



Development of a Socio-Cultural Value-Based Character Education Model for High School Students in the City of Ternate

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Abstract

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Character education is an important issue in the development of education in Indonesia. This study aims to: (1) Identify the problems faced by teachers; (2) The determinants that cause "deviant behavior" among students; (3) developing an initial model of socio-cultural-based character education; (4) analyze the effectiveness of the educational model. The method used, Research Development. This research can show that teachers in the learning process are still lacking in exploring the social and cultural values of the people of Ternate City. There are internal and external factors that cause deviant behavior among students. Based on these findings, a Character Education Model Based on Socio-cultural Values has been developed. Development models have produced syllabus, lesson plans and lessons for Social Studies Teaching Materials. It is hoped that in the future similar relevant research will be carried out for the development of syllabus, lesson plans and teaching materials in schools in Ternate City

Keywords: Character Education Model, Socio-cultural Values, students

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INTRODUCTION

Students whose personalities have been shaped by cunning, arrogant, self-pleasing characters will find it very difficult to become honest, humble, helpful, and even willing to act fairly and responsibly. Furthermore, they are less able to see the beauty of character reflected by educators who have high discipline and are always firm in their actions. On the other hand, such an educator will be seen as a bad person and deserves to be hated because he is considered stiff, orthodox and even considered "not sociable", likes to restrain and does not understand the tastes of today's youth. In connection with the importance of improvement and development of noble character, especially for students. Wibowo (2012: 5) states that "character education is present as a solution to problems of morality and character". Character education is a shared responsibility between government, society, families and schools. The problems of character education in the city of Ternate are not much different from the problems faced by the Indonesian people in general. Character education is carried out in every school in accordance with the content of the curriculum that has been determined. In fact, efforts to develop character education models are urgently needed to become a reference in the implementation of character education. Therefore, studies are needed, both to identify problems with character education and solutions to solve these problems.

Nationally, the problems faced in the world of education seem to be getting heavier day by day. Various criminal cases that occurred among students showed that there were character problems that were not corrected so that they culminated



into criminal acts. Brawls carried out by students in various places followed by acts of mistreatment of opponents have led to increasingly anarchic actions where this has become an alarming sight, especially for educators and the community around the incident. There is a worrying trend among the younger generation of students at every level. The rise of fights between students, the growth of smoking and drinking habits, street misconduct, screaming hysterically in the middle of the night, the use of e-habond glue, the occurrence of criminal acts that show the bad character of students.

Based on data on criminal acts that occurred in Ternate City, some of which were compiled based on existing data from the Ternate City Police Resort between 2017-2021, it shows that successively seen in the crime data every year within the five year period where there is a tendency increase every year. Crimes that occurred in 2017 were 92 cases, 2018 were 46 cases, 2019 were 96 cases, 2020 were 125 cases and 2021 were 200 cases that had been reported by the public. Among these cases the most frequent cases were cases of maltreatment (ranging from the category of simple and minor maltreatment to serious maltreatment). For example, in 2017 criminal data, out of 96 cases, there were 90 cases of maltreatment (90%). Among the perpetrators of the abuse were students. They are so easily driven to persecute others. These data indicate that there are problems of character and character education among students who are involved in criminal acts. The fact that there is a tendency for an increase in criminal acts is an indication of the failure of education, especially character education in schools. Another fact is that there are educated families who choose to implement this type of education independently at home, especially in the form of "Home Schooling" in the development of their children's education, on the grounds that there is concern that children's character development can be contaminated with deviant behavior if they are in formal schools, things This is another indication of the problem of character education in schools.

Efforts to explore cultural values that are already owned by the community as a basis for developing character education, and researching the effectiveness of its application are very important to do in order to eliminate various deviant behaviors due to a decline in noble character among students. Likewise, it is hoped that students will be more intrigued and easier to understand and practice because these values "live" in the society in which they live. Based on the background above, the researcher can formulate the problem as follows: 1). How to identify the problems faced by teachers in Character Education? 2). How to identify the factors that cause deviant behavior among students, develop an initial model of character education based on socio-cultural values, find a character education model that is effectively applied in learning? Meanwhile, the objectives of this study include: 1). To find out the identification of the problems faced by teachers in Character Education? 2). To find out the identification of the factors that cause deviant behavior among students, develop an initial model of character education based on socio-cultural values, find a character education model that is effectively applied in learning?

