

IMPLEMENTING CHARACTER EDUCATION THROUGH PROBLEM-BASED LEARNING IN SOCIOLOGY SUBJECTS FOR THE DEVELOPMENT OF SOCIAL CAPITAL

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Abstract. *The era of globalization is supported by education as a major pillar in various aspects. Therefore, especially for developing countries, improving the quality of education is one way to equip its citizens in an effort to face the globalization era. However, it should be made aware that improving the quality of education should be aligned with a character that is owned by the nation, considering the character is part of the identity and culture of the nation. This article seeks to contribute in providing idea in the form of character education through problem-based learning model in sociology subjects for the creation of social capital started from school.*

Keywords: *Character Education, Social Capital, and Problem-based Learning*

Abstrak. *Era globalisasi disangga oleh pendidikan sebagai tiang utama dalam berbagai aspek. Oleh karena itu, terutama bagi negara berkembang, peningkatan mutu pendidikan merupakan salah satu cara untuk membekali warga negaranya dalam upaya menghadapi era globalisasi. Namun, perlu disadar bahwa peningkatan mutu pendidikan harus diselaraskan dengan karakter yang dimiliki oleh bangsa tersebut, mengingat karakter merupakan bagian dari identitas dan kebudayaan bangsa. Artikel ini berusaha untuk berkontribusi memberikan ide berupa pembentukan pendidikan karakter melalui model pemecahan masalah dalam mata pelajaran sosiologi untuk terciptanya modal sosial yang baik dimulai dari sekolah.*

Kata kunci: *pendidikan karakter, modal sosial, dan problem-based learning*

INTRODUCTION

The era of globalization is characterized by rapid, efficient and effective of human life on earth. Electivity and efficiency is showed through more advanced levels of life in various fields. Communities in the Global Era are the embodiment of modern human which integrates science and technology in their everyday life. Therefore, to form a human being capable of surviving in an era of global competition, we need actions that form a human that have capability, knowledge and intellectual to face the challenge in various fields. Education is one of the means to equip

human kinds who has capability, knowledge, and intellectual in dealing with the demands of a global society.

In the Indonesian context, education is placed into the main foundation of the development of Indonesia human character that can deal with the challenge in modern world. This action is is manifested into any Government education policy in Indonesia. In the development plan, both medium term and long term, education is a priority development programs. The educational program can be seen, among others, through the improvement of curriculum, textbook procurement, construction of school buildings, curriculum

development center, development of quality assurance of education, improving the quality of teachers and other education personnel, improvement of education management, and provision of other facilities.

The fact shows different from the notion of policy from a variety of indicators, the quality of education in Indonesia has not shown significant improvement and progress. Looked from the results of the National Exam, which is a measure of educational attainment of competence, it found many deficiencies such as failure to achieve competency standards subjects. In terms of social relationships, we could find any inconvenience in the community when looking at the number of clash among students outside of school, either from same school or different school. Moreover, in the business and livelihood world, there is a fact that many school alumni have a job that not liner with their competency and capability. These conditions inevitably lead to many who question how the education system in Indonesia. This fact also suggests that efforts to improve the quality of education have not been able to solve the fundamental problems of education in Indonesia.

We can highlight the problem above by lacking of character that was developed by the education policy. One example is clash among student. They are leaving behind the character of caring and respect among others.

To answer the phenomenon above, it is necessary to develop an idea to promote an approach the learning model that develops the character education in high school student.

This article is written base on the research from Sofyan (2011) which tried to investigate the problem of quality improvement in South Kalimantan. In sociology subject, the research identified that competence that difficult to be analysis and studied by the teacher and student. The difficult competence which are;

1. Social Quantitative and Qualitative Research

Teacher and Student found difficulties to understand how to identify how to implement certain type of research. Every phenomenon needs special treatment to be investigated whether with quantitative and qualitative. Basic skill and knowledge of Social Research skill was important.

2. Multicultural Societies.

Student and Teacher found difficulties to relate the theories and approach of the competence to the real phenomenon in the everyday life.

