Implementation of Character Education Values Through Drawing Learning in Arts and Culture Subjects at Sekolah Menengah Pertama (SMP) Negeri 3 Padang Panjang

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Abstract
The implementation of character education values through drawing in the Arts and Culture subject at SMP Negeri 3 Padang Panjang involves the process of instilling moral and ethical principles depicted in the image of the Garuda bird. This approach aims to enable students to apply these values in their daily lives. The research involves students, subject teachers, and instructors responsible for general subjects such as Religion, Pancasila, and Citizenship (KWN). The primary objective is to instill character education values by teaching students to draw the Garuda bird, the symbol of Indonesia, and to emphasize the character values embedded in it within the Cultural Arts curriculum for Secondary School students. The research employs a mixed-methods approach, combining qualitative and quantitative methods. Data collection methods include observation, interviews, documentation, and questionnaires. The research findings indicate that utilizing drawing activities, specifically focusing on the Garuda bird, effectively instills character education values in students. This is achieved through incorporating drawing lessons into the Arts and Culture curriculum. The character education values derived from the Garuda bird drawing material include religiousness, honesty, responsibility, discipline, creativity, social concern, environmental awareness, tolerance, strong work ethic, independence, democratic principles, nationalism, love for the motherland, friendliness/communicativeness, and a passionate sense of nationality.

Keywords: Character Values, Drawing, Arts and Culture.

INTRODUCTION

Education is a key factor in shaping the character of the Indonesian nation [1]. Through education, it is hoped that we will be able to produce a generation of quality individuals who can contribute positively to the life of the nation and state [2], [3]. The educational process in Indonesia aims not only to increase knowledge but also to realize the potential and cultivate students so they can build better character as citizens. Ahmad and Hussaini [4], suggests that character comes from the Greek word meaning "to mark" and focuses on applying good values in real actions or daily behavior. Therefore, someone who behaves dishonestly, fraudulently, cruelly, and greedily is said to have bad character, while someone who behaves well, is honest, and likes to help is said to have good/noble character. Character education emphasizes example, creating an environment, and habituation through providing scientific assignments and conducive activities [5]. What students see, hear, feel, and do can shape their character. Besides making example and habituation the main educational methods, creating a climate and culture, as well as a conducive environment, is very important in shaping the character of students [4], [6]. Creating a conducive environment can be achieved through various methods such as assignments, familiarization, training, learning, direction, and example. These methods significantly influence the formation of students' character.

Currently, character education is a concern for many groups, including educators, academics, bureaucrats, legislative members, figures, and the wider community. This concern arises from the emergence of phenomena that worry about the future of the Indonesian nation [7]. Such phenomena include the fading of noble character among students, a lack of sense of responsibility, discipline, and respect for older people. One obstacle in implementing the cultivation of moral values is the inconsistency between what teachers do at school and what parents do at home and in the surrounding environment [8].

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The current condition of education in Indonesia still faces several problems, such as incidents regarding students’ behavior, including students daring to oppose teachers, paying little attention to school rules, cheating on exams, fighting between students, and a lack of responsibility for assigned tasks [9]. Education, as a conscious endeavor, requires a formulated goal, because without a goal, the implementation of education will lose direction [10]. As observed in the field, students still show a lack of discipline when entering class in the morning and after break time, with many students arriving late. Some admit that they are often late to class in the morning because they woke up late and late after recess because of the short break time, which causes them to queue to buy food. Students also often procrastinate and are late in completing assignments given directly by teachers at school and as homework.

Arts and Culture is one of the subjects studied by students to develop a sense of sensitivity in their souls. Learning to draw is an important part of this subject, especially drawing the Garuda bird as part of the Cultural Arts curriculum [11]. The image of the Garuda bird, as the national symbol, embodies the Pancasila philosophy, which serves as the foundation of the state and contains character values represented by various parts of the eagle's body, such as the head, wings, body, legs, and shield. The process of learning to draw the Garuda is taught in great detail to students, so that they can develop an understanding of educational values that influence their behavior in an era of rapid digitalization. Students are not only taught to create good drawings but also to understand the philosophical and character values represented by the parts of the eagle's body. The Pancasila philosophy, which is recited on national holidays or during weekly flag ceremonies at school, is not merely ceremonial but is meant to be understood and applied by students to shape their character.

