

Prosiding,_INTEGRATION_OF_ CHARACTER_EDUCATION_VA LUES_IN_GERMAN

by Wening Sahayu

Submission date: 15-Mar-2020 08:19PM (UTC+0700)

Submission ID: 1275789896

File name: osiding,_INTEGRATION_OF_CHARACTER_EDUCATION_VALUES_IN_GERMAN.pdf (1.74M)

Word count: 4066

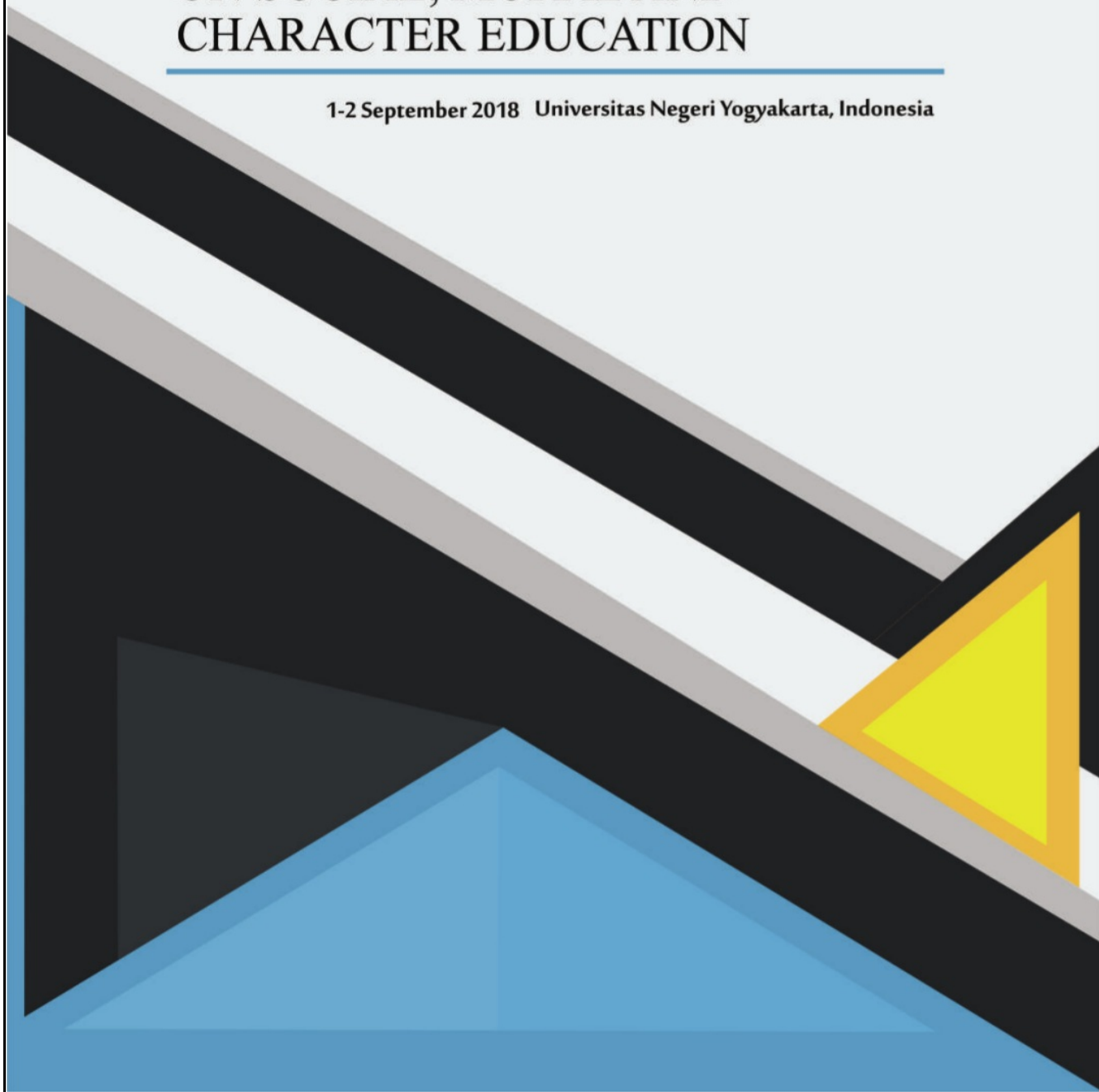
Character count: 22496



PROCEEDINGS

THE 1st INTERNATIONAL CONCERENCE ON SOCIAL, MORAL AND CHARACTER EDUCATION

1-2 September 2018 Universitas Negeri Yogyakarta, Indonesia



Preface

Thanks to The Almighty God upon the completion of this International Conference on Social Studies, Moral, and Character Education (ICSMC) guide book. This book was written as a mean to ease the attendee of ICSMC in order the attendee can get more detailed informations. The Conference on Social Studies, Moral, and Character will be an event where scholars, researchers and students on the fields of Social Sciences and of Social Science Education in general as well as on the specific fields of History, Geography, Economics, Civic Education, Sociology, Anthropology, and Education are welcomed to participate in this international conference as a media for discussing the issues of the sustainable development. The globalization has become a disruptive era as this leads to the fast development changes in one side, but has tremendous consequences on other side. Some impacts of globalization can be investigated on some issues related to either subject matters or education in general such as: curriculum, pedagogical innovation, professionalism of teachers, educational technology, literacy, multicultural education, etc. A comprehensive study which employs a multidisciplinary approach to the issues of development will be needed to respond these issues. For that purpose, Department of History Education of the Faculty of Social Sciences organizes the 1st International Conference on Social Studies, Moral, and Character Education (ICSMC) with big theme: "Social Studies, Moral, and Character for Sustainable Development." In general, this book gives a general guide related to the conference like venue guide, the rundown of the programs and abstracts of papers from non-keynote speakers. As the committee, wish that this book will be useful for the user. And finally, a special thank you to everyone who has helped the committee in process of making this book.

WELCOME FROM ICSMC BOARD