3. The definition of Sociology

The student found difficulties in learning the definition of sociology because of variation of many scholars with their own perspectives. It is important to learning the definition base on perspective in sociology

The sociology is chosen as a unit of analysis because sociology is a subject that learning phenomena in everyday life and interaction among other. Hopefully by learning Sociology with approach in everyday life, it will improve the character of student.

DISCUSSION

How To Improve Quality Of Education

The education is a set of conscious effort by a group of individuals to equip them to have the capability and capacity that can be used to get their goals. The Government of Indonesia has made education as one means of creating competent human resources with a formal education provision with the expansion of the opportunity to get an education. Although educational opportunities have been widely opened, it still cannot resolve the nation's problems among others; unemployment. The condition of one of them due to the continued increase in the labor force who are not accompanied by the addition of new jobs. On the other hand, the lack of competence and skills from alumni that graduates of formal education. These

conditions make many people question whether the quality of education has been sufficient to equip individuals so that they can compete in the world of work. The above presentation shows that the increase in the expansion of educational opportunities must be accompanied by the expansion of the business to improve the quality of education and training (Almasdi Syahza, 2004).

Educational equity is essentially as a right of every person / people to have equal opportunities in access to education in all types without see their gender, social status, economics, society, religion, ethnicity, and geographic location background. The target equity aspect is creating equitable justice and welfare through educational services. Educational equity includes equal opportunity, access, fairness or reasonableness. Examples of activities in the field of equal opportunities and the expansion of access to education is the provision of scholarships to students who are poor or vulnerable dropouts , special education teacher training , improvement of open junior high , elementary and junior development (Burhanuddin, 2008)

Improvement of Education is one of the strategies to improve the capabilities of Human Resources. The improvement can be done by improving and expanding technical skills, professional expertise and academic quality in the life of society as a whole. Education policy in the form of expansion of opportunities also have the paradoxical result, on the one hand the expansion of educational opportunities necessary to develop opportunity equity, on the other hand will affect the quality of education . One way to balance the two is to improve the quality of teaching and coaching student motivation (Almasdi Syahza, 2008).

Improving the quality of education must be achieved through improvement in the quality learning process. The results of the study Blazely et al , (1997) cited Hesty (2008) showed that the following learning process has less attention to the needs and potential

students as well as theoretical. Teachers also have a dogmatic role with their single learning style. The condition tends to result that learning only a delivering information matter. It is necessary for a systematic effort to improve the quality of education through the learning process. According Sutikno in Syahza (2008) and the demands of today's educational future is directed to improvements in the quality, intellectual, professional, and human moral in general. With such prerequisites, the Indonesian can be competing in a global world. The anticipatory step to be taken is to strive to increase public participation in the world of education, improving the quality and relevance of education, as well as improved management in every levels, lines and types of education. To improve the quality of education in the region, especially in the districts/cities, it should be studied first objective conditions of the elements related to the quality of education. The quality of education can be improved by performing a series of improvements to all the problems faced. The Settling can be a revamping of the educational curriculum and the ability to provide at least basic skills, apply concepts learned thoroughly and evoke creative, democratic and self-sufficient. There is a need to identifying the elements that exist in the area which can be utilized to facilitate the process of improving the quality of education.

Social Capital

Based on the three theories above, the idea of social capital emerged from the early works of Bourdieu (1980), Coleman (1990), Portes (1998), Putnam (2007). Bourdieu (1997: 51) (Cherti, 2007: 33-34) (Bartkus et al, 2009: 18) defines the social capital as the potential resources of stable networks or institutionalized relationships of mutual social association and recognition. The relationships bring the member together with the collectively-owned capital support. For

Bourdieu, social capital acts as a multiplier for economic and cultural capital. From those two forms, Bourdieu stressed on the economic capital because its elements will be returned by the accumulation of capital. From Bourdieu's explanation, it can be deduced that bonding of social networks was a method by which people gained economic advantages. In summary, it can be concluded that the social capital has cumulative effects on economic capital.

