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## The Development of Pancasila and Civic Education Learning Integrated into Character Education in Junior High School Students in Sukoharjo Regency

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**Abstract:** This research aims to describe 1) the reason underlying the development of Pancasila (basic ideology) and Civic Education Learning Integrated into Character Education in Junior High School (Indonesian: *Sekolah Menengah Pertama* or SMP) Students in Sukoharjo Regency, and 2) the procedure for the development of the Pancasila and Civic Education Learning Model Integrated into Character Education for SMP students in Sukoharjo. This research employed a case study approach; the data sources were the 7<sup>th</sup> graders of the SMP and Pancasila and Civic Education teachers; the type of data was the development of Pancasila and Civic Education and Character Education learning. The methods for collecting data used were observation, interview, and documentation. Data analysis was carried out using an interactive analysis technique encompassing three steps: data reduction, display, and verification. Considering the result of field observation conducted on July 12-August 12, 2021, it can be seen that Pancasila and Civic Education learning was conducted conventionally as characterized with teacher-oriented learning dominated by lecturing method, less varying learning methods and media, textual learning, less capability of developing teaching material, monotonous teaching style, less understandable language, passive students, less vigorous and bored students, non-focused students, students' low absorbability, and evaluation measuring knowledge aspect only. The result of the interview conducted on September 2-7, 2021 informs that teachers understand poorly how to integrate Pancasila and Civic Education learning into Character Education, teachers understand poorly how to develop Pancasila and Civic Education learning model, students want interesting and joyful learning, students want to express their opinion freely in the learning, and students want varying teaching styles and teacher's voice. In conclusion, 1) Pancasila and Civic Education should be developed to produce a more quality Pancasila and Civic Education learning, and 2) Pancasila and Civic Education learning is developed using the Isomokaku learning model.

**Keywords:** Pancasila, civic education, character education, junior high school.

### 苏科哈尔约县初中生的潘查西拉和公民教育学习融入品格教育的发展

**摘要:** 本研究旨在描述 1) 在苏科哈尔约摄政的初中 (印度尼西亚语: 初中或 (脱模剂) 学生将 潘恰西拉 (基本意识形态) 和公民教育学习纳入品格教育发展的原因, 以及 2) 为苏科哈乔的脱模剂学生开发整合到品格教育中的 潘恰西拉 和公民教育学习模式。本研究采用案例研究方法; 数据来源是脱模剂和 潘恰西拉 和公民教育教师的 7 年级学生; 数据类型是潘恰西拉 和公民教育和品格教育学习的发展。收集数据的方法是观察、访谈和记录。使用交互式分析技术进行数据分析, 包括三个步骤: 数据缩减、显示和验证。结合 2021 年 7 月 12 日至 8 月 12 日进行的实地观察结果可以看出, 潘恰西拉 和公民教育学习的传统方式是以讲授法为主的教师导向学习, 较少变化的学习方法和媒体, 文本学习, 教材开发能力差, 教学风格单调, 语言不通通俗易懂, 学生被动, 缺乏活力和无聊的学生, 不专注的学生, 学生吸收能力低,

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只评价测量知识方面。2021年9月2-7日进行的访谈结果表明，教师对如何将潘恰西拉和公民教育学习融入品格教育知之甚少，教师对如何发展潘恰西拉和公民教育学习模式了解甚少，学生想要有趣和快乐的学习，学生希望在学习中自由表达自己的意见，学生希望有不同的教学风格和教师的声。总之，1) 应开发潘恰西拉和公民教育以产生更高质量的潘恰西拉和公民教育学习，以及2) 潘恰西拉和公民教育学习是使用矾子阁学习模型开发的。

**关键词:** 潘恰西拉，公民教育，品格教育，初中。

## 1. Introduction

According to the Curriculum of PPKn in 2013, Pancasila and Civic Education (PPKn) learning is integrated into Character Education. The learning should be conducted attractively, joyfully, and in a challenging way. The learning uses the varying method and emphasizes on attitude aspect without neglecting the other two aspects. This description of PPKn learning reflects the expectations of teachers, students, and parents and should be consistent with the normative provision specified.

