

The Development of COLESTVIA Model as An Effort of Internanalization of Character Values in Social Studies

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ABSTRACT

Purpose: *This research is based on a condition of Social Studies instruction in Junior High schools in Surakarta that is still far from the expectation. It focuses on the cognitive aspect and lack of affective aspects. Therefore, it is important to develop an instruction through COLESTVIA Model by combining STAD type, Tournament and VIA as an effort in internalization of character values in Social Studies instruction. The development of character values is concerned with cognitive development and the result of social interaction. It is believed that by integrating the character values, it can strengthen the character and personality for the Junior High school students in Surakarta.*

Method: *The Development of COLESTVIA Model is done through development research by three main steps, namely Preliminary Study, Development, and Model Pilot. The data was collected through Observational Technique, Interview, Questionnaire and Documentation. The Data Analysis for the Preliminary Study uses qualitative, while the Model Pilot was by means of experiment using quantitative Approach as to answer the research questions, namely : (1) How is the performance of the Social Studies instruction of the grade VIII of Junior High School students in Surakarta, (2) How is the development of COLESTVIA Model that can integrate the character values, and (3) How is the effectiveness of The Development COLESTVIA Model as an attempt of the internalization of the character values in Social Studies instruction in grade VIII Junior High school. T-test was used to know the difference between the model of COLESTVIA instruction and conventional model.*

Findings: *The result of the research shows after performing the try out in SMP 19 through Classroom Action Research (CAR); the larger scaled-trial in SMP 2 and private Junior High School A, (experiment), SMP 3 and private Junior High School B (control), and the effectiveness of trial in SMP 19, SMP 24 and private Junior High School C (experiment) and SMP 10, SMP 25 and private Junior High School D (contol), proved that that COLESTVIA instruction is able to improve the competency and the SMP students' character values in various groups of schools. The conclusion of the research is that the model of COLESTVIA instruction fulfill the principles and proves significantly the increase of the SMP students' character values in Surakarta compared with the various conventional models of instruction.*

Keywords : *Social studies, learning models, competency, character values, and personality.*

INTRODUCTION

Education is a living aspect that is basic for developing a nation. In *UU No. 20 Tahun 2003* about National Education System (2007 : 8). It is explained that the function of National Education is to develop ability and give character and also nation civilization that is valuable to smarten the national life. Its purpose is develop the students' potentials in order to be faithful people to Supreme God, have honorable morals, healthy, have knowledge, capable, creative, independent, and become democratic as well as responsible citizens.

The formula of the purpose of education is very ideal and comprehensive. It is intentionally formulated in order to give a condition and spirit as well as motivation for every citizen to reach the ideal willing. However, based on historical experience, performing education as a process of developing nation is still poor. The growth of the society life is still indicated by various bad morals, character, social, economic and politic problems as well as the the national personality. Such problems appear in Indonesia recently. This shows that our education has not been able to develop human and Indonesian society as it is expexted (Rokhman, Nurhadi, and Muhsinatun, 2006 : 116). Education in Indonesia tends to be cognitive oriented and ignores the character education (Suyanto, 2000 : 153).

The moral degradation affects some of the youth recently. The tendency of the moral degradation is indicated by social problems such as misuse of drugs, free sex, criminals, violence, and various bad behaviours (Lubis, 2009 :v). On other side, a lot of the youth fail to show good character that matches the parents' expectation. The politeness, friendship, solidarity, low profile, helpful, social solidarity and so on have degraded and do not reflect original personality of the nation that have advocated for centuries and strongly stucked in them (Supriyoko, 2003 : 3).

Certainly, this is not suitable with the meaning and the purpose of Social Studies

instruction. Because the education and Social Studies learning not only academic but also set up social problem solving skill, to reconstruct event, wisdom and moral lesson, independence, responsibility, discipline and entrepreneurship (Rokhman, Nurhadi, and Muhsinatun, 2006 : 117)

In learning process, the development of students' potential must be done holistically and integritedly. Teachers have strategic role mainly in shaping the character of nation through developing the personality and the expected value. In teaching-learning process, teacher is not only to have enough knowledge related to the subject matters. Instead, they also need to pay attention to the learning aspects holistically that encourages the real development of the students' potentials. From this demension, the role of teachers are not replaceable by others (Supriadi, 1998). Therefore, the teachers in teaching do not only transfer the knowlegdebut also transfer the values. To educate means more comprehensive, namely effort to guide the students learn both cognitive and affective aspects in order to become civilized human beings (Sardiman, 2002 : 123).

