

# **The Development through of Learning PKN Model for a Moral Dilemma Story Building Character Education of Junior High School PangkalPinang**

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## **Abstract**

This study aims to find a development model of character education on the subjects of education of Civics (PKN) through Model Stories Moral Dilemma. This research is research and development (*research and development*) that is followed by the development of research education. The study found: (1) pattern learning of PKN in the Junior High School of the Pangkalpinang city wide and deep but yet interrelated subject matter students are difficult to implement in their daily lives, learning methods generally lecture and question and answer, classical, one-way interaction from the teacher to students, the material is general in nature, (2). The development model of PKN learning through stories moral dilemmas can improve the quality of learning. (3) The effectiveness of the learning model Stories Moral Dilemmas in building character of students in the Pangkalpinang City Junior High School showed significant results.

**Keywords:** Research and Development, Education Citizenship, Junior High School, Model Stories Moral Dilemma.

## **Introduction**

Character values for PKN subjects include the value of the principal character and the main character value. Value of the principal characters in PKN subjects namely: religiousness, honesty, intelligence, toughness, kedemokratisan, and caring. While the value of the main characters in PKN subjects namely: nationalist, adherence to social rules, respect for diversity, awareness of rights and responsibilities of self and others, responsible, logical thinking, critical, creative, and innovative, and self-reliance. The values of the main character can be developed more widely, to efforts to strengthen the function of PKN as character education.

In the pre-observation study conducted in Pangkalpinang City Junior High School is known that teaching PKN to students still use conventional methods mainly lecture method. This causes students just trying to memorize the values of the Pancasila and not motivated to seek out and apply it in everyday life. On the other hand, teachers are also less motivated to develop the values of Pancasila so that its meaning is more easily adopted by students in everyday life.

Implementation of PKN lessons has not been as expected is not only caused by teacher factors alone but also related to the availability of interactive learning models and are able merasang applicable intellectual abilities of students in the form of curiosity, critical attitude, dare argue and are actively involved in activities that contain activities The character development with consideration of research needs to be done to develop a model of PKN learning through the moral dilemma story.

This study sought to find a model of development of character education on educational subjects of PKN through Model Moral Dilemmas Stories. Based on the research questions, then formulated the following research objectives: (1) Analyze and describe the implementation of PKN lessons through stories Moral Dilemma Model in order to build character education in Pangkal Town Secondary Schools, (2) Developing a Moral Dilemma Story Model that can be used in teacher Pangkal Town Junior High School.; (3) Analyze and describe the effectiveness of the application of Model Moral Dilemmas Stories on PKN lessons in the Pangkalpinang City Junior High School.

PKN learning model development through the story of moral dilemmas in order to build the character of students, will provide benefits to teachers, students, schools, and society in general. For students learning model development will lead to higher interest in learning because this model can optimize the potential of students (student center), for teachers this model can enhance creativity and interaction with students, and the school will make it easier to develop a program of character development, the community will impact on environmental stewardship.

Uses appropriate methods of moral education in schools will be able to increase the level of moral judgment of students, in this case models Implementing PKN learning through the model of moral dilemma story. According Beddoe (in Sjarkawi, 2006: 50) suggests that moral education should be developed through a type of life that allows one to have a profound attitude of respect to others. The recommended learning is a way to solve the problem through moral nkonflik be able meningkatkan moral considerations. Furthermore Strommen (1983) asserts, the moral purpose pemndidikan menefektifkan school improvement and development of students' moral reasoning. The purpose of moral education like this would be more appropriate if the conditions associated with the era of globalization that has swept the world since the industrial revolution and the swift information which in turn will give birth over the many conflicts and changing values toward universalism.

The development of a moral dilemma story learning model to PKN learning to build students character is based on two basic assumptions are assumptions that are theoretical and practical assumptions. Theoretical assumption that human beings are moral development progresses through restrukturalisasi or cognitive reorganization, gradually going through the pre-convention, convention and post-convention.

This model encourages students to think actively about moral issues and in making moral decisions. Objectives to be achieved by this model are: 1) assist students in making a more complex moral judgment based on the higher value, 2) encourage students to discuss the reasons when choosing the value and position within a moral issue.

Practical assumptions derived from observations of PKN teaching practices in the classroom less attractive to students due to the method that is often used is a lecture by teacher center approach, where the role of the teacher is too dominant in the learning activities. More teachers and describe repeating back the material in textbooks that are less positive interaksi established between teachers and students, students with students, and students with the environment. As a result, students are not given the opportunity to explore the PKN learning capabilities so monoton and it becomes meaningless.