In fact, the PPKn learning is conducted conventionally and thereby overrides the components of PPKn learning expected. As a result, students become less vigorous, passive, bored quickly, not focused, and lazy in posing questions. Thus, the students have low absorbability as characterized by most students' learning outcomes below the Minimum Mastery Criteria (MMC) (Indonesian: *Kriteria Ketuntasan Minimum* or KKM). In addition, the PPKn learning is less capable of changing the students' character values, including religious, social, discipline, cooperation, care, independence, love to the homeland, and other character values.

If this fact is left as a result, the PPKn learning will fail to create the students' character, and its learning outcome will be lower and not as expected. Otherwise, if reform is made to the PPKn learning through developing a PPKn learning model, it will be higher in quality.

This research focuses on the implementation of the PPKn learning conducted currently, and a PPKn learning model integrated into character education should be developed, and so should be the strategies and procedures to develop a PPKn learning model integrated into character education through developing an integrated social interaction learning with modified behavior to the 7<sup>th</sup> graders of Junior High Schools (SMPs) in Sukoharjo Regency.

The problems of research are formulated as follows: 1) why should a PPKn learning model integrated into character education be developed for the 7<sup>th</sup> graders of SMPs in Sukoharjo Regency? and 2) what are the procedures for developing a PPKn learning model through an integrated social interaction learning model

with modified behavior (Isomokaku) to the 7<sup>th</sup> graders of Junior High Schools (SMPs) in Sukoharjo Regency?

Considering these two research problems, the objectives of the research are 1) to describe the need for the development of a model of PPKn learning integrated into character education to the 7<sup>th</sup> graders of SMPs in Sukoharjo Regency, and 2) to describe the procedures of developing a model of PPKn learning integrated into character education through an integrated social interaction learning model with modified behavior (Isomokaku) to the 7<sup>th</sup> graders of Junior High Schools (SMPs) in Sukoharjo Regency.

## 2. Theoretical Study

The globalization era, as characterized by sophisticated and modern communication and information media, in the 21<sup>st</sup> century needs some reform in all aspects of human life [1]. According to [2], the scope of human life in the context of national life includes political, economic, social-cultural, defense, and security fields. The socio-cultural scope is very broad, including, among others, national education. National education has a very important objective to the government [3]. National education helps create a high-quality generation, i.e., a creative, innovative, and independent generation with a high mentality and noble character, with Pancasila personality and character. Under Article 3 of the Law Number 20 of 2003 regarding the National Education System, the objective of national education is to develop the students' potency to be human beings who are pious to God the Only One, have the competency, are creative, independent, and healthy, have a noble character and become democratic and responsible citizens. According to [4], this objective is simplified into a more specific one – to create a creative, self-reliant, responsible generation, believing in God. Based on the mandate of national education's objective as governed in Law Number 20 of 2003, the functions of national education, in detail, are as follows: to create the next generation, to be the parameter to measure the concern with the nation's generation, to be a value and science transforming media, and to create the nation's character [5].

Achieving the objective and the function of national education is the responsibility of the three pillars of education [6], including informal education (education in the family environment), formal education (education in a school environment), and non-formal education (education in the environment). The objective and function of national education are achieved through the school by implementing the integrated PPKn learning. In line with the curriculum of 2013, the PPKn learning is substantially integrated into character education. To accomplish such PPKn learning, materials, media, teaching and evaluation methods should be chosen. For that reason, a revolution should be made to the PPKn learning to be synergized with the recent development.

Learning has been performed for 300 years, and in this era, a revolution of the learning process is desirable to adopt the more advanced, modern, and sophisticated science and technology development [18]. Therefore, recent models, methods, approaches, and strategies are very desirable in the learning process in the class.

According to [19], there are four important rules in 21<sup>st</sup> century's learning. They are (1) student-centered instruction, (2) collaborative education, (3) context of learning, and (4) school integration into the community.

The world has changed, as characterized by the change of sophisticated and modern information and communication media [20]. However, the education realm, particularly learning, indicates a less significant change. Therefore, a learning revolution should be made to enable the teacher to think forward to understand that the learning process should be built on the agent of development and the agent of change. Many changes should be made, including the change of class governance by teachers, recent learning models, methods, and strategies.

