

<http://jurnal.ustjogja.ac.id/index.php/incotes/index>

Application of Cooperational Character Education and Competence in Learning Sources for Students of Class X SMA/SMK

Die Bhakti Wardoyo Putro¹, Siti Rochmiyati², Nunung Widiastuti³, Rita Dewi Kusumawati⁴, Nur Eka Putri Setyaninggar⁵

^{1,2,4,5}Universitas Sarjanawiyata Tamansiswa, Indonesia

³SMA Ibu Pawiyatan

To cite this article:

Putro, D.B.W., Rochmiyati, S., Widiastuti, N., Kusumawati, R.D., Setyaninggar, N.E.P. (2021). Application of Cooperational Character Education and Competence in Learning Sources for Students of Class X SMA/SMK. In M. Irfan, N. A. Handoyono, K. H. Najib, T. Ardhian (Eds.), *The 3rd International Conference on Technology, Education and Science* (pp. 29–33). Yogyakarta.

Application of Cooperational Character Education and Competence in Learning Sources for Students of Class X SMA/SMK

Die Bhakti Wardoyo Putro¹, Siti Rochmiyati², Nunung Widiastuti³,
Rita Dewi Kusumawati⁴, Nur Eka Putri Setyaninggar⁵

^{1,2,4,5}Universitas Sarjanawiyata Tamansiswa, Indonesia

³SMA Ibu Pawiyatan³

¹die_bhakti@ustjogja.ac.id

Article Info

Keywords

learning tools
textbooks
character education
application

Abstract

Learning Indonesian in the 2013 curriculum in the new normal era can take advantage of various learning resources. Learning resources can be in the form of print, audio, visual, audiovisual, and field. The online learning obtained by students so far is still at the cognitive level, not yet fully on the cultivation of student character. The purpose of this study was to describe the implementation of character education in learning resources in the form of lesson plans and textbooks for Indonesian students in high school. The data in this study are in the form of words, phrases, sentences, paragraphs, and discourses that show the implementation or application of character education contained in learning tools and Indonesian language textbooks for class X Curriculum 2013. In this study, data were obtained from the research results of Rita Dewi Kusumawati and Nur Eka Putri Setyaninggar, as well as teacher learning tools and Indonesian Language textbooks for Class X Curriculum 2013. Furthermore, the instruments were validated with content validation by experts (expert judgment). Data collection techniques using documentation techniques and literature study. Analysis of the data in this study through the process of reduction, data presentation, and verification. The results obtained are the application of character values to learning resources in the form of: 1) RPP contained in the exposition and negotiation texts, namely the values of honesty, responsibility, cooperation, and courtesy. The second learning resource is in the form of textbooks for Indonesian students in class X 2013 curriculum, which includes the values of honest, responsible, cooperative, and polite character in each chapter.

Keywords: learning tools, textbooks, character education, application

Introduction

Learning during this pandemic tends to be an individual learning process. Due to the limited time to meet, students only work on assignments individually. In fact, there are times when students basically cannot work alone. Team work is required. So cooperation is needed / instilled in students. How to work well together? That is with courtesy, honesty, and responsibility. Although students learn independently, parents must also have an important role in learning.

Working parents certainly cannot fully accompany their children, while teachers cannot meet face-to-face but must teach and educate appropriately. Teachers cannot educate students directly, so there needs to be another alternative, namely the role of educating must be integrated or implicitly appear in online learning. Learning Indonesian in the 2013 curriculum in the new normal era can take advantage of various learning resources. Indonesian Language and Literature learning resources can be in the form of print, audio, visual, audiovisual, and field. Printed learning resources can be in the form of student books, teacher books, and learning tools (RPP).

This is an example of learning tools prepared by teachers and textbooks must include character education values for students. The lesson plan (RPP) is the basic preparation and the key to the learning implementation flow. This RPP contains LKPD, teaching materials, evaluation tools, and media. Greene and Petty (in Tarigan, 2008) reveal that a good textbook must meet several criteria such as point of view, clarity of concept, relevant to the curriculum,

attracting interest and growing motivation, stimulating student activity, illustrative, communicative, supporting other subjects, and foster mutual respect for individual differences. It is intended that the cultivation of character education must continue, so as to create a better national character.

