

Development of classroom design model into character education in elementary

Abna Hidayati¹, Mutiara Felicita Amsal², Winanda Amilia³

¹²³ Universitas Negeri Padang, Padang - Indonesia, (abnahidayati@gmail.com)

Abstract

Implementation of character education in elementary school level of its effectiveness is strongly supported by the design of learning environment and classroom with characteristic character. Initial phenomena indicate that many classrooms in elementary schools are not supported by the design of the nuanced space character education, so the implementation of character education is less effective. This study aims to determine the model of nuanced classroom character education in primary schools. The method of research is development research using the procedural development model of Borg and Gall. The trial was conducted at the target school, SD 08 Nanggalo Padang which is a pilot project for the implementation of character education in elementary school. The results showed that the design of learning environment of character education consists of group position, classroom equipped with wet and dry garbage bin, findings of lost items, suggestion box, list of lessons and picket list.

Keywords: design, learning environment, character education



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2018 by author and Faculty of education, Universitas Negeri Padang.

Introduction

One of the goals of national education is the formation of the character of learners. This regard, it is necessary to create a supportive learning environment for the character formation of learners. Learning environment is the decisive factor for the inculcation of character values to learners. In accordance with behaviorism theory, one of the core of learning is behavioral change that is supported by the environment. In this context it means that the environment has an important role in the learning process of children and the implementation of character education. Ramli (2003), character education has the same essence and meaning with moral education and moral education. The goal is to form a child's personality, to be a good human being, a citizen, and a good citizen. As for good human criteria, good citizens, and good citizens for a society or nation, in general are certain social values, which are heavily influenced by the culture of society and nation. Based on the grand design developed by Kemendiknas (2010), psychologically and socially the cultural formation of character in the individual is a function of all human potential (cognitive, affective, cognitive, and psychomotoric) in the context of cultural social interaction (in family, school and community) and lasts for life. Character education, is an educational process that optimizes the character formation of learners through education and learning. In the process of learning a teacher must be able to create the condition of school or classroom that supports the learning process including independent

learning. In this case is required source of learning and learning environment to be able to optimize student learning.

Learning resources are all resources that can be used for the benefit of the teaching process / activity either directly or indirectly, outside of the learners (environments) that equip themselves as the teaching progresses. Learning resources can also mean anything that can bring benefits or support or support individuals to change toward a more positive, dynamic and develop better. The environment is very important in the formation of the child's character. According to (Djalil, 2005) there are 2 (two) ways to improve the utilization of the environment as a learning resource that can improve the quality of student learning: 1) Create an environment in schools that facilitate students to learn independently, which can be done by completing the school or classroom with various learning resources. 2) Make the most of existing learning resources to support independent learning.

Field observation in early January 2018 shows that character education has been incorporated into the curriculum, but its implementation in the field has not been effective yet. School is considered not optimal in the implementation of character education, one of which is viewed from the learning environment that has not nuanced character education. Schools still apply the conventional learning environment and do not support the implementation of character education well. As an example when wanting to plant the character of clean and healthy life, but around the classroom less available garbage cans, so the children finally dump garbage in any place. This research tries to find the design of learning environment nuanced character education.

Method

This research uses a kind of development known as research and development. Borg and Gall's procedural development model. The stages of planning is done environmental analysis and context related to the implementation of character education, early design development. Furthermore, the design development is followed by expert validation. Next done a design revision and eventually produced the design of learning environment nuanced character education. Tests conducted in elementary school which became the pilot project of character education in SDN 08 Nanggalo. Observation results show that the learning environment design is valid and effective.

Results and Discussion

The development of learning environment design nuanced character education starting from the planning stage. This stage is done through interviews with a number of teachers about the number of facilities needed for optimization of character education in the classroom. Learning process is basically a process of learning interaction between teacher with learners, and fellow learners. Success or failure of an interaction of the learning process is influenced by many factors, both factors of the teachers themselves, students, supporting facilities, and the atmosphere of the learning interaction process. In addition to that is not less important is the learning environment that supports the inclusion of character values in the classroom. The results of the development of the learning environment design nuanced character education as follows:

1. The classroom environment should be clean and tidy. A clean and tidy environment greatly supports the learning process. Students will feel comfortable learning in a clean and tidy environment.
2. Walls are used as a means to display student works. The walls in the classroom can be used as media to display the students' works in their learning, and can also be used to display the achievements students have obtained so they can increase their motivation in achievement.
3. Checklist and lesson list. Checklist and lesson list can be used to familiarize students in fulfilling their agreed commitments. While the list of lessons is used to make students on time in learning.

