ISLA-3
2014

THE IMPLEMENTATION OF CHARACTER EDUCATION MODEL BASED ON THEATER EMPOWERMENT

Purwati Anggraini[1], Tuti Kusniarti[2]
Bahasa Indonesia and Literature Department of University of Muhammadiyah Malang
poer1979ang@gmail.com[1], kusniarti@yahoo.com[2]

Abstract

Character education is considered to be important since character is functioned as the power of mental and ethics which encourage the nation to realize the national idea and to show the comparative, competitive, and dynamic excellences among other nations. However, the current implementation of character education is not considered to be successful yet. In addition, character education has been widely implemented in schools so far. The research finding about character education in school shows that the implementations of character education in schools are still mainly based on the school condition and tend to be as what it is (without a good planning). Besides, schools also do not have the character education implementation guideline which is based on school condition and the development of students' psychology. There are some obstacles of the character education implementation in school, which are human resources, facilities, and lack of support from the family and society. The implementation of character education in elementary school has not involved many parties yet and the evaluation is not done continuously. Since the importance of character education implementation to students, especially for elementary school students, it needs model reconstruction which is appropriate and applicable to elementary school students. Role play is one of the activities in elementary school curriculum which is possibly used as a media to transfer the character value. Besides the fact that role play has not widely introduced yet, it is such a pleasing activity. Role play here is role play which has a concept in the model of theater empowerment. Through this theater empowerment, students will have the experience to involve in the society. Besides, students' characters can also be forged during the practice session of theater. Therefore, character education model based on theater empowerment can be an alternative of character education in elementary school.

Keywords: Character Education, Theater Empowerment, Elementary School Students

A. BACKGROUND

Character is the human effort to learn in overcoming and improving the weaknesses and also making a new positive habit. Children will grow to have good personal characters when they grow in environment which has good characters. The process of character education must be considered as the conscious and planned efforts instead of effort which suddenly happen. In other words, character education is serious effort to understand, form, and transfer the ethics values for both oneself and all of the society for a whole. To realize it, there are something can be done by society or any other else who have their respect to character education.

Recently, character education has been implemented in schools. The finding of research about character education in school which is a sample shows that the implementations of character education in schools are still mainly based on the school condition and tend to be as what it is (without a good planning). Besides, schools also do not have the character education implementation guideline. There are some obstacles of the character education implementation in school, which are human resources, facilities, and lack of support from the family and society. The implementation of character education in elementary school has not involved many parties yet and the evaluation is not done continuously. Therefore, it needs to make character education guideline which is based in the characteristic of elementary school students, who love to play a lot.

Every school implements character education by using the current distributed and spread book as the guideline. Looking to its contents, those books discuss about the character education in general which is about the principles of character education equipped with its examples. Thus, it can be said that the book which are used by schools are not operational books. Those books are used as the guideline in arranging the materials, determining the model, learning sources, and evaluation of the character education. As a result, materials, themes, and characters which are going to be delivered mainly depend on each school's policy after the socialization and school's internal consolidation.

In students' learning report, student's character evaluation is used by the school where the research was done. By this way of evaluation, school expects that the parents know the students' character when they are in school from the teacher's point of view. There are some evaluation models of character education which are implemented in elementary schools. There is school which gives a reward in form of small certificate and labeled sticker "good" in each student's work which is then observed and reported to their parents through the learning report. There is also a school which involves parents in evaluating the students' characters but it does not determine whether the students can go further in the next grade or not. Furthermore, there is also a school

which uses the character evaluation as one of the points to determine whether they deserve for next grade or not. From five schools which were observed, three of them integrate the character education in their learning process. The rest two schools have made their own activities or schedules to implement the character education.

From the interview which was conducted to the school's principle, it was got the information that the school has implemented the character education by making the students accustomed with the values. For instances, students have to greet and put the teacher's hand on their lips and put the rubbish into the trash. However, there is still no indicator used in the process of evaluating students' characters. As evidence, there is a school which has school policy to implement 18 characters to the students. All of those characters which are expected to be possessed by the students are observed step by step. At least, teacher will deliver the materials, give the simulation, and do the evaluation. In the next week, there will be different themes and characters which are going to be evaluated. It means that the evaluation system is continuously done although the students have already been accustomed.

