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The Implementation of Democratic Character Education Through Learning of Social Science Materials of Ethical and Cultural Diversity in Elementary School

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Abstract: Globalization has a positive impact on people's lives, but it also raises some issues, including declining the nation's democratic character. Learning about ethnic and cultural diversity in social studies is shown to be helpful in the development of moral character in children. Based on the above description, this study aims to determine the extent to which students can apply democratic character in their daily lives as a result of the implementation of democratic character education. Interviews, questionnaires, and observation were used to collect data in this study. Descriptive qualitative research using a percentage formula was used. Class V SDN Poja II Sumenep, which included 47 students from various ethnic backgrounds, was used for the study. 3.8 percent more students than last year filled out democratic questionnaires, according to the data. This study concludes that the implementation of democratic character education through social studies learning material on ethnic and cultural diversity in elementary schools is categorized as very good according to the character learning syntax. Students' level of understanding in implementing democratic character in everyday life is categorized as very good. This is because students have carried out all activities by predetermined indicators.

Keywords: implementation of character education democratic, social science

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INTRODUCTION

Life in the current era of globalization provides various conveniences in all aspects; geographical differences, distances, and circumstances are no longer a barrier to interaction (Suryanti & Widayanti, 2018; Hardiansyah et al., 2021). Ease of access and communication has increased the openness of world civilization, and the world seems to be shrinking (Andriani & Rasto, 2019). The open-world created by globalization raises positive values and raises several issues. Transparency of communication and the development of democratic politics in globalization raises several issues (Siswanto, 2019). Concern about human rights is one of the emerging issues, every group demands the right to an opinion, but the importance of being aware of and respecting the views of others is diminishing (Prasetyaningrum, 2011; Ismail et al., 2020). The conflict between groups is a possibility in the struggle for human rights. Conflicts between groups are increasingly visible, as evidenced by wars in Ambon, Papua, and Poso and rampant acts of violence in the name of groups, ranging from fundamentalism to radicalism to terrorism (Hardiansyah et al., 2021).

Education in Indonesia must be sensitive to the subtle effects of globalization on the nation's character (Ruslan, 2020; Ulfathmi et al., 2021). Indonesia must reflect on the sufferings of the New Order era (Hamdani et al., 2018). At that time, different rights were not respected, there was no room for dispute, and plurality was seen as a void that had to be ignored (Lian, 2020; Seriyanti et al., 2020). All citizens are expected to live with the flow of national life, enforced through strict rules in all areas of life (Budiyanti, 2020). The wave of democracy developing and the flow of globalization demands recognition of diversity within the pluralistic Indonesian nation. Thus multicultural education is the solution to this plurality. (Ma'rufah, 2020; Patras et al., 2019) suggest that multicultural education can be defined as increasing awareness of cultural diversity human rights and reducing or eliminating various forms of prejudice to build a just and advanced society. Multicultural education can also be seen as a strategy to increase individual awareness of their national pride (Faiziyah, 2017). A person's pride in his country is often equated with his group or ethnicity. However, as a unit, this nation recognizes diversity but does not include it in the nation's life (Iswatiningsih, 2019). Ethnic conflicts that often occur so far show the lack of multicultural awareness of the Indonesian people. Therefore, multicultural education is needed to rebuild national awareness and character building.

The good or bad of a nation is directly proportional to the character and morality of its citizens (Silkyanti, 2019). Character and ethics are closely related to multicultural education (Hardiansyah, 2020). The

moral compass and character of the nation are indeed being eroded at this time. The decline of morals and national symbols has facilitated the occurrence of various disasters and disasters in this country (Handarini & Wulandari, 2020). These disasters and calamities are seen at the socio-religious, legal, and political levels. This is where multicultural education can play an essential role in rebuilding the nation's character and morality (Cahyono, 2019). Multicultural education based on character values is increasingly influential in rebuilding the nation's character. Multicultural and character education is integrated into all levels of education, starting from elementary school. Because the human soul remains soft and malleable during primary education. (Kementerian Pendidikan Nasional, 2010) has identified 18 character values that will be instilled in students to develop the nation's character. The 18 character values can be implemented through fun, active learning strategies in all subjects.