Alhamdulillah, Praise to God, our first International Conference on Social, Moral and Character Education (ICSMC) 2018 could be held properly. ICSMS is the first international conference organized by Departement of History Education and by full-funding supported from Universitas Negeri Yogyakarta trough grant for organizing international conference program. The Conference on Social Studies, Moral, and Character invites scholars, researchers and students on the fields of Social Sciences and of Social Science Education in general as well as on the specific fields of History, Geography, Economics, Civic Education, Sociology, Anthropology, and Education to participate in this international conference as a media for discussing the issues of the sustainable development.

There are six main speakers at ICSMC 2018 who will present ideas about the theme of Social, Moral and Character Education. The first speech will be opened by Prof. Dr. Sutrisna Wibawa as rector of Yogyakarta State University. Afterwards the second speaker was Mark Heyward, Ph.D, he was the director of the INNOVATION program for Indonesian children's schools, he is an international education consultant, specializes in management and governance in the field of education in Indonesia. Prof. Syed Farid Alatas is the third speaker at ICSMC 2018, is an Associate Professor of Sociology at the National University of Singapore (NUS). Study studies are Islamic sociology, social theory, religion and intra-religious dialogue. Prof. Peter Carey, who is currently an Adjunct professor at the University of Indonesia. His study studies include 18th and 19th century Javanese cultural history, political history and modern history.

Prof. Dr. S. Hamid Hasan became the next speaker. He is a professor from the University of Education in Indonesia with a field of history and curriculum education studies. Prof. Dr. Ajat Sudrajat, the only speaker from UNY. He is a professor of the Department of History Education with the scope of the study of historical thought, the history of Islamic culture and the philosophy of history.

We thank all the panelists who have participated in sending their articles to ICSMC. Furthermore it will give contribution to the development of social, moral and character education studies in Indonesia. Hopefully through ICSMC 2018 can be obtained suggestions on social, moral and character education problems in Indonesia that have not been resolved. Through ICSMC 2018 hopefully all participants can expand their academic network in an academic atmosphere that supports the development of knowledge circulation.

Have a good intellectual exchange.

