

## **Integration of character education through the implementation of cooperative learning models**

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### **Abstract**

*In the current era of globalization, character education is very important not only to develop abilities but also to shape the character and civilization of the nation dignified one. The essence of character education is what makes teachers able to integrate character education in every learning program. One of them is by applying various learning models in which at the same time can educate and direct students to have good character. Cooperative learning is a learning model that emphasizes collective attitudes or behaviors in working or helping each other in an organized collaboration structure in groups consisting of two or more people. This model is based on cognitive learning theory and social learning theory. This article aims to describe how the cooperative learning model can integrate with character education in the learning process*

*Key Words: character education; cooperative learning model.*

### **INTRODUCTION**

The low quality of human resources that occurs due to the negative impact of globalization is marked by the occurrence of brawls between schools, drug use, *free sex*, depletion of honesty among students. This is a challenge where solutions must be sought to overcome because this country needs reliable human resources who can fill and continue development.

To meet these quality human resources, education has a very important role. This is in accordance with Law No. 20 of 2003 on the National Education System. Article 3 of the Law states that national education has the function of developing capabilities and shaping the dignified character and civilization of the nation in the context of educating the nation's life. National education, as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, in Article 3 aims to develop the potential of students to become human beings who believe and fear God, have noble character, are healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen. In other words, ideal education should not focus on the development of intelligence only; however, it should be done on all human intelligences which are divided into three main areas, namely (1) the cognitive realm where we must develop our abilities, (2) the psychomotor domain. Related to improving one's life skills and (3) the affective domain which is expected to be able to

develop one's ability to behave. These three domains should be taught to someone equally.

Character education is now the main issue of education today and even the Ministry of Education and Culture makes character education one of the priority programs. Apart from being a part of the moral formation process of the nation's children, this character education is also expected to be the main foundation in increasing the degree and dignity of the Indonesian nation. The character building starts from the nature given by God, which then forms the identity and behavior. Pratiwi (2018) points out that the education authority required that teachers enforce such curricular policy in all classes, including English as a Foreign Language (EFL) classes, with the character education reform. In this way, in their language learning activities, EFL teachers were expected to nominate unique values and provide guidance on these values. In other words, in the activities they created, teachers were asked to incorporate values into their current lesson plans and to align their pedagogical design with those nominated values.

Character building is an effort that involves all parties, including parents, schools, the school environment, and the wider community. Therefore, character building will not be successful if all educational environments are without continuity, cooperation and harmony. Walgito (2004, p.79) argues that the formation of behavior into character is divided into three ways, namely: (1) conditioning or habituation, by getting used to behaving as expected, the behavior will eventually form; (2) understanding, this method emphasizes understanding, with the understanding of behavior, behavior will be formed; (3) model, in this case the behavior is formed because of the imitated model or role model.

The teacher has an important role in shaping the character of students. This makes teachers have to go the extra mile in creating *learning environment* a pleasant and integrating character education in every learning process. Gagne & Briggs (1979, in Rusman, 2013) defines "learning is a system that aims to help the learning process of students, which contains a series of events, designed, arranged in such a way as to influence and support the internal learning process of students". In learning, conditions or situations that allow the learning process to occur must be designed and considered in advance by the teacher. One thing that must be considered is the selection of a learning model. The learning model is a plan or a pattern that is used as a guide in planning classroom learning or learning in tutorials (Joyce & Weil, 1980).

## LITERATURE REVIEW

### *Character Education*

The term character comes from the Greek, *charassein*, which means *to engrave* (to carve). Thus, forming a character is likened to carving on a rock whose implementation is not easy. From the original meaning, then the notion of character develops into a special sign or pattern of behavior (an individual's pattern of behavior ... his moral

contitution). Hidayatullah (2010, p.9) explains that literally 'character' is the quality or mental or moral strength, character or character of an individual which is a special personality that differentiates it from other individuals. Hill (2005) states "Character determines someone's private thoughts and someone's actions done. Good character is the inward motivation to do what is right, according to the highest standard of behavior, in every situation."

Character is the unique values, both characters, morals or personality of a person which is formed from the internalization of various policies that are believed and used as a way of seeing, thinking, behaving, speaking and behaving in everyday life. A person with character means a person with personality, behavior, character, character, or character. With this meaning, it means that character is identical to personality or morals. Personality is a characteristic, characteristic, or characteristic of a person that comes from formations received from the environment, for example family in childhood and congenital (Koesoema, 2007).

Lickona (in Marzuki, 2013) explains that character education contains three main elements, namely knowing the good, loving the good, and doing the good. Character Education is not just teaching what is right and what is wrong to students, but more than that character education instills habits (*habituation*) about what is good so that students understand, are able to feel, and want to do good. So, character education carries the same mission as Moral Education or Moral Education.

Laksana (2015, 182) explains the objectives of character education as follows: (1) Encouraging praiseworthy behavioral habits in line with universal values, cultural traditions, social agreements, and religious religiosity, instilling a spirit of responsible leadership; (2) Fostering mental toughness and sensitivity of students to the surrounding situation; (3) Increasing the ability to avoid reprehensible traits that can damage oneself, others, and the environment. The decline in national character education has a tendency that formal education, informal education and non-formal education have been running separately from one another. They do not support each other to increase the personality formation of students. Improving the quality of the character of the nation's successor is an important aspect that affects the socio-economic development of the nation. The high character quality of the people will foster the quality of the nation.

