# INTEGRATED LEARNING MODEL CULTURAL-ART AND CHARACTER EDUCATION

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## ABSTRACT

*This paper describes about the integrated learning model cultural-art and character education. Character education is internalization of cultural, philosophy and religious values. Course of cultural-art is one course which concerns in competence mastery of psychomotor and affective. Besides, it is relevant to purposes of character education in Indonesia. Character education is not a brand new course. It is done through daily habit. Therefore, the model of cultural-art's course is aimed to integrate with character education. It is a model of cognitive thematic. In this model, it is taken a theme by basic purpose of competence. Then, it is synchronized to the character's value that wants to be built.*

Key Word: Character Education, Cultural-Art, Model, thematic, integrative

## 1.  BACKGROUND

Education is multidimensional process directly to form and to develop all human's dimension such as: belief and faith, intellectual, emotion, morality, social sensitivity, responsibility and work-value in order to create good reasoning, creation and works. Finally, students can face the today's and future's challenges. Education does not only relate to transform of knowledge and skill, but also to present, to build and to give good value in attitude, morality, utterance and life style (Paige & Huckabee, 2005; Gibson, 2008; Russell-Bowie, 2009). Thus, education does not only aim to educate students, but also to give preparation of holistic and integrative skill for global competition (Loucks-Horsley *et al.,* 2003; Fredriksson, 2004; Turgay, 2008).

Recent education situation in Indonesia does no reach well yet as the purposes. There are many factors for this unsuccessful case. Today's education system looks like to explore the student's thinking. The highest indicator is intelligence indicator (cognitive). It is inclined to obey affective indicator (attitude formation). Even, our government has emphasized 3 assessment dimensions in learning namely cognitive, affective and psychomotor, we still find deficiency. Indonesia is lack of attitude and character education especially for basic and high education level (elementary school, junior high school and senior high school) (Koesoema, 2007). As example, the curriculum of Religion Course in Junior High School is only 2 hours per week, while Science and Mathematics have 4 hours per week.

Obligated education for 9 years tend to focus on only intellectual. It can be seen in Science. Finally, the purpose is only to get high score, not to skill gain or competence to compete in building excellent personality (Triatmanto, 2010). If the basic education of students is focused on intellectual (by neglecting mental and attitude creation), there will be many smart politicians who have authorization with bad characters. They will think their own business. They will no care others. We can see many cases such as students' duel, bribe,

corruption, and violence, which describe the education failure in building nation character (Suhardi, 2010; Triatmanto, 2010).

Based on mentioned situation, it can be said that character education is absolutely needed to support *national character building*. It is particularly for early-age children and teenager who are in the most appropriate age in building good character and personality (in elementary school and junior high school). However, character is key of person's success. Character is value of attitude which relates to Almighty God, ourselves, other people, environment and nationality that will come into attitude, paradigm, feeling, utterance, good action (based on norms, law, custom and culture).
This paper discusses about learning model of integrated cultural-art and character education.

## 2.  Character Education

Character education is not new course. It is done in daily habit. Historically, education character in Indonesia is an education tradition (Koesoema, 2007; Triatmanto, 2010).  It is noted in Indonesia history about Ki Hajar Dewantoro, Soekarno, Hatta and others have tried to apply spirit of character education to form proper personality and identity for our nation. By the time, education field has changed as same as curriculum application in Indonesia. It was started by curriculum in 1947, 1950, 1964, 1968, 1975, 1984, 1994, 2004 and 2006. Form curriculum in 1947 to 1984, the change was followed by politic situation in Indonesia.

Koesoema, (2007) states that character is anthropology structure of human, while education character can be social help to understand the freedom in social life. Naturally, character is integration of moral, ethics and characters. Moral tends to quality of action. It talks about something whether good or not. Ethic gives judgment based on certain norms in society. A character tends to nature of human which has good and bad things. Therefore, character education is defined as value education, arrangement education, moral education and disposition education in order to develop students' capability to decide, to take care and to create goodness.

Individually, character formation is function of all human potencies. (cognitive, affective, psychomotor and curative) in social inttraction (family, school and society). It is done during human's life. Team of Education Character in National Education Affairs (2010) develops a grand design to describe character configuration in psychology totality context and cultural social. It is grouped into four parts namely: spiritual and emotional development, intellectual development, physical and kinesthetic development; and affective and creativity development. It can be seen in this diagram:

| Intellectual Development<br><br>*Smart* | Spiritual and Emotional Development<br>*honest*<br>*responsibility* |
|---|---|
| Physical and Kinesthetic Development<br><br>*Clean, health, attractive* | Affective and Creativity Development<br><br>*care and creative* |

Picture1: Grand Design of Character Configuration
Source: Team of Education Character in National Education Ministry (2010)

Purpose of character education in Junior High School is to improve quality of education result to form students' good characters in whole way, integrated and balance based on competence standard (Taconis & Sanden, 2004; Suhardi, 2010). Through character education, students of Junior High School can increase their knowledge, analyze and personalize character values independently.

Basically, character education can be integrated to many courses, such as cultural-art. Course of cultural-art has developed-values that can relate to daily life context. Thus, learning of value and character is not only in cognitive stage, but also in internalization and real experience in student's life.

