CULTIVATION OF NATIONAL SPIRIT CHARACTER USING VALUE CLARIFICATION TECHNIQUE IN PRIMARY SCHOOL IN MELAWI REGENCY WEST KALIMANTAN

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Abstract

The research aims to describe the cultivation of national spirit character using VCT in a primary school in Melawi regency, West Kalimantan. The research was conducted using descriptive qualitative analysis method. Data was collected using observation, interview, and documentation and analyzed using Miles and Huberman interactive analysis technique. The results showed that: (1) principal and teacher’s understanding about national spirit character is quite good; (2) the cultivation of national spirit character using VCT in social studies lesson is conducted by planning which is incorporated in the lesson plans and implementation which is conducted through structured lesson steps according to the lesson plans; and (3) in the aspect of school culture, the nurturing of national spirit character is conducted through activities such as: SENYUM-SAPA-SALAM (3S); PELINIT (Pengarahan Lima Menit); GELANAS (Gema Lagu Nasional); dan Gerakan CINTA POLISI dan TNI.

Keywords: character, national spirit, VCT

INTRODUCTION

Moral crisis remains a problem in Indonesia. Phenomena such as corruption, violence, sexual abuse of minors, sexual disorientations, and blasphemy which leads to hate speech and racism in social media, showed the decline of nation’s morality in the society (Purwaningsih, 2010). The phenomena also showed that the people’s national awareness is low.

Preliminary observation in the field indicated the same phenomena. The researchers observed that: (1) some students were not serious during flag ceremony, (2) many students littered although the school has provide every classroom with garbage bin, (3) students talked to themselves during teacher’s explanations, (4) students disturbed their classmates during lesson, (5) cussing in mother tongue, (6) there is a gap between students of different cultural and religion background, and (7) rollerblading in school corridors during recess.

The phenomena calls for preventive action by applying character education in schools. Recently, character education has been the primary attention of education and has been integrated into curriculum (Adisusilo, S.J.R., 2013; 75). Character building even has become national movement in all aspect of citizenry’s life, as initiated by President Joko Widodo through Mental Revolution Movement (Mulyasa, 2015). However, the implementation of the movement is still inadequate. Therefore, government and stakeholders must pay more attention to character education system in order to detect and prevent the morality decline of the citizenry. National character building must incorporate strengthening the sense of nationalism (Lestyarini, 2013; Handayani, T., Wuryadi, W., & Zamroni, Z., 2015). Education plays an important role in achieving strong character building. Therefore, we are interested to investigate how schools implement national spirit character to the students.
METHODOLOGY

We conducted the research in class V of a primary school in Melawi regency, West Kalimantan as the research subject. The school was selected for the cultural background diversity of the students. The research used descriptive qualitative analysis (Nazir, 2003). Data was collected using observation, interview, and documentation. The steps of data analysis are: (1) data reduction, (2) data display, and (3) conclusion drawing/verification.

DISCUSSION

Principal and Teacher Understanding about National Spirit Character

The principal stated in an interview that national spirit is a character which put the nation above individuals or groups. This is in line with the concept of national spirit from Ministry of Education and Culture (Kemdiknas, 2010: 9) which is the way of thinking, acting, and insight that put the nation’s interest above individual or group’s interests. The school are not explicitly put national spirit character into the school’s vision and mission. But the principal is currently considering to put this point into the school vision and mission. This is in line with Koesoema (2015: 156) which stated that character education vision is aimed through the work of education institutions. Every school should determine education vision which would be the foundation of strengthening character education at school.

The researcher also interviewed the homeroom teacher. The teacher understood that national spirit character is nationalism and the willingness to sacrifice for the nation. This is in line with Masykur’s (2011) notion that national spirit is the willingness to sacrifice for the nation. The principal and the teacher stated in separate interview that there are activities which mirrored national spirit character at the school. They are: (1) flag ceremony on Mondays; (2) the use of standardized Indonesian; (3) ceremony to commemorate national holidays; (4) national songs broadcasts; (5) the use of local batik as uniforms; and (6) participation in regional cultural activity. This is in line with national spirit indicators from Kemdiknas (2010: 27), which are: (1) School indicators which includes routine ceremony, national holiday ceremony, commemoration of national hero day, field trip to historic sites, participation in national holiday events; and (2) Class indicator which includes cooperation and collaboration with classmates from different ethnicity or socio-economic background and discussion about national holidays.

Process of cultivation of national spirit character using VCT in social studies lesson in class V

1. Preparation

Preparation phase is essential in every lesson activity. Interview with teacher revealed that designing lesson plan is important in order to set a guideline of the lesson and to minimize obstacles and errors in the implementation of the lesson. Sanjaya (2009: 24-25) has stated the importance of planning in achieving a purpose, as the steps in achieving the purpose are clearly described and written in a document so the document could serve as guidelines for whom it may concern.

The teacher stated that she had set the lesson plan earlier in the beginning of the semester. She only revised some parts of the plan to incorporate Value Clarification Technique (VCT) as a model of teaching. The revision was only visible in core activity. The remaining of the lesson only underwent minor change.