Dr. Aman, M.Pd
Chief of ICSMC 2018

INTEGRATION OF CHARACTER EDUCATION VALUES IN GERMAN LANGUAGE LEARNING AT SMA NEGERI 1 SEDAYU

Rahma Kurnia Novitasari and Wening Sahayu
Program Studi Linguistik Terapan Program Pascasarjana UNY
weningsahayu@uny.ac.id

Abstract: The study aims to, 1) describe how to integrate character education in German language learning at SMA Negeri 1 Sedayu, 2) describe character education values that are integrated in German language learning, and 3) Describe the teacher's ease and barriers to integrating character education in German language learning. This method of research is qualitative. Data collection instruments are conducted with interviews, polls, and bservations, conducted on the principals, teachers, and students. The research subject is German teacher at SMA Negeri 1 Sedayu. The results showed that teachers in SMA Negeri 1 Sedayu integrate character education in German language learning through advice, storytelling, strikes, warnings, discussions, exemplary examples, motivating, appreciation. German teachers provide examples of good examples by combining them with learning. Character education values that are integrated in the learning of German language in SMA Negeri 1 Sedayu namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the national spirit, the love of Homeland, Appreciate achievements, love of peace, fond of reading, caring environment, social care, and responsibilities. The school also provides a facility for teachers to integrate character education in learning by providing facilities that support the learning of German language and the integration of character education. Teachers ' barriers to integrating character education are those of learners who have different characters, and there are various cultures and norms in Germany that are not in accordance with the culture of Indonesia

Keywords: *Character education, learning, German*

1. Introduction

Education is a container that facilitates learners to consume information. In relation to education in Indonesia, it has been governed by law No. 20 of year 2003 on national education system. Education aims to form the character of the nation's children who believe, fear, be noble, healthy in science, capable, creative, independent, democratic, and responsible. In education there are young students doing negative trends, such as cheating, lying, *Memplonco*, stealing, etc. Lickona (2013:15-16) displays negative trends that often occur in the range of adolescents such as the occurrence of violence and vandalism, theft by circles, cheating, the development of disrespect, cruelty by Peers, the emergence of bigoted attitudes, the use of abusive language, the occurrence of sexual harassment and development that is too fast, increased individualism and declining responsibilities of citizens, and the rise of self-destructive behavior. These negative trends also begin to be felt in the Indonesian students. The 2014 BNN report shows many students in Indonesia who do drug abusers, not only men but also women. Suminar (2003:1) states that Indonesia is currently facing a

cultural dilemma. Foreign cultures are referred to above such as individualism, materialism, the world of night, and free sex. This is contrary to the first precepts of religious Pancasila and the fifth is cooperative.

Darniyati, et al. (2012:14) stated that education is the *agent of Change* in improving the character of the nation. The problem of demoralization occurring in the world of education that has been described above can be solved through education itself. The importance of character education urges the integration of character education in every scientific field. One of the areas of knowledge that requires the role of character education is language. Djavvani (2002:13) states that language is the mechanism of conduct and social practice of human behavior. Furthermore, Setiawan (2011:115) explained that in German language learning, German and Indonesian cultural meetings could not be avoided because the language was a unity with culture. In the process there was a transformation of German culture which one side gave added value because it can reinforce the personality or character of the German language learners, but one side raises ambiguity between maintaining personality identity or soluble in the process of acculturation or even assimilation.

The teacher at SMA N 1 Sedayu understands the code of ethics and the prevailing norms of the community in directing learners to behave well. Good habits are presented and given examples to learners in order to form positive characters in learners. While the bad habits are only conveyed, so that the learners are able to distinguish the good and bad characters that correspond to the norm in society and religious norms.

In the study of foreign languages at SMA Negeri 1 Sedayu is German, not only the language studied but also related with German culture. So, teachers must selectively select the things that need to be conveyed to learners in relation to foreign cultures. Based on an interview with the German language teacher SMA Negeri 1 Sedayu Prapenelitian, it is revealed that the teacher has integrated character education values in German language learning. It is also evidenced by learners during pre-observation. Active learners, able to cooperate, respect teachers, and have a polite satun. This situation is of course an accumulation of various learning processes in schools and out of school. However, it is undeniable that the teacher has a character to learn the characters through the teaching and learning process.

