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Development of Character Education Teaching Materials Their Relevance to the Era of Society 5.0

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ABSTRACT

The problems in this research are: (1) why is it necessary to develop character education teaching materials with relevance to the era of society 5.0? (2) How is the development of character education teaching materials relevant to the era of society 5.0? This study aims to find the reasons why it is necessary to develop character education teaching materials for its relevance to the era of society 5.0, (2) to describe how the development of character education teaching materials is relevant to the era of society 5.0. This type of research is Research and Development (R&D). In this article some of the R&D stages are taken, namely the first stage in the form of a preliminary study, therefore this study uses a qualitative paradigm. The data collection techniques used were (1) interviews, (2) documentation, (3) observation, and (3) content analysis. Triangulation technique was used to check the interview, observation, and documentation. To ensure the validity of the data, the triangulation technique of sources and methods was used. The data analysis technique used interactive analysis. The results of the study conclude that (1) the reasons for the need to develop character education teaching materials are of relevance to the era of society 5.0, in the era of society 5.0 no longer degrades humans as in the industrial revolution 4.0. In the era of society 5.0, people were more human (humanism) who upheld the values of character. (2) the development of character education teaching materials relevant to the era of society 5.0 is carried out by exploring the noble values of the nation and also the noble values of the teachings of one of the nation's founding figures who are honorable and able to benefit mankind.

Keywords: Character Education, Teaching Materials, the Era of Society 5.0

Introduction

The problem currently being faced by students, especially junior high school students, is the decline in character values. Civics as one

of the subjects in schools have a mission to shape children's character. Therefore, it is appropriate if in Civics subjects, children are enriched with understanding and application of character education. Based on this mindset, character education teaching materials were developed.[1]

Several other reasons why character education teaching materials are needed are from the results of preliminary studies that researchers have conducted in several junior high schools in Surakarta City, Boyolali Regency, and Klaten. Empirical data shows that the availability of teaching materials is not in accordance with the demands of the curriculum and the characteristics of the objectives and the demands of solving learning problems. Data from the results of the preliminary study was carried out by giving questionnaires to students of class VIII SMP in three schools, namely SMP Negeri 12 Surakarta, SMP Negeri 1 Ngemplak, Boyolali, and SMP Negeri 1 Klaten. Each school was taken by 60 students, so that the total number was 180 students. From the results of the preliminary study, information was obtained that the existence of Civics teaching materials containing character values at this time still needs to be improved. There is no learning module that implements character education for grade VIII junior high school students.[2]

From the results of interviews with SMP Civics teachers, it was found that the current SMP Civics textbooks were inadequate. From the material aspect, it looks incomplete and disjointed, which makes understanding blurry and unclear. From the aspect of character education, Civics SMP textbooks do not contain much character education. The study contains more cognitive material. The teachers strongly agree that the Civics book that is currently in use contains character education to eliminate the impression that Civics are just memorization.[3]

Students' enthusiasm in taking Civics lessons is still considered lacking, because children already think that Civics are only memorizing lessons, with a lot of material and boring. So, the teacher must be clever at making the students not bored. The teacher's hope is that the presence of character education-based social studies teaching materials in the form of learning modules that contain many useful character values and overcome all existing deficiencies. According to the informants, the character of junior high school students is currently less strong, less independent, not high fighting power, and easily discouraged.[4]

From the results of a review of the PKn books of Class VIII SMP that are currently in use, it can be reported as follows. From the material aspect, many of them are theoretical, less sharp in terms of developing character education. The Civics books currently in use show less behavior. Even if the book shows behavior, the behavior that reflects character is not optimal. As is well known, character education is currently a major aspect that must receive special attention.

Teaching materials in the form of character education learning modules are thought to be able to strengthen the character of students. So far, there are very few Civics teaching materials or learning CDs for junior high school students that contain character values. Therefore, the product in the form of this teaching material is urgent to be held and developed. Based on the description above, the research on "Development of Character Education Teaching Materials of relevance to the era of society 5.0 is very urgent and urgent to be implemented.