Coleman (1998), Cherti(2007: 34), and Bartkus et al (2009: 18) derived social capital in the understanding of relationships between educational achievement and social inequality. For Coleman, social capital consists of some aspect of social structures and facilitates the action of individuals in the social structure. The author refers to the social structure in the forms of family relations, social community and social organization. On the other hand, Coleman is reviewing the idea of Bourdieu by stating that, the creation of Social Capital is a non-intensive process. Coleman in trying to find the answer to the question: what came first, trust or social network. The social phenomena come with the idea of causality and the outcome. It is possible that the different causality will result in the same outcomes. From another point of view, the same causality could result in different outcomes. People have an intention to be a beneficiary within their trust and network. Possibly, the beneficiaries are differing although they have similar intentions. The outcomes is dependent on how trusted and how they can expand their networks within members. The debate, on what comes first trust or network is not necessary to be argued. In summary, the social capital is the easiest and reachable resource that can be achieved by the members of social organizations.

Portes (1998), Cherti (2007: 36), and Bartkus et al (2009: 18) see social capital as a positive impact of social relations. Social capital gives the idea of how people expect

their economic goals and seeking behaviors within that are collectively of its members even though the orientation is not reflected in the economic sphere. Portes tried to expand their notion behind economic goals. The author ideas were that economic benefits were not only shown in financial terms but also shown through expanded prosperity, better life, and better education. The orientation of social network although was not shown in economic sphere but people expected to gain economic values. With his review from sociological tradition, the author flows with two important points; first, made distinctions between processors of social capital, resources of social capital, and the resource that are claimed in the development of social capital. Second, the writer developed the possibility of negative impact about social capital that excluded the outsiders from social association, intense claim of member association, limit of individual autonomy, responsibility of opposing the social mainstream.

Cherti (2007: 36-37) in his book cited Portes and Sensenbrenner who defined the four sources of social capital as particularly valuable. *The first*, value interjection; the conduction shows the individual to act in a way that is ruled by the organization. *Second*, the resources of social capital originate from the reciprocity transaction which consists of the accumulation of "chits" based on previous good deeds to others, produced by the norm of reciprocity. *Third*, bounded solidarity; situational occasions that can guide appearance, the principles, and group-oriented behaviours. *The fourth*, source comes from the reaction of a class or association when faced with common interest. Portes captured the ideas from Marx Weber (1922) with classic distinction between formal and substantive rationality. Social capital itself is developed by the members that bond with group goals. Moreover, with the reciprocity exchanges, the individual's actions will reinforce the web of social networks of the entire community.

Portes also pointed out the weaknesses of Coleman ideas. For Portes, the Coleman ideas are rather unclear definition that opening the re-labeling a number of different and even contradictory process as social capital. Cherti (2007: 34-35) and Bartkus et al (2009: 18) cited Putnam who identified the social capital in terms of characteristics of social organizations such as; trust, network, and norms. These characteristics facilitated actions that increase the societal efficiency. The idea came from writer's research in analyzing local government in Italy that identified the enthusiasm of social associations in effective local government. He found out that area with low social capital ruled by ineffective local governments, showed greater inefficiency and corruption. On contrary, the areas that were operated by the appropriate local government had high levels of social trust. Base on his research in Italy, he repeated his study in America which revealed that more social capital (as defined by the indicator of association memberships, trust, organized altruism, and charitable giving) had better working schools, less violence, low crime rate, better health facility, higher tolerance and equity.

The differences between Putnam and former social scientists, Bourdieu and Coleman, came from the object of study. Putnam stressed the idea of social capital on the community level and whereas Coleman and Bourdieu focused on the Individual level.

Another explanation of Social Capital comes from Lin (2001, 243-244) that discussed social capital as an investment in social relationship with expected returns. Lin proposed two major types of social capital outcomes; (1) return on instrumental action, and (2) return on expressive action.

