline and high responsibility in learning. The data referred to in this study is the result of observation, semi-structured interviews, and documentation.

Determination of research subjects in this study was done by purposive.). According Faisal (2010: 67) the use of purposive techniques in determining the subject of research is determined by the researchers themselves based on certain criteria or considerations. Determination of the subject of this study there are several criteria that is the background criterion is the place and situation in the SMK Nasional of Purwokerto, the criteria of the perpetrator, the criteria of events related to the strategy of teachers in the training of Citizenship Education discipline and responsibility in SMK Nasional of Purwokerto, the process of interviewing researchers with research subjects about the views of this research problem (Miles & Huberman, 2007: 57). Data Collection Techniques and Instruments: Observations, Interviews, and documentation. Data analysis is the process of searching and arranging systematically the data obtained from interviews, field notes, and other materials, so that it is easy to understand and findings can be informed to others.

DISCUSSION

Learning strategy can also be interpreted as a plan that directs every part of the learning experience, in learning units or subjects (Yaumi, 2014: 232). While the learning strategy according to Dick and Carey, a learning strategy that consists of all components of learning materials and procedures or stages of learning activities used by teachers in order to help learners achieve certain learning objectives. Learning strategy is a series of activities designed by teachers including selection of methods, materials, and the use of various resources or media in learning to achieve certain goals.

Strategy also encourages students to pour ideas, ideas, and opinions, both to teachers and friends (Arifin, 2012: 58). Briefly from the understanding of the strategy can be concluded that the strategy is a plan to achieve something. As teacher educators have a role. The role of a teacher is as a corrector, inspirator, informant, organizer, motivator, initiator, facilitator, mentor, demonstrator, classroom manager, mediator. Supervisor, and evaluator (Djamarah, 2005: 45-48). The planting of characters in the school environment according to Suprihatiningrum (2014: 273-274) can be done with a variety of integration, namely: the planting of characters in everyday life and the planting of characters in the programmed activities. What about civic education as one of the subjects in which implied character planting? The ideal value developed in Indonesian character education according to Mukhibat research (2012: 247-265) consists of the religious, cultural and value values contained in Pancasila. In addition, the

role of Citizenship Education in character learning is demonstrated by Sapulette & Wardana (2015: 145-165). The learning of Citizenship Education in elementary school in the form of folklore can increase the values of character through honesty aspect, tolerance, discipline, hard work, and responsibility in Citizenship Education learning.

The main purpose of learning is for the mastery of knowledge (Hamalik, 2013: 16). The term learning is more influenced by the development of technology results that can be utilized for learning needs. Students are positioned as learning subjects that play a major role. In the learning process students are required to move fully, the teacher only as a facilitator (Sanjaya, 2006: 79). According to Aryani et al (2010: 132) the process of learning Citizenship Education is a subject as a vehicle in the formation of identity and love of the homeland through the internalization or personalization of religious values and culture, which underlie the values as follows, the value of humanity (human relationship) , political value, educational value, and technology, artistic value, economic value, democratic value. These values are basic human activities in order to build citizen insight for the better.

Meanwhile, according to Nu'man Suma ntri as quoted in Cholisin (2004: 8) Citizenship Education is an educational program with a core of political democracy, expanded with other sources, positive influence of school education, community, parents who are all processed to train students thinking critical, analytical, behave and democratic acts in preparing for a democratic life based on Pancasila and the 1945 Constitution of the State of the Republic of Indonesia. he existence of the demands of the development of society and the life of the state required a broader mission of Civic Education (Maftuh, 2008). At this time the Civic Education mission in the stretcher in the form of: first, Citizenship Education as part of political education. Political education in question is education that provides knowledge to students about attitudes, skills so that students become citizens who are politically literate and have political kesadarn and students able to participate. Second, Citizenship Education is part of value education. Citizenship Education is expected to inculcate and transform the morals, values, and norms deemed good by the state to the students. Thirdly, Citizenship Education is an education of nationalism. Citizenship Education learning is expected to foster and enhance students' sense of nationalism and nationalism, so students can love the nation more, willing to sacrifice to the state.

Fourth, Citizenship Education as legal education. In this case it means the education program can nurture and direct students to have

legal awareness, aware of the rights and wonders, and the latter have high legal compliance. Fifth, Citizenship Education as part of multicultural education. Citizenship Education is expected to be able to increase knowledge and tolerance attitude to students in order to live in a multicultural society. Sixth, Citizenship Education as conflict resolution education. Citizenship Education is expected to be able to nurture students in order to resolve constructive conflict.

