

**CHARACTER VALUES LEARNING MODEL IN THE
PERKAMPUNGAN BUDAYA BETAWI SETU BABAKAN AT THE
ELEMENTARY SCHOOL LEVEL OF DKI JAKARTA**

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Article Info	Abstract
<p>History: Submitted December 13th, 2020</p> <p>Revised January 20th, 2021</p> <p>Accepted March 3th, 2021</p>	<p>Innovative learning in the industrial era of 4.0 emphasizes strengthening the character values integrated into traditional culture or customs in an area. In the Betawi Cultural Village, in particular, Integrated Thematic Learning is integrated with various traditional arts to develop the character values contained therein. However, in the process of teaching and learning activities, the implementation still tends to be separate for each subject. This research aims to create a product of character values learning model. The method used in this research is research and development using the Borg & Gall model through seven stages. The type of data used in this research is quantitative and qualitative data. Based on the results of the trials in this research, shows that the learning model developed, overall can be used without revision. This is indicated by the validity level of the model developed at 90.5% with very valid criteria (can be used). While the practicality level is indicated by the acquisition of a score of 96.04% with very practical criteria (can be used), and the effectiveness of the product is seen with a score of 88.25% with very effective criteria (can be used). The results of developing a learning model based on group investigation in this thematic learning can be suggested to be studied and utilized by all students.</p> <p>Keywords: Innovative Learning; Character Values; Betawi Culture. Elementary School</p>

A. Introduction

The nation is currently facing with various strategies. The various problems. The issue of character values becomes a mini portrait demoralization that occurs (*Setiawan & Iasha, 2020b*). However, Jakarta especially in *Perkampungan Budaya Betawi Setu Babakan* is a sketch that represents most of the other cities in this country. The fading of character values is one of the reasons of various reasons involving students, especially elementary school students and the low elaboration of the nation's own cultural wealth, expressed by Surakhmad (2009) that "excessive pressure on scholastic and academic learning has sacrificed the importance of instructional education".

The culture of violence and other moral crisis issues are very concerning and require serious control from various related parties. The government through the Ministry of National Education has planned a strategy to improve character through character education in various fields in the national education system. Through character education, it is expected that character values can build national characters. In implementing character education in every school, the government has planned its students

implementation strategy of character education at the educational unit level is one of the strategies implemented by the government (Sari et al., 2020; Yetti et al., 2021). The values of character building in schools have been conducted by students through their respective educational unit operational programs (Kemendiknas, 2011). In improving the quality of character education, it has become an integral part of the management program in implementing the character education strategy. Teaching and learning activities are a special aspect in the implementation of character education in schools, related to this the Director-General of Basic Education (2011) explains that character education must be inherent in classroom learning and educators have an important role. Thus, the problem faced by educators in applying character education in the classroom is how to develop various innovative methods in learning so they can find out the character development of students who can initiate the character development of students. (Setiawan et al., 2020; Setiawan & Iasha, 2020a).

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Daryanto and Sutarni Darmiyati (2013: 88) integrating character values in each subject which aims to instill the importance of character education in students so that it is applied to behavior in everyday life. Therefore, character values can be developed simultaneously with teaching and learning activities that are integrated into every subject based on traditional arts in the Perkampungan Budaya Betawi Setu Babakan. Betawi cultural arts contain many character values such as honesty, responsibility, self-control, courage, hard work, sportsmanship, cooperation, justice and wisdom, respect for friends and etc. on which can be applied through movements and various forms of the game. From the above statement, it is clear that the Betawi cultural arts can be the spearhead in improving the Indonesian nation character to become stronger. Betawi cultural arts are expected to have a major role in the change of students, not only in intellectual and psychomotor changes through movement, but also in the development of their personality, especially those related to the character of students. Rusli Lutan (2001: 1) states that the Betawi cultural arts aim to fulfill

and build a strong personality, good character, and noble character.