World Bank (2004: 3-4) was referring to social capital as resources that are used by individual to enhance their relationships with other people by their resource (such as; information, ideas, and support). Those

resources are known as capital. Those capitals are only accessible within relationships. The relationships can be maintained within social networks among the members. Those who are able to occupy the strategic position on social network will have more social capital than those who do not have because the position gives access to the resources. The social capital is used to explain the conceptual term on how the community members interact with each other. Scholars agree that the social capital defined as term of groups, networks, norms, and trust that are available for productive purposes.

Developing Character Education To Gain Social Capital

Lickona, Schaps, and Lewis (2007) cited by Alimi (2013) identified eleven steps that should be inherent in the education; (1) promote the foundation of core values, (2) identify of comprehensives character, (3) develop approach to develop character, (4) create school as caring societies (5) provide opportunities to act morally, (6) develop academic curriculum which contain character and competence, (7) giving a strong motivation, (8) inherent a staff and teacher as instructor of character, (9) develop moral leadership for institutionalize character education, (10) involve communities and families, (11) evaluate the following character education with elaborating student attitude.

From the preposition above, it can be concluded some critical point about the importance of teacher and environment to establish the character education (Revell and Arthur, 2007: 79-92):

1. There is an important relation between the views of student with the teacher. The teacher should have an appropriate experience of character education. The experience will be delivering to student as a learning practice.
2. The pupils should not be separated from societies and environment, because

character education is abstraction of everyday life. For extent purpose, the heart of character education is the necessity that behavior will be shaped through education.

3. Although important to relate the environment and school, sometimes, the values and behavior that practiced in family is different with the operated values and behavior in school.
4. If there is a gap values and behavior between School and Environment, usually, teacher use their own values and behavior to be tough to student.

Berkowitz and Bustamante (2013: 7-20) see the character education more as human development than education. The school has a role to develop their student to be psychological ready to be mingling with societies. Each individual nature is being transformed and change every times according with their ages. Human character is a product of relationships between his values with societies' values. The school has an obligation to equip the student with values and behavior in societies.

The character education is illustrated by school based activities which will systematically shape the behavior, norm, and values of the student (Lockwood, 1997 cited by Silay, 2013). To gain an appropriate result, the school should be collaborated with another social institution around the school. The social institution will give a benefit by shaping an important character in societies such as: academic motivation, academic success, behavior of societies, commitment to democratic, conflict resolution skill, trust and respect to others, moral judgment maturity, responsibility, respect, self-efficacy, self-respect, self-control, social skills, and trust (Berkowitz and Bier, 2004 quoted by Silay, 2013).

According to the Lickona (1991: 53-62) cited by Dwiningrum (2013) draw three components of character education with following aspect.

Table 1. Components of Caracter education

Moral Knowing	• Moral Awareness • Understand The moral Values • Taking Perspectives • Moral Reasons • Decision • Self-knowledge
Moral Feeling	• Conscience • Self-esteem • Empathy • Loving Kindness • Control yourself • Humility
Moral Action	• Competency • Wants • Habit

The character education is a result of highly important values, norms, and habitual in the societies. The values is produced by various social interaction among inhabitants in particular areas with underlined their cultural values. Furthermore, the other results of character education are social capital which has a function as a “lubricant” in the social interaction in everyday life.

The character education is preliminary important step to develop social capital as a result of social interaction among inhabitants. Social capital is important in the process of character education because in social interaction needed certain values and behavior that was used and practiced by the particular societies. To smoothing the development of social capital, the character of individual is important to be operated firstly.

Scenario and Learning Model

Among learning model, the model of contextual learning process is one of recent and understandable learning process. According to Johnson (2002 : 24) cited by Harmanto (2008) there are eight major components in a contextual learning system, which are : (1) Conduct a meaningful relationship. Students can develop interest in the work itself or as individual beings working together in groups as social beings, (2) significant activities which connect between

the schooling activities with activities outside of school in a real context, (3) Becoming a self-directed learners (self-regulated learner), the student can perform for significant act; actions with purpose, something to do with another person, there is a relationship with the decision-making in determining choices with real products, (4) Working together - students can work together. Teachers help students work effectively in groups and understand their communication, (5) Critical and Creative Thinking - students can think critically and creatively and analyze problems, make summaries, solve problems, and make decisions based on logical considerations, (6) Parenting or maintain private students - students maintain personal, have high expectations, motivate and strengthen themselves, (7) achieve high standards - students achieve high standards with assistance on how to achieve these standards, (8) using authentic assessment - students use academic knowledge in everyday life.