Pancasila education is relevant for character education and can also be applied to Social Sciences, which includes various fields of study of social sciences such as history, geography, economics, anthropology, and astronomy (Cahyani et al., 2020). Social Sciences is one of the most boring subjects taught in elementary school. As a result, teachers must implement fun, active strategies, especially learning models (Nurhasanah & Sobandi, 2016). This can increase students' interest in learning and make it more interesting. Many learning models can be applied by teachers in the classroom, one of which is the debate learning model (Fauzan & Rahmah, 2022). Students are guided to learn independently through the debate learning model. According to contemporary education, the teacher's role is only a facilitator. The teacher instructs the students to generate their problems about the subjects being studied. Students exchange ideas by debating one of the debate topics (Achmad & Ida, 2018). This method can encourage students to interact with each other and learn to respect the rights of others, thereby fostering the spirit of democracy in their souls (Faiziyah, 2017). During the learning process, the teacher's role is only limited to moderating debates and mediating between groups of students. This teaching method encourages students to be active and independent (Na'imah & Bawani, 2021).

Based on the analysis described above, researchers are interested in examining the Implementation of democratic character education in elementary schools through social science learning about ethnic and cultural diversity. SDN Poja II Sumenep will be used as a place of research to determine the Implementation of democratic character education through learning Social Sciences and students' understanding of the application of democratic character in everyday life in the school environment.

METHODS

The method used in this research is a qualitative approach with a descriptive qualitative form (Laili, 2022). Researchers will collect data on the application of democratic character education through social science learning using qualitative descriptive methods. This study uses two types of data: primary and secondary. The primary data sources were the fifth-grade teacher and the head of SDN Poja II Sumenep, while the secondary data sources were students at SDN Poja II Sumenep. Qualitative research was conducted in a natural setting, and data collection techniques included participant observation, in-depth interviews, documentation, and questionnaires. At the same time, the primary data collection techniques in this study are interviews and observation. The interview instrument used in an interview guide or interview guide contains discussion points that the informant/interviewee will ask. Researchers use tools in conducting interviews such as tape recorders, cameras, and other materials that assist in conducting interviews.

Table 1. Interview Instrument

Variable	Indicator	Question Number
Democratic character education	Character education in school Application of democratic character to students	1-5 46-10
Social studies learning on ethnic diversity and debate model culture	Application of democratic character through debate model social studies learning	11-15

Observation or field observation is an observation technique that provides excellent opportunities for researchers to find data. In this study, the observations used were unstructured observations. Researchers make observations without using standard instruments but through observation signs. While in the field, researchers can develop their own needs without deviating from the research objectives. The researcher only records what has been observed, including the date and time of the observation, notes the keywords related to the observed event, and will detail the results of the statement after making observations.

Researchers used a questionnaire to determine the level of students' understanding of democratic character education through social studies learning in everyday life in the school environment. Questionnaires

were given to class V students. The questionnaires given consisted of 15 items of character questions, with details of 5 items for respecting the rights of others, 5 items for fulfilling obligations, and 5 items for equating the rights and obligations of others with oneself. This questionnaire is in the form of statement items with alternative multiple-choice answers. Each statement has four answer choices: always, often, sometimes, and never. For qualitative descriptive analysis using the percentage formula, the answers were given 4 = always, 3 = often, 2 = sometimes, and 1 for the answer never. The percentage formula used in this study is $A/B \times 100$ (Van Haute et al., 2020), where description A = number of respondents who chose, B = total number of respondents. To conclude the results of the analysis of the percentage data, the researcher used the assessment criteria that had been prepared by determining the highest percentage, namely 100% and the lowest 0%. Then divide the highest percentage into four criteria, namely very good (81%-100%), good (61%-80%), quite good (41%-60%), less good (21%-40%), and not good (0%-20%). An examination technique is needed to determine the validity of the data (Anwar, 2021). The data checking technique is based on specific criteria, namely credibility, transferability, dependability, and confirmability. In this study, triangulation was used to check the validity of the data used. Researchers collected data by conducting active participatory observations that allowed researchers to be fully involved in learning activities and give questionnaires to students before and after learning. Researchers provide a detailed, clear, systematic, and reliable description of the research findings.

RESULT AND DISCUSSION

Every human being needs character education to build a harmonious life (Birhan et al., 2021). In simple terms, character education can be interpreted as positive things that teachers do and affect the students' character they teach (Kistoro, 2021). Referring to the importance of character education, SDN Poja II Sumenep, an educational institution, has implemented character education for a long time. As stated by the Head of SDN Poja II Sumeenep, as follows:

This school has implemented character education since participating in the 2015 UKS competition.