10

2. RESEARCH METHODS

2.1. Types of research

The type of research used in this study is qualitative dextriptif. The research aims to describe real conditions in the field, which in this case relates to the integration of character education in German language learning. The descriptive research in this study focused on the concrete situation that occurred during learning.

2.2. Research settings

This research was conducted at SMA Negeri 1 Sedayu Bantul. SMA Negeri 1 Sedayu located at Jl. Kemusuk Km. 1, Panggang, Argomulyo, Sedayu, Argomulyo, Bantul, Special region of Yogyakarta 55753. This study was conducted in the year 2017/2018 of the handicap semester from August 2017. The subject of this study is German language teacher and high school student N 1 Sedayu. The object examined in this study was the integration of character education on German language study at SMA N 1 Sedayu.

7
2.3. Data Collection Techniques

The instruments used in this study are nontest instruments consisting of observation sheets, interview guidelines, polls, and documentation.

2.4. Validity and reliability of instruments

The data guarantee in this study is valid and reliable then used consultation with the expert lecturer (*expert judgment*). In this study also applied triangulation as an effort to test data credibility. Triangulation in this case is the technique triangulation and triangulation of the source, ie checking the data on the same source but using different techniques. Triangulation technique in this research is an analytical technique based on three data retrieval techniques, namely observation, interviews, and poll. Triangulation source in this research is an analysis based on three data sources, namely school principal, teachers of German language, and students in SMA Negeri 1 Sedayu.

2.5. Data Analysis Techniques

Analysis is done in a qualitative descriptive. The steps taken by researchers in analyzing research data are (1) data collection, in this research conducted by observation, interviews, and polls; (2) data reduction; (3) Display data; and (4) verification.

3. RESULTS OF RESEARCH AND DISCUSSION

Analysis of character education integration in this study, reviewing three aspects, namely integrating the values of character education in German language study at SMA Negeri 1 Sedayu, character education values that are integrated in the Study in German language at SMA Negeri 1 Sedayu.

3.1. Integrating character education values in German language studies at SMA Negeri 1 Sedayu

The planting of character education in children is based on his or her behavior in accordance with faith and takwa to God so that his hopes can cultivate good morality. Character education has been implemented in Sedayu State High school starting at the time students enter with socialization and recording of the background of participants ' behaviour in the previous school environment, in the family environment, or in Community, so that it can be directed for the better. The way to realize the integration of character education values according to the principal of SMA Negeri 1 Sedayu is generally started from planning such as the provision of worship facilities, religious activities, Scout activities, Tonti activities, Environmental love activities, routine shaking activities in front of the gates or at the entrance, monitoring discipline, dressing, attendance, and deviant behavior, in order to be promptly addressed, and facilitate other activities that Can build the students ' character as expected.

An Evaluasi routine was conducted against the integration of character education in German language studies which can be observed from the final semester results and students ' practice results, and the monitoring of students on the KBM process. The study of German language at SMA Negeri Sedayu is conducted in accordance with curriculum 2013. The German language teacher at SMA Negeri 1 Sedayu has created a complete learning device with a developed syllabus and a built-in RPP. Character values are listed in the Learning device attachment. Currently the teacher only reports to the

class, so the assessment is done by the class. The principals play a role in validating learning devices created by teachers.

7 Learning German in SMA Negeri 1 Sedayu is a fun, interesting, and not boring learning. This can be seen from the results of student questionnaires that are more than 50% provide positive value to the learning of German language. Based on the questionnaire, it also gained information that the German teacher provided a good example of example by combining it in learning. A form of moral teaching is often done through the story. A discussion makes it easy for teachers to take stories or experiences related to life, so learners can take the value or wisdom of the story. According to the student statement that German teachers always teach positive things and remind negative things to not be done. This means that teachers can be examples for and students to do good things.