In term of the obstacles of character education implementation, the principle said that the lack of facilities has contribution to challenge in the implementation of character education. For instance, if there is less number of LCD Projector, it will affect the implementation since the teacher should manage to use it one by one with other teachers. Moreover, another obstacle is the parents' responses that have low respect to their children's character at home. This kind of response leads to the situation where optimum result of character education seems to be difficult to reach.

Considering the facts, it is clear that many involved parties should support the character education programs which have been planned and implemented by the school because it, basically, will get optimum result if there is a support from family, school, and society. To give students the character values or to form their characters, it cannot be ignored that it needs the awareness and strong will form the students, family, society, and school. Without cooperation with those parties, it is impossible for character education to run well and get the maximum result.

There are some ways to realize the character education toward elementary school students optimally. One of them is reconstructing the model of character education with the new one which involves many parties. It is a model which is expected to be a model which is not only limited to classroom learning activities but it can be in outdoor activities such as extracurricular activities. Related to the elementary school students' characteristics who love to play and have less life experience, character education model through theater empowerment is a pleasing model and another alternative of character education model. This model is considered to be important to be implemented since the students can practice to develop their potentials and interest, train to cooperate, and improve the respect and sense of care, leadership, and responsibility. This model requires students to cooperate with the society to hold a show event. By this kind of model, they will also be sensitive to the environment around them because theater empowerment put society as the basis on its implementation. Therefore, the implementation of this model can result students who have strong characters for global competition.

B.   CHARACTER EDUCATION

Reflective educational model is one of the models in character education which can be implemented for elementary school students. Human cannot be far away from self-reflection since every human has an emotion in life. There are some principles of reflective model as follows: (1) The basic of learning interaction between teacher and students is affection. If the learning activities are not laid on affection, there will no reflection then. (2) The attitude of the teacher must reflect the values what the school would like to deliver and give. (3) Teacher must perceive the students as growing and developing subject which the process highly depends on teacher's role (Kesuma, 2011: 121).

There are six levels of people understanding about meaning and value. The lowest level is characterized by a capability to explain the relation between the materials and its meaning. The highest hierarchy is realizing that there is a great power out of human control or realizing that human is very small and do not have a the real power. The third level of the understanding is when a child is motivated for doing something because of his understanding of certain values that he learns. The fourth level is when a child implements the values that they understand in daily life. When a child becomes the figure to whom people are looking, it is on the fifth level of the understanding. While the sixth level happens when child becomes a leader to invite other people to implement the values that he learns and understands (Kesuma, 2011:119).

C.   CHILDREN'S THEATER

Performing children drama can be done in two ways. First, the children drama is performed by group of adult people with or without the children's role and the children become the audiences. Second, the drama is performed and played by the children and the audiences are also the children.

Playing drama, basically, is not only about the willingness in memorizing the dialog but also emphasizing on the acting skill. Drama training for children requires doubled-spirit tutor, which is someone who have spirit in art and teaching (Hamzah, 1985:140). As an artist, the tutor will have creativity and sharp observation to catch the artistic values. As teacher, the tutor has to be open-mind person to all of the questions. Therefore, the tutor has to explain and answer the questions happily.

Basically, acting is not a new thing for children because children have the instinct to act. Therefore, drama activity should be a pleasing activity. The basic training has to be done in good way to avoid boring feeling and burden on children. If the learning process could make the students to love the activity, it automatically helps them to overcome their difficulties happily. When there is a shame on children to play drama, the tutor can give another way to solve it without forcing them to directly fight against their feeling of shame. For instance, teacher can give a mask or statue when the children are still shy to have dialog practice.