The same thing was also expressed by Mr. Waji, a fifth-grade teacher at SDN Poja II Sumenep:

Before introducing character education in this school, it was implemented, known as habituation.

Students line up before entering class, shaking hands and greeting the teacher.

Based on the explanations from the teachers and principals, it is known that SDN Poja II Sumenep had conducted character education even before the character-based curriculum was introduced. Character education is also done conditionally at certain times and every time. Character education is applied at school and home because parents have full rights to implement character education in children. As stated by the principal:

"If there is a problem regarding the child that cannot be resolved, the school will invite the parents of the students to talk to us; For example, a child is consistently not ready to study, does not do homework, does not do schoolwork, then the teacher will coordinate with the principal if there is a problem. If the teacher and principal have spoken to each other, we will call the parents. We invite parents to talk, about children's behavior at home, then about parent involvement to teach students how far we can go to find the cause. However, it is the teacher's right; it belongs to the teacher because the teacher is close to them, who knows his daily life. We observe closely monitor what the teacher is doing in class. If we have to monitor student life, we cannot. However, we can see the result from the data in the class."

The same thing was also expressed by Mr. Waji:

"That character education is the role of the teacher, and students already have initial character, and the teacher's job is only to lead, telling what can and cannot be done. Usually, we have to tell in advance that the application of characters is inside the class; it can also be done outside the class."

From the opinion that has been stated above, it can be concluded that the teacher plays an essential role in the implementation of character education. Teachers meet more often and carry out activities with students, while the principal is only monitoring. The implementation of good character education in elementary schools results from harmonious coordination between school principals, teachers, and education staff, which is applied to the curriculum through self-development programs, school culture, and integration in subjects (Kholifah et al., 2020). Teachers and schools need to integrate the values developed in character education into the existing curriculum, syllabus, and lesson plans (RPP). The preparation of learning devices that are a reference for the implementation of learning in the classroom also affects the implementation of character education in the subjects to be taught. As the opinion expressed by the principal as follows:

"Indirect learning tools we do not provide references for character learning; we only monitor from the tools provided by the teacher; if there is something that has not been listed or there are deficiencies, we will convey it to the teacher. From the Learning Implementation Plan and Syllabus, we can only

know what our teachers are carrying out learning steps. does not mean that in making the device it is free; in the curriculum, there are steps we give that trust to the teacher”

Mr. Waji expressed the same:

“Character education is included in learning tools in a learning model syntax written in red for immediate application when learning begins.”

From the two opinions above, it can be concluded that the integration of character education into subjects cannot be separated from learning tools by the character-based curriculum and are a reference for implementing learning. With the content of the character-based curriculum applied in learning, the character in students will be well embedded. Later, it will positively impact self-life, the community, and the country. Thus it can be concluded that the development of character values through subject matter can be done by inserting it into the available subject matter. The teacher does not need to develop the material to include the desired character values. The teacher only adjusts the character values that he wants to implement with the students' material. One thing that must be remembered is that a learning activity can develop abilities in the cognitive, affective, and psychomotor domains. However, specific character values require efforts to condition learning activities to be integrated into the subject matter. Such a democratic character can be integrated with social studies subjects for class V, the material on ethnic and cultural diversity. It is strengthened by Pak Waji's statement as follows:

“In social studies learning material on ethnic diversity, the democratic character can be applied. The notion of democracy cannot be subpoenaed with its own opinion; everything must not be of its own volition and must be discussed together; this is included in this learning material. Of course, you must also pay attention to the learning model—the use of learning models that affect the implementation of character education. I used the debate learning model to cultivate a democratic character in the past because students can share and appreciate their friends more.”

In integrating democratic character values through social studies subjects, the material for ethnic and cultural diversity cannot be separated from the learning process carried out by the teacher because basically, character education is a positive thing that is done by the teacher, which affects the character of the students he teaches (Dieker et al., 2017). In the learning process, the teacher can design and develop the learning flow according to the teacher's will but still refers to the curriculum and the Competency Standards (SK) and Basic Competencies (KD) that were developed. In its development, teachers can use learning models that function to implement democratic character education. So that students can quickly implement the characteristics that have been obtained through learning in everyday life. It can be concluded that the teachers at SDN Poja II Sumenep use many learning models in carrying out the learning process. Learning models are adapted to the material being taught so that students can well receive the learning process carried out. The debate learning model has been used by Mr. Waji as a fifth-grade teacher and is considered to foster democratic character in students.