The age of elementary school children is a very good time to improve various intelligence abilities and instill positive values in The results showed that about 50 percent of the variability in adult intelligence have already occurred when students were four years old. The next 30 percent increase occurred at the age of eight, and the remaining 20 percent after students have passed that period. From that, it is appropriate that character education starts within the family because family is the first environment for the growth and development of the students' character. The character of students who are formed from an early age has an effect in determining the character of the future and becoming the nation's next generation. Character can usually be seen when someone acts or speaks verbally. Changes in behavior due to learning will stick with children, this is what is called character. The character of students will be well developed if in their process of growth and development has got enough space to express themselves freely. The right

time to build character values is the elementary school-age period.

According to the results of observations and interviews conducted by researchers on the two art educators around the Perkampungan Budaya Betawi Setu Babakan, said that Betawi cultural arts have an effect on the formation of the personality, attitudes, and character of students because Betawi cultural arts learning requires students to interact with each other through game activities. Thus, students will get used to communicating and create a sense of empathy with each other in a game or team. Most of the educators stated that the increasingly rapid flow of information and technology greatly influenced the character of students. Students tend to be individualistic without realizing it, does not care about the condition of the surrounding environment. According to educators, it is because students are too often playing social media via the internet such as online games and others, especially high-level students. In terms of honesty, high-grade elementary school students have started to understand things that are not good, such as students pretending to be sick

JPSD Vol. 7 No. 1, Maret 2021
ISSN 2540-9093
E-ISSN 2503-0558

just because they want to go home early, there is a sense of wanting to cheat, and others. An educator has a way to instill a sense of responsibility in students, one of which is by giving assignments, implementing pickets to students. However, this is sometimes cannot be carried out by some students such as not doing class pickets, coming to school late, and did not do the assignments given, therefore educators have made rules in the form of sanctions/penalties for those who violate it.

The function of cultural education and national character are: a) development: developing the ability to behave well; have attitudes and behaviors that reflect the nation's culture and character; b) improvement: the progress of national education is strengthened to fulfill responsibilities in developing the potential of students who are more dignified; and c) filter: filtering between one's own culture and the cultures of other nations that deviate from cultural values and national character with dignity. The purpose of cultural education and national character are: a) Developing both spiritual potential and the attitude of students as humans and citizens who

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have the values of national character and culture; b) Instilling commendable behavior habits and in line with religious values and cultural traditions wholly in students; c) Forming a sense of responsibility and a spirit of leadership to students as the nation's next generation; d) Increase the potential of students to become independent, creative, and nationalist human beings.

B. Research Methodology

This research is the initial stage of ongoing research related to combining the values of Betawi Ethnic local wisdom in Character Learning in Elementary Schools. This research was conducted at SD Negeri Serengseng Sawah 06 Pagi which is located at Jl. Srengseng Sawah No. 9 RT 5 / RW 7, Srengseng Sawah, Jagakarsa District, City of South Jakarta, Special Capital Region of Jakarta. Data collection methods and analysis techniques in this research are in-depth interviews, observation, documentation, as well as visual methods, and internet material search methods. In the initial stages, efforts were made to trace the data related to the understanding of Betawi Ethnic history and its local culture and wisdom. Therefore, this research uses the described survey method to find out how far elementary school educators in Jakarta understand these three things. The things that related to the historical study of Betawi Ethnic history are used historical analysis to strengthen the results of this research. Furthermore, development research is carried out to find the learning model by using the Betawi ethnic local wisdom as a learning resource.

C. Research Result and Discussion

The product produced in this research is a learning model of character values in the Perkampungan Budaya Betawi Setu Babakan at the level of the elementary schools in DKI Jakarta. This learning model is presented in the internalization of character education learning with the ethnic culture of the Betawi culture. This product is tested for its feasibility through the expert test

(media and material experts), small-scale field tests, and large-scale field tests. Based on the overall results of product trials by experts and users to assess the feasibility of the model in the form of character values learning in the Perkampungan Budaya Betawi Setu Babakan at the elementary schools level at SD Negeri Srengseng Sawah 06 Pagi, DKI Jakarta with the results in table 1.

Tabel 1
The model validity level

Model Validity	Model Practicality	Effective	Total
90,5%	96.04%	88.25%	Effective

The table on the side shows that the validity level of the model developed is 90.5% with very valid criteria, can be used. While the practicality level is indicated by the acquisition of a score of 96.04% with very practical criteria, can be used, and the effectiveness of the product is seen with a score of 88.25% with very effective criteria.