4. Trash can in class. The presence of garbage cans in the classroom, used so that students can more appreciate cleanliness and familiarize themselves to dispose of waste in place. If it is possible also can be provided wet and dry trash.
5. A place to store findings in the classroom. There is a place to store findings in the classroom. Losing learners can find their possessions in the storage of lost items.
6. Infak box to collect student donations. Infak box to collect donations. Students can set aside some of their money to donate to the needy.
7. A box of criticisms and suggestions. The box of criticism and suggestions are intended to provide criticism and suggestions for students and teachers regarding learning activities and learning activities in the classroom. The design of the learning environment is possible to carry out character education effectively. Here are described the values of characters that are expected to be implanted to students through the design environment that has been made.



Picture. Design Environment Learning Nuanced Character

From the picture above looks minimal facilities that can be prepared by the school to give education about character intensively. Each facility contains a character value.

Table 1. Facilities and Character Values

Facilities available	Expected Character Value
Clean Classroom environment	Cleanliness, neatness, appreciate achievement
Picket List	Independent
Lesson List	Independent
Trashed	Honest, discipline
Place of finding of lost item	Honest, tolerance
Box of criticism and suggestion	Honest, democate

The learning environment is designed like the picture above, is a minimal facility that must be provided by schools for the implementation of character education. Schools can add other facilities that support the organization of character education in schools.

Conclusions

Based on the results of the above research, it can be concluded that the minimum facilities needed to be able to properly implement the character values are grouped seating conditions, have wet and dry trash cans, a list of lessons and a picket list. Furthermore it should be provided where the findings of lost items and boxes of criticism and suggestions.

The principal is expected to facilitate the classroom in accordance with the design that has been designed so that the implementation of character values is more effective.

References

- Asri, Budiningsih. (2005). *Belajar dan Pembelajaran*, PT Rineka Cipta: Jakarta
- Indra, Djati Sidi. (2001). *Menuju Masyarakat Belajar*, Logos: Jakarta
- Kemendiknas. (2010). *Pembinaan Pendidikan Karakter di Sekolah Menengah Pertama* . Jakarta
- Sumadi, Suryabrata. (2006). *Psikologi Kepribadian*, Jakarta: PT Raja Grafindo Persada
- Syaiful, Sagala. (2007). *Konsep dan Makna Pembelajaran*, CV Alfabeta: Bandung
- Brooks,B.D. and F.G.Goble. *the Case for Character Education: The Role of the School in Teaching Values and Virtues*. Studios 4 Productions.
- Boyer,E.L. (1995). *Character in the Basic School, Making a Commitment to Character*.
- Elkind, David H. dan Sweet, Freddy. *How to Do Character Education*. Artikel yang diterbitkan pada bulan September/Oktobre 2004.
- Hill, T.A., (2005). *Character First! Kimray Inc.*, <http://www.charactercities.org/downloads/publications/Whatischaracter.pdf>.
- Koesoema A, Doni. (2007). *Pendidikan Karakter, Strategi Mendidik Anak di Zaman Global*. Jakarta: PT. Gramedia Widiasarana Indonesia (Grasindo)
- Megawangi, Ratna. (2004). *Pendidikan Karakter, Solusi Tepat untuk Membangun Bangsa*. BP Migas: Star Energy.
- Sulhan, Najib. (2010). *Pendidikan Berbasis Karakter*. Surabaya: Jaring Pena.
- Sutawi. "Restorasi Keberadaban Bangsa Melalui Pendidikan Karakter", Malang: Universitas Muhammadiyah
- Suyanto. (2010). *Pembinaan Pendidikan Karakter di Sekolah*. Jakarta: Kemendiknas.
- Williams, M., & Schnaps, E. (Eds.) (1999). *Character Education: The foundation for teacher Education*. Washington,DC: Character EducationPartnership.