Research researchers have shown that the way teachers integrate character education in German language learning through advice, storytelling, strikes, warnings, discussions, exemplary examples, motivating, appreciation. Teachers advise students to utilize intelligence that is balanced with attitude and religion with good, honest, polite talk with other people or foreigners, dare, diligent worship, help each other in learning, doing the job well, can present the results of foreign language learning without reading the results of translation. Teachers provide advice by providing exemplary examples of German culture. Teachers are integrating character education in a variety of ways to make it easy for learners to understand the environment and respect/respect for others, especially parents, to answer when people give greetings, and politeness. When working on the replay, Guru gives advice so as not to cheat and learn not only when it will be repeated so that the learners are better prepared.

Teachers give advice on using other methods so that learners become creative. The teacher told learners to learn diligent. Teachers give strikes to late learners, have not gathered assignments, do not listen to explanations, open books in dialogue because they should be memorized, perform actions that are not well done in the classroom while learning such as getting on hair, insulting friends, chatting with friends at an improper time. The teacher also firmly rebuked the learners who look like no good as the clothes were removed. Teachers warn students not to share friends, do not spread negatives, do not cheat, and do not speak themselves during the lesson, reminding negative habits related to the use of technology and reminding not to do other subjects' duties during the German language lessons. Guru invites students to discuss and give opinions to be more friendly/communicative and responsibility. Teachers interactively do questions and answers before beginning a lesson to form good morality to learners.

German teachers can be exemplary examples for learners, such as showing their responsibilities as a class, often thanking them during their study as a form of appreciation for learners, controlling emotions when Face errant learners, apologise when committing mistakes, teach to be grateful, familiarize themselves with language or friendly and communicative speech, teach to work with learning groups. Teachers also invite to worship and read the Qur'an so that the learners become believers and righteous. Teachers provide motivation for learning, such as not underestimating learners who have not yet won a champion, but ask to work harder, ask learners to be active in learning, courageous, actively learning, not lazing, reading the Qur'an aloud,

not discouraged after losing the race, not ashamed to ask and can work alone without the help of friends.

Teachers provide appreciation such as rewarding students' achievements by congratulating the winners, who answer questions correctly, who dare to perform, appreciate learners' answers despite the wrong answers, gather assignments, be creative, diligent, participate actively in the lesson, and appreciate the success of learners in the work of the replay. Teachers value learners, although there are still many mistakes and appreciating them by praising "gut" or "wunderbar" and noting the number of students absent to give them bonus scores.

3.2. Character education values integrated in German language learning at SMA Negeri 1 Sedayu

In all subjects there is a character education element in it, especially the German language lesson according to the principal of SMA Negeri 1 Sedayu has to do with human problems in the process and interaction between learners, among teachers, and Between teachers and students with language and culture as the material. The teaching of the German language teachers does not only explain the learning material but also the character education in accordance with the context or theme of the ongoing learning materials.

In the process of KBM when there is discussion of behavior and habits in the life of people in Germany, the teacher will automatically explain that students can distinguish the appropriate behavior and that does not comply with the norms and rules In the community where high school learners Sedayu lives. The values of characters that are periodically implanted in students through stories, advice, and examples directly can be easier to understand and remember and can become good habits.

There are eighteen character education values that can be implanted to learners. Based on the eighteenth value all can be included in the learning of German language but not all described in one learning material, but adapted to the context or theme of each learning material or activity Ongoing process. For example, when working on a test the value instilled is honesty, and in the results of a student questionnaire which agrees that German teachers encourage learners not to cheat, which is at 100%. When the material about culture can be explained about the difference and both the bad and the impact and can grow the love of homeland.

It is in accordance with the observation result that in the learning of German language, the values of characters instilled by teachers to students include: Friendly/communicative, love peace, love of homeland, democratic, discipline, love reading, honesty, hard work, creative, independence, appreciative achievement, caring environment, social care, religious, spirit, nationality, responsibility, and tolerance. Teachers give advice both directly explained or through storytelling according to the theme/learning materials, and give strikes to learners who behave unwell.