Analysis of the revised lesson plan revealed 10 components as stated by Permendiknas No 41 Year 2007 about processes standard, which include: (1) subject identity (education unit, class, semester, subject, number of lesson; (2) competence standard; (3) basic competence; (4) indicator; (5) instructional objectives; (6) knowledge content; (7) time allocation; (8)
learning method; (9) lesson activity (preliminary, core, closing); (10) learning assessment; (11) learning source.

2. Implementation

The revised lesson plans were implemented on the learning activity. The activity comprised of preliminary activity, core activity, and closing activity. Core activity included exploration, elaboration, and confirmation as regulated by Permendikbud No 47 Year 2007 about Process Standard.

a. Preliminary activity

First, teacher greeted the students and asked them to pray according to their religions and beliefs. After that, student were asked to sing national song ‘Halo Halo Bandung’. The song was chosen because of its relation with the content of the lesson. Teacher then asked questions which relates the previous lesson with the current lesson. Teacher also delivered the learning objective of the lesson, the content of the lesson, and activity description according to the syllabus.

b. Core activity

Core activity used the revised method (VCT) adjusted to students’ characteristic and knowledge content. It included exploration, elaboration, and confirmation

1). Exploration

During this step, students reviewed learning materials about the fight to defend the freedom of Indonesia from learning source. Teacher emphasized the learning material through presentation using Powerpoint. During the explanation, students were involved in dialog about notable freedom fighters, historic places, and events around the the fight to defend the freedom of Indonesia. after that, students were grouped into seven groups to work on the working sheet.

2). Elaboration

During this activity, students were engaged in discussion. They were asked to identify the freedom fighters, events in which they were involved, and the spirit which they were fighting for. Students took turns to present the result of their discussion. Other groups were given the freedom to ask, debate, or give input.

3). Confirmation

During this activity, teacher appreciated students’ work as groups with applause after each presentation. Teacher also fastly responded to incorrect students statement or answers by leadithgm to the correct answers. From the identification of the freedom fighters, teacher stimulated reflection from the lesson. A student (WLN) expressed that M. Toha’s willingness to sacrifice and Gen. Sudirman’s perseverance had moved her. Another student (VRN) stated that he was inspired by the the heroes.

c. Closing activity

Students and teacher summarized the lesson, assessed and reflected on the activity, and made the conclusion of the the lesson. Teacher also gave feedback on the conclusion. Then, the teacher announced the plan for the next lesson and asked the students to close the lesson by praying together.

Cultivation of national spirit character using VCT in school civilizing process

There are school programs that are considered as parts of character building. Observation revealed four programs in the school, which are:

1. SENYUM, SAPA, SALAM

Interview revealed that Senyum SapaSalam (Smile, Greet, Handshake) is a school culture which has been nurtured for the past few years. Every morning, students are greeted by teachers at the school gate. This activity encourages national spirit character and serves as
exemplary for time discipline, that all teachers are ready for the day. It also symbolizes that school holds the parents trust that the school would take care of their children.

2. PELINIT (Pengarahan lima menit)

Five minute briefing is conducted by homeroom teachers when students lined up before entering class after recess. PELINIT begins by singing the national anthem. Then, the teachers motivate the students to be active in study. This activity could be used for students to analyze, reflect, and identify positive values from events around them. The purpose of the activity is to stimulate students to be aware of situations around them and to be able to make a stand about the events. Here is where value clarification process is achieved.

3. GELANAS (Gema Lagu Nasional)

School airs national songs through speakers in every classroom. The purpose is to familiarize the songs and to instill the spirit which is carried by each song to the hearts of the students.

4. CINTA POLISI dan TNI

Police and Indonesia National Army (TNI) is the nation’s tool which are responsible for the nation’s security. Dents Interview with the teacher revealed that the idea to bring students closer to Police and TNI occurred during reflection in a Social Studies lesson about the spirit of the freedom fighters during Colonialism Era. The teacher thought that there needs to be an effort to grow the spirit of the fighters inside the students, one example is to observe and feel Police and TNI life at their respective bases. Coordinations with both parties ensured the activity stays within learning ang value institutionalization context. By the time this research was conducted, students were having field study at Kompi A Yonif 642 Kapuas.

CONCLUSION

We conclude that internalization of national spirit character at the subject school comprises of three aspects: exemplary, instructional, and civilizing. Exemplary aspect mirrored in school programs such as: (1) Senyum – Sapa – Salam, which means smile – greet – handshake; and (2) Pengarahan Lima Menit (PELINIT), literally five minutes briefing. Instructional aspect mirrored in: (1) lesson plans, (2) instruction using VCT, and (3) teacher’s creativity in developing instructional methods and models. Civilizing aspect mirrored in activities such as (1) Gema Lagu Nasional (GELANAS); and (2) Gerakan Cinta Polisi dan TNI.

REFERENCE