Some experts believe that character development is best started at an early age. According to Kartadinata (2013), national character is not an aggregation of individual characters, because the character of the nation must be manifested in a strong sense of nationality in a diverse cultural context. Containing adhesive cultural character of the nation, which should materialize in the cultural consciousness (*cultural Awreness*) and cultural intelligence (*cultural intelligence*) every citizen. Therefore, National Character Education is concluded as a conscious and systematic effort in developing the potential of students to be able to carry out the internalization process, live the values of good character into their personalities in socializing in society, and develop a more prosperous community life, and develop dignified national life.

### ***Cooperative Learning Model***

In the educational process, learning activities have a very important role. If the learning process is not good, it can be ascertained that the results of education are also not good, not of quality, and also irrelevant to developments in science and technology that occur in the real world. Therefore, one of the efforts that can be made by teachers to improve the quality of the learning process is to apply various innovative learning models to increase the level of student participation in the learning process as well as to shape the character of students.

Harahap (2017, p.270) explains that basically humans have differences, with differences that humans hone each other, love, care for (mutually educate). With cooperative learning, it is expected that each other will create nurturing, compassionate, nurturing interactions so that a learning community is created. Students are not only fixated on learning with the teacher, but with fellow students as well. Cooperative learning is learning that consciously and deliberately develops wrong-fostered interactions to avoid offense and misunderstanding that can lead to hostility, as an exercise in life in society. It is very useful in the learning process carried out in education where Cooperative learning cooperative learning provides a way that is different in teaching, namely by working with group members and solving common problems which will help students exchange their knowledge, thoughts and experiences to get something right and good

Cooperative learning is one learning model that can be applied by teachers in an effort to improve student participation to interact and learn together with students of different backgrounds. Eggen and Kauchak (1996) state that cooperative learning is a group teaching strategy that involve students working collaboratively to achieve common goals. Cooperative learning is a learning model that emphasizes collective attitudes or behaviors in working or helping each other in an organized structure of cooperation in groups consisting of two or more people. This learning model is based on the theory Zone of Proximal Development (ZPD) stated by Vygotsy that students will be successful in carrying out learning if they get help from experienced or competent colleagues (Slavin, p. 2003).

Halpen (2005, in Fauziah, 2011) explains that this model aims so that educators can become facilitators in learning activities and can help students become independent learners. Apart from being believed to be able to improve student academic achievement, this model is also an alternative to the traditional model which contains full instruction from educators. While using the cooperative learning model, children are actively involved with other children and learning materials. The successful implementation of this model is that activities or programs must be planned, organized, and structured with tasks related to the objectives of learning. In the application of cooperative learning, each study group consists of students from various levels of ability, carrying out various learning activities to increase their understanding of the subject matter being studied. Each group member is responsible for not only learning what is

being taught but also for helping peer learners. Arends (1997, p.47) states the characteristics of cooperative learning are (1) Students work in groups cooperatively to complete the material; (2) Groups are formed from students who have high, medium, and low abilities; (3) If possible, group members come from different races, cultures, ethnicities, and genders; (4) Rewards are more group-oriented than individual.

Furthermore, Trianto (2007) states that there are six main steps or stages in the use of cooperative learning models, namely:

Phase 1: Delivering goals and motivating students.

Phase 2: Presenting Information

Phase 3: Organizing students into cooperative groups

Phase 4: Guiding groups to work and study

Phase 5: Evaluation

Phase 6: Giving awards

In addition, according to Lie (2007), there are four stages of cooperative skills that must be included in the cooperative learning model namely:

1. *Forming* (formation), namely the skills needed to form groups and form attitudes in accordance with norms.
2. *Functioning* (setting), namely the skills needed to organize group activities in completing tasks and fostering cooperative relationships among group members.
3. *Formatting* (formulation), namely the skills needed for the formation of deeper knowledge of the materials studied
4. *Fermenting* (absorption), namely the skills needed to stimulate understanding of concepts before learning so that conclusions can be obtained.

### ***Integration of Character Education through Cooperative Learning In EFL Classroom***

Character education is now a major issue of education, apart from being part of the moral formation process of the nation's children, character education is also expected to be the main foundation in increasing the degree and dignity of the Indonesian nation.

For the advancement of the Republic of Indonesia, a strong, competitive, noble character, moral, tolerant, cooperative, patriotic, dynamic, cultured, and science-oriented character based on Pancasila and imbued with faith and piety to God Almighty is needed for the advancement of the Republic of Indonesia. Character based on the Pancasila philosophy means that every aspect of character must be imbued with the five Pancasila principles completely and comprehensively, the Ministry of National Education identifies 18 character values that need to be instilled in students who come from Religion, Pancasila, Culture, and National Education Goals. The eighteen values are: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) spirit of nationality, 11) love the country, 12) respect achievement, 13) friendly / communicative, 14) love peace, 15) love to read, 16) care about the environment, 17) care socially, 18) responsibility. Even though there are 18 values that shape the character of the nation, each educational unit can determine its

development priorities. The selection of these values is based on the interests and conditions of each educational unit. This is done through context analysis, so that in its implementation it is possible that there are different types of character values being developed. The implementation of character values to be developed can be started from values that are essential, simple, and easy to implement (Kemendiknas, 2011).