From that survey of the research, here are the following conditions of the teaching learning on the social studies in Junior high school Surakarta : (1) teachers using various lecturing methods, (2) the innovative learning models have not been performed, (3) learning materials are still limited in text books and Student Work Sheets, (4) Learning Social Studies is still performed separatedly, one of the reasons is that the Social Studies Curriculum has not been integrited. (5) Teaching media that supports learning partly are mostly film/ video media, like reading proclamation text, the Battle of November 1945 and so on, (6) The character education is still limited on syllabus and Lesson Plan and has not been implemented in learning (interview with team of the Association of teachers of subject junior High School Surakarta, March 10th 2012).

Based on the above conditions, both process and evaluation of Social Studies

instruction are still limited on cognitive aspect, while affective and skill aspects have not been much touched. With this assumption, it is necessary to offer the development of *Cooperative Learning STAD Tour-VIA model* -that is then called *COLESTVIA* - as an effort of the internalization of character values in Social Studies. The model of *Cooperative Learning* can increase the students' activities and creativities, increase the interpersonal relation and the students' achievement. This is supported by the result of research by Attle and Baker (2007) stating that : (a) the students -both individually and in group - can participate actively, (b) the interpersonal relation among the students increases, and (c) the result of the students' learning increase. The result of research is supported by Syaodih (2007) who shows that (1)The students' social skill increases, (2) the mastery of the material increases, (3) the motivation of the students' learning increases, and (4) the students become more active and creative. While the internalization of character values for the students, the value Approach is applied (*Values Inculcation Approach= VIA*).

This research is performed in Junior High School Surakarta, because since year 2011/2012 all of schools in Surakarta from Elementary School, Yunion School, Senior High School and vocational School and their degree - are compulsory to introduce and implement the education character (Solo Pos, july 19th 2011 : 4)

METHOD

This research makes use of research and development. The research and development is oriented on the development of a product. The product developed in this research is the development of *COLESTVIA* model as an attempt of internalization of character values in learning Social studies in Junior High School.

The steps of research development that is developed by Borg and Gall (2007) consists of ten steps, but for this disertation, the researcher simplify into three steps, namely :

(a) Preliminary Study (Exploration), (b) development model, and (c) try out of the model. The Construction of the research Model draft refers to Joice (2002), that presents the five components in learning, namely : (1) Syntax, (2) Social System, (3) Reaction Principle, (4) the Supporting System, and (5) the instructional effect and guiding effect.

1. The Statement of problems

The problems of the research can be formulated as :

- a. How are the instruction of Social Studies in Junior High School grade VIII performed so far?
- b. How is the development of *COLESTVIA* model is used as an attempt of internalization of character value in Social Studies in Junior High School grade VIII semester 2?
- c. How is the effectiveness of development of *COLESTVIA* model as an attempt of internalization of character value in Social Studies in Junior High School grade VIII semester 2?

2. The Subject of the Research

The subjects of the research are all of both the state and private Junior High School students in Surakarta. The sample of the research is assigned from the state Junior High Schools of SMP 2, SMP 9, SMP 19, and SMP 24; while from the private Junior High Schools are SMP A, and SMP B Surakarta. The technique of sampling is random from every school.

3. The Analysis of the Data

The data analysis used in the research is the qualitative and quantitative Analysis method. The qualitative Analysis method is used in the preliminary study with the interactive analysis method; while the quantitative Analysis method is used in the large scaled trial and effectivity trial is using quasi

experiment and the the result is analyzed by the t-test.

RESULTS

1. The Instruction of Social Studies in Junior High Schools in Surakarta

The instruction of Social Studies Junior High School in Surakarta is performed separately and integrated. Learning separately means that the history teacher only teaches history. Geography teacher teaches Geography. While learning integratedly means the history teacher beside teaches history, (s)he also teaches economics. In the same way, geography teacher does not only teach geography but s(he) also teaches sociology. It is also said that integrated social studies are taught by a teacher. This causes meaningless learning social studies for the students. The learning social studies are still limited on transferring of knowledge and has not transferred the value. This will cause bad effect on the motivation for the students to study social studies. The objective learning has not developed the cognitive, affective and skill aspects comprehensively. The learning evaluation still tends to focus on evaluation of result and mostly focus on the cognitive aspect.