METHOD

This research seeks to investigate and describe the implementation of Character Education and Arts and Culture Learning at SMP Negeri 3 Padang Panjang, with a focus on "drawing the Garuda bird, which is the symbol of Indonesia, as an effort to instill the values of character education contained therein." For this research, a Mixed Methods approach will be used. This approach is chosen because the researcher aims to examine social phenomena at SMP Negeri 3 Padang Panjang related to character education in learning Arts and Culture. In Mixed Methods research, both quantitative and qualitative data are collected simultaneously and sequentially over a relatively short period. Quantitative data will be collected using questionnaires, which involve providing participants with questions to assess their understanding of Character Education values. The questionnaires will use a Likert scale with the following options: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree [12]. Qualitative data will be gathered through interviews and observations to gain deeper insights into the implementation of character education in the Arts and Culture curriculum. These data collection techniques will be combined to provide a comprehensive analysis of the research topic.

As for the questionnaire, it is based on Character Education Values. Furthermore, interview and observation guidelines can be seen in Table 1, and Table 2.

Table 1. Assessing Character Education Values

<table>
<thead>
<tr>
<th>No.</th>
<th>Character Education Value</th>
<th>Statement</th>
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<tbody>
<tr>
<td>1.</td>
<td>Religious</td>
<td>I understand the importance of being religious and practice it in my daily life.</td>
</tr>
<tr>
<td>2.</td>
<td>Honest</td>
<td>I always strive to be honest in all my actions.</td>
</tr>
<tr>
<td>3.</td>
<td>Tolerance</td>
<td>I show tolerance towards others, regardless of differences.</td>
</tr>
<tr>
<td>4.</td>
<td>Not quite enough answer</td>
<td>I try my best to provide accurate and complete answers in my schoolwork.</td>
</tr>
<tr>
<td>5.</td>
<td>Discipline</td>
<td>I follow the school rules and maintain discipline.</td>
</tr>
<tr>
<td>6.</td>
<td>Creative</td>
<td>I enjoy being creative in my school projects.</td>
</tr>
<tr>
<td>7.</td>
<td>Social Care</td>
<td>I care about the well-being of my classmates.</td>
</tr>
<tr>
<td>8.</td>
<td>Environmental Care</td>
<td>I take actions to protect the environment.</td>
</tr>
<tr>
<td>9.</td>
<td>Hard Work</td>
<td>I work hard to achieve my goals.</td>
</tr>
<tr>
<td>10.</td>
<td>Independent</td>
<td>I am capable of working independently.</td>
</tr>
<tr>
<td>11.</td>
<td>Democratic</td>
<td>I value democratic principles and practice them.</td>
</tr>
<tr>
<td>12.</td>
<td>Nationalism</td>
<td>I feel a strong sense of nationalism.</td>
</tr>
</tbody>
</table>
RESULT AND DISCUSSION

The learning process involves interactive activities between teachers and students, with reciprocal communication that takes place in educational situations to achieve learning goals [13], [14], [15]. In the learning process, teachers and students are two inseparable components. There must be mutually supportive interaction between these two components to achieve optimal student learning outcomes. The learning process in schools consists of stages such as: 1) opening lesson, 2) core activities, and 3) closing. Garuda Pancasila can be said to be an icon of Indonesia. The use of the Garuda bird, known as the Javanese eagle, became the mascot of Indonesia's endangered species in 1993, which is native to areas in Indonesia. The depiction of the Garuda bird in Garuda Pancasila has specifications, such as 17 wing feathers and 8 tail feathers. These numbers indicate Indonesia's independence-day, August 17, or the 8th month. The determination of the number of Garuda feathers can be found in the attachment to Government Regulation No. 66 of 1951, Article 3. This color indicates the desires of the Indonesian state or Indonesia's vision and mission: to become a country that is wise, noble, and respected by other countries. This statement can be found in the Explanation of Government Regulation No. 66 of 1951 concerning state symbols [16].

During the learning process, students follow a tutorial on how to create an image of the Garuda bird displayed on the front of the Infocus screen by following steps such as: first, start by drawing the head, neck, wings, body, tail, and finally the legs to make it easier for students to draw. After the drawing process is complete, the researcher directs students to the next step, which is writing down the meaning and values contained in the picture of the Garuda bird. The results of the study on implementing the character education values contained in learning to draw Garuda birds in class IX can be concluded that the process of learning to draw Garuda birds aims to instill the character education values found in Garuda birds so that students can understand the meaning of character education. During the learning process, students are given an explanation first, such as what a Garuda bird is, what a Garuda bird looks like, and what the use of a Garuda bird is. Students are shown directly via the Infocus screen how to make a picture of a Garuda bird. After explaining it first, students carry out drawing activities and write down the meaning of the symbol of the Garuda bird.