The 2013 curriculum contains four core competencies that must be mastered by students, namely Core Competencies (KI) and Basic Competencies (KD) of each KI. The first core competence (KI-1) is about spiritual attitude competence, KI-2 is about social attitude competence, the two KI can be classified into affective aspects. While KI-3 contains cognitive aspects and KI-4 contains psychomotor aspects. With regard to character, KI-2 needs special attention. It is hoped that Indonesian language learning is directed at improving students' ability to communicate both orally and in writing so that they are able to have better social attitudes, especially attitudes related to student character.

Based on this description, the problems that will be revealed in this study are how to apply character education to high school students' learning resources? Learning resources are limited to printed learning resources in the form of learning tools and Indonesian textbooks for class X students. The formulation of the problem is carried out with the aim of describing the application of character education in high school students' learning resources. The urgency in this research is that the research results are expected to provide theoretical benefits. The practical benefit of this research is that the research results are expected to provide knowledge about the application of character education contained in high school student learning resources and character education is implemented in the learning process.

Method

In this research method consists of types of research, data and data sources, data collection techniques, data analysis, and presentation techniques. Based on the type of research, this research is a qualitative descriptive study. Qualitative research is a method based on the philosophy of postpositivism to examine the condition of natural objects (Sugiono, 2015). Data is the result of measurement of facts (Haryono, 2009: 42). The data in this study are grammatical units ranging from words, phrases, clauses, sentences, and paragraphs in which there are operational verbs in the form of learning resources contained in the lesson plans and Indonesian textbooks for class X Curriculum 2013.

Sources of data become information about the scope and possible generalizations of research and are usually expressed in the form of populations and samples (Andriani, 2015: 6.36). There are two sources of data in this study, namely primary data and secondary data. Primary data sourced from student and teacher lesson plans, as well as high school/vocational high school textbooks. Secondary data comes from research under the umbrella, namely Rita Dewi Kusumawati and Nur Eka Putri S.

The key instrument is the reviewer himself (Moleong, 2013). In this study, the instrument used was a researcher who was equipped with theory and a data card containing a study of operational verbs in a textbook. Furthermore, the instrument was validated by an expert or expert judgment carried out by a language teaching expert.

Data collection techniques are the most important step in conducting research to obtain data (Sugiyono, 2015). The data collection technique used in this research is documentation technique and literature study which is focused on analyzing the learning tools (RPP) of teachers and Indonesian students' books for SMA/SMK. In addition, using note-taking techniques in reading, studying, and taking notes on character education that appears in lesson plans and textbooks.

According to Sangidu (2007: 73), data analysis aims to simplify data into a form that is easier to read and interpret. The data analysis technique used in this research is content analysis technique. The analysis steps are carried out through programming, classification, and description (Missing in Bungin, 2011: 231).

Results and Discussion

1. Implementation of Cooperation Character Education

- (1) Peserta didik memberikan **argumen terhadap jawaban pemecahan masalah** dan membacakan hasil karyanya dan peserta didik yang lain **memberikan tanggapan atau masukan. (RPP teks eksposisi)**

Quotation (1) is the application of cooperative character education with indicators of being able to respect and accept friends' opinions. With the sophistication of the media, one can easily express opinions, submit criticisms, or suggestions freely. However, this freedom actually gives children a negative space.

Therefore, the quote above teaches students to respond by giving a positive assessment so that in the end the child does not easily argue without having a good basis and ethics.

- (2) Dua kelompok dengan secara bergantian **mempresentasikan hasil kerja kelompoknya** dalam diskusi kelas untuk memverifikasi hasil kerjanya. **Kelompok lain memberikan tanggapan** meliputi tesis/pernyataan pendapat, argumentasi, penegasan ulang, dan rekomendasi. **(RPP teks eksposisi)**

Quotation (2) is an example of planting cooperative character education with indicators of appreciating the work that has been made by friends. This quote teaches students to learn to appreciate the work of others. This will have a positive impact, namely for students who explain they will get constructive input so that the results are more perfect and listeners will certainly get insight. This can be a good collaboration to improve the quality of work.