The preliminary study showed that the social studies' teachers Surakarta have used syllabus and Lesson Plan made by Junior High School social studies Teachers Association Surakarta. Observing the content, the steps of learning have referred on Permendiknas Nomer 41 Tahun 2007 that covers introduction activity, main activity (exploration, elaboration and confirmation), and closing activity. Providing syllabus and lesson Plan by Subject Teachers Association, makes the social studies teachers less creative and innovative in developing material and learning models. The teacher still dominates the students learning that they tend to be passive.

One of the social studies objectives is to prepare the students to become good citizens and become students that think critically and creatively and can develop

cultural values and national character. In fact, the cultural values and national character that are rooted on Five Principles (Pancasila) values as the strengthening character and national personality have not integrated in learning social studies. This is caused the teacher less understand the education values from learning social studies, namely the students' social behaviour that covers the cognitive, affective and skill aspects. The teacher less understand that learning social studies become very meaningful if it is performed integratedly, and based on cultural values and national character.

The learning materials of social studies are intended to develop affective behaviour, skillfulness and knowldge or BASK (*Behavior, Attitude, Skill and Knowledge*). One of the attempts to reach the objectives is by developing learning COLESTVIA model. The learning COLESTVIA model is basically a cooperative learning model that is the combination STAD type and TGT type as well as VIA that is a model of internalization of character approach to the Junior High School students. The internalization of character values is as an attemp to internalize the character values that are available on learning social studies Junior High School to the Junior High School students in Surakarta, such as religious, national spirit, nationalism, volunteer, appreciating the achievement, fond of reading, critical, discipline, social care, independent, creative, honest and hard work. The values are integrated in syllabus and Lesson Plan, then implementedintegratedly in social studies.

2. The Development of COLESTVIA Model of Instruction

Related with the development of COLESTVIA model of instruction, the draft of the model was validated from expert of character education, expert of technology educationand practitionnare, namely the social studies' teachers in Surakarta. The experts and practitionnare gave suggestion and comments. These suggestion and comments become important for the researcher to revise the model draft. After the

model draft been revised , then it was tried out. The try out ws performed in SMP 19 Surakarta. The next activity was performing a large scaled try out through *quasi experiment* in SMP 2 and SMP A in Surakarta that can improve the quality of learning that is shown by the acheivement of cognitive aspect average 74,70 for experiment group and average 64,35 for control group and affective and psychomotoric aspect shown with the score 4.47 and 4.36 for experiment group, and 3,70 as well as 3.67 for control group that show the available significant difference. Therefore, the performance of COLETSVIA model of instruction in SMP 2 and SMP A was suitable with the developed modelto improve cognitive, affective and psychomotoric scores for the students in relation with the cultural values and national character.

3. The Effectiveness of the COLESTVIA Model of Instruction.

Through the step of try out of the model,it showed that COLESTVIA model of instruction was effective. From the try out of the effectiveness of the model in SMP 19, SMP 24 and SMP B, it shows that the COLESTVIA model of instructionwas proven to give significant effect to the improvement of the learning achievement (cognitive aspect) and strengthen the students' character (affective and skill aspect) compared with the lecturing methods. The result of quantitative data shows that cognitive score, avarage the learning group achievement that uses COLESTVIA model is $74,70 > 64,35$ average the learning group acheivement that uses the lecturing method. And so is the score of affective and skill of the experiment group that is above average of control group, namely $4,45 > 3,65$; $4,08 > 3,45$ and $4,45 > 3,70$. So it is concluded that the group that uses COLESTVIA model has better learning achievement and stronger behaviour to the character values from the group that uses lecturing methods.