There are three primary instructional innovations in the Teaching Revolution – RTI in the 21<sup>st</sup> century, including (1) utilizing cellular technology-, web- and social media-based teaching; (2) RTI useful to all students and all schools in the attempt of improving them; and (3) project-based learning focusing on answering questions in the real world [21]. The symbiosis of RTI, technology and teaching will have a varying impact, immediately reforming the teaching process dramatically.

In line with practitioners' views, developing the PPKn learning integrated into character education is desirable to the 7<sup>th</sup> graders of SMP.

Character education is understood as an effort to instill human values attached to him and become habituated in behavior [7]. Furthermore, [8] explains that educators' character education is a deliberate and planned attempt to help develop and create the students' character optimally from all life dimensions in school and *madrasah* (a college for Islamic instruction). Character education needs development;

therefore, public participation is required to create children's character [22]. Character development can be accomplished through both learning and extracurricular activities. Character Education, according to [9], not only teaches the students what is true and what is wrong but also inculcates good habits into them so that the students can understand, feel, and do it. Thus, character education has the same mission as moral education does. Character education teaches the essence of the character in three domains: creation, feeling, and will.

Meanwhile, character education is a process of internalizing culture into an individual and a community, thereby making the people and the community civilized. Character education is a national movement to create schools that build ethical, responsible, and caring youths through good role models and character teaching through emphasizing our approved universal values. The school should successfully create students with noble character values through character education, like respecting and caring about others, being responsible and disciplined, and having integrity. On the other hand, character education should also keep the students far away from disgraceful and prohibited behavior.

Character education is the process of creating personality, mentality, and psychology and a balanced relationship with physical structure in the context to anticipate external adverse effects. Creasy defines character education as an attempt to encourage the students to grow and develop with competency and hold tightly on the moral principles in their life and do the truth bravely, including metaphysical, ethical, logical, and empirical truths and being responsible despite many challenges. As stated in [10], character education is an intentional attempt to help an individual understand, maintain, and behave according to noble character values. Character education cannot be left without smart efforts by those responsible for education. Without smart efforts, character education will not produce smart humans who use their intelligence to have a good attitude and behavior (noble character).

According to [11], the objectives of Character Education are: 1) to develop inner/conscience/affective potency of students as humans and citizens who have national cultural and character values, 2) to develop good habits and behavior among the students, in line with the universal values and the nation's religious, cultural tradition, 3) to inculcate leadership and responsible spirits into the students as the nation's next generation, 4) to develop the students' ability to be independent, creative, and nationality insight and 5) to develop school life environment as a safe, honest, creative, and friendly learning environment with high nationalism and full power.

Character education is urgent among children and adolescents. At least three urgencies should be

fulfilled: 1) to build human resources as national development, 2) to achieve gold generation in 2045, and 3) degraded morality, character, and ethical condition [11]. As suggested in [12], character education is important for some reasons. Firstly, it is intended to implement the Nawacita (nine hopes, wishes, and dreams for the welfare of Indonesian people) as mentioned in the Nawacita agenda number 8 (eight), in which the revolution of the nation's character should be reinforced importantly. It can be accomplished through, among others, inculcating good character and good manners into students. Secondly, it is a form of compliance with Article 3 of Law No.20 of 2003 stating that national education functions to develop the ability and to create the character and civilization of a prestigious nation, and the students' potency to be faithful and pious, healthy, competent, creative, independent human beings who have noble character and become democratic and responsible citizens. Thirdly, it is intended to fulfill Trisakti (standing for ambition, independence, strength, reliability, determination and professionalism) attempting to create a generation with cultural personality. Moreover, fourthly, this reinforcement of character education is conducted based on the President's specific direction delivered to the Minister of Education and Culture to reinforce and prepare the gold generation of 2045 with bright regeneration for advanced Indonesia. Some big challenges faced in implementing character education in the globalization era. The first one is the difficulty in dealing with students with less optimum spiritual and emotional development, intellectual development, affective and creativity development, and physical and kinesthetic development. Thus, educators should transform character education patiently and be good role models. The second is that the challenge faced by the government is related to large numbers of educational institutions, students, and teachers distributed in Indonesia. The government should, of course, prepare everything. The third is related to the low awareness of and responsibility for the importance of transforming character education. Because many sectors should inculcate the character collectively, the government, teachers, parents, and community are responsible. The fourth challenge is related to the current trend of globalization that is more attractive to the youths currently. Thus, the youths are no longer interested in local wisdom and national values. It is exacerbated by identity crisis and children's life objective disorientation. The last is related to limited learning media being another challenge. This problem is commonly dependent on the original location of the school area. Some problems are related to the distance to school and some others to infrastructures and facilities at school.