Outline the research design that will be made with reference to the foundation and theoretical study as well as the problems faced in PKN teaching in the Pangkalpinang City Junior High School. The PKN learning problems in Pangkalpinang City Junior High School earlier in the opinion of the researcher may also be experienced by other areas that are more concerned with learning civics education that is purely cognitive. This resulted in the perception of students in learning civics as subjects that do not interest either in terms of the presentation of the material and Civics benefits for learners life solutions everyday.

Learning model can be said to be effective when tested empirically, to see the effectiveness of the model needs to be done in the field trial in order to see the effectiveness of the model is based on some criteria or indicators such as: (1) achievement of learning objectives, (2) Perception of students participating in learning, (3) student activities in learning, (4) Results of student learning both cognitive and affective, and (5) development of student character

## **Method Development**

Development model is used conceptual model is a model which presented by concepts that are interconnected as a result of the thinking process of conceptualization. The main structure of the model lies in the elements that exist in the model and is a core activity in learning the character. That element is the initial assignment, problem solving activities, interactive strategies, discussion of issues / moral dilemma, reflection and evaluation. All these elements are integrated into 4 components: syntax, the social system, the principle of the reaction and support systems.

Learning models of moral dilemma stories designed an innovative approach to learning from TCI Approach developed by the Teachers' Curriculum Institute (TCI) in California, United States. (Bower, Lobdell, and Owens, 2004) This approach is based on a paradigm based on the constructive and problem-solving efforts by students. Some of these parts can be done in Indonesia such as involving students actively in the learning and assessment processes and learning outcomes are authentic products.

TCI approach emphasizes the search and creation of knowledge that is meaningful to students, because it is also considered important for learning involves learning method moral dilemma story. Adaptation and innovation carried out on the model to the member an opportunity to students to develop moral reasoning and understanding of the values-oriented attitude of good character.

Based on the model elements were further developed learning tools compiled examples led author along with the teacher in the PKN deliberations incorporated subject teachers (MGMP) of Niagara Junior High School. The device consists of a structured learning syllabus, lesson plans, learning materials, media and Evaluation.

This research is a research and development (research and development) that is followed by the development of research education developed by Borg and Gall (1983: 772). According to Borg and Gall (1983: 570), "educational research and development (R & D) is a process used to develop and validate educational production." Means a series of measures of research and development carried out cyclically, and every step that is always referring to the results of previous steps until eventually gained a new educational product.

Measures of research and development that will be conducted in accordance with the design used through three steps: (1) preliminary studies, (2) the development of the model, and (3) model validation.

Test subjects in this model is a model of the target user of the product, in this case the students in Junior High School. Since learning materials that serve as the test model is a product of Human Rights, then the trial is the subject of class VII Learners in SMP Negeri 9 Pangkalpinang. SMP Negeri 9 as a test subject due to the topography of the school is located on the border between the town of Pangkalpinang and Central Bangka regency, and the status of a National Standard Schools, head of SMP Negeri 9 as well as a coach of MGMP PKN subjects, based on the considerations above, SMP Negeri 9 is considered appropriate for the country are being used as test models of research.

SMP Negeri 9 consists of 2 group of the 7<sup>th</sup> grade students, that were elected as a test model, they are of VII A group and VII B group. These groups are determined based on the criteria to be considered along with the teacher of PKN in VII A group and VII B group who has the academic ability and impartial attitude based on student learning outcomes.

The implementation of the model has chosen the Pangkalpinang Junior High School 2 with less number of samples of each class by 26 students. The implementation of the model was to see the comparison between the results given in class learning model with a moral dilemma that is not given the model.

## **Results and Discussion**

Data monitoring and research results with respect to the implementation of the existing PKN lessons in the Pangkalpinang City Junior High School, there are some things that need to be addressed in connection with; planning, process, and evaluation of learning. In general it can be stated that the implementation of PKN learning in order to build character no significant difference between a school with other schools that have been studied, both for schools that are still at the level of minimum service standards, as well as for schools that already satisfy national education standards, condition is the same when viewed from lesson planning, learning, and evaluation of learning.

The PKN has an important role as a vehicle to develop the skills, temperament and character of citizens of a democratic and responsible. In achieving this, the need to immediately improved Civics and poured in the form of national standards, standard materials and models for effective learning, with attention to 4 things. First, Civics need to develop the basic skills associated with intellectual ability, social (think, behave, act, and participate in community life). Secondly, Civics needs to develop reasoning power (state of mind) learners / students' intelligence development (civic intelligence), responsibilities (civic responsibility) and participation (civic participation) citizens as the foundation for developing democratic values and behaviors. Third, Civics approach needs to develop a more inspiring learning and training participative with an emphasis on the use of logic and reasoning. Fourth, civics class as a laboratory of democracy requires not just an understanding, attitude, and democracy democratic behavior through teaching (teaching democracy), but requires a development model that directly implement democratic way of life (doing democracy).

