



IMPLEMENTATION OF CHARACTER EDUCATION IN DEBATE LEARNING CURRICULUM 2013 SMA NEGERI 1 KARANGANYAR

IMPLEMENTASI PENDIDIKAN KARAKTER DALAM PEMBELAJARAN DEBAT KURIKULUM 2013 PADA SMA NEGERI 1 KARANGANYAR

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Abstract

The purpose of this study is to know what character values can be instilled through debate learning. Debate learning is a new basic competence that high school students have to study in this 2013 revision of the 2016 curriculum. In 2016, SMA Negeri 1 Karanganyar became the 1st champion in high school debate competition in Karanganyar regency. The management of debate learning in SMA Negeri 1 Karanganyar has become a benchmark for other schools in implementing debate learning. In addition to the teaching materials and methods used, the main thing in learning this curriculum is about character education for students. This research is qualitative research with case study method. Technique of taking data in this research is by using technique of record and record from result of observation done in class X SMA Negeri 1 Karanganyar. The result obtained from this research is the discovery of 13 character values, namely: 1) honest; 2) discipline; 3) hard work; 4) curiosity; 5) nationalism; 6) appreciate achievement; 7) communicative; 8) love of peace; 9) reading; 10) environmental care; 11) responsibility; 12) manners; And 13) confident.

Keywords: character education, debate learning, 2013 revision curriculum

Abstrak

Pembelajaran debat merupakan kompetensi dasar baru yang harus dipelajari siswa SMA pada edisi kurikulum 2013 revisi 2016 ini. SMA Negeri 1 Karanganyar merupakan SMA pedoman bagi sekolah-sekolah lain di lingkungan Kabupaten Karanganyar karena terlihat dari input dan output siswa yang baik. Pada tahun 2016 kemarin SMA Negeri 1 Karanganyar menjadi juara 1 dalam lomba debat tingkat SMA se-kabupaten Karanganyar. Pengelolaan pembelajaran debat yang ada di SMA Negeri 1 Karanganyar menjadi tolok ukur bagi sekolah lain dalam menerapkan

pembelajaran debat. Selain materi dan metode ajar yang digunakan, hal utama dalam pembelajaran kurikulum ini adalah mengenai pendidikan karakter untuk siswa. Tujuan penelitian ini untuk mengetahui apa saja nilai-nilai karakter yang dapat ditanamkan melalui pembelajaran debat. Penelitian ini adalah penelitian kualitatif dengan metode studi kasus. Teknik pengambilan data pada penelitian ini menggunakan teknik rekam dan catat dari hasil observasi yang dilakukan di kelas X SMA Negeri 1 Karanganyar. Hasil yang didapat dari penelitian ini berupa ditemukannya 13 nilai karakter, yakni: 1) jujur; 2) disiplin; 3) kerja keras; 4) rasa ingin tahu; 5) nasionalisme; 6) menghargai prestasi; 7) komunikatif; 8) cinta damai; 9) gemar membaca; 10) peduli lingkungan; 11) tanggung jawab; 12) sopan santun; dan 13) percaya diri.

Kata kunci: pendidikan karakter, pembelajaran debat, kurikulum 2013 revisi

A. INTRODUCTION

The curriculum in Indonesia will always evolve following the times. In 2017 this education in Indonesia is conducting a curriculum test called the 2013 curriculum 2013 revised version. The curriculum applied in these guidance schools is not much different from the previous curriculum. The focus of this study is on the Indonesian language lessons that include the new basic competence of debate competence. One of these new competencies is the task of teachers to innovate learning methods that suit the teaching materials.

The debate is a competition between two teams that have different views on a particular issue, such as the opinions expressed by Lustigova (2011, 19) as follows:

“Debate is a formal contest of argumentation between two teams or individuals. More than a mere verbal or performance skill, debate embodies the ideal of reasoned argument, tolerance for divergent points of view, and rigorous self-examination.”

As explained by Lustigova, debate is an arena of argument between two parties who have different views. It is added, that this activity is more than just a verbal activity, that is to say an opinion that has a strong argument in accordance with the facts, as well as how to tolerate seeing a difference in perspective.