D. DRAMA TRAINING TO SHAPE CHARACTER

Actually, teaching drama or theater to children is such a challenge. Lack of knowledge and experience and also their age which are very young make the tutor need to work hard to train them. The main key to train them is bringing the students to happy feeling and trying to have practice which does not burden them. Drama or theater is an appropriate media to shape children's characters. In practicing theater, students are trained and guided to be discipline (discipline in both religious matter and discipline in practice), to work hard, to cooperate, to be care, to be honest, to control a good rhetoric to avoid offense, to have strong leadership, to be confidence, to be independent, and to be responsible. Drama as a role play needs a good preparation before it is performed. The preparation includes the practice in body movement and vocal, stage stuff, and also team coordination. Those preparations require discipline, responsibility, and team cooperation. It is impossible to be performed well without a continuous practice. The responsibility between team members have to be kept to ensure that the job is done well. Moreover, team cooperation is also needed. Team members should help, give correction, and give advices each other for the success of the performance. This kind of values pattern is the thing which can be adopted to shape children's characters.

Besides practicing, children need to be invited to watch drama performance in both directly or even by watching VCD. Absolutely, the actors of the drama meet the requirement which is appropriate to be watched by children and consisting of education unsure. This activity aims at training their sensitivity in acting and intuition to differentiate between good and bad behavior. By watching drama performance, they can see the life reflection. They can get some lessons and messages from the drama. Therefore, teacher or tutor can implicitly teach them to behave well.

E. THEATER EMPOWERMENT TO SHAPE CHARACTER

Theater empowerment is a theater where the show is in the society with the potluck stuffs. It is also held with cooperation with the society surrounding the show. Theater empowerment comes with the philosophy to entertain the surrounding society, to appreciate a show and enjoy the togetherness together.

Theater empowerment is a media to make children close to the society, to make them aware of the diversity, and rise up their social sensitivity. Children who perform in the society will have the happiness as the same as the society who enjoy it. They will also feel togetherness and work satisfaction after their hard work are appreciated by the society. They will learn also about simple life when they perform in the middle of low income society. Thus, children will get education character in both directly and indirectly.

F. THE IMPLEMENTATION CHARACTER EDUCATION MODEL BASED ON THEATER EMPOWERMENT IN ELEMENTARY SCHOOL

Character education model based on theater empowerment in elementary school is a model which was arranged by researcher team. This model is matched to the students' characters who love to play and imitate what they see and hear. Besides, the strength of this model is the involvement of many parties in observing the development of students' characters, starting from the involvement of the teacher at school, parents, and society. The involvement of these unsure leads the character education at school to run well and results a strong character of the students.

The implementation of the model is started by playing video of a show or theater performance, observing how to act, express, and set the intonation. The video is not played at every practice session in order to students can act totally and receive positive message. At practice session, students are invited to train their body movement and vocal. In further, they are also invited to practice how to express, make an intonation, and search and play music as the back-song of the scene. After the intensive practices, students are invited to prepare a show for farewell show of grade XI students. In that event, students who join theater will perform their show. This event involves students, parents' organization or school's committee, and school society. Parents' organization voluntarily prepares the needs of the event, such as the costumes and consumptions to be enjoyed together. As a result, students experience new experience in their lives. They feel that they are appreciated and satisfied because

they can contribute to prepare the event. Consequently, students will know more about the school society, be more sensitive and be able to socialize with the society. Moreover, it makes the relationship between students, parents, and school society better that it is expected to continuously be kept to shape students' characters.

Absolutely, the implementation of this character education model cannot be far away from the evaluation system or the students' characters supervision. The questionnaires of students' character evaluation have been prepared in order to observe their development. The questionnaires must be fulfilled by the parents, theater advisor/tutor and the society (in this context is school society). This kind of supervision which is done by many parties is expected to describe and evaluate students' character. The result of the questionnaire analysis will be reported to the parents. By doing so, parents will know the student's character during the school activities then compare it to home activities.

Theater tutor and school of SD Muhammadiyah 1 Malang positively responded the existing of this character education model based on theater empowerment because there was no model like this before. Therefore, it can be said that this kind of character education model which is based on theater empowerment is a new model which can be an alternative for character education in elementary school.

G. CHARACTERS APPEARING TO STUDENTS

Students' character can be influenced by the environment. Good environment will shape a good character, and the vice versa. Consequently, it requires conducive environment to shape students' character. In this case, it needs cooperation between school, family, and society. The cooperation of this unsure can shape students' character optimally.