METHODS

This Research and Development method has been applied to model development steps adapted from the model development design developed by Walter Dick & Lou Carey in Gall & Borg (2003: 571).

The steps for developing the model used in this study are as follows: (1) Conducting a preliminary study to identify problems, analyze the obstacles faced by teachers for developing the initial model. Implemented in 2013; (2) Designing and developing models based on theoretical studies and empirical data from preliminary studies. (3) Application of the model in character education in the seven existing high schools, namely: (a) State Senior High School 3 Ternate, (b) State Senior High School 4 Ternate. Executed in 2022; (3) Analysis and evaluation of model implementation in stages starting from Antecedents (initial conditions of model application environment), Transactions (Model implementation process) and Outcomes (Results and impact of model application).

Based on the evaluation results, revisions are made, and so on until a feasible model (FINAL MODEL) is found to be applied and effective in character education. Overall the research method for developing a character education model based on socio-cultural values in Ternate City can be visualized.

Data collection techniques: observation, interviews, and documentation. The data analysis technique that will be used in this study is the data analysis technique developed by A. Michael Huberman & Matthew B. Miles (1994: 429), namely: (1) data reduction; (b) display data; (c) conclusions: drawing and verifying.

RESULTS & DISCUSSION

Research result and Discussion

Problems Faced by Teachers in Character Education

The problems faced by teachers in character education are: First, the rise of social media that presents popular culture thus influencing the mindset, attitudes and actions of most students. Second, teachers are more oriented and bound to the content or content of the curriculum in order to achieve the targets set in the curriculum. Third, teachers have not done much to explore local socio-cultural values and some have even begun to ignore them because they have begun to erode from the life of an increasingly modern society. Fourth, the teacher's own lack of example in demonstrating local socio-cultural values. Fifth, schools have not integrated socio-cultural values as part of the cultural values of the school organization.

Factors Causing the Occurrence of Deviant Behavior

There are internal and external factors that cause deviant behavior among high school students in Ternate City. Internally, the lack of self-control due to the weakening of the mind to understand and respond to the logical consequences of deviant behavior. Data from interviews with students show that when they do things that are deviant, such as bagate or drinking cap rats (drinking locally produced liquor), ehabond (inhaling eabond - a type of glue that has an addictive substance and a strong aroma, akanae (fighting) , free (dating and having free

sex); at that time they forgot they didn't even care anymore about the consequences of these deviant acts. They stated that as human beings the important thing is to enjoy others, it's a kablakang business (for us the important thing is to enjoy first others are later matters).

Development of a Character Education Model Based on Socio-Cultural Values

Based on these two findings, an initial model of Character Education Based on Socio-Cultural Values was developed for 1st grade high school students in Ternate City, by integrating values according to the contents of the curriculum, then compiling syllabus and lesson plans and preparing lesson materials. The next step is to apply it in the learning process at the seven high schools that have been determined.

The results of the analysis and evaluation show that the antecedents factors that have been identified in the preliminary study are very influential on the transaction factors in the learning process and the outcomes of the results achieved. After three rounds of trials, it turned out that action intervention was needed to improve the antecedents. Therefore, action interventions are carried out to strengthen the antecedent factors, namely by preparing the teacher optimally to apply the model. This preparation was carried out for two months to provide training for teachers.

The final results show that in fact this model can be applied by fulfilling at least four main prerequisites, namely: First, teachers need to master the socio-cultural values of the people of Ternate City which can be categorized into nine universal basic values in character education. Second, a syllabus and lesson plan are available which contain the steps for implementing the Socio-Cultural Values-Based Character Education Model. Third, teaching materials are available which contain the socio-cultural values of the Minahasa people. Fourth, the teacher's commitment to implement it. The teacher's commitment to implementing this model will further encourage teachers to continue exploring socio-cultural values that are relevant to each range of material outlined in the curriculum. The fact that no society develops without a foundation of socio-cultural values shows that socio-cultural values are inherent in people's lives. This is where educators and scientists in the field of socio-cultural education are required to be able to explore it continuously in order to anticipate the dynamic developments and demands of students' lives.

The development of socio-cultural aspects can also be considered as an approach with the view that socialization and even instilling socio-cultural values will be successful if supported by the surrounding socio-cultural environment (Lonto & Pangalila, 2013). In the context of the socio-cultural environment around students, the home environment, school and community have an important role to support efforts to socialize and instill and even preserve these socio-cultural values for the formation of noble character.