Thus, from interviews with two sources, Mrs. Wiwit head of SDN Poja II Sumenep and Mr. Waji as Class V teacher at SDN Poja II Sumenep. It is said that the implementation of democratic character education can be done through social studies learning material on ethnic and cultural diversity using the debate learning model for fifth-grade students has been carried out very well. This is supported by the percentage of results given to researchers through teacher learning activities.

Researchers used the results of the observations support for the results of the interviews. The thing that is observed in this study is the teacher's activity. Observations of teacher activities were conducted to determine the teacher's ability to implement democratic character education through social studies learning material on ethnic and cultural diversity using a debate model for class V students. The teacher's activities were observed when implementing democratic character learning by the learning implementation plan.

Table 2. Observation of Teacher's Teaching Activities Using Social Studies Learning Containing Democratic Character Through Ethnic Diversity Materials Using Debate Models for Class V Students

Observed aspects	Indicator	Assessment criteria				
		5	4	3	2	1
Initial activity	Review of learning by involving democratic character	5				
	Provide motivation by instilling democratic character in students	5				
	Appreciation involving democratic character	5				
	Explain the learning objectives related to democratic character	5				
Core activities	Presenting material on ethnic and cultural diversity related to democratic character by asking students to share their opinions about the material being studied	5				
	Directing students to form heterogeneous and democratic debate	5				

	groups	
	Provide discussion group worksheets on the subject of ethnic and cultural diversity involving democratic character	5
	Communicating the rules of debate that is democratic and can respect the opinion of friends	5
	Prepare groups to conduct debates democratically	5
	Ask representatives of pro groups to read out material that will be debated democratically	4
	Ask the contra group to give their opinion on the material that is read in a democratic way	4
	Provide opportunities for pro groups to respond democratically to the opinions of contra groups	4
	Become a moderator of the debate and conclude the results of the debate democratically and not in favor of one group	4
End activities	Give rewards to the best teams and the most active individuals in a democratic manner	5
	Helping students conduct performance evaluations that involve democratic character	5
	Closing the lesson	5
Total Score		77

Based on observations, it is known that the total score obtained from observer Pak Waji is 77. This value is generated from the assessment of each indicator attached in Table 2 with the assessment criteria: 1 if do not carry out activities according to indicators, 2 if do little activities according to indicators, worth 3 if doing some activities according to indicators, worth 4 if actively carrying out activities according to indicators, worth 5 if very active in carrying out activities according to indicators assessed. The number of indicators assessed is 16, then they are added up; the percentage of results is formulated from teacher activity indicators while calculating the percentage result is $A/B \times 100 = 77/80 \times 100 = 96\%$.

Based on the percentage results, it is known that the observation of teacher teaching activities in the implementation of democratic character education through social studies learning material on ethnic and cultural diversity is 96.3%. In the rubric of teacher and student activity assessment, it is known that the level of achievement between 81%-100% is classified as very good product criteria. Based on the rubric for assessing teacher and student activities, the percentage of 96.3% indicates that the implementation of democratic character education through social studies learning material on ethnic and cultural diversity using the debate model is said to be very good. The teacher can apply all stages of learning by the learning syntax that contains the character.

Understanding is the ability to capture meanings, such as being able to express a material presented in another form, being able to provide interpretation, and being able to classify it (Ismail et al., 2020). Students' understanding of implementing democratic character in everyday life in the school environment can be measured by giving a democratic character questionnaire. Questionnaires were given before the implementation of character education and after the implementation. Questionnaires were given to fifth-grade students as respondents.

Table 3. Observing Student Learning Activities Using Social Studies Learning Containing Democratic Character Through Ethnic Diversity Materials Using Debate Models

Observed aspects	Indicator	Observer 2 Assessment criteria					Observer 1 Assessment criteria				
		5	4	3	2	1	5	4	3	2	1
Attention	Democratic learning by inviting friends to be in class before the lesson begins	5					5				
	Pay close attention to the teacher's explanation of ethnic and cultural diversity provided with democratic character education.	5						4			
	Responding to opinions from friends democratically. Learn to be democratic by not being crowded and playing with friends and giving opinions	5					5				
	Learn to be democratic in responding to teacher	5	4				5				