### 3. Methodology

This study used Research and Development approach. According to [13], educational research and development (R&D) are used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle. It consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives.

In summary, Educational Research and development (R&D) is a process employed to develop and validate the educational product. This research procedure is usually called the R&D cycle, consisting of learning the research finding related to the product developed, developing a product based on this finding, testing field in the setting, and finally revising and correcting the weakness found in the testing stage.

In a tighter R&D program, this cycle is repeated until the field-test data implies that the product achieves the objective defined behaviorally. Considering this definition, the essence of research and development is to develop and validate an educational product. This research follows the cyclical procedure. The research and development procedure involves studying the research findings on the product to be developed, developing the product based on the findings, doing field tests according to the background where the product will be used, and revising the field test result. According to [14], research and development are described based on two objectives: 1) developing a product prototype and 2) formulating a methodological recommendation for designing and evaluating the product prototype. Research and development are defined as a systematic study on designing, developing, and evaluating learning programs, processes, and products that meet validity, practicality, and effectiveness criteria [15]. There are two types of research and development. The first type focuses on designing and evaluating a certain product or program, aiming to describe the development process and learn the condition supporting the program implementation. The second type focuses on studying the development program done before. This second type aims to describe an effective designing and evaluating procedure.

R&D in this study is procedural research-oriented, having passed through the studying process, introduction, and product development and testing. As stated in [16], the product produced in this research is procedure/steps/syntax of the Isomokaku learning model development to be teachers' and students' guideline.

According to [17], the research data source is the subject from which the data is obtained.

There are four types of data sources: 1) resource person (informant), 2) event or activity, 3) place or location, and 4) document or archive.

In this research, the data source includes informants consisting of PPKn teachers and 7<sup>th</sup> graders of SMPs in Sukoharjo Regency, event/activity encompassing the PPKn learning research, the activities done by teachers and students, document/archive encompassing list of students and list of scores made by PPKn teachers of the 7<sup>th</sup> grade to find out pretest and post-test scores of PPKn subject in Basic Competency 1.

Data collection methods used in this study were observation, interview, and documentation. The research instruments used were the observation guide, interview guide, and document list. The observation was conducted by the author in the classroom during the PPKn learning process. This observation was conducted to determine the actual PPKn learning circumstance performed by both teachers and students to determine the real condition of the PPKn learning process to decide the author's measure/attitude to the need for learning model development. The interview was conducted with teachers after implementing the PPKn learning process using the outline of learning elements. This interview is intended to explore the teachers' abilities of understanding and implementing the learning model; thus, teachers' in-depth understanding, comprehension, and implementation of the PPKn learning model during the PPKn learning process can be found. Documentation is used to find out the prior condition of PPKn learning outcome in the form of pretest before the implementation of learning model the author has developed and the post-test score obtained after the implementation of PPKn learning model developed by the author, Isomokaku learning model. Data analysis was conducted using a qualitative analysis technique consisting of three stages: data reduction, data display, and data verification. In addition, the percentage technique was also used to measure the results of interviews with teachers and 7<sup>th</sup> graders of SMP.

#### 4. Results

This research data refers to PPKn learning, Character Education, and an integrated social interaction learning model with behavior modification (Isomokaku). The three data were collected using different research methods, instruments, and durations.