Research Methods

Research procedures regarding the development of character education teaching materials are adopted and modified based on the model proposed by Gall, Gall & Borg.[5] The model development procedure is described as follows. The preliminary study stage was carried out by applying a qualitative descriptive approach. The objectives of this exploration phase are (1) to evaluate existing SMP Civics teaching materials, (2) to conduct a needs analysis of the model to be developed. The main information that needs to be sought is the importance of developing a new model, in this case the development of character education teaching materials in Civics learning.[6]

The initial stage of this development research is in the form of an exploratory study. In this preliminary study, the form of research is qualitative in nature. At this exploration stage, the data collection techniques used were questionnaires, in-depth interviews, observations or observations, documentation, and content analysis. The validity of the data used triangulation technique. Triangulation used was data / source triangulation and method triangulation.[7]

The data analysis technique used is an interactive analysis technique in the form of Components of Data Analysis: Interactive Model for qualitative data. This model consists of three components of analysis that are simultaneously interrelated with one another. The three

components are (1) data reduction, (2) data displays, and (3) conclusion drawing / verification (drawing conclusions / verification).[8]

The model development stage consists of three main activities, namely (a) making the draft model, (b) testing the model, and (c) refining the model. The three activities are described as follows: A model is considered good if the model has a good impact on its users. The resulting model development product is a character education-based Civics teaching material model. This model is believed to be able to improve character education for students, especially junior high school students in Surakarta City, Boyolali Regency, and Klaten.

The research method used in this third stage is experiment. Experiments were carried out to test character education-based social studies teaching materials. If at the trial stage the focus is on the process of preparing teaching materials, then in this test the focus is on learning achievement. In addition to learning achievement, another focus is knowing the character of students achieved after learning with Civics teaching materials based on character education compared to learning using existing SMP Civics teaching materials.[9]

Research Results and Discussion

The results of the preliminary study include three things: (1) the results of the literature study / document analysis, (2) the results of the field surveys, and (3) the results of the preparation of the initial product or the draft model. The results of the preliminary study in this study are useful for knowing the conditions, potentials, and strengths that exist in school. The results of this preliminary study are used as an empirical basis for developing applicable and quality teaching materials. The teaching materials referred to here are in the form of modules, both for teachers and students, syllabus, lesson plans (RPP), and Class VIII Civics Learning CDs at SMP Negeri 12 Surakarta, SMP Negeri 1 Ngemplak, and SMP Negeri 1 Klaten.[10]

From the results of the preliminary study, it was found that the Civics books used for grade VIII students varied considerably. There are schools that use social studies books published by the Ministry of Education and Culture of the Republic of Indonesia for schools implementing the 2013 Curriculum. There are also schools that use IPS books published by Yudistira, Airlangga, and Tiga Serangkai which are based on the Education Unit Level Curriculum (KTSP).[11]

Most of the material studied is still theoretical (cognitive). Studies that lead to behaviors appear to be lacking. There is no study that directly discusses the noble values of Ki Hajar Dewantara (Ministry of Education and Culture, 2014). Based on these facts, the writer is very motivated to write a module full of character education and the noble values of the teachings of Ki Hajar Dewantara. From this basis, the presence of the character education module that the author developed is very possible for students to use as enrichment.[12]

From the interview results obtained responses from teachers and school principals as well as students' responses about the importance of character education, SMP Civics study books, and Ki Hajar Dewantara's noble values in the book. Teachers and school principals see that character education is needed. One of Ki Hajar Dewantara's teachings relevant to the era of society 5.0 is The Tri-principle (continuity, convergency, concentric-city). The era of society 5.0 that is related to this tri-con principle is prohibition to be an imma'ah (a person who does something merely because others do so). It is mentioned in a hadith that was compiled by at-Tirmidzi and he considered it true. "Don't you become an imma'ah! You said: "If other men do good, then we will do so; if they do bad things (dzolim), we also will do so. But strengthen yourself. If other men do good, then we will do so; if they do bad things (dzolim), don't you emulate it. "