Insightful intercultural learning of a foreign language has objectives that are linked to the field of affective on the learner, that is to cultivate empathy and tolerance for any "highly unknown" or something that comes from beyond their culture's circle. If the capacity for empathy and tolerance is properly established, it will allow the learner to be tolerant in society as well. In Indonesia, sociological facts showed that Indonesia's nation consists of multiple ethnic groups that are very multicultural, so the ability to build on the learner itself becomes essential for empathy and tolerance. This is aligned with the ninth pillars of character, namely equality, harmony, and unity, and with the principles of tolerance and acceptance comprising the pillar of respect (Albantani & Madkur, 2016).

Through the application of the cooperative learning model, it is expected that students will not only show improvement from the academic side, but also show positive developments in the formation of character in themselves. This is because cooperative learning emphasizes social interaction and constructs knowledge from the social environment. Mulyadiana in Trianto, (2000, p.11) states that in order for cooperative learning to run effectively, the elements of cooperative learning that need to be instilled in students are as follows:

1. Students must have a shared perception.
2. Students have responsibility for each other student in their group in studying the material at hand.
3. Students must have the same view so that they have the same goal.
4. Students share the same duties and responsibilities with group members.
5. Students are evaluated or awarded which will be affecting the evaluation of all group members.
6. Students will be asked to be individually accountable for the material learned in cooperative groups.

Siahaan (2005, in Rusman, p. 2013) states that there are 5 important elements that are emphasized in this learning model:

1. Positive interdependence.
2. Face-to-face interaction
3. Individual responsibility
4. Social skills
5. Group processing.

Rusman (2013) also explained that in learning situations it is often seen the individuality of students. Students tend to compete individually, be closed to friends, pay less attention to classmates, hang out only with certain people, want to win alone,

and so on. If this situation is allowed, it is not impossible that citizens will be indifferent to their neighbors and the environment, selfish, introvert, inclusive, lack of association with the community, lack respect for others, and do not want to accept the strengths or weaknesses of others.

The cooperative learning model can be a solution that can be used to minimize the possibility of student character formation as previously described. Slavin (2003) states that based on the results of the studies he has done, cooperative learning can improve student learning achievement as well as improve social relationships, foster tolerance, and respect other people's opinions. Cooperative learning can meet students' needs in critical thinking, solving problems, and integrating knowledge and experience. For this reason, the cooperative learning model can improve the quality of learning.

Positive interdependence among students to achieve learning goals in cooperative learning provides equal opportunities for students to succeed. Student-centered learning activities in the form of discussions, working together on assignments, helping each other, supporting each other in solving problems. Through effective learning interactions students are more motivated, confident, able to use higher order thinking strategies, and able to build interpersonal relationships.

Today, many young people and adults are still lacking in social skills. This is evidenced by the rampant small disputes between individuals that can lead to violence or how often people express dissatisfaction when asked to work in cooperative situations. This causes students to also need to be taught cooperative skills which aim to smoothen relationships, work, and assignments.

Trianto (2007) explains that the cooperative learning model provides many benefits for character development in students, including:

1. There is positive interdependence, mutual help, and mutual motivation, which lead to promotive interactions.
2. There is individual accountability that measures mastery of the subject matter of each group member, and the group is given feedback on the learning outcomes of its members so that they can know each other who needs help and who can provide assistance.
3. Group leaders are elected democratically or take turns to provide leadership experience for group members.
4. Social skills taught through this learning model provide opportunities for students to foster mutual trust, communicate well, and manage conflicts that may arise during the collaboration process.
5. Emphasis is not only on completing tasks but also in increasing the quality of interpersonal relationships (relationships between individuals who respect each other).

## CONCLUSION

Character development education is an ongoing process and never ends. Therefore, as stated in the National Policy for Character Development, in order to achieve the expected national character, individuals with continuous character need to be developed. In building national character, serious efforts are needed to build individual character.

The transformation of good character values that occurs in individual characters, which in turn will support the national character that is desired, is not sufficient to do just by reading, studying, discussing, or philosophizing about these character values. What is far more important is implementing it in the form of real practice in everyday life.

The real implementation that can be done in shaping the character of Indonesian citizens is by educating the character of students as early as possible so that they can be rooted and cultured in themselves. Teachers can help build this character by always innovating in implementing various learning models that are not only aimed at improving student achievement academically but also being able to improve the quality of their character.

The cooperative learning model is a learning model that can be implemented by the teacher because this learning model is able to integrate academic development as well as student character through group work. The social interactions that occur during the group discussion process will foster mutual respect, mutual help, responsibility for each other's assignments and the success of the group in solving problems, and be able to train students to be able to communicate actively in expressing opinions.

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