4. Main Discovery

- a. The preliminary researchfound some main discoveries, namely (a)the performance of learning social studies varied and (b)evaluation of learning social studies still stressed on the cognitive aspect.
- b. The main discovery on development model, anamely (a)COLESTVIA model is a model that is developed by using curriculum approach, and (b) COLESTVIA model applies three main steps in instruction, namely (1)Introduction, (2)the main Activity that covers (a)Exploration, (b)Collaboration, and (c)Confirmation as well as (d)Closing.
- c. The main discovery on trying out model, is (a) COLESTVIA model can improve learning activity and students solidarity, (b)The Evaluation of the affective aspect professionally, and (c)Strengten the students' character values.

DISCUSSION

1. Explaining the Result of the Preliminary Study

Lesson Action Plan (LAP) is a plan that describes a procedure and the organization of learning to achieve a basic competency stated in Content Standard and has been explained in syllabus. The scope of Lesson Plan covers the most widely one basic competency that consists of one or some indicators for one meeting of instruction or more.

Therefore it can be said that Lesson Action Plan (LAP) is the detailed explanation from syllabus made by every teacher, but in Solo the Lesson Action Plan for social studies is made together in such an Association of Subject Teachers (MGMP). So the teachers in Surakarta have and use the same Lesson Action Plan namely from MGMP. This is not wrong and certainly good, there is the same reference, every school needs to be careful and teachers need to be careful in checking the components of the Lesson Action Plan. One of the examples is in writing the student's character and the source of the learning material. Actually, this

is just copying or *copy paste* from syllabus. Therefore, the source of the learning material and character values must be edited. In practice, the teachers should adapt the situation and condition in each school.

In practice of instruction, social studies in Junior High Schools in Surakarta are performed variously, namely Integrated, Half-Integrated and not-Integrated at all. Especially, in Integrated, the topic/ theme can be developed from the issue, event and problems being developed. It can be problem that can be seen and solved from various field or view, example flood, poor shelter/ housing, tourism, Science and Technology, social mobility, modernization, revolution discussed from various fields of social science (Depdiknas, 2007). In practice, Integrated model can be based on topic, main potency and problem. Related with the evaluation, the evaluation of the learning social studies in Junior High School must connect with the cognitive, affective and psychomotoric aspects. But in practice, evaluation for social studies in Junior High School still focus on cognitive aspect (intellectual competency), and rarely or just a bit that connect both the affective and skill aspect. The evaluation of the affective aspect is a part of teachers related with the students' activity. This appears in the Lesson Action Plan that is completed with Discussion Observation Sheet and Assignment Evaluation Sheet.

2. Explaining the Result of the Developing Model

Through the theoretical analysis of the outline and the discovery of the result of the preliminary study, the COLESTVIA model is developed by combining cooperative learning type STAD model and *Tournament* as well as the value internalization. The Cooperative Learning consists of seven steps, namely (1)presenting purpose and motivating the students, (2)presenting information (prologue) and questioning, (3)organizing the learning groups, (4)guiding groups for working and learning, (5)doing Tournament Games, (6)evaluating, and (7)giving rewards.

Meanwhile, the Value model consists of three steps, namely (1)understanding, (2)choosing and appreciating, and (3)actualizing the value. But in practice, the learning should refer to Learning Model according to Permendiknas No.41 year 2007 that consists of Phase-1 Introduction (aperception), Phase-2 Exploration, Phase-3 Elaboration, Phase-4 Confirmation, and Phase-5 Closing.

According to Krathwohl (1964) in shaping process and developing the character values for students, there are 5 steps, namely : (1)receiving (listening and accept), (2)responding (respond), (3)valuing (appreciate score), (4)organization (arrange system for score), (5)characterization (characterize score). On this step, the students have system that can control behaviour, that means related with actualization of the character values. But in practice, the learning can be resumed into three steps, namely (1)understand score from related social studies material, (2)differentiate and choose scores that are suitable with their choice, and (3)actualize in life both in school, family, society, and nation.

More over, the research by Mattar and Khalil (2010) states that there is a significant relation between character education and changing behaviour reflected four cases, namely (1)develop the solid self-concept, (2)get good academic knowledge, (3)reach superior skill, and (4)shape the character and behaviour. The Gervanis research (2006) adds that the sociodrama has a very good role in giving contribution to develop moral (character values) for Junior High School students.