Civics subjects have taught character education. As evidence that in class VIII social studies lessons, there is education about loving the environment, teaching how to protect the environment and teaching how to get along in society, so that there is a harmonious relationship between people and do not hurt each other. The material of loving the environment means that it is relevant to the 16th point of character education from the Indonesian Ministry of Education and Culture. Maintaining the environment is relevant to the 18th point, namely responsibility. How to get along in society is relevant to point 17, namely social care. Student responses about the practice of character values are reported as follows. Regarding student concern (empathy), in general students still have empathy for others. However, there are some students who show empathy for friends who have an accident as long as they are not in a hurry. To friends who apologize for a mistake, all will forgive. However, there are some students who forgive but with several conditions. One way of showing the respect of students to the

teacher is by greeting and walking slowly when they pass. However, not all students show such behavior.

The results of observations / observations in this study include three aspects, namely 1) observations of spiritual attitudes (during learning), 2) observations of social attitudes (during discussion), and 3) observations of conveying, listening, communicating, and contributing (during presentation). Spiritual attitude includes three indicators, namely praying starting and ending learning, greeting, and giving thanks. The results of observations of social attitudes include five aspects, namely not giving up, having an opinion, empathy, respect, and tolerance. The results of the observation of skills competencies include four aspects, namely communicating, listening, arguing, and contributing.

Conclusion

This study concludes two things, namely (1) the reasons why it is necessary to develop character education teaching materials for their relevance to the era of society 5.0 and (2) the strategies used in the development of character education teaching materials are relevant to the era of society 5.0. Several reasons why the development of character education teaching materials has relevance to the era of society 5.0 are as follows: (1) From several informants' answers about the importance of character education teaching materials as mentioned above. (2) The era of society 5.0 is different from the Industrial Revolution 1.0, 2.0, 3.0, and 4.0. In the industrial revolution or the era of society 5.0 no longer degrades humans as in the Industrial Revolution 4.0. The era of society 5.0 is very humanistic, trying to humanize humans.

The strategies used in the development of character education teaching materials with relevance to the era of society 5.0 are as follows (1) by exploring the noble values of the nation's noble culture, (2) by internalizing the noble values of the teachings of one of the founding fathers, for example Ki Hajar Dewantara. One of the teachings of Ki Hajar Dewantara that is very relevant in welcoming the era of society 5.0 is the leadership trilogy, which includes *ing ngarsa sung tuladha*, *ing madya mangun karsa*, *tutwuri handayani*.

The Leadership Trilogy which encompasses *Ing Ngarsa Sung Tuladha*, *Ing Madya Mangun Karsa*, *Tutwuri Handayani*, is the seventh noble values of Ki Hajar Dewantara's teachings. The Islamic morality that can be stated as acting as the base for this concept of leadership

trilogy lies on the Prophet SAW and the companions themselves. If you are a winning conqueror, for you there is an example in the prophet, namely when he won over his enemies in the battles of Badar, Hunain, and Makkah liberation. Were you defeated, may God not ordained it, thus take a lesson from him in the battle of Uhud, when he was among his wounded and dead companions.

If you want to establish the truth and do good things while you do not have any helper nor protector, then observe him when he was weak in Makkah. There was no helper to help nor anyone to protect while he asked others to join him in the truth and share it. [10].

If you were a trader who are in the journey bringing the goods, pay attention to the affairs of the entourage leader heading to Basra. If you were a judge, behold the mediator who went to the Ka'bah before sunrise, to put Hajar aswad, that was disputed by the leaders of Makkah, in its place. Then look upon him once more when he was in the courtyard of Medina mosque to judge people fairly, equating the indigent and the rich.

The third noble value of Ki Hajar Dewantara's teachings is termed "**Educational Means.**" It is the efforts and activities that are carried out in order to reach the educational goals. Educational means are basic tools, namely how to teach. Istiqamah means taking the correct path (religion), and never straying to the left or right. It covers all implementation of obedience to God, both physically and spiritually, leaving all forms of God's bans. Imam Nawawi (2006: 252) stated that istiqamah means that one always living in obedience to Allah SWT. It is one short word yet full of meanings; the guidelines for all affairs. [13]

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