Basically, the debate is an exercise or a dispute or controversial practice. Debates are an argument for determining whether or not a certain motion is supported by a party called affirmative, and rejected by another party called deny or negative (Tarigan, 2013, 92).

Research conducted by Defrioka (2016) successfully enhances students' speaking skills using the Information Gap Activities method. The GAP Information method is a discussion method designed into two groups with information gaps. This is the same as the debate method applied so students can argue by relying on the character values implied by the teacher.

It can be concluded that the debate is a formal activity, with the agreed terms discussing a problem with the presence of two teams or groups that have a opposite point of view. The debate is aimed at winning the most powerful argument accompanied by logical facts.

In relation to learning, teachers not only provide material about debates, but teachers also embed character education to students. Characters are the original characteristic of objects or individuals (Kertajaya, 2010, 3). Added by Gunawan (2016, 2) characters are the attitude or personality of a person expressed through

action in accordance with values and norms that apply in society. Assessment of this character can only be judged by others, because it is an unconscious form reflected from one's self.

The Ministry of National Education (2010, 9-10) summarizes eighteen character values developed in the nation's character education, including religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, nationalism, love of homeland, appreciate achievement, communicative, love of peace, love reading, environmental care, social care, and responsibility. The 18 characters formulated above do not necessarily have to be one in a meeting. Role of teachers is very important in determining the cultivation of what character values are suitable to apply to a particular competence.

B. RESEARCH METHODS

This study was conducted at SMA Negeri 1 Karanganyar. This research is qualitative research with case study method. The object of this research was debate learning events taken using recording techniques and notes in two classes X IPA 1 and X IPA 2 SMA Negeri 1 Karanganyar. The purpose of this study is to know what character is implanted by the teacher in debate learning at SMA Negeri 1 Karanganyar.

C. RESULT AND DISCUSSION

The 2013 revised version of the curriculum in force in 2016 emphasizes that the character education of students is essential. Character education is the responsibility of students in accountability of their science later. The importance of character education can affect student achievement. The results of the study by Fahmy, et al (2015) explain that:

“They were D1 Rewarding Achievement, Friendly, Concern to Environment and Responsible; D2 Religious and Harmonious; D3 Honest; and D4 Creative and Inovative; D5 Tolerance to Diversity and D6 Discipline. These dimensions, then, were used as variables to measure the impact of character education to student academic achievement. We found that 5 variables which were D1, D2, D3, D4, and D6 had positive effect to student academic achievement although they were not significant.”

The result is five character values that affect the student achievement although not significantly. This result can be concluded that there is a correlation between the student achievement and the students' character. Therefore, this character education is important for students to support students using their knowledge.

The result of the character education value obtained from this study is an internalized character. An internalized character is an effort to instill values into the soul so that the value can be hers (Ihsan, 1997: 155). These internalized characters are seen from some of the statements that are presented and instilled by teachers to their students.

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democracy, curiosity, nationalism, love of homeland, appreciate achievement, communicative, love of peace, love reading, environmental care, social care, and responsibility.

Observation results conducted on debate learning at SMA Negeri 1 Karanganyar, found some character values that the teacher implanted. Here's the explanation:

1. Honest Characters

The honest character is instilled by the teacher through the plagiarism. Excerpt from observation can be seen as follows:

Teacher: "... Well, this true, authentic preposition, this is what can be used for our argument in arguing. Not only arguing, it is also used to compose scientific papers. These arguments are cautious in compiling it, in which a scientific work is checked before it is approved, into the plagiarism. Therefore, when quoting statements from others should be included who wrote it, from where you get the statement, be careful."

Teachers explain the honesty to their students. Teachers instilled the value of honesty by explaining that in conveying the supporting facts an argument should mention the author's name. This character is indispensable for students to see the present era where information is evolving and easily accessible on the internet. The mention of this author's name reduces the various invalid arguments found on the internet.