- (3) Peserta didik berdiskusi kelompok untuk mendiskusikan isi tiap bagian struktur teks eksposisi.
 (4) Peserta didik mendiskusikan isi bagian teks eksposisi yaitu tesis/pernyataan pendapat, argumentasi, penegasan ulang, dan rekomendasi.
 (5) Peserta didik berdiskusi kelompok untuk mendiskusikan makna istilah, adjektiva, dan afiksasi dalam teks eksposisi.
 (6) Peserta didik mendiskusikan isi bagian teks eksposisi yaitu kebahasaan makna istilah, afiksasi, dan ajektiva. (RPP teks eksposisi)

Quotes (3), (4), (5), and (6) are examples of quotes for planting cooperative character education. Cooperation is needed to produce work results that are in accordance with existing provisions. If group members only work individually, then of course the results will vary or have different language styles. With the cooperation by way of discussion, students are taught to learn to accept opinions and input from others, as well as deliberation to reach consensus.

- (7) Berikanlah **tanggapanmu baik berupa pertanyaan maupun saran terhadap cerita singkat yang disampaikan temanmu.** (Halaman 15)
 (8) Secara bergantian, **ceritakan secara singkat isi teks D'Topeng Museum Angkut dengan menggunakan bahasamu sendiri. Berikan penilaian terhadap temanmu** dengan menggunakan tabel berikut ini. (Halaman 15)

Cooperation is needed not only within a team, but also between teams so that they can provide constructive input to each other. Quotation (7) is a command to respond to the work of a friend who has made a short story. The response is a form of appreciating the work that has been made by a friend. Quotation (8) shows the application of cooperative character education by assessing the work that has been made by friends. The assessment is a form of appreciation for the delivery of the D'Topeng Museum Angkut story that has been compiled by friends using their own language.

- (9) Bukalah Pedoman Ejaan yang Disempurnakan (EYD). **Diskusikanlah dengan temanmu bagaimana seharusnya penulisan kata-kata bergaris bawah dalam kutipan di atas.**

Apabila penulisannya salah, benahilah sehingga sesuai dengan Pedoman Ejaan. (Halaman 42)

Quotation (9) is an order to carry out a discussion with a friend about writing underlined words in a reading. The order is a form of encouragement to students to be able to discuss or communicate with friends in solving a problem in the form of group assignments.

- (10) Selanjutnya, **diskusikanlah dengan teman-temanmu** hal-hal berikut ini. Apakah gagasan atau pendapat yang disampaikan penulis dalam teks tersebut?. (Halaman 57)
 (11) **Diskusikanlah dengan temanmu**, apa perbedaan antara kalimat fakta dan kalimat opini. (Halaman 58)

Discussing or communicating with friends or other people is one of the skills that must be trained from the start to be able to work together, be confident, and be able to survive in group greetings. This will be felt in the future when you enter the world of work. Quotations (10) and (11) show the character of cooperation with indicators of being able to discuss or communicate with friends. These quotes can train students to dare to argue and accept the opinions of friends to achieve a common goal of formulating a problem or task from the teacher.

2. Application of Polite Character Education

- (12) Susunlah teks eksposisi sesuai dengan **struktur dan kebahasaan** dengan memperhatikan permasalahan teknologi! **Presentasikan hasil teks eksposisi dengan santun!**

Quotation (12) is one of the planting of polite character education with indicators of using language well and fluently. Students are required to be polite in language. Associations that exist in society tend to be relaxed and sometimes there are no boundaries. This is sometimes also included in the world of education. To minimize the negative impact, the cultivation of polite character education must of course exist to be imitated and at least students are able to distinguish situations outside of school and inside school.

(13) Peserta didik **menyimak cerita pengalaman peserta didik tentang bernegosiasi.**

Quotation (13) is an inculcation of polite character education with indicators showing an attitude of not criticizing friends who are wrong in expressing opinions. Although the quote does not contain words that pressure him not to criticize, the word "listening" is the key and embodiment of this polite attitude.

(14) **Bapak Kepala Sekolah yang saya hormati, Bapak dan Ibu Guru yang saya taati, serta teman-teman yang saya kasihi.** Semoga aktivitas kita pada hari ini menjadi amal kebaikan bagi kita semua. (Halaman 54)

Quotation (14) shows the application of polite character with indicators of using language properly and correctly. The quote is a fragment of a speech entitled "The Dangers of Drugs for the Young Generation". The quote contains greeting sentences arranged by age or position from the highest to the lowest. In this case, students are required to speak politely using good and correct language. It's good in this case to pay attention to who the partners are.