COLESTVIA model implies three main steps in learning, namely (1)Introduction, (2)the main activity that covers (a)Exploration, (b)Collaboration, and (c)Confirmation, and (3)Closing. In the Introduction (Aperception), teacher conditions the students to learn by presenting prologue related with learning material, model and character values. The main Activity starts with Exploration step, teacher organizes the students in learning and

activity groups, the students differentiate and choose as well as appreciate the character value through group discussion. The Elaboration step is started when each group starts working to discuss the assignment from each group. In this group discussion, there is an interaction between the members to help each other to understand the material. The Confirmation step is started when the students come into the *Tournament* step, where each group competes to master the related material and character values. It is the time to decide the places for the group into Super Group, Champion Group, and Good Group or the 1st winner, 2nd winner, and 3rd winner or underdog champion.

Close, when the Tournament finished and teacher announces the Super Group, Champion Group, and Good Group suitable with the score each group got.

3. Explanation of the Result of Try Out Model

The COLESTVIA model of Instruction is able to encourage teacher to present material in some Basic Competencies integratedly. The learning becomes integrated depending on the curriculum demand. COLESTVIA model is a cooperative learning model that involves the students to work together collaboratively to understand the material and achieve the goal. This is emphasized by Stahl (1994) that *cooperative learning is able to* (a) improve the academic competency, (b) improve the competency to present ideas, (c) form the friendship relation, (d) practice the ability to think (*thinking skill*) and social skill. This is supported by the research Attle and Baker (2007) that there are many advantages for students in cooperative learning. Some of them are (a) the students' achievement increases, and close friendship between the students.

According to Morgan (2003) the cooperative learning is based on learning cognitive theory, learning behaviour, and social interdependency. Cognitive development from the cooperative learning is the development of knowledge and

Transformational constructivism resulted from collaborative attempt to find, understand, and describe. Learning behaviour theory shows that the students will be committed to take part in team as an attempt to be appreciated. Therefore, in cooperative learning circumstance both individual and in group, it must be clear balance, namely the appreciation for team that is productive. Social interdependency that cooperative learning makes interpersonal relation more positive and can improve the students' learning achievement. They help each other and practice doing interaction-communication-socialization each other because cooperative is the miniature of society life, and learn to realize the shortage and advantage of each (Suherman, 2007).

The evaluation of learning at school up to now especially social studies still focus on cognitive aspect. The awareness and understanding about honorable values are believed by many people or society as a motor that moves the growth of students to become more humanistic, civilized, moraled and nobeled. The failure of educational value cause people amoral or uncivilized. Therefore the educational value should get attention as much as possible (Suparno, and friends .2002: 75), and educational value has an important role in forming the students' character (Sidi, 2001 :103).

Following the available reformation movement, education must be reformulated its philosophy orientation. By having the new orientation, the education not only teaches *cognitive domain (knowledge)* but may not ignore morale and social action aspect. Because the morale and social action must get the attention in higher scale in order that the education is able to form the students to be *good and responsible citizen* as the ultimate goal that must be reached in the education process. (Suyanto, 2006 : 140). By having such approach, we will be able to internalize the *moral and social action skills* to the students in order that the *actual morality* problems such as tolerancy, different opinion, empathy, pluralism, honesty, law awareness, social order, human

rights, democracy in various aspect of life, local wisdom and so on can be solved.

According to Sumaatmadja (2005) that educational value is an attempt to create the human as a whole, namely the faithful and belief in One Supreme God, honorable morale, humanistic and take care to the need and importance of others, in brief become educated human both in faithful, science, character and become good citizen and good world people.

In National Education Ministry (2010: 11-22), it is said that the education of culture and character also need to be implied in social studies, namely it is integrated in syllabus and Learning Program. This means that social study as one of subjects in Junior High School that has the same task and responsibility with other subjects. The cultural and character values that can be developed through social study are : religious, nationality, nationalism, volunteer, appreciate the achievement, fond of reading, critical, discipline, social care, independent, creative, honest, and work hard. Remember that the goal of social studies is to develop the students' potency in order to be sensitive to social problems that happen in the society, have a positive mentality to improve all of the uncertainty that happen, and skillful to overcome the problems in daily life in the society (Depdiknas, 2006)

Like what is said by Golmen (2001) that the *intelligence quotient* is not enough. It must be accompanied by *emotional quotient* and *spiritual quotient*. Learning the character values do not stop on cognitive, but it must taught through the internalization and real experience in the students' life in family and society. This is suitable with Ki Hajar Dewantara's philosophy, namely three cases : understand, feel and perform --- that reminds us to sayings and willing life that we hold--- need the understanding, awareness and the seriousness in action. Know and understand is not enough, we should feel, realize, and try the best to do. It is said that like science without charity is like a tree that has no fruit (Wardani, 2010).