Learners also state that German language teachers are more often than others in inserting religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of Homeland, Appreciate achievements, love of peace, fond of reading, caring environment, social care, and responsibility to learning. Learners also feel and understand the doctrine of character values given by German teachers when learning to teach the German language as evidenced by the results of a questionnaire indicating that more than 90% of learners Who agree that German

12

language teachers include religious values, honesty, interstudents tolerance, discipline, hard work, creativity, independence, democratic, high curiosity, respect and encourage learners For achievers, peaceful love, loving attitudes, environmental cares, social care, and responsibilities.

In German language learning there is no coercion to learners to keep the whole question true but equally learning to get the correct answers based on the explanation of the teacher. According to students that German teachers can appreciate the answers of the learners even if the answers are wrong. It is justified by the German language teacher with the intention that the students understand the value of respecting others, so that the learners are not afraid to answer questions or to express their opinions.

The German language study that took place at SMA Negeri 1 Sedayu also explained examples of good attitudes for example honesty and responsibility for the task given. Religious values are also applied such as timeliness or discipline in worship. There is an appeal in order not to cheat is part of the value of honesty that is implanted especially during the tests of both the task, the replay, or the exam and when performing games or games. Moral teaching is implanted through stories that can be used as a guideline to become a better person that can be applied both in the school environment and in community life. German teachers can pedal learners well evidenced by student statements explaining that learners are considered as children themselves. The German language teachers are communicative and friendly to learners.

Currently teachers do not evaluate the affective aspects of learners and there is no individual attachment to the assessment, so the task is only to develop the students ' character for the better. German teachers only as facilitators and student companions during KBM, except for X-grade because they are still in the introduction or learning of the German language is a new lesson for X-class that requires more guidance Compared to classes XI and XII.

Relationship or interaction between German teachers and learners is good. German teachers are willing to receive opinions, questions, suggestions and criticisms that build on him or study the German language, so that learners are not afraid to tell the truth. The relationship between German teachers and students is better because students can feel the attention and patience of teachers in guiding learners to better human beings.

3.3. The ease and barriers found by German teachers to integrate character education in German language studies at SMA Negeri 1 Sedayu

The ease of integrating character education in German language learning is on how to delivery to learners that can be performed with a simple, especially related to daily behaviour. In the integration of character education in German language learning is done by the teacher automatically. There are various events in human life so that it can be used as a reference teacher to convey the values of character education to students according to the context or theme of ongoing learning. The school also provides convenience by providing facilities that support the learning of German language and the integration of character education. Teachers and students are also included in activities that can improve knowledge such as seminars and exhibitions. Based on the ease of observation in integrating character values in German language learning is also evident when learners are active. The reason is because the activity of learners can make the spirit learners to follow the lesson.

Teachers' barriers to integrating the main character education are from the learners side. There are students with good character and some are not. The primary purpose in integrating character education in German language learning is to change the student's character for the better. There are various cultures and norms in Germany that are not in accordance with the culture in Indonesia, so the teacher should explain that the students understand the things that can be done and what should not be done. German teachers provide direction or guidance for learners only when they are in a school environment, while students do not also have life outside of school or social environment. Other obstacles in the learning activities encountered at the time of observation are many learners or when overactive that can interfere with German language lessons and other learning, some passive learners. The way to overcome the obstacles is by reprimand, warnings and counsel in order not to do good deeds, such as not paying attention to the lesson. Passive learners are motivated to learn the spirit of learning German. Learners are not rebuked in front of other learners so as not to demean and not embarrassment. German teachers strive to understand the situation of learners when learning German, as each student has different backgrounds and conditions. German teachers as educators must patiently face diverse student behaviour.

4. CONCLUSION AND SUGGESTION

The study of German language at SMA Negeri Sedayu is conducted in accordance with curriculum 2013. Character education is in the teaching and learning activities included in the syllabus and RPP with the process as a judgment. Learning German in SMA Negeri 1 Sedayu is a fun, interesting, and not boring learning. Teachers integrate character education in German language learning through advice, storytelling, strikes, warnings, discussions, exemplary examples, motivating, appreciation. German teachers provide examples of good examples by combining them with learning. A discussion makes it easy for teachers to take stories or experiences related to life, so students can take the value or wisdom of the story delivered by the teacher.