Schools need to build a school organizational culture based on local wisdom that is already owned by the community around the school environment. Schools can develop their organizational culture by integrating socio-cultural values and other relevant approaches. In the family and community environment, according

to Lonto and Pangalila (2013) a pattern of inheritance of values can be developed that can be adapted from Larson & Smalley as cited by Mustadi (2012) that socio-cultural values are "a blueprint that guides human behavior." in a society and hatched in the family.

Socio-cultural values can be used as norms that regulate a person's behavior in a group, make a person sensitive to status, and help him know what other people expect of him and what will happen if it does not meet their expectations. Socio-cultural helps a person to know how far he can act as an individual and what is his responsibility towards the group (Lonto & Pangalila, 2013).

Thus, the development of a character education model based on the socio-cultural values of the people of Ternate is both developing and strengthening the function of socio-cultural values which can be used as norms that can regulate student behavior both within the school environment as well as in the family and community.

The Effectiveness of Application of Socio-Cultural Value-Based Character Education Models

In the results of this research it can be understood that the Character Education Model Based on Socio-Cultural Values in Ternate City High School can be effectively applied to students who live in areas inhabited by the majority of the people of Ternate City scattered in Ternate City, South Halmahera Regency, Tidore, Halut, Islands Sula. Application of a character education model based on socio-cultural values in society Ternate turns out to be flexible to be integrated into the education curriculum.

In the 2006 and 2013 Curriculum in the subject of Geography for grade 1 there are the distribution of core competencies, namely living the values of life in society, as a nation and statehood, these core competencies can be translated into a number of basic competencies relevant to socio-cultural values in the City of Ternate. One example is the value of unity directly connected with the name "effective marine ternate" which means

put together. Unity is a form of a process to become one inside a unification activity. Unified is a community agreement to become one.

Within the scope of character education as value education includes nine basic values that are interrelated with each other as has been described by Daniel Goleman (Adisusilo, 2012:79-80), namely: (1) responsibility, (2) a sense of respect, (3) justice, (4) courage, (5) honesty, (6) sense of nationality/citizenship, (7) self-discipline, (8) caring, (9) perseverance, then the exploration and application of socio-cultural values that have lived in the socio-cultural environment of the people of Ternate City, it turns out that can generate a sense of pride for the local community and this is social capital can support its application in character education in socio-cultural environments

local.

There is a strong emotional bond in recognizing and developing ancestral cultural wealth in the City of Ternate among students who are socio-cultural still bound by cultural symbols that are the pride of the people. The naming of the city of Ternate as a maritime city is memorable, which means "to unite". contain a deeper and broader meaning, not just put together but there are basic values

behind it that need to be explored continuously and applied according to function and context.

Therefore, it is necessary to continue to develop what it means to be united, whoever is must unite, when and where to unite, how is the process to unite, why and what to unite for. This is where the teacher's creative efforts are needed to provide direction positive so that unity is not distorted in meaning to become a union of something The exclusive “gang” or “gang” even feels themselves to be higher than other people other (Chauvinism).

Thus in nine scopes of character education values it turns out, can associated with socio-cultural values that already exist and are valued by society Ternate. The unified Ternate people of course have a responsibility to unite and maintain that unity, have respect for each other, so they can unite and continue to unite, they have the principle of justice in order community unity, have courage, value honesty, uphold high sense of nationality, able to control oneself, care for one another, and have the persistence of life. These nine values are clearly illustrated in the vocabulary of the language from every sub-ethnic community of Ternate.

CONCLUSION

The problems faced by teachers in character education, namely: First, the rise of social media that presents popular culture. Second, teachers are more oriented and bound to the contents of the curriculum. Third, the teachers have not explored local socio-cultural values in the Ternate City Community. Fourth, the lack of example from the teacher. Fifth, schools have not integrated socio-cultural values. There are internal and external factors that cause deviant behavior among high school students in Ternate City, especially State Senior High School 3 Ternate and State Senior High School 4 Ternate. Internally, the lack of self-control is due to the weakening of the mind to understand and respond to the logical consequences of deviant behavior such as drinking cap rats (drinking locally produced liquor), eabond (slurping on eabond glue - a type of glue that has a strong aroma. akanae (fighting), Meanwhile externally influenced by (1) social media, (2) the role of parents, (3) the community's environment, especially peers (4) the role and government policies

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