Still related with internalization of values in social studies, the result of research by Supardi dan Saliman (2010) shows that the teachers of social studies by performing the instructing the values through learning material and learning activity such as loving the nation value, volunteer, never give up, honest, creative, hard work, critical and discipline.

Beside that, to ensure the role of learning social studies in forming national character, according to Sardiman (2010 : 158) it needs to be supported by some cases, namely: (a)the need of the available model, (b)development of active-participative and creative-innovative learning models with various habits, (c)prepare conducive-educative area education, such as by displaying various slogans that are able to give motivation and spirit in life and the more characterized life, (d)need to work together between school, parents and the society, and (e) the available political will from the government.

Teams Games Tournaments (TGT)--- *Tournaments, in short*, is a cooperative learning type that places the students in learning groups. Each group consists of five to six students as the members that have different capabilities, genders, and tribes. In the learning program, the teacher presents material and the students work in each group. In group work, the teacher gives the Students' Work Sheet to each group and assignment that must be done together. Each group is responsible to understand the material, if there are any members of the group have not understood about their tasks, so the other members of the group help to give answers or explanations before ask questions to the teacher. To ensure that all of the members of the group have understood the material, so it is given academic games.

In this academic games, the students will be divided in tables-tournament, where each table consists of 5 to 6 students who are representatives from each group. The scores got in each group in the academic games are noted on the score record sheet. The group scores are gotten by summing the scores that

every member of the group gets. The group's score is used to give reward to the team by labeling certain grade, such as Super Team, Champion Team, and Good Team. According to Slavin (1995) the TGT cooperative learning type consists of five steps, namely : (1)Class Presentation, (2)Learning Group (teams), (3)Games, (4)Tournament, and (5)Group's Reward (Team Recognition).

Related to the attempt value internalization, according to Yusuf (2001) psychologically and paedagogically, the games have very valuable values. Four of them are : (1)The students get pleasure, satisfaction, and proudness. This means the students will be able to express their freedom while they are having the games; (2)the students are able to develop their self confidence and responsibility, and the students are trained to be responsible to what they are doing; (3)The students are able to develop their fantasies that are suitable with their capabilities they have; and (4)The students are able to develop sportive behaviour, tolerancies to other people. This means that the students are trained to appreciate other people creation.

Still related with value, Purwanti (2006) concludes that in introducing, teaching or educational value to the students --- needed an accurate method suitable with the growth of the students. The goal is to introduce and teach the value that can be accepted by the students well. Three of the methods that can be used are (a)Try to understand the students by listening what are they saying and answer questions wisely, (b)Understand the advantages and the limitation of the students' capabilities, and

(c)If the students make failure, don't be angry and show disappointment, but motivate them to try so they will get the experience to be successful.

CONCLUSION

Learning social studies in Junior High School in Surakarta is performed separately, and integratedly. Separately means that the History teacher only teaches history, Geography teacher only teaches geography. While integratedly means that history teacher beside teaching history, (s)he also teaches economics; meanwhile geography teacher not only teaches geography, but s(he) also teaches sociology. Learning social studies are still limited on *transfer of knowledge* and have not directed to *transfer of values*. The substantial goal of learning social studies is to develop behaviour, attitude, skill and knowledge or BASK (Behavior, Attitude, Skill and Knowledge). One attempt to reach the goal is by developing COLESTVIA Model of Instruction.

The implementation of learning combined from the Cooperative Learning and Value Approach certainly refers to *Permendiknas Nomor 41 Tahun 2007* that consists of three steps, namely (1)Introduction (Aperception), (2)Main Activity that covers (a)Exploration, (b)Elaboration, and (c)Confirmation; and (3)Closing. The result of try out *wide try* and *effectiveness of try* shows that COLESTVIA Model is able to improve the students' learning achievement (cognitive aspect, cultural value attitude and national character (affective aspect) compared with lecturing Model.

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