The objective of Veterinary Education lesson according to Winarno (2013: 19) is that students have the following capabilities.

1. Think critically, rationally, and creatively in responding to the issue of citizenship.
2. Participate actively and responsibly, and act smartly in
3. activities of society, nation, and state, and anti-corruption.
4. Developing positively and democratically to shape oneself by character
5. karakter of Indonesian society to live together with other nations.
6. Interact with other nations in the rules of the world directly or indirectly by utilizing technology and information and communication.

From the objectives of Civics Education, the subjects of Civics Education have and are in line with the three basic functions of Civic Education as a vehicle for the development of democratic citizens, namely developing civic intelligence, civic responsibility and encouraging citizen participation country (civic participation) (Winarno, 2013: 19). A person can be called a person of character if his behavior is in accordance with moral rules (Zubaedi, 2012). Character can be defined as personality or personality. Character is an entirely natural disposition and a stable disposition that defines an individual in his overall psychic behavioral order which makes it typical in the way of thinking and acting (Zubaedi, 2012). Character is interpreted as a way of thinking and behaving that is typical of each individual, both within the scope of family, community, nation, and country. A good man is an individual who can make decisions and be ready to account for any consequences of his decision. Character is part of the values of human behavior associated with God Almighty, fellow human beings, environment, self, and nationality embodied in thoughts, attitudes, feelings, words and deeds based on religious norms, law, karma, culture, customs, and aesthetics (Samani & Hariyanto, 2013: 41-42). The role of family and school environment in

shaping the character of students based on research Siti (2014). The role of family, family as the basis of character education, if something goes wrong if the character crisis that occurred in Indonesia today can be said one reflection of the failure of education in the family environment.

Characters are composed of three interrelated parts: moral knowing, moral feeling, and moral behavior. Good characters consist of knowing the good, desiring the good, and doing the good. In this case, habits of the mind is required, and habits of the heart, and habit of the action (Zubaedi, 2012: 13).

While Amri & Elisah (2011: 89-94) explain the character education implementation strategy can be pursued with various approaches, among others:

1. Value-growth approach
2. Cognitive developmental approach
3. Value clarification approach
4. Learning approach to do

Dimensions of discipline according Ma'mur (2011: 94) is: time discipline, discipline of time, discipline of attitude, and discipline of worship. Meanwhile, Husdarta (2010: 110) states that, discipline means control of self-control of unwanted impulses or the process of directing impulses on a particular goal or goal to achieve greater impact. Based on the opinion of the indicator of discipline it can be seen that the indicator of discipline basically includes discipline enforce the rules, discipline of time, and discipline in behaving. The indicator will be used as a researcher to classify students' disciplinary attitudes that affect student discipline factors that are internal and external factors.

Responsibility is the attitude and behavior of a person to perform his duties and obligations, which he should do, to himself, society, environment (nature, social and culture), state and God Almighty (Sudrajat, 2011: 56). According to Arismantoro (2008: 34) in general the attitude of responsibility can not be separated from something that must be implemented and implemented with the values tied in it. According to Fitri (2012: 112), responsibility is an important moral value in the life of society, responsibility is the responsibility of deeds, parents and self. Mustari (2014: 23) argues that responsible means carrying out his duties seriously, daring to bear the consequences of his attitude, words and behavior. Meanwhile, according to Lickona (2013: 95) responsibility is the active side of morality, responsibility includes caring for self and others, fulfilling obligations, contributing to society, alleviating the suffering of others, and creating a better world.

According to (Rusyan, 2009: 65-66) the attitude of responsibility is divided into three attitudes

namely the attitude of responsibility to self, against fellow human beings, and against God Almighty. The aspects of responsibility in more depth according to Josephon (2003: 103) explain that responsibility has several aspects that can be described as follows: Dare to Bear the Consequences, Self-control, Determining goals and planning, Picking a positive attitude, Mandiri, Doing Obligation, Achieving good results, Be proactive, Diligent, Reflective

The learning strategy of planting the character of discipline and responsibility in the SMK Nasional Purwokerto is prepared through the school program. The planting of characters in the school environment according to Suprihatiningrum (2014: 273-274) can be done with a variety of integration, namely: the planting of characters in everyday life and the planting of characters in the programmed activities. School programs are implemented through planning, implementation and evaluation. School programs are conducted through daily activities, monthly activities, and annual routine activities. Implementation of school programs to instill the character of discipline and responsibility is carried out through planning, execution, and evaluation. The inculcation of discipline character and responsibility in school involves the whole role of the school community. It takes the role of principals, teachers, administrative staff, and students. The role of a teacher is as a proofreader, inspirator, informant, organizer, motivator, initiator, facilitator, mentor, demonstrator, classroom manager, mediator, supervisor and evaluator (Djamarah, 2005: 45-48).