Triatmanto, (2010) states that integration of character education is not only done by material, but also by technique and teaching methods that can be used as character education too. In building individual, measurement and observation process can be done, for instance to have high responsibility in finishing assignments, to build confidence through presentation in the classroom.

## 3. LEARNING OF CULTURAL-ART

Based on National Education Department (2007), there is a Government Regulation Number 19 in 2005 about Education National Standard article 6 point (1) which states that curriculum for general education, vocational education, and specific education in basic level and second level consist of
1. group of Religion Course
2. group of Civic and Personality Course
3. group of Science and Technology Course
4. group of esthetic Course
5. group of Sport and Health Course

Cultural-art is part of Esthetic Course to increase sensitivity, to be able in expression and to be able in appreciating harmony. Capability in appreciating beauty and harmony is covered in appreciation and expression, nor individually and society life in order to create harmony gathering.

Purpose of course of cultural-art as cited in National Education Department (2005) is to make students/students to have experiences in expressing, creativity, art appreciation in order to develop esthetic sensitivity, to develop creativity and critic thinking; and to build ethic values in acting. Art material covers certain region's art, national art and international art. Through art learning, students are hoped to be able in expressing and appreciating cultural-art in Indonesia and in the world (Lam, 2006; Russell-Bowie, 2009).

Cultural-art has four main parts namely Art of Figure, Art of Music, Art of Dance and Theater. The course is taught in every level of basic and second education in Indonesia. For Elementary School level (SD) and Madrasah Ibtidaiyah (MI), this course is well known as "Arts Culture and Skills (SBK) or in English "art-culture and skill" with duration as 2 hours per week. For Junior High School level (SMP) and Madrasah Tsanawiah (MTs, Islamic Boarding School in SM level), this course has duration as 2 hours per week. For Senior High School level (SMA) and Madrasah Aliyah (MA) or Islamic Boarding School in SMA level), this course also

has duration as 2 hours per week (National Education Department, 2007). Limitation of this paper covers learning cultural-art in basic education level (SD and SMP).

Freedman (2007), Banden (2008), Turgay (2008), Russel-Bowie (2009), and Afriawanto (2011) states that education of cultural-art has role in forming harmony students by paying attention of students' needs in reaching multi-intelligence that consists of intelligence of intrapersonal, interpersonal, visual spatial, musical, linguistic, mathematic logic, naturals and adversity intelligence, creativity intelligence, spiritual and moral intelligence. Thus, learning Cultural-art can be one way to build students' character to be excellent personalities.

In reaching the purposes, we need model and proper strategy in learning cultural-art. Besides, it is important to pay attention to learning environment in supporting effectively for teaching and learning process. This learning environment can be: 1) centered to students. It is viewed that students are main actors in teaching and learning process. Teacher is just facilitator (Allen, D.,& Tanner, K., 2005 ; Pedersen, S.,2003); 2) way how students use their new knowledge; 3) way to develop learning community in group work.

## 4. THEMATIC-INTEGRATIVE LEARNING MODEL

In learning context, Udin S Winataputra (2001) defines a model as conceptual framework to be used as guidance in making activities. Learning model is conceptual framework that describes systematic procedure in organizing learning experience to reach certain learning purpose. Model can be defined as a pattern in arranging curriculum, in designing and presenting material, in organizing students, in choosing students, in choosing media and method in learning. Model describes the widest scope in learning practice that consists of learning philosophy orientation. It is used to select and arrange teaching strategy, method, skill and students' activity to pressure certain part of learning (content of topic).

Learning model of cultural-art which is integrated to character education can be done in some ways. They are:
1. to analyze standard of content
2. to analyze Standard of Competence and Basic Competence
3. to choose Standard of Competence and Basic Competence
4. to identify character values that are suitable to Standard of Competence and Basic Competence
5. to choose related theme
6. to make lesson plan and evaluation tool
7. to do teaching and learning process

As example, if expected competence is "students can understand traditional dance", so teacher has to identify character values which relate to the competence. Then , teacher has to find proper theme such as "appreciating the guest". After that, teacher will make lesson plan about traditional dance namely "Padduppa Dance". After finishing lesson, there will be question sections for students about values in the traditional dance. The next step is to ask for students to habituate the values.

## 5. CONCLUTION

Recent Education system in Indonesia is just focus on intellectual. Character Education look to be neglected. Therefore, education with values which has strong relation in forming characters is really needed.

Art Education is a part of values education. It is a culture process that is used to increase human's value to have good character.
Character education gives knowledge, cultural practices, and oriented action to the students. Therefore, character education is defined as value education and moral education in order to form excellent.

Learning cultural-art is part of esthetic course. Thus, learning cultural-art can form students' character. Hopefully, they will have high art sensitivity and cultural understanding. Therefore, this course aims to increase sensitivity, to appreciate, to express beauty as appreciation and expression.

Learning cultural-art at school can give unique, deep meaning and benefit for students' need. It is given by esthetic experience in doing appreciation. Esthetic experience in learning cultural-art has function to increase sensitivity. By having high sensitivity, someone tends to know more about values of life, such as religious value, moral value and character value. The integrated character educations to learning cultural-art are done by covering all character development for every topic in the course in syllabus and lesson plan.

By having integrated character education and learning cultural-art, teacher         'ate and facilitate students as soon as possible to understand many values in this course.

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