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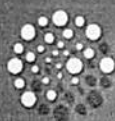
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27th ICSEI CONGRESS

PROCEEDINGS

*Redefining Education, Learning and Teaching
in the 21st Century:
the Past, Present and Future of
Sustainable School Effectiveness*

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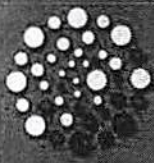


Yogyakarta State University



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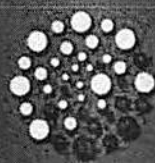
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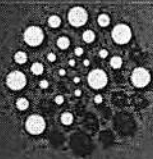
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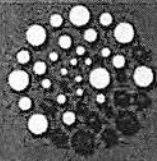
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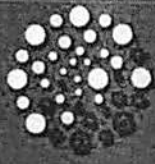
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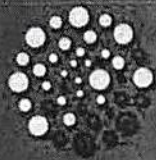
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HOLISTIC AND CONTEXTUAL LEARNING IN CHARACTER EDUCATION IN SCHOOLS

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Abstract

This research aims to describe the materials for a guide book of holistic and contextual learning in character education in schools and the roles of the schools in implementing the learning using holistic and contextual approach. The research involved teachers and students of SMA N 5 Yogyakarta, SMA Muhammadiyah 5 Yogyakarta and SMA Taman Madya Yogyakarta. The research employed qualitative approach. The result suggests that first, the guide book which was designed for the learning of character education using holistic and contextual approach could be integrated with the schools' teachers, and second, the roles of the schools in developing the holistic and contextual learning in character education needed support and synchronization from the teachers, students, and students' parents.

Keywords: *character, holistic, contextual*

A. INTRODUCTION

Nowadays, Indonesia faces quite severe character crisis problems. Demoralization has started to reach the education world which never gives the mainstream to act honestly since the learning process which is supposed to teach moral education and manners is limited to text and badly-prepared to face a contradictive life. Further, the phenomenon of the birth of corruption can be seen as a result of the failure of the education in doing its function, marked with the symptoms of moral reduction and conscience from the academician circle.

Analyzing character crisis problems is indeed not an easy job as the cause of Indonesia's crisis has been structural in the society life dynamics. In sociological dimension in particular, character crisis has happened in the elements of the society which has been developed systemically, and as a consequence, the social effects start to be felt by the society.

Character education is needed to solve character crisis. The solution for character crisis problems was based on the problems' sources. In fact, the role of the educational institution

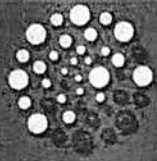
was expected to be more proactive, creative and innovative in planning the learning process which is expected to give contribution to character education building. In this context, character education process needs to be designed in holistic and contextual perspectives in order that it would be able to develop thoughts which are dialogic-critic in making man with character in every level of society, family, school, society, and country.

National policy regarding Nation Character Building in 2010-2025 proves that Indonesia's character problems have come to a very worrying level. The picture of character crisis had even been multidimensional in every single level of the society. The Nation and Character Building foundation that has been developed by Indonesia starts to be eroded by some nation's problems which shift the true self concept and nation character essence. Indonesia even has to reconstruct the urgency of nation character education strategically and systemically in every order of society so that it would rebuild its strength with character.

Character building must be carried out by every citizen. To achieve strong nation character needs synergy among parties related to nation character education process. Character learning process should be perceived as an important process in nation character building. Schools have to be more active in creating environment which enables students to build strong character. Schools therefore need creative and innovative ways in creating learning process in the integration of character's values in the students' personality. For that purpose, holistic and contextual learning model as one of the methods that could be implemented by the teachers, especially in high school, could be used as a medium to strengthen character's values in the student's personality.

The purpose of this research in general is to empirically design a guide book for character education that can be used both to solve structural character crisis and to be applied in every order of society. In specific, this research attempts to describe:

- a) a holistic and contextual learning in character education guide book in high school, and
- b) the roles of the school in developing holistic and contextual learning in character education in high school.