The Development model of PKN learning through stories dilemma moral to build character education, is a forward for the opportunity to make PKN learning becomes more interesting and meaningful to teachers, students, parents, and society in general, due to increasing cognitive insight, positive attitude, and positive character traits to students as the future generation.

In shaping the social constructivist view of knowledge will be a strong foundation for learning by teachers in implementing the moral dilemma story. Interaction with peers in exploring the materials level above their average ability, or by teachers who do have knowledge and skills more than students in teacher positions established itself as a member of

the student group itself, facilitated students to discover the meaning of what is learnt while developing new knowledge about the material in the text moral dilemma. The knowledge obtained by students in such a manner believed to last longer than the ready knowledge that the teacher primarily through lecture method.

Based on students' perceptions and the perceptions of teachers to students before and after the activity is given moral dilemma story learning model in teaching civics in the Pangkalpinang City Junior High School. Based on the analysis of data regarding students' and teachers' perceptions of the learning model Moral Dilemma Story in the Pangkalpinang City Junior High School, it was found that an overall score based on the level of achievement awarded respondent before the model is equal to 76.80% which is considered sufficient and achievement levels of students' perceptions after being given the model is 82.90% of it is included in both categories in which there was an increase of 9.0%.

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Based on data analysis, it can be explained that between the first and second Post Test some increase achievement levels of students in learning activities a 22:40%. On the first test, students earned an average grade 25.63 while in the second trial the average value of 30.79. While the difference in value (gain score) between the first and second Post Test was 5.16. It means that the model of PKN learning with Moral Dilemmas Stories is thought to have an advantage in improving student learning activities.

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Based on the analysis of data regarding students' and teachers' perceptions of the learning Model Moral Dilemma Story (MDSM) in Junior High School in the Pangkalpinang seen an overall score based on cognitive achievement given the level of achievement of respondents before the model is equal to 73.18% which is considered sufficient and achievement levels of students' perceptions after given the model is equal to 76.59% it is included in both categories in which there was an increase of 3.41%.

It can be explained that the given models before and After given MDSM-PKN there is an increase in the level of achievement of students in PKN learning character number of 16.30%. In the first experiment, students obtain class average 57.42, while in the second Post Test average 66.16. While the difference in value (gain score) between the first and second Post Test was 8.74. This means that learning civics with Moral Dilemmas Stories Model is thought to have an advantage in improving student learning character.

## **Conclusion**

The conclusion is as follows:

(1) Patterns available of PKN learning in SMP Negeri Penang Kota Palu review of: (a) Content taught learning is extensive and profound subject matter but not related to each other. Implemented confidential subject matter students in day today life. Materials are appropriate to the level of student ability to learn fast and slow and are associated with the question of race. (B) Learning method generally talk and Q & A, the classical method and individually designed by teachers without optimal preparation. (C) Patterns of learning begins with goal setting, content, and methods of interaction in one direction from the teacher to the student with the help of simple media. (C) the media, general board, a small number of simple props but lack sufficient amounts, the media is in accordance with the general nature of the material but still. (D) Learning climate with dominant one-way communication pattern, placement arranged seating posture characteristic of students do not pay attention to students, classrooms natural air circulation, a bit dusty, noisy and hot sometimes. (E) Evaluation, assessment recitation general cognitive level, evaluations are used for repairs only at low ability levels of students, while the students of high ability level is not done enrichment programs, evaluation results are provided to students and rarely communicated to parents.

(2) Expansion of PKN learning through moral dilemma story model wearing management principles lesson study teachers' professional development can improve the quality of learning seen from the side (a) teacher, previously closed to access information and not sensitive to the environment, as well as become more difficult criticized open to change, and is responsible for improving the quality, tolerance in the view, and honest to reach competency profession. Meanwhile, from the side of the students, learning is designed to be more centered on the student, the student response and learning activity is observed, the evaluation more emphasis on the learning process and learning outcomes so that more students attitudes or behaviors observed and overlooked in the assessment of learning.

(3) Effectiveness of Moral Dilemmas Stories learning model in developing character of the Junior High School students in the City of Pangkalpinang show significant results. Through t-test indicated that students are getting the learning behavior Moral Dilemma Stories model showed better learning outcomes (cognitive, affective, and there was an increase of student character) good during the learning process and outside the classroom.

PKN learning through model expansion of Moral Dilemma Story in SMP Negeri implications on some fundamental changes to PKN teachers well, for students, and for governing education in the district.

Daniel Goleman (1995), in his study concluded an 80% success highly dependent on emotional intelligence and spiritual, intellectual intelligence contributes only 20% only on the success of a person in his life. When we look at the opinion of Daniel Goleman, we know that intellectual intelligence that is widely regarded as a major determinant of intelligence among educators in Indonesia, but it has not so large a role in the success of one's life. Thus a large role in the success of one's life is emotional and spiritual intelligence. A person who has emotional intelligence and spiritual intelligence will have a lot of good friends, good at communicating, highly adaptable in a social environment, and life can be beneficial not only for himself, but also for others. These capabilities are urgently needed by our children in order to achieve success in learning and character, and ready to face the challenges of the age.