Planning is structured with school programs and principal policies. The school yearly program is based on the planting of the character of discipline and responsibility, ie Student Orientation, Introduction of campus, Basic Training of Taruna, Selection of Staff of Taruna, Annual Scout Campaign, Palantikan Taruna, Independence Ceremony. The planned monthly program is routine clean dormitory, staff report to the commander, and study in the dormitory. Meanwhile, daily activities in the form of Teaching and Learning Activities with Learning Implementation Plan are developed to implement disciplinary and responsibility charter, morning apple, evening apple, lunch together, daily picket, staff picket, call or action to students who violate the rules.

In formulating a program of planting the character of discipline and responsibility in the SMK Nasional Purwokerto, the school is aware that schools also involve family roles. The family role is applied in relation to the annual program with the meeting of youth guardian at the beginning of cadets admission, summoning the guardian of students in

case of disciplinary violation by the students. This parent call aims to notify the student guardian about the violation of discipline which has been done and to furthermore obtain further guidance from the parents.

Implementation of disciplinary and responsibilities placement in SMK nasional Purwokerto using value-growth approach strategy, cognitive development approach, value clarification approach, and learning approach do. The application of strategy using value approach is done through exemplary, positive and negative attitude attribution, simulation, role play, social action. Implications in learning activities and school activities are done with the attitude of students in the class through the example of teachers by using the uniforms and attributes in full, be disciplined by starting time lessons on schedule. Next is the strengthening of positif attitude on the character of discipline and character of responsibility. It is implemented with students adhering to school rules, abiding by the rules of civic education teachers, responsible for tasks, completing tasks on time within the prescribed time. The next strategy is to play a role, ie students in civic education learning.

Second, cognitive developmental approach. Through this approach, learners are encouraged to familiarize themselves with the active thinking about the moral issues that surround them. In turn, it is hoped that his decision can train the learners to take responsibility for the decisions they make. Learning is done by the way the students are given an actual case example until then students are given the task to provide opinions related to the settlement of cases related to morals. Third, the value clarification approach. The orientation of the value clarification approach is to give emphasis to help learners to examine their feelings and actions. In the learning activities when there are students who melanggara order will be penalized with the aim to be deterrent and not repeat again. Fourth, Learning approach to do. Effort educators to facilitate by providing opportunities for learners to perform moral acts committed individually or in groups. This is done by the teacher by checking the readiness of students in learning. From responsibility to individual tasks and group tasks, the responsibility for using the time spent in learning.

The implementation and selection of strategies for cultivating character of wisdom and responsibilities already includes the civic education mission set out in the school program. first, civic education as part of political education that is implemented with the election of battalion staff chairman at the SMK Nasional Purwokerto is a form

of democracy in school. Second, civic education is part of value education. This is manifested by the implementation of discipline by students as a means of training the character of discipline and character responsibility. Third, civic education as an education of nationalism. The attitude of student nationalism is manifested in the implementation of ceremonial programs every Monday, independence ceremony. Fourth, Citizenship education as legal education. In this case the educational program intended to nurture and direct students to have a legal awareness, aware of the rights and obligations. The rules for carrying motorcycles according to standards and also Licensed Driving Permits become one of the strategies to train students to obey the law. Fifth, Citizenship education as part of multicultural education. Citizenship education is expected to be able to increase knowledge and tolerance to students in order to live in a multicultural society. Sixth, citizenship education as conflict resolution education. Citizenship education expected able to nurture students in order to resolve constructive conflict. The last stage is evaluation. Evaluation of the implantation of discipline character and responsibility is done by principals, teachers, students. Evaluation is done by maximizing the program activities that have been prepared, coaching on students, empowerment on parents of students, and daily evaluation.

CONCLUSION

The strategy of civic education learning in planting the character of discipline and responsibility in the National Vocational School Purwokerto prepared through the school program. Implanted in the planting of characters in everyday life and character planting in pre-programmed activities. The implementation of disciplinary and responsibility cultivation in the National Vocational School of Purwokerto uses a value-growth approach strategy, cognitive development approach, value clarification approach, and learning approach.

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