The other learning model that can be used to develop character education learning is problem base learning which characteristic as trigger the student to challenging, open-ended question, collaborative learning and constructivism pedagogies. There are six key characteristics of problem base learning (Swan et al, 2013, 92)

1. Student-centered learning
2. Small group orientation
3. Teacher act only as facilitator
4. Problem designed from specific focus with stimulus from learning

5. Problem should designed to stimulate the inquiry of student

6. Integrate the problem solving

The goal of Problem-based Learning is assist and shaping the student to develop their knowledge for applying their faced problem for their future practice (Hmelo, 2013: 25). Research from Gallagher (2013) also found that Problem-based learning able to trace and investigate the unseen Academic Potential.

After carefully several approach in learning model, this article aims to discuss and promote Problem-based Learning in Sociology subject for High School Student.

The Step of Learning Process

The project was divided into 5 steps which are; preparation - research - presentation - discussion - summarizing.

Preparation

In the preparation steps, the students were divided into several groups according to the research themes which are decided by the teacher. Each of group then undertakes a small observation in their selected and particular place of research to develop an interview guide as a research tool and presenting in front of class to get an input and remarks from the other students.

The Research

After identify their exact research instrument, the student with their group then undertake their fieldwork in their particular research areas.

Table 2. Example of Learning Model in The sub theme of Social Interaction

Research Areas	Aims of Research	Expected Social Capital	Expected Character
Social Interaction in School	Identify factor of interaction	Able to identify mutual helps (<i>gotong royong</i>) and relation among human	- Integrity - Respect
Social Interaction in Community	Investigate pattern of interaction		- Self-control - Persistence
Social Interaction in Family	- Identify the nature of interaction - Investigate the form of interaction	Able to identify the role of specific status	Tolerant

During the research, the student regularly reported their research to the teacher by filling research report note to identify the improvement of student and became important part to evaluate the student research performance.

Presentation – Discussion – Summarizing

In the presentation phase, the student presented their preliminary research findings into other students in a class to discuss their preliminary findings. The result of presentation and discussion was a form of summarizing note that important for them to develop their exact research report.

Evaluation Of Education

In the world of education, evaluation plays a very important in attempting to reflect the achievement of competency standards and education. Evaluation activities basically see how the program achieved success with the equally effective and efficient measures. According to Baumgartner (197), evaluation is the decision-making process by looking at the changes. To do the evaluation, an action needs to integrate data collection, the achievement of competency standards and decision obtained. According to Bamberger (1993:7), sustainability is the ability of an educational process to persist time over time. In the evaluation study, the concept of sustainability proposed by the Bamberger give meaning to the performance evaluation results in the present study, but the results still give the benefits flow in times to come.

One method of evaluation is to use sustainability assessment. Mulyatiningsih (2008 : 5) explains that the Sustainable Evaluation is one of the CIPP evaluation model within the scope of (Context, Input, Process, Product) which is composed of four types , namely ; impact, effectiveness, sustainability, and transportability. Continuous evaluation assesses the extent to which the standard of competence has been reached and institutionalized over time. Mulyatiningsih

also cites Friedenberg (1995: 303) which explains that the ongoing evaluation will provide benefits in the form of: (1) a person will be accepted on the basis of the score and look good predictor according to criteria (a prediction accurate or hit , called true positive); (2) a person will be accepted on the basis of the score predictor and look under criterion (an inaccurate prediction or miss , so-called false positives); (3) a person would be rejected on the basis of the score predictor and potentially have a good look at the criteria (an inaccurate prediction or miss , so-called false negative); (4) a person would be rejected on the basis of the score predictor and potentially have lower performance than the criteria (a prediction accurate or miss, called true negative).

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