Besides the cooperation those unsure, character education should be implemented based on the age of the target. Character education for children should be relevant to the development of their psychology. For instance, children tend to love playing, so the character education which is appropriate for them is the model which is based on game, without any impression of teaching.

In the implementation of character education model based on theater empowerment, there are some characters appearing to students joining theater activities. Those characters are described further as follows:
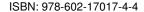
1. Religious

In the case of religiosity, the value has been stick to the students well. From the observation of theater tutor, the students' religiosity had developed and being a culture. They behave in way which reflects that they obey their belief values such as being student who is not arrogant, speaking in good way, being honest, and directly coming to the mosque after hearing adzan to have prayer. In addition, based on the society evaluation, their religiosity was in the level of developing and being a culture. Parents also had the same evaluation as the other parties. However, there were still two parents who argued that their children's religiosity were still in the level starting appearing. The evaluation differences between parents, society, and theater tutor are caused by time differences that they had to be with them and evaluated them. Besides, the aspects seen at school, society, and home are absolutely different.

2. Honest

Honesty had been possessed by students. Some people here said that students' honesty had been implemented well, which was in the level of starting to develop and being a culture. However, there were still some students who had low honesty, which was in the level of starting appearing, based on the society evaluation. Meanwhile, parents had the same evaluation which was in the level of starting to develop and being a culture. Theater tutor emphasized that honesty had been a culture which was proven by the evidence that the students send back things which were not theirs. They were also accustomed to speak the truth which was matched to facts, they did the assignment without cheating, and they admitted the mistakes they have done.

3. Tolerant

The attitude of being tolerant had been shown by students at school, home, and society. It is in line with the evaluation of the teacher that the attitude of tolerant was starting appearing and developing. In the beginning of the theater practice, there were some students who had high ego. They forced their personal opinion to be accepted by others and tended to be difficult to respect others. Starting from the fifth meeting, they started to be tolerant and be respect to others including the opinion of theater tutor. In other perspective, society argued that students' tolerance has developed even been a culture. However, there were some people who also argued that they could not see the value from the students. It is a normal thing since they might evaluate when the value had not appeared to students character. Parents who did also an evaluation believed that the students had a good development of tolerant value, which s in the level of starting appearing and being culture. These wide range of evaluations are caused by the students who developed differently because of the environment differences where the students grew.

4. **Discipline**

The value of discipline of students when they were at home made their parents happy. This value can be evaluated in the level of starting appearing until being a culture. The society did almost the same evaluation as the parents. In addition, the society believed that students' discipline still need to be improved. While the opinions of theater tutor, students' discipline was in the level of starting appearing and developing. It was indicated by the students who obeyed the conditions and the rules. In further, they were also discipline to do their duty and assignments by submitting it on time.

5. **Hard Work**

From the observation of the society and parents, the attitude of hard work had been shown by the students. It was indicated from the questionnaires which were fulfilled by them which indicated the students' hard work was in the level of starting appearing and being culture. Based on the theater tutor, it was in the level of starting developing and being culture. It could be indicated from the students' behavior which was doing the duty and practice seriously to get optimum result. Besides, students also worked hard to memorize the script and tried to train their acting skills. This kind of behavior is consistently shown by the students so it can be concluded that their hard works are continuously increasing at every practice.

6. **Creative**

The attitude of creative has also appeared to students. This could be seen from the questionnaire answered by the society and students' parents. They evaluated that students' creativity can be placed in level starting appearing until being culture. Meanwhile, the tutor of theater said that students' creativity had already started to be seen and growing. This was indicated by their attitude which produces new way or new result (in doing assignment given by teacher). Moreover, students were also able to make a new innovation based on the act which had already demonstrated by the tutor.

7. **Independent**

Tutor teacher of theater assumes that students' independence start to be seen and even grow. It is proved by the students' behavior which has already started to trust their own capability in doing assignments given, and students can do the task to act independently (in acting exercise, students are given different role which leads the students to be independent and continue to train their own skills). Meanwhile, parents and society observe that students' independence has not been maximized yet. This can be seen from the questionnaire answered by parents and society which shows that students' independence can be placed in level before appearing until being culture. Parents and society could have that evaluation because of the difference of the students who are observed. As explained before, students' character and its development are different each other since it is affected by the environment where the students are.