Below is a diagram of the results of the expert test and the feasibility product of the model in the form of character values learning in the Perkampungan Budaya Betawi Setu Babakan at the elementary schools level at SD Negeri Srengseng Sawah 06 Pagi, DKI Jakarta.

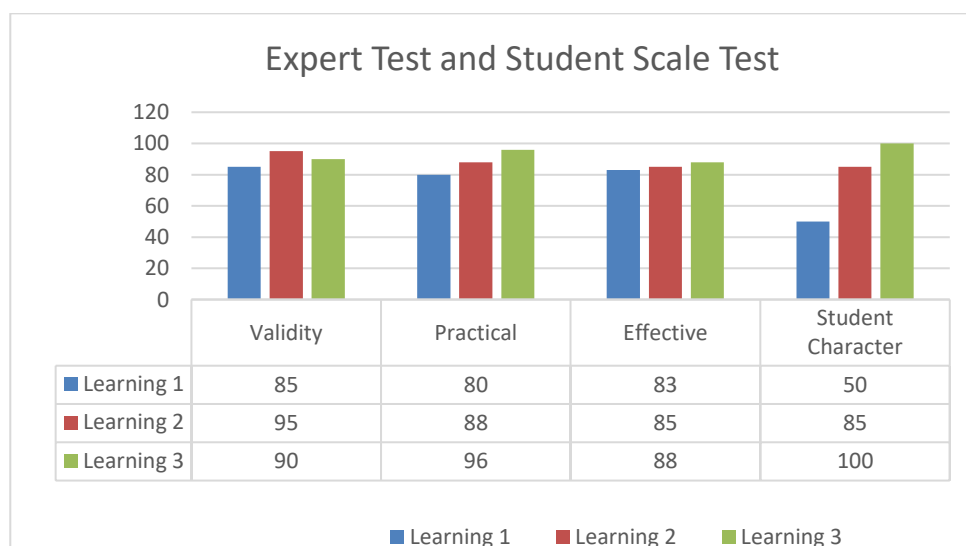


Figure 1. Expert Test Results and Feasibility of Model Product in the form of character values learning in Perkampungan Budaya Betawi Setu Babakan, SD Negeri Srengseng Sawah 06 Pagi in DKI Jakarta

Based on the data in the diagram above, the results of the expert test and the feasibility test both get an interpretation of very suitable to use. Expert and media tests provide a very feasible assessment of the learning model because the product is very complex. According to Eveline Siregar and Hartini Nara, Learning is the process of combining two factors, namely learning focuses on what students should do, and teaching according to what an educator should do as a person who delivers the learning material. In the learning process, this model is very effective because it involves all of the students' senses, such as sight and hearing, so that students can learn to instill character in Betawi culture. Models can be implemented when the design cannot be presented

using direct observation, and is supported by direct models or simulations in order to get a real learning experience (Dale, 1946).

The model of character values learning at the Perkampungan Budaya Betawi Setu Babakan for elementary school level in DKI Jakarta also received a very feasible assessment from students because all students had various potentials, both high, medium, and low, felt that the learning process using this model was very helpful in provide the understanding and absorb learning. Thus, conformity in the model characteristics, which has the ability to assist user responses, ease students to be independent, and monitors their learning journey. (Ariani dan Haryanto, 2010).

D. Conclusion

The character education model integrated into thematic learning at Public Elementary Schools around the Betawi Cultural Villages of Setu Babakan, South Jakarta, which was developed through this research, deserves to be tested again at the pilot project stage with the test subject of

JPSD Vol. 7 No. 1, Maret 2021
ISSN 2540-9093
E-ISSN 2503-0558

Public Elementary Schools around the Betawi Cultural Villages of Setu Babakan, South Jakarta. Then it was continued at the dissemination stage at Public Elementary Schools around the Betawi Cultural Village of Setu Babakan, South Jakarta so that it could be used as material to express

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suggestions to improving policies in the field of character education.

The implementation of character

education in thematic learning still needs to be improved, especially in student guidelines.

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