The data of PPKn learning was collected using field observation with an observation guide for teachers being the research instrument used for observing the implementation of the PPKn learning process and that for students used for observing the students' activity in attending the PPKn learning process. Observation implementation is conducted by the author by getting into the classroom to observe the PPKn learning

implementation process. The aspects observed were divided into three stages: introduction/beginning of the activity, implementation, and closing.

The aspects observed in the beginning stage are: whether or not teachers greet the class, whether or not teachers invite the class to pray first before starting the learning, whether or not the teachers check the presence of students, teachers ask if there is a student absent, whether or not teachers ask for the material in the previous meeting, teachers deliver the learning objective, teachers deliver the target of character value to be achieved, teachers give apperception, and teachers give apperception and pretest.

In the implementation stage, the aspects observed were: whether or not teachers master the material, teachers develop teaching material, teachers dominate the learning, teachers serve as a facilitator, teachers motivate students, teachers give the students to pose a question, teachers appreciate students' opinion, teachers reprimand the students not focusing on and paying attention to the learning, the learning is conducted contextually, teachers give clear examples, teachers use varying method, teachers use varying media, teachers use varying teaching style, learning strategy used is attractive, teachers' voice intonation is clear, teachers' voice is clear, and language used by the teacher is understandable.

In the closing stage, the aspects observed are: whether or not teachers conclude, teachers give post-test, teachers give reflection, teachers deliver moral messages, teachers remind the class of the learning material in the next meeting, and teachers invite the class to pray collectively.

Field observation was conducted from July 12 to August 12, 2021. The results of field observation are as follows: the PPKn learning model applied is the conventional one as characterized with the learning dominated with lecturing method, teachers mastering the material inadequately, contextual learning, teachers less capable of developing teaching material, less varying methods, and media, monotonous teaching style, and one-way communication interaction pattern, teachers' unvarying voice intonation, vague voice, teachers not motivating the students to pose questions, teachers appreciating the students' opinion inadequately, teachers serving as informants (resource persons) knowing everything, teachers viewing students as the object learning, passive students, students posing question less bravely, students focusing inadequately on and paying inadequate attention to the learning.

Furthermore, the interview was conducted with teachers and students using the interview guide being the instrument. The interview was carried out on September 2-7, 2021. The aspects explored in the interview with teachers and their responses to 41 questions are presented in detail in Table 1.

Table 1 Result of the interview with teachers regarding the implementation of the PPKn learning integrated into character education

No	Aspects	Teachers' response	
		Yes	No
1	Do you come timely before the learning begins?	V	
2	Do you manage the class well?		V
3	Do you greet the class when you come in and start to speak before the class?	V	
4	Do you fill in the presence list?	V	
5	Do you ask the class who is absent?	V	
6	Do you invite the students to pray together before the learning begins?		
7	Do you ask about the material discussed in the previous meeting?		V
8	Do you deliver the objective of learning?	V	
9	Do you deliver the target of character score to be achieved?		V
10	Do you give apperception?		V
11	Do you give a pretest?	V	
12	Is the result of the pretest good?		V
13	Do you master the material?		V
14	Can you develop teaching material?		V
15	Do you dominate the learning?	V	
16	Do you serve as a facilitator?		V
17	Do you motivate the students?		V
18	Do you give the students an opportunity of posing a question?	V	
19	Do you appreciate the students' opinions?	V	
20	Do you reprimand the students for not focusing on and paying less attention to the learning?	V	
21	Do you implement contextual learning?		V
22	Do you give clear examples?		V
23	Do you use varying methods?		V
24	Do you use varying media?		V
25	Do you use varying voice intonation?		V
26	Do you use an attractive learning strategy?		V
27	Do you use clear voice intonation?	V	
28	Do you use understandable language?	V	
29	Is the learning you implement interesting, challenging, and joyful?		V
30	Will your learning strategy encourage the students to develop democratic cooperation and cooperative character values?		V
31	Does your learning strategy stimulate the students to think critically?		V
32	Is the PPKn learning you implement integrated into character education as mandated by the Curriculum of 2013?	V	
33	Do you draw a conclusion at the		V

No	Aspects	Teachers' response	
		Yes	No
	end of learning?		
34	Do you give posttest?	V	
35	Is the result of the post-test good?		V
36	Do you give reflection?		V
37	Do you give moral messages before ending the lesson?		V
38	Do you remind the class about the learning material discussed in the next meeting?	V	
39	Do you end the learning timely?	V	
40	Do you give the students an assignment?	V	
41	Do you invite the students to pray together?	V	
	Total	12	29

The interview with students includes 36 aspects. Table 2 presents the results of the interview with students in detail.