8. **Democratic**

The attitude of being democratic had also been showed by the students in all activities they have done, whether they were at home, school or in the society. Based on society and parents' assessment, democratic attitude which was shown by the students could be considered in the level starting appearing until being culture. Meanwhile, the tutor of theater said that students' democratic' attitude had already started to be seen and grow. This was indicated from the students' attitude which were not selfish anymore, and they had also been able to differentiate their own rights and obligation with others. Moreover, students also started to accept others criticisms and suggestions given to them. They tried to solve their own problem by discussing it with their teacher or friends.

9. **Curiosity**

According to tutor's theater's notes, the students' curiosity has already developed and been culture. This attitude was shown by students' enthusiasms in asking everything out of their knowledge. Meanwhile, society and parents had the same assessment about students' curiosity. Most of parents and society say that students' curiosity can be placed in the level begin to develop, although some of them say that students' curiosity is in the level before appearing. Thus, it can be concluded that students' curiosity has already good, but it need to be increased so that their curiosity can be culture for them.

10. **Spirit of Nationality**

Students had already showed this attitude in some chances. Based on the observation of theater's tutor, students' spirit of nationality had already started to appear. This could be seen from some students' attitude which had a way to have a conception about placing the importance of this Nation to be above all their importance. Otherwise, students also have already been able to respect and maintain their school's image by not doing the negative things. Parents and society were also observing the students' spirit of nationality. They argued that

students' spirit of nationality had already started to appear, even started to grow. However, there were parts of the society which assume that students' spirit of nationality has not already been seen.

11. Patriotism

Based on the notes made by theater's tutor, students' attitude in being patriotic is in level of starting to appear and develop. This was indicated from the students' concern with the physical, social, and cultural environment, and they also tried to use Bahasa Indonesia in the right way. However, parents and society gave various assessments. They argued that students' attitude in being patriotic is in the level of before appearing until being a culture. Thus, there is different progress in students' attitude for being patriotic, and its progress difference gives recommendation to parents, teachers and society to encourage the students to increase their patriotism.

12. Achievements Appreciation

Theater's tutor gives a note that students' attitude of appreciating other's achievements is in the level of starting to develop and has being a culture. This was shown by the students' enthusiasm in bringing on achievements which is useful for the society. In addition, they were also able to admit their friends' success in having achievements. In theater, they worked hard to perform the best theater show that they can effort. Meanwhile, parents said that students' attitude in appreciating the achievements which was shown at home was in the level of starting to develop and entrenched.

13. Friendship/Communicative

Theater students' parents say that when their children join theater, their attitude in friendship and communication has already been shown. This students' attitude can be placed in the level of starting to be develop and entrenched. Meanwhile, society assesses that students' attitude in having friendship shown by the students is in level of before appearing until being a culture. However, most people in the society argued that students' attitude in having friendship and communication had already been good, particularly the in level of starting to develop. Meanwhile, theater tutor argued that students attitude in this point can be placed in the level of starting to develop and be a culture. This can be seen from the students' intercommunication. They had already been able to have a good communication with their friends, had a good relationship by maintaining the harmony of their relationship. They also tried to always be polite and warm when speaking to others.

14. Peaceful

Peaceful attitude has also been shown by the students at their association with their friends daily. Based on the notes given by the theater's tutor, this students' attitude has already been in level of starting to develop. This peaceful attitude has already been shown by the students through their words while speaking and also their polite action so that their friends, teachers, even other people will be able to be happy with them. In addition, they are not quarrelsome, and they always help others who have difficulties. Meanwhile, the society assumes that students' peaceful attitude is in level of before appearing until developing. Different assessment given by the parents, they say that students attitude in this point has already been shown so that their attitude of peaceful is in the level of starting to develop and entrenched.

15. Reading Habit

Reading habit is an attitude which expected to be one of attitudes which is being a culture on students. It is related with the students' duty to study. However, there are some notes given by theater's tutor related with this point. According to theater's tutor, students' attitude in reading habitual can be placed in the level of starting to be seen and entrenched. This can be seen from the students' attitude in having curiosity and looking for much more information from literatures or books in the library. In theater, this attitude is shown by the students by understanding the moral value which is had by a script or story. Meanwhile, the parents and society assess that students' attitude in their habitual of reading is in the level of before appearing until being a culture. This could be seen from some students who had already loved to read, but few of them still need to be encouraged so that they will have a good habit in reading.