The teaching of German teachers does not only explain the learning material but also to insert character education. There are eighteen-character education values that can be implanted to learners. Based on the eighteenth value it can almost all be included in the learning of German language but not all described in one learning material but adapted to the context or theme of each learning material or Ongoing activities. German language teachers teach about character values of religious, honest, tolerance, discipline, hard work, creative, self-reliant, democratic, curiosity, national spirit, love of homeland, appreciating achievement, love of peace, fond of reading, Caring for the environment, social care, and responsibility for the learning of the German language.

The ease of integrating character education in German language learning is on how to delivery to learners that can be performed with a simple, especially related to everyday behaviour, facilities that Students who are active in following the learning process. The teacher's barriers to integrating character education are the students with good character and some bad, there are cultures and norms in Germany that are not in accordance with the culture in Indonesia, the learners are crowded or overactive so that they can Disturbing the lesson. The German teacher's way of overcoming obstacles is to take action to overcome them in the form of strikes, counsel, and motivation.

Based on research findings, recommendations that can be recommended are in the study of the German language necessary understanding of the environmental characteristics of learners, so that obtaining an overview of ways or materials to integrate materials Learning with character values. Improved understanding of character values in learners can be done using media such as video as a comparison of the norms and cultures that exist in Germany within Indonesia so that the learners not only imagine but There are examples of character values.

BIBLIOGRAPHY

Lickona, T. (2013). *Educate to shape the character: how the school can provide education about respect and responsible attitude*. (Juma Abdu Wamaungo translation). Jakarta: PT. Bumi Aksara.

Darmiyati Zuchdi, et al. (2012). *Character Education: basic concept and implementation in college*. Yogyakarta: UNY Press.

Bnn. 2014. The final report of the National Survey of Drug Abuse development Year 2014.

Djavvani, S. (2002). *Language and Consciousness: Humanities study*. Yogyakarta: FIB UGM & Sinergi Press.

Setiawan, A. k. A (2011). *Integration of character education in intercultural-based learning*. *Character Education Journal*, (1), 110-118.

Law number 20, year 2003, *on the national education system*.

Sugiyono. (2008). *Educational Research methods: quantitative, qualitative, and R&D approaches*. Bandung: Alfabeta.

Moleong, L. J. (2012). *Qualitative Research methods*. Bandung: Rosda Karya.

ORIGINALITY REPORT

8%

SIMILARITY INDEX

5%

INTERNET SOURCES

2%

PUBLICATIONS

7%

STUDENT PAPERS

PRIMARY SOURCES

1	www.atlantispress.com Internet Source	1%
2	garuda.ristekdikti.go.id Internet Source	1%
3	www.nooremadinah.net Internet Source	1%
4	Submitted to Universitas Airlangga Student Paper	1%
5	Submitted to Universitas Negeri Manado Student Paper	1%
6	repository.uin-malang.ac.id Internet Source	<1%
7	icee.event.upi.edu Internet Source	<1%
8	Submitted to UIN Sunan Gunung Djati Bandung Student Paper	<1%
9	Submitted to University of Newcastle upon Tyne Student Paper	<1%

10	eprints.ums.ac.id Internet Source	<1%
11	Submitted to Universitas Jember Student Paper	<1%
12	Submitted to Universitas Pendidikan Indonesia Student Paper	<1%
13	academicjournals.org Internet Source	<1%
14	eprints.uny.ac.id Internet Source	<1%
15	Submitted to Program Pascasarjana Universitas Negeri Yogyakarta Student Paper	<1%
16	Submitted to Monash University Student Paper	<1%
17	mafiadoc.com Internet Source	<1%
18	Submitted to Universitas Negeri Padang Student Paper	<1%
19	Submitted to School of Business and Management ITB Student Paper	<1%

Exclude quotes On

Exclude matches < 2 words

Exclude bibliography On

Prosiding,_INTEGRATION_OF_CHARACTER_EDUCATION_VAI

GRADEMARK REPORT

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11