2. Discipline character

The discipline character can be inspired by students through the understanding of the students in the agreed debate procedures. The quote can be seen as follows:

Teacher: "... Now about the arrangement of the rules for the debate: 1. Describe the issue of the debate to be discussed, express your argument whether you are a pro or cons team, express your consent or disagreement; 2. Set up at least 2 arguments in each group to break the opposing team's arguments; 3. Look carefully at the opinion of the opponent, find the weakness of his argument and then attack the argument with the actual facts; 3. As a final speaker conclude your team's opinion to reinforce the arguments submitted by the two friends who have spoken. You did before the debate took place. Estimating the time of each speaker is 2 minutes, it is tried whether it can be 2 minutes or so, then try it as well as the arguments you have made, tried the arguments against yourself, whether there is still a gap to be debunked or good for you. That's it."

Rules of the debate race are made by the respective speaker's duties and the time has been determined. This character is seen when the debate race method is applied to learning. Each race session has four roles that must be done by the students i.e. moderators, timers, participants, and assessors. Participants must obey the time given by the moderator to express their opinions. The time given is 2 minutes per speaker. This discipline attitude is expressed through the student's experience as a

speaker by estimating the time provided in accordance with the duration of the opinion to be delivered.

3. Hard Work Character

The next character shown by the teacher is the hard work character, seen from the following quote:

Teacher: "Not quite right, how to use that unresolved reason, let's not give up, you're a scientist, do not give up. So if it cannot be noted, thinking is .."

In addition to the above quotes, there are other quotes as below:

Teacher: "You have to try to win yes, I have a rating category there are three categories, high, medium, and low. So obviously the achievement is until you're in it. Questions?"

The two quotes above appear to be that teachers are encouraging students to work hard to find answers to teacher questions. Teachers encourage students to answer and say that they are all potential scholars who must be able to solve the problem of the given question, while the second quote explains that students should work hard to get good grades. This assessment is an impetus for students to keep trying to win in the competition.

4. Curiosity Character

The next character that is internalized in the study of this debate is curiosity. This curiosity character can be inspired by student attitudes when exploring the motions or topics to be contested. The observation quotes are as follows:

Teacher: "Now 3 motions are selected which you will discuss, please!"

(Students make a voting vote because of the many different opinions, so that eventually 3 elected)

Teacher: "Now that you have chosen his mission, his task, you make three arguments on each side in one motion, so every motion has six arguments and the facts then it will be your capital to argue."

Selected electives are explored in groups by students in depth. This Moshi should be studied in depth because it relates to the position of the team (pros or cons) so that the weakness and excess of the team's position are known. Teachers instruct students to study the debate motion freely through the mass media, online media, and from the book by paying attention to the author of the supporting facts to be delivered.

5. Nationalism Character

The nationalism character is delivered by the teacher through the expression of the debate of the debate inserted into the learning. For example in the following quote:

Teacher: “Well, what is this, KPK? Yes morally true, the KPK is actually not in our Law, law enforcement is three, what are they? Attorney, Police, and Judge. Why KPK is formed? Because to deal with the tremendous crimes in Indonesia, what is this extraordinary crime that is this priority? Corruption, terrorism and drugs. You do not get close to these three things, you cannot. So be careful when you make friends. The drug dealer is sentenced to death? Why? Because one drug can circulate will cause our generation to die.”

The above quote shows that teachers provide nationalist characters to students to love government agencies. It is, instilled by the teacher as a form of nationalism and demonstrates the government's trust. KPK institutions are indispensable in eradicating crimes of corruption, terrorism, and drugs. Teachers inculcate the value of this character by linking some of the debate competitions to reflect on the students.

Research conducted by Ulya et al (2016) produces the following:

“(1) The values of anti-corruption education have been internalized into the course study and appreciation of poetry; (2) The value of anti-corruption education that internalized is still general and not concretely lead to anti-corruption values; (3) The value of anti-corruption education that internalized through poems containing the noble values of character education.”

The results of the research have shown that the value of anti-corruption character is also implanted by an educator to the students. The above research objects are some universities in Central Java and Yogyakarta. At the student level a lecturer internalizes the value of the character through the material of poetry appreciation. The difference with this research is that teachers invest in the value of nationalism by debating the debate that is being discussed, then linking them to instilling the value of the matching characters in their memories. Similarly, the cultivation of character values by educators through material or teaching materials being discussed by educators.