Table 2 Result of Interview with students regarding the implementation of the PPKn learning integrated into character education

No	Aspects	Students' Responses	
		Yes	No
1	Does the teacher come on time before the learning begins?	V	
2	Does the teacher manage the class well?		V
3	Does the teacher greet the class?	V	
4	Does the teacher fill in the list of presence?	V	
5	Does the teacher ask the students about who is absent?		V
6	Does the teacher invite the students to pray collectively before the learning begins?	V	
7	Does the teacher ask about the material discussed in the previous meeting?	V	
8	Does the teacher deliver the objective of learning?		V
9	Does the teacher deliver the target of character value to be achieved?		V
10	Does the teacher give a pretest?	V	
11	can you do the pretest?	V	
12	Does the teacher master the material?		V
13	Does the teacher explain the lesson while reading the PPKn textbook?	V	
14	Do you attend the learning comfortably?		V
15	Do you attend the learning vigorously?		V
16	Can you absorb the learning material easily?		V
17	Do you pose questions bravely?		V
18	Do you appreciate your friends' opinions?	V	
19	Is your teacher's teaching style attractive?		V
20	Is the method used by the teacher interesting?		V
21	Is the media used by the teacher interesting?		V
22	Are the examples given by the teacher interesting and clear?		V
23	Is the teacher's voice intonation varying?		V
24	Is the teacher's voice intonation clear?	V	
25	Is the language used by the teacher understandable?		V
26	Is the learning the teacher implements interesting, challenging, and joyful?	V	

No	Aspects	Students' Responses	
		Yes	No
27	Are you encouraged to think critically?		V
28	Does the learning implemented by the teacher contain democratic cooperation and cooperative character values?	V	
29	Does the teacher draw a conclusion at the end of learning?		V
30	Does your teacher give a post-test?	V	
31	can you do the post-test question well?	V	
32	Does the teacher give moral messages before ending the lesson?		V
33	Does the teacher remind the class about the learning material discussed in the next meeting? 34) 35) and 36)	V	
34	Does the teacher end the learning timely?	V	
35	Does the teacher give the students an assignment?	V	
36	Does the teacher invite the students to pray together?		V
	Total	12	29

Furthermore, the result of research using documentation method with document list in the form of a scorebook of PPKn lessons for the 7<sup>th</sup> graders from teachers of PPKn in Sukoharjo Regency as the research instrument shows that: viewed from the pretest score, out of 32 students only 12 have met MMC, and 20 students have a score below MMC; meanwhile viewed from the post-test score, out of 32 students, 29 have met MMC, and only 3 have a score below MMC. Concerning the character value based on the students' personal notes obtained from the guiding and counseling teacher, it can be seen that out of 32 students, 17 students have attitude, behavior, and deed incompatible with character values in terms of discipline, orderliness, politeness, honesty, responsibility, independence, cooperation, caring, and democracy. It is indicated with: joining zoom meetings late frequently, not doing the assignment, having others do their homework, taking school equipment but not putting them back into their original place, praying not seriously, and compelling others to accept their opinion in a discussion.

Concerning the development of the Isomokaku learning model in the PPKn learning integrated into character education, the author uses the Borg and Coll's research and development model [13] consisting of 10 steps: (1) potency and problem, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, (7) product revision, (8) use trial, (9) product revision, and (10) dissemination. Those ten steps have been simplified by [16] into three basic steps: a preliminary study, model development, and product trial. The type of research and development the author uses in this study is procedural development, developing learning model innovation using procedure/syntax/steps organized systematically based on theoretical study and field (empirical) experience.