(15) **"Maaf, Bu. Boleh Lia berbicara sebentar?" tanya lia sambil duduk.** "Iya. Ada apa?". (Halaman 154)

Quotation (15) shows the application of polite character education with an indicator of asking permission when you want to do something. The quote contains a request for students to speak to the teacher. It is hoped that this quote can serve as an example for students to apply manners in any situation and condition.

Conclusion

The online learning obtained by students so far is still at the cognitive level, not yet fully in the cultivation of student character. The purpose of this study was to describe the implementation of character education in learning resources in the form of lesson plans and textbooks for Indonesian students in high school.

The results obtained are the application of character values to learning resources in the form of: 1) RPP contained in the exposition and negotiation texts, namely the values of honesty, responsibility, cooperation, and courtesy. The second learning resource is in the form of textbooks for Indonesian students in class X 2013 curriculum, which includes the values of honest, responsible, cooperative, and polite character in each chapter.

Recommendations

This paper is a recommendation for people who care about the world of children and the cultivation of children's character education.

Acknowledgements or Notes

We would like to express our gratitude to all parties who have been involved in the implementation of this Community Service, namely 1) Bachelorwiyata Tamansiswa University, 2) Research, Development, and Community Service Institute (LP3M) Universitas Sarjanawiyata Tamansiswa

References

- Andriani, Durri. 2015. *Metode Penelitian*. Banten: Universitas Terbuka.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Moleong, Lexy J. 2013. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosda Karya.
- Normawati. (2015). "Nilai Pendidikan Karakter dalam Buku Teks Pelajaran Bahasa Indonesia SMP di Daerah Istimewa Yogyakarta". *Jurnal Pendidikan Karakter*, Tahun V, Nomor 1, April 2015. Hlm. 48-69.
- Rochmiyati. Siti. 2010. "Penyajian Materi Kebahasaan dengan Pendekatan Komunikatif dalam Buku Teks Bahasa dan Sastra Indonesia di SMA Kota Yogyakarta". *Tesis*, tidak diterbitkan. Yogyakarta: Program Pascasarjana UNY.
- Rufaidah, Desy dan Rochmiyati. 2019. "Teknik Penilaian Aspek Pengetahuan dan Keterampilan dalam Buku Teks Siswa Bahasa Indonesia SMA Kurikulum 2013". *Wacana Akademika: Majalah Ilmiah Kependidikan*. Volume 3, Nomor 1, Tahun 2017. Hlm. 61-74.
- Shoimin, Aris. 2014. *Guru Berkarakter untuk Implementasi Pendidikan Karakter*. Yogyakarta: Gava Media.
- Sugiyono. 2016. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suyadi. 2013. *Strategi Pembelajaran Pendidikan Karakter*. Bandung: PT Remaja Rosdakarya.
- Tarigan, Henry Guntur. 1993. *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.

Authors Information

Die Bhakti Wardoyo Putro

Sarjanawiyata Tamansiswa, University, Indonesian
Jalan Batikan UH III/1043, Tuntungan, Tahunan,
Umbulharjo, Yogyakarta 55167

Contact: (0274) 374997

E-mail Address: pbsi_fkip@ustjogja.ac.id

Nunung Widiastuti, S.Pd.

SMA Ibu Pawiyatan
Jalan Tamansiswa 25 F, Wirogunan, Kec.
Mergangsan, Kota Yogyakarta, Prop. D.I.
Yogyakarta

Nur Eka Putri Setyaninggar

Univerista Sarjanawiyata Tamansiswa
Jl. Batikan UH III/ 1043 Tuntungan, Umbulharjo,
Yogyakarta, Indonesia

Siti Rochmiyati

Sarjanawiyata Tamansiswa, University, Indonesian
Jalan Batikan UH III/1043, Tuntungan, Tahunan,
Umbulharjo, Yogyakarta 55167

Contact: (0274) 374997

E-mail Address: pbsi_fkip@ustjogja.ac.id

Rita Dewi Kusumawati

Univerista Sarjanawiyata Tamansiswa
Jl. Batikan UH III/ 1043 Tuntungan, Umbulharjo,
Yogyakarta, Indonesia