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B. RESEARCH METHOD

The research's population is high schools in DIY; the samples of the first year are students and teachers from SMA N 5 Yogyakarta, SMA Muhammadiyah 5 Yogyakarta and SMA Taman Madya Yogyakarta. The research subjects were teachers and students. There were three teachers from each school participating in the study and they teach several school subjects, namely science, social studies, language, math, and religion. Meanwhile, there were fifteen students from each school involved in the study. Socialization of the study was done to fifteen teachers from three schools in DIY.

Data was collected using several methods, i.e. questionnaires, active participation, observation, FGD, documentation, and data mining which was related to students' understandings about their awareness of character education values. Besides, this research was developed to hold some trainings to test the guide book's quality.

Data mining was conducted by looking at the participants' responses to the needed steps in learning process according to the guide book. Observation was conducted to pay close attention to the behavior dynamics during the process of module testing. FDG was considered essential to mine the similarities and differences related to both teachers' and students' perception about character values and their dynamics in school.

Data was analysed using reduction, and categorised in accordance with themes that were collected during the research. Data validation was performed using data triangulation and data resources in FGD. Data were analysed based on general patterns in each school that were related to the implementation of character values in the teachers' and students' lives.

Data analyzing process was conducted by employing qualitative approach principle. Data that were collected from the open questionnaires were processed adhering to the principles in qualitative research, i.e. data were collected from the research subjects, namely students and teacher, next reduction process was applied to irrelevant data and finally categorization was done by referring to the purpose of the research.

C. RESULT AND DISCUSSION

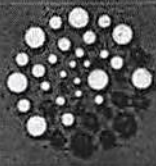
1. Holistic and Contextual Character Education Learning Guide Book

Character crisis problems has been structural; accordingly, character education must be done holistically and contextually. Being structural means that building Indonesian children's character has to start from family, school, society, and country respectively. The developed model is an effort to construct character education holistically that involves moral knowing, moral feeling, moral action aspects (Thomas Lickona, 1991). Meanwhile, contextual aspects involve main values needed to build strong nation character instilled in every order of society. Applying both holistic and contextual approach, it is expected that strong characters of the nation can be attained.

To design the guide book that is based on several main principles, simple and users (teachers) – friendly is the main purpose of this research which was to develop holistic and contextual approach in character education. The developed guide was designed to enable students to build habit of the mind, habit of the heart and habit of the hands to strengthen character values in the students' selves.

Holistic and contextual learning guide book development considers the components in character education. The main themes that were developed were:

DESCRIPTION	PURPOSES	COMPONENTS IN CHARACTER EDUCATION
Character values identification	To describe character values which have been a part of personality	Moral Knowing
Story with character	To experience something meaningful about self-survival to get a value that is needed to be a man with character	Moral Knowing and Moral Feeling
Experience sharing	To discuss the efforts to become a man with character	Moral Knowing and Moral Feeling
Problems of a man without character	To analyze the cause of a man without character and to discuss the solution	Moral Knowing and Moral Feeling
Developed as a man with character	To prepare him/herself to develop to become a man with character	Moral Feeling and Moral Action
Evaluate him/herself as a man with character	To determine behavior changes to be a man with character	Moral Knowing, Moral Feeling and



		Moral Action
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The worthiness of the guide book was appraised based on three main elements, namely material, language and learning creativity. Material was appraised from the quality of their relevance with their character education concept which is capable to move the main components of character education, which are moral knowing, moral feeling and moral action. The language was appraised from the use of EYD (standardized Bahasa Indonesia spelling), the clarity, communicativeness and easiness to be understood by every teacher. Learning creativity was appraised by the diversities of the methods, strategies and learning media. In the appraisal process, teachers were asked to pay attention to guide book and learning CD attentively, correctly and openly so that the appraisal became qualitative. Referring to the result of teacher appraisal, it can be concluded that:

Aspect	Result of Teacher Appraisal	
	Guide Book	Learning CD
Material	<ul style="list-style-type: none"> • Generally, the material was worth being made use as a guide to character education in high school • The material varied so it was able to move the components of character education, moral knowing, moral feeling and moral action. • The material was able to encourage the students to actively, creatively and innovatively involve in the process to find the character value which enable the students to build strong character. • The material built critical awareness in respecting other's role in character building. • The material gave a picture about the method to face problems in building a personality with character. 	<ul style="list-style-type: none"> • The material was worth being alternative learning in character education. • The material could be developed as interesting learning media for teachers and students. • The materials could be applied in every subject by the teachers in the class. • The material was inspiring for teachers in implementing character building in the class.
Language	<ul style="list-style-type: none"> • The language was easy to understand and quite communicative. • The illustration made the guide book interesting to read. • The procedures that were explained in the guide book could be applied in the learning 	<ul style="list-style-type: none"> • The language was easy to understand and quite communicative. • The language used was matched with EYD, clear and compact.

	process in quite detail.	<ul style="list-style-type: none"> • The menu design in the CD was easy to be accessed by all subject teachers. • Menu in the CD was easy to understand
Learning Creativity	<ul style="list-style-type: none"> • Material and media quite varied so learning activity was not boring. • Creative material motivated the students to study actively and innovatively. • The material brought the students' awareness to undergo process to become creative individual 	<ul style="list-style-type: none"> • Material in the CD was easy to understand and not boring • The provided learning was quite communicative and creative. • The taught material makes students active and creative.

Source was processed from primary data, 2012

2. The Roles of the Schools in Holistic and Contextual Learning

The schools have important roles in developing character education. Holistic and contextual learning needs strategic steps to have optimal results. The schools have to pay attention to conditions and situations of the schools so that the design in the character education will not become a burden to the teachers. Referring to deep interviews or FGD, there was a trend that teachers' responsibilities to teach were quite heavy so it would not be easy to add character education as main subject.

Teachers' responsibilities to teach in general have been over-loaded, however, teachers in general were not mind helping with character education process in school. Teachers just needed creative and innovative ways to reach the interesting learning process. In this case, most of the teachers were also in agreement that character education was urgently needed due to the fact of character crisis in Indonesia.

Most teachers also agreed that holistic and contextual learning became one of the alternatives that could be done by the teachers to have a role in character building in school. Moreover, teachers suggested that there should be several things needed to be prepared in order to optimally support government's program in nation character building. The parties that might contribute and steps that must be done can be listed as follows:

- a. Head principal
 - a. To give training to teachers in applying learning with holistic and contextual approach,
 - b. to build an atmosphere which built spirit that nation character building by placing character values in strategic positions in the school which can expectedly instill character values in the students' self,
 - c. to do routine discussions on character learning process in the class, by looking at halting factors which might need to be solved immediately,
 - d. to have dialogues with the students about the influence of character learning for strengthening individual's character, by making forum to build nation children' character,
 - e. to provide media for teachers and students in expressing their ideas and opinions in building nation children' character,
 - f. to invite and remind all of the teachers to be individual with strong character to be an ideal role model and idol for the students, and
 - g. to create conducive school's environment which would bring critical awareness to build students' character.
- b. Teachers
 - a. To improve knowledge on character education,
 - b. to develop skills in creative and innovative learning strategy,
 - c. to develop a personality with character, and
 - d. to develop more flexible class management skill.
- c. Students
 - a. To have awareness of character crisis,
 - b. to support character education learning process,
 - c. to be aware of the importance of becoming individual with character,
 - d. to give appreciation to other students' strong character, and
 - e. to develop students activities which strengthen character values.
- d. Students' parents
 - a. To support school's programs on character education,
 - b. to create life situation at home that was conducive for students to grow and develop their potentials,

- c. to have effective communication with the school regarding student's personality development, and
- d. to motivate the student to grow becoming individual with character.

D. CONCLUSION

Character education using holistic and contextual approach needs a short guide book to be integrated by the teachers in the learning process in all subjects. With the guide book's helps, supported with interactive CDs, the teachers develop character education by selecting appropriate method, and being creative with integrated learning in all subjects.

In developing holistic and contextual learning in character education, schools need preparations, such as conducting trainings on the use of the guide book to all teachers. In addition, schools have to build a conducive environment in order that the character values can be instilled into the students' selves. Furthermore, in developing character education, school also needs synergy supports among schools, teachers, students, and students' parents, who together should have an awareness of the importance to build strong nation character.

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