Data obtained indicates that character education values can be implemented effectively, and students already understand the meaning of character education values found in Garuda birds. To obtain the percentage values, a Likert scale questionnaire was administered to the students, where they rated each statement on a scale from Strongly Disagree to Strongly Agree. The responses were then tallied, and the percentage of students who selected "Agree" or "Strongly Agree" for each statement was calculated. These percentages indicate the proportion of students who positively endorsed each character education value.

Table 3. Questionnaire Answer Results

<table>
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<th>No.</th>
<th>Character Education Value</th>
<th>Statement</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Religious</td>
<td>I understand the importance of being religious and practice it in my daily life.</td>
<td>57.14%</td>
</tr>
</tbody>
</table>
A commendable 95.23% of students work hard to achieve their goals, although only 52.38% feel capable of working independently. Democratic principles are valued and practiced by 57.14% of students, while 47.61% feel a strong sense of nationalism. Love for the homeland is robust, with 90.47% of students showing it through their actions. Communication skills and friendliness are evident in 57.14% of students. Lastly, 66.66% of students exhibit a strong spirit of nationalism, underscoring their patriotic fervor. These results suggest that character education at SMP Negeri 3 Padang Panjang is effectively instilling key values in students, particularly in areas of tolerance, discipline, social care, environmental care, hard work, and love for the homeland. However, there is room for improvement in fostering a sense of independence and nationalism among students.

Apart from that, the results of observations conducted at SMP Negeri 3 Padang Panjang, it is evident that the school effectively integrates character education into its curriculum. The classroom environment fosters a positive atmosphere where interactions between students and teachers are respectful and supportive. Teachers employ diverse teaching methods, including demonstrations and interactive activities, to impart character education values such as honesty, tolerance, and environmental care [17]. Students demonstrate high engagement and active participation in activities related to character education, particularly during lessons involving drawing the Garuda bird, where they showed attentiveness and enthusiasm in understanding its symbolism and associated values [18]. Throughout the observation, instances were noted where students exhibited character traits like helping peers and showing respect, illustrating their commitment to practicing these values in daily school life. These observations collectively affirm that SMP Negeri 3 Padang Panjang is successful in nurturing students' understanding and application of character education values as outlined by the Ministry of National Education.

Based on the table above, it can be concluded that students understand character and education values and apply them in their everyday lives. Data obtained from the study results, through an interview with one student initial named DN, a class IX student and Chair of the Student Council at SMP Negeri 3 Padang Panjang, indicates that he views the Garuda bird as symbolizing the Indonesian state itself, embodying the five principles of Pancasila that he has memorized since elementary school. Understanding the meaning of the
Garuda bird serves as a guide for him in fulfilling his duties as the Student Council Chair, including collaboration, decision-making, expressing opinions, and behaving honestly and fairly.

Based on the data obtained, Erwenta et al. [19], emphasized the importance of using the demonstration method before starting practical tasks in the learning process. This method involves the teacher demonstrating examples of the work that students will later create. Demonstrations increase teacher-student interaction, helping students understand the steps of the practical tasks [20]. The author implemented this approach in the process of drawing the eagle by initially demonstrating how to create the bird image and explaining its meaning using PowerPoint media.

CONCLUSION

Based on the implementation of character education values through drawing lessons in the Art and Culture curriculum, SMP Negeri 3 Padang Panjang follows a structured approach. The learning process begins with an opening phase, proceeds to core activities where the lesson on drawing the Garuda bird is explained in detail, and concludes with a closing phase. During the core activities, students are taught about the significance of the Garuda bird, including its representation of the Pancasila principles and the values embodied in each part such as the shield, body, head, tail, wings, and ribbons on the legs. Throughout the lesson, teachers employ PowerPoint presentations to visually demonstrate the steps of drawing the Garuda bird, facilitating students' understanding of both its artistic creation and its symbolic meanings. Students then actively participate in drawing the Garuda bird themselves, integrating the learned character education values into their artwork. Each component of the bird symbolizes different character traits, fostering a holistic approach to character education.

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