The procedure of developing the Isomokaku learning model, having passed through a series of validity tests by a model expert, language expert, and development expert, consists of the following stages:

#### I. The Preliminary Stage:

1. Teachers and students discuss using the brainstorming method to determine actual topics (i.e., topics related to occurrence/event in daily life in their own residence environment or actual topics originating from printed and electronic media) that will be discussed in small groups.

2. Teachers identify the result of topic sharing.

3. Teachers choose actual, trend, and attractive topics according to the number of discussion groups in the class.

Implementing the Isomokaku learning model in PPKn learning integrated into character education is divided into three stages: (preparation, implementation, and closing). In detail, the three stages are as follows:

#### II. The Implementation Stage:

1. The teacher divides the class into 4 (four) groups, each of which comprises 6-8 students.

2. The teacher chooses the topic for each group randomly.

3. Each group elects the group administration, consisting of a head, secretary, reporter, and member).

4. All groups are discussing.

5. The teacher walks around to monitor the process of discussion in the group.

6. Social interaction occurs here.

7. Following the completion of the discussion, each group is allowed to present the results of their discussion through the reporter.

8. The presentation of group discussion results uses role modeling, dramatization, game, or simulation methods.

9. Time allocated to each group is maximally 5 minutes.

10. When a group presents its result, other groups should pay attention and comment on it in the form of suggestions or input.

11. Behavior can be modified through role modeling, dramatization, game, and simulation methods.

12. After all groups have reported their discussion results, the teacher summarizes the learning material.

13. The teacher asks the students to give feedback on the Isomokaku learning model implementation in PPKn learning integrated into character education.

14. The teacher explains according to the questions posed by the students.

#### III. The Closing Stage:

1. The teacher draws a conclusion.

2. The teacher summarizes the implementation of the Isomokaku learning model in PPKn learning integrated into character education.

3. The teacher gives the reflection.

4. The teacher gives a post-test.

5. The teacher corrects the post-test.
6. The teacher compares pretest with post-test scores.
7. The teacher invites the students to pray together to mark the end of the learning process.

## 5. Discussion

Considering the result of research conducted through observation, interview, and documentation associated with the study on the material of PPKn learning integrated into character education and the implementation of the Isomokaku learning model, the following explanations can be given.

A successful PPKn learning process is determined by integrated learning components including teacher, student, curriculum, objective, teaching material, learning model, method, strategy, media, facility and infrastructure, learning environment, and evaluation. If one of the components is not implemented, the learning process will not be successful maximally.

From the result of the preliminary study conducted using field observation, it can be seen that a model of PPKn learning integrated into character education should be developed necessarily. It is in line with the provision regulated in the Curriculum of 2013, emphasizing that all subjects should be integrated into character education.

The research finding indicates that the learning is implemented conventionally with very complex indicators; therefore, developing a learning model is desirable. In this study, the author chooses Isomokaku learning development model. This model combines two models from Bruce Joice and Marsya Weil [23]: social interaction and behavior modification (Isomokaku). No single model is the greatest or most appropriate one to deliver learning material, as each model has its weakness and strength. Combining two or more learning models will make a model compensate for another's weaknesses and strengths.

The interviews with teachers and students show that each of them supports the implementation of the PPKn learning process integrated into character education less maximally, as indicated in some aspects. Similarly, before implementing the Isomokaku learning model, students had low absorbability, as indicated with the pretest score of most students below MMC. However, it increases to above MMC after implementing the Isomokaku learning model.

Viewed from the change of character value before implementing the Isomokaku learning model, many students show attitude, behavior, and deed reflecting character values poorly. However, after implementing the Isomokaku model, there is a significant change in the student's attitude, behavior, and deed reflecting the character values.

## 6. Conclusion

The following conclusions can be drawn about the research and discussion results:

1. The implementation of the PPKn learning integrated into character education in the 7<sup>th</sup> graders of SMPs in Sukoharjo Regency is conducted conventionally and describes the students' character education inadequately; therefore, the development of the PPKn learning model is required.

2. Procedure/syntax in developing the Isomokaku learning model for the PPKn learning integrated into character education is conducted in three stages: a preliminary study, implementation, and closing. Each stage has detailed steps corresponding to the competency in each stage.

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