6. Appreciate Achievement Characters

Achievement awards are particularly evident in the study of the debate race method. Teachers give a minimum appreciation by means of applause, thumbs up, and motivation to active students. Through peer-to-peer assessment methods the teacher applied, also shaped students to appreciate the ability of their friends by providing objective values. Award winners of the debate race are shown based on the teacher's assessment using the stage. The winning team is promised to get better value than any other team, as in the following quote:

Teacher: “You have to try to win yes, I have a rating category there are three categories, high, medium, and low. So obviously the achievement is until you're in it. Questions?”

The above quote explains that there are three categories of student assessments. Teachers share ratings to be low, moderate, and high. However, the teacher did not explain in detail the assessment with a number.

7. Communicative Character

Communicative characters are clearly seen in debate learning. In the classroom the teacher also explained that learning of this debate honed the ability to communicate, as shown in the following quote:

Teacher: "Well now debate requirements, namely thinking ability or logic and communication skills. Then, there is a debate implementation then we will share the group there are three people, so we divide into 13 groups. Two large groups of 6-7 groups."

The ongoing debate race forces students to communicate both with teammates and with other teams. Good communication, sharing of the arguments and strategies used should be properly drawn up and considered.

8. Love of Peace Character

The end of each debate game ends with a shake of hands. This is done to indicate a peace among students. No mutual resentment and arrogant attitude toward the student. The command to shake was conveyed by students as moderators and became an important stage in the debate race.

Students: "Next, both teams shake hands." (Student applause)

Teacher: "It's good, but there are rules that have not been read"

The above quote is a series of debate race processions, so this handshake is the end of the debating procession. This handshake is very simple, but has a broad meaning as a sign of brotherhood.

9. Love Reading Characters

Ready-to-read characters are shown by teachers by "showing off" a collection of reference books that are owned according to debate learning materials. Excerpt is shown in the following quote:

Teacher: "I still have a lot of other references to the books I use in this debate, but if you do not show off instead of Mr. Samsi's name (canda). (Showing a collection of his books) It's about thinking Applied Intelligence, a TPA test, if you want to go to college this is important. Then this is from abroad Brain Power about the power of thinking. This is from Indonesia about Cermat Berbahasa Indonesia skills, then this is about the science of Philosophy of Science, the meaning of a truth here can be sought here. Then this is about Problem Solving, it's about the Argument titled Asking. Then here's a whole lot about Learning Strategy, then here's about Critical Thinking, it's also about Critical Thinking again, then it contains how to argue How to Have a Beautiful Mind."

From the above quotation the teacher shows a number of reference books that correspond to the debate learning. It is very good to be shown to students, as students will better understand the form of command expressions to read. From these quotes, teachers become examples that teachers also have a hobby of reading.

10. Environmental Characters

The caring character of the environment is seen when the teacher uses a motion on the factual issue on the mountain of Lawu Karanganyar which is a mountain near the school location. The issue is used as a final debate motion, the quote is seen as follows:

Teacher: "Now please sit in his position and write his "The government agrees to explore geothermal energy in the volcano by Pertamina". Help others help the data, write it out and send it to the debate."

The Motion chosen by the teacher chose the latest issue in Karanganyar. Teachers use the issue to open student insights into the identification of their potentials and to know what progress is happening in the surrounding area.

Students are encouraged to care about the current environmental conditions. This can be a good knowledge for students because it can know the potential of the region. Understanding the potential of the environment coupled with the use of student debate methods can dig deeper into the positive and negative impact of a policy, so it may be suggested a better solution.

11. Responsibility Character

The initial meeting of teachers talked about their daily lives. Planting character responsibilities is also seen in the following quotation:

Teacher: (telling me about his daily life with my child) "I had to pick up my son who came from his college in Bandung to train to Solo, early morning and half-hour nights I had to station, at least that time, but because I taught My son about my courage should also be brave."

The above quote shows that the sense of responsibility as a father is demonstrated by showing his courage to keep his children. A father is obliged and always cares for his son when needed. A man is depicted with an unbelieving figure and is not afraid of anything to be a responsible person.