Role emotional and spiritual expansion capability is very important in schools is done especially by teachers PKN, Religious Education teacher, or teacher guidance counseling, as well as other subjects teachers.

It was reinforced by Joseph Zins, et al (2001) in his book Emotional Intelligence and School Success, asserted that emotional intelligence, in which the corresponding character, it appears very strong influence learning outcomes, further conveyed that there is a row of Joseph risk factor causes of failure in school. These risk factors are mentioned evidently not located on

intellectual intelligence, but in character as self-confidence, ability to work, the ability to empathize, ability to communicate, and others.

Moral Dilemma story model developed with lesson study format is more attention to learners in all aspects (cognitive, affective and psychomotor) and mutual contributes in developing character education in schools. The importance of developing students' character education (moral knowledge, attitude, positive mental and moral virtue) is the most important part of emotional intelligence. Therefore the results of the research and development of this learning model must be addressed by teachers, especially PKN teachers in doing the process and outcome evaluation study of affective preference assessment through affective learning strategies as presented by the paper Ananda Azwar affective learning strategies.

Change the format of the assessment of student learning outcomes involves assessing the affective aspects of students in the learning process will be a positive influence on student learning progress. During this PKN only evaluate the cognitive aspects affective learning. Weight change assessment with affective aspects weight put around 80% and around 20% weight cognitive findings as Goleman, very righteous in position PKN learning outcomes for students in developing character education in junior high school students.

For education in the district governor, the expansion of PKN learning through modeling Moral Dilemmas Stories inspires and larger implications. Law No. 20 Year 2003 on National Education System Chapter I Article 1 mandates, education is a conscious, planned effort to create a learning environment and learning process so that learners are actively developing her potential for a religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed him, society, nation and country. Regulations on Number 23 Year 2006 concerning Holds Competency Standards, the group of subjects and Behaviors Religious education aims to be the human form of learners who are faithful to God's compassion and morality. Group subjects Citizenship and Personality aims to be the human form of learners who have a national sense and love of homeland. To achieve the purpose as mandated in the law in the affective evaluation of PKN learning or other relevant subjects should be the main concern in the education governor.

## **Advice**

Based on the discussion and conclusion of this study, it can be delivered the following suggestions: (1) For PKN teachers, development of creative models and innovative learning should continue to be done through activities Colloquy Subject Teachers (MGMP). MGMP can be used as a "kitchen" in the plan of learning "menu" with the potential and talent to motivate students to develop character and developed an optimized positive student. The expansion would be better done collegial with teacher professional development's management through Lesson Study, because the principles of lesson study will be very suitable in order to form and develop the personality of teachers open to change, honest profession competency achievement, responsible at work, as well as democratic in giving suggestions for improvement together. Moral Dilemmas Stories expansion model should be expanded to other basic competency is not confined only to issues of human rights. While student learning outcomes assessment system in the affective aspect should get a larger portion than the cognitive aspects of learning through changes in affective cognitive learning strategies are presented as the opinion of the paper Azwar Ananda Affective Learning Strategies. (2) For the principal and school superintendent of construction, development of learning models in order to form the character of students need socialized and widely implemented not only at PKN teacher or group of subjects noble Religion and Morals. (3) For the manager of education in the district, the spirit of the teacher to make improvements on an ongoing learning need to be supported and facilitated by the local Department of Education to provide teachers together space on a mission to recover learning through KKG / MGMP to set

the time today to learn the teacher are set that all teacher on a particular day does not teach but learn together in clusters where KKG / MGMP, and facilitated by funding operationall. Provincial education agencies and the District, and the City should appreciate product development learning model for teachers result in KKG / MGMP who has escaped trial for certified and distributed model. Innovative works of the teachers have a well documented and avoid media products with compromised learning the importance of certain groups violates the norms, ethics and legislation in place. (5) For the Board of Education Quality Assurance (LPMP), role of teacher trainers (widyaiswara) should more often and programmed to descend into clusters and clusters of teachers' work and teachers are melted together. Each widyaiswara should not build a school, but rather prioritize the construction of teachers and supervisors. Therefore every widyaiswara needs to be facilitated in a programmatic collaboration, systematic, planned, and continuing to build the teachers and invigilators to observe and develop competencies widyaiswara sycophants assigned as subjects. (6) For the Ministry of Education and Culture, the work of teacher innovation have been published in national and honored to motivate teachers, supervisors, and principals, more creative in writing with innovative works.

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