16. Environmental Awareness

Environmental awareness have also been shown by students in some cases. It is proved based on theater's tutor observation. Environmental awareness attitude had already been shown by the students through their action which always keeps their school clean without any kind of action to make it dirty. Meanwhile, the parents evaluated that environmental awareness attitude shown by students was in a level of starting appearing until being a culture. This assessment seems a bit different with society's assessment. They argued that students only showed few actions which is related to this attitude. Thus, it needs the other's concerns to make the environmental awareness attitude of the students can be grown smoothly in the students' daily life.

17. **Social Care**

According to theater tutor, students' attitude in social care has already started to be developed and entrenched. It is showed from the students' attitude which is habitually helping their friends in need or helping the teacher to bring something into the stage. Parents and society also see that the social care attitude shown by the students is in the level of starting to develop and entrenched. However, there is a part of society who assumes that social care attitude has not been shown by the students. Although there are few people who give a note in that way, it must be the other's concern so that the students can develop their social care attitude from their own selves.

18. **Responsible**

Being responsible is also an important value which has to be had by the students. Based on the observation of society and parents, the attitude of being responsible had already been shown by the students in every chance. Thus, parents and society concluded that students' responsibility was in the level starting appearing until being a culture. Meanwhile, theater tutor said that the attitude of responsible had already been shown well by the students. This was seen from the students' attitude in always doing well for their assignments given by the tutor and also obeying the God's rules.

H. ROLE OF FAMILY, SCHOOL, AND SOCIETY IN IMPLEMENTING THEATER-BASED CHARACTER EDUCATION EMPOWERMENT

The implementation of character education based on theater empowerment involves parents, school, and society. In this point, there are some roles which are played by the parents, school, and society. In practicing theater at school, the tutor is strongly needed. Besides to train students' skills, tutor is expected to give character value in every practice session implicitly. In this process, parents' encouragements are the important one, either material encouragements or spiritual encouragements. In addition, parents also need to observe their children and embed the good character to the students while they are at home.

In a theater show, it needs also the role of the society. The society is invited to involve in the show until being the audiences for them. They are also asked to observe and give a good example to the students. Thus, the togetherness will appear among the society, school, and parents. In addition, in this process, all of them will think in having the same responsibility to embed the good character to the students so there will be the next generations who have a strong and good character.

I. CONCLUSION

The implementation of character education based on theater empowerment seems to have a good impact. Students joining theater practice got new experiences, knowledge and some skills, and also better characters. Meanwhile, the observation and evaluation of the students' characteristics done by the parents, teacher and school's society can be used as the criteria for everyone to collectively strengthen the students' character. Thus, the process of character education is expected to get optimum result.

REFERENCES

Hamzah, A.Adjib. 1985. *Pengantar Bermain Drama*. Bandung:Rosda.

Ikcsan, M.A. "Pembentukan Wawasan Kedramaan sebagai Sasaran Strategis dalam Pengajaran Drama" dalam *Sekitar Masalah Sastra, Beberapa Prinsip dan Model Pengembangannya*. 1990. Malang: Yayasan Asih Asah Asuh.

Kesuma, Dharma dkk. 2011. *Pendidikan Karakter, Kajian Teori dan Praktik di Sekolah*. Bandung: Remaja Rosdakarya.

Koesoema, Doni. 2009. *Pendidikan Karakter di Zaman Keblinger*. Jakarta: Grasindo.

Taufik, Marhan, dkk. 2002. *Menggagas Pendidikan Masa Depan (Bunga Rampai)*. Malang: UMM Press.

Waluyo, Herman J. 2003. *Drama, Teori dan Pengajarannya*. Yogyakarta: Hanindita.

Yusuf, Abdillah. "Teater Pemberdayaan dan Komunitas Teater Sego Gurih", (Materi Magang di Teater Gandrik, 7-13 Juli 2011). Yogyakarta: Teater Gandrik.