In addition to the characters found above, the results of observation on the study of the debate also find other characters that are characteristic of manners and self-confidence are also implied by teachers.

12. Manners character

The cultivation of this characteristic character is also shown when starting and ending learning as in the following quotation:

Teacher: "... well, first of all children, less and more I apologize, read again, Assalamualaikum wr.wb." (Special accent)

Student: "Wassalamualaikum wr.wb. (Applause) Thank you to Samsi" (holding the two hand thumbs forward)

Teacher: "Thanks to my kids, (holding the thumbs in front) read it yourself tomorrow."

Greetings accompanied by a finger pointing and thank you to teachers are always shown at the beginning and end of the lesson. This habit is very well done at the beginning and end of the study, because this attitude will always be remembered by the students so that they can be inspired in the heart.

The courtesy of respect for this teacher is very important to be used by students. Seeing recent Indonesian societies, students lack respect for their teachers. Teachers are role models and parents for the students, so it is worth honoring as parents at home. The courtesy character is also indicated by the teacher in the following quote:

Teacher: "So it's important to be careful in expressing arguments. Then, here emotionally does not work, attacking with those bad words is not allowed, that's my business. You have to argue with the cold head. Then, you cannot attack people's personal problems. It's just to test your thinking skills."

Teacher explains that emotional debate is not allowed. Attacking one's personality and rude speech is also prohibited in the debate. This is the most important thing in the debate. Because the debate is the ability to speak and closely related to maintaining the argument, the ethical values that should be more instilled. Students are required to think critically with a cold head, attacking with arguments and not to those who argue.

13. Character confident

The next character cultivation is the attitude of self-confidence. There are several quotes that have the meaning that students believe in themselves, as follows:

Teachers: "You are not inferior to other State Senior High Schools in Solo, yesterday the Nglilir Theater, flashed all categories, monologues, lights, artistic, music all the champions. What you need to defeat is your own, suppose you cannot win, that's what you have to defeat."

Teacher: "I see this is very good, fun, it has been a great improvement. I can compare because I've been a lecturer, I have had a discussion with a student. So, this debate is already a student level, so here's where it is, the mindset is like a student. Building data, connecting it, drawing a conclusion and reaffirming, this mindset is what will make people successful and different from others. This is what I am asking for like this, cannot be found elsewhere."

From the above quotes see how the teacher encourages students to believe in themselves. Teacher explained that students are very good at arguing and not inferior to other high school in Solo. Teachers compare students with students to make the confidence of students to be high and not easy when they meet other unidentified people. The above quote results show that teachers are more focused on the formation of self-confidence characters, since teachers often repeat the cultivation of this character's value.

From the findings of the character of the character education in the study of the above debates, these findings are in line with the results of the study conducted by Emidar (2014) which reveal that cultural education and national character can be achieved by text-based language learning (GBA). According to him in the compilation of the text together can allow the attitude of tolerance, discipline, hard work, Democratic, curiosity, communicative, and peaceful love for the students. This is related to the method used in this study on debates which of course work in groups. The results of this study correlate and reinforce that the debate race method is very helpful to the students in achieving these characters.

F. CONCLUSION

The conclusions of this research are that there are thirteen values of the characterized internal education in the learning of SMA Negeri 1 Karanganyar debate. Thirteen character values are: 1) honest; 2) discipline; 3) hard work; 4) curiosity; 5) nationalism; 6) appreciate achievement; 7) communicative; 8) peace love; 9) likes to read; 10) care about the environment; 11) responsibility; 12) manners; And 13) confident. The result of this research can be used by Indonesian language teachers in applying the way of character value to students. Eighteen character values suggested by the Ministry of National Education do not necessarily have to be eighteen reflected in one learning meeting. Teachers can choose to choose some customizable character values and match the concepts and teaching materials in the classroom. Eighteen of the recommended character values are not all seen in the learning of SMA Negeri 1 Karanganyar, but there are two other character values found. Both of these characters are characterized by character and self-confidence. Both of these are important in relation to the development of character values that students must have.

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