Activity	feedback		
	Provide opinions proactively and democratically in receiving the subject matter given	5	4
	Democratically and proactively prepare notes for reading	4	5
Core activities	Democratic learning directs colleagues to pay attention to the teacher's explanation	5	5
	Proactively record subject matter democratically	5	5
	Cooperative in working on questions about ethnic and cultural diversity involving democratic character	5	5
	Cooperative and democratic in carrying out debates	4	5
	Able to guide colleagues in debates about ethnic and cultural diversity by involving democratic characters	5	5
	Able to express opinions and accept opinions democratically from members of the debate group	5	4
	Able to resolve debates and draw conclusions together democratically	5	4
	Total score	67	66

In the observation, the researcher who acts as an observer I is the researcher with a score of 66, so the result of the percentage calculation is $A/B \times 100 = 66/70 \times 100 = 94\%$. Observer II is a fifth-grade teacher with a score of 67, so the result of the percentage calculation is $A/B \times 100 = 67/70 \times 100 = 95.7\%$. Researchers act as observers to observe student behavior during the learning process. From the results of the two observations, students are included in the percentage criteria of 81%-100% and are included in the very good product criteria. Students' understanding of implementing democratic character in everyday life in the school environment can be measured by giving a democratic character questionnaire. Understanding means the ability to capture meanings such as being able to express a material presented in another form, being able to provide interpretation, and being able to classify it. Questionnaires were given before the implementation of character education and after the implementation. Questionnaires were given to fifth-grade students as respondents.

The questionnaire results before being given the implementation of social studies for democratic character education on ethnic and cultural diversity using the debate model got a total score of 1733. Then to determine the number of all criteria in the questionnaire, the criteria formula was used, namely the maximum score \times number of questions \times number of students, then $4 \times 15 \times 44 = 2640$. Then determine the percentage of the questionnaire, namely $A/B \times 100 = 1733/2640 \times 100 = 67.2\%$. Each question is assessed according to the following criteria: 4 = always, if always do according to the statement, 3 = often, if often do according to the statement, 2 = sometimes if sometimes do and often do not do, 1 = never if never do. In the rubric of percentage assessment, it is known that the level of achievement between 61% -80% is classified as good product criteria. Based on the percentage assessment rubric, the percentage result of 67.2% shows that the initial democratic character possessed by fifth-graders before being given the implementation of democratic character education through social studies learning material on ethnic and cultural diversity was declared good.

The researcher will present the questionnaire results for fifth-grade students after implementing democratic character education through social studies learning material on ethnic and cultural diversity using the debate model, obtaining a total score of 2160. Then to determine the number of all criteria in the questionnaire, the criteria formula was used, namely the maximum score \times number of questions \times number of students, then $4 \times 15 \times 44 = 2640$. Then determine the percentage of the questionnaire, namely $A/B \times 100 = 2160/2640 \times 100 = 81\%$. Each question is assessed according to the following criteria: 4 = always, if always do according to the statement, 3 = often, if often do according to the statement, 2 = sometimes if sometimes do and often do not do, 1 = never if never do. Based on the percentage results, it is known that the questionnaire results after being given the implementation of democratic character education through social studies learning material on ethnic and cultural diversity using a debate model for fifth-grade students are 81%. The percentage assessment rubric shows that the level of achievement between 81%-100% is classified as very good product criteria. The percentage result increased by 13.8%, and the democratic character possessed by students after receiving learning was stated to be very good. Evidenced by the participation of students in discussion forums the election of class leaders, and students can choose groups democratically without discriminating. The witness that students' understanding can implement very well is supported by the percentage results given by the observer to the researcher through student learning activities.

The exposure to the data above consists of interviews, student observations, and questionnaires. It can be proven that the level of understanding of students in implementing democratic character in everyday life in the school environment according to the percentage assessment criteria is stated to be very good. Through the habits in elementary schools, students can develop their initial character (Bafadal et al., 2020). Habituation is done in the form of shaking hands when meeting with the teacher, arriving on time, wearing neat clothes, throwing trash in its place, solidarity between friends, and being democratic (Ruslan, 2020). Not only through habituation, but character education is also implemented into subjects. So that the character education provided is more targeted, if every subject given contains characters in it, then students are unconsciously given character learning (Sirait, 2016). At an early age, the child's soul is still flexible, so it is easy for character formation, which is in charge of shaping students' character are parents and teachers.

CONCLUSION

This study concludes that the implementation of democratic character education through social studies learning material on ethnic and cultural diversity in elementary schools is categorized as very good according to the character learning syntax. Students' level of understanding in implementing democratic character in everyday life is categorized as very good. This is because students have carried out all activities by predetermined indicators.

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