# Bridging the Unbridgeable

## Changing Paradigms in Malay-Indonesian Studies

Koh Young Hun
Soh Byung Kuk
Seo Myeng Kyo
(Editor)

1

MAINDAH

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# PEMBENTUKAN KARAKTER SISWA MELALUI PEMBELAJARAN SASTRA BERBASIS *LESSON STUDY* (*SHAPPING STUDENTS' CHARACTERS THROUGH LESSON STUDY BASED IN LITERATURE LEARNING*)

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## *ABSTRACT*

*Indonesian Literature learning is aimed at sharpening feeling, thought, imagination, as well as the sense towards community, culture, and students' circumstances. In general, Indonesian Literature learning can give positive contribution to education of character, attitude, culture knowledge and language skills. One effort that Indonesian people do to reach those elements is by shapping good characters, and education has great contribution in shapping students' character.*

*Character values can be reached through the implementation of lesson study in Literature learning. Learning activity is packed through plan, do, see. On plan stage, the teacher develops chapter design and lesson design followed by do, an open lesson that implements metacognitive strategy. In open lesson other teachers sit in as the observers. In do stage the students evaluate deeply upon literature lesson that they will learn* (*self-planning) and identify the character value in the literature they read. The students observe their own understanding about what they are reading* (*self-monitoring). The last stage in do is evaluating the learning process and the learning product* (*self-evaluation). The last activity is see or reflection. The teacher, the students and the observers reflect the learning process and the learning product for a better learning in the next meeting.*

*The result of observation note shows that the implementation of lesson study in the learning process develop independent learning. The students actively discuss and respect other's opinion. Literature learning through lesson study can develop students' positive characters. Norman Podhoretz's statement that "literature can give huge influence on someone's thinking about life, good and bad, true false, way of his own and people's" is hopefully can be achieved.*

*Key words: literature learning, character value, lesson study*

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## A. Introduction

Indonesian Government Decree No. 20/2003 on the National Educational System mentions that "National education develops and builds the characters and nation civilization in societal life, and aimed to elaborate the students' potential to be devoted religious human being, having good attitude, healthy, smart, skilled, creative, independent, democratic and responsible". It is the quality that should be developed by every school institution and used as the foundation of character building.

In 2013 curriculum, the character building is encouraged to be implemented in the teaching learning process. It refers to the competence whose one of its aspect is social character or attitude. The students are expected to have devoted faith, good attitude, smart, self-confident, and responsible in interacting effectively in their natural and social life and consider it as the nation signature.[2] It is expected also to give solution to the problem of moral degradation and character because it is considered as the proper way in developing a better generation.

Globalization and the advancement of technology need a proper filter and serious thinking on the youth issues to make it possibly done without ignoring positive norm and character. In fact, their learning spirit decreases. They are less disciplined, less ethical, and less hard-working. They also easily imitate negative culture and are involved in a mass chaotic act at school and campus. It shows weak characters within every individual and it needs proper solution to make young Indonesians keep their positive value and civilized characters. Positive character needs to be developed may include religiuos, honest, tolerant, disciplined, hard working, creative, independent, democratic, curious, nationalist,

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[2] Decree of the Ministry of Education and Culture No. 54/2013 on Basic Competence of the Elementary and Middle Education

patriotic, achievement-oriented, friendly/communicative, peace-loving, passionate about reading, and environmentally and socially friendly.

Based on the above-mentioned rationale, education should be well-planned and done by implementing appropriate and effective approach, model and method. It should be done collaboratively by teachers, the school management, and students, and be implemented in all subjects and inseparable from the class/school practice.

Teachers as one of the component in education play strategic role in guiding and shaping their students' character. They may implement it in various activities. They also need to accentuate positive habit on their students and should pack the material creatively to develop cultural and national character in every teaching activity.

In this paper, the writer focuses on how lesson study-based teaching builds the students' character. She tries to present the sample of its implementation in literary teaching, especially in teaching short story. The school is expected to play its role in building the students' character through the moral value in a short story.

## B. Discussion

### 1. Lesson Study-Based Literary Teaching

Curriculum is a plan that makes it possible for students to get the learning experience in a school institution.[3] In 2013 curriculum, the teaching of Indonesian literature is a text-based one, that literary text is used as a media in the value-based teaching. The most important thing is how teachers implement such a process and build the students' character. In fact, they are frequently trapped in the theory without giving their students a chance to dig deeper for the moral value of the story. It is crucial to helps them develop the value within themselves.

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[3] Oliva, Peter F. (1982). *Developing the Curriculum*. Boston: Little, Brown, and Co

Character building could be done through the use of a short story. It is a fictional literary work relatively shorter than novels, with a message to be delivered. It is "only" 3-4 pages long with two main building aspects: (1) intrinsic aspect which covers the plot, character and characterization, setting, point of view, language, and theme, (2) extrinsic aspect which includes the writer's background, style, and social phenomena and situation.

The present society with its way of thinking and behavior make it possible for writers to capture various social phenomena. It is expected to play role in changing, building, and developing people, including influencing the value, norms, and societal pattern. They observe and analyze the social dynamic and phenomena and let them color their works.

Literature teaching is aimed at improving the students' competence in appreciating literary works. It is also expected to elaborate their reasoning and critical skill, character building, and abstracting skill. Logic reasoning with profound analysis helps them to be sensitively aware of the social phenomena. Rahmanto states that literary teaching plays great role in education in improving the students' language skill, developing their creativity, building their character, and expanding their cultural knowledge and experience[4], which might be attained through the literary appreciation.

One of the alternative ways of optimizing the literary teaching is by implementing a lesson study. It is a model of improving teachers and students to be more independent and highly qualified. It is done by analyzing the teaching process collaboratively and simultaneously in peer activity to help each other building a learning community. They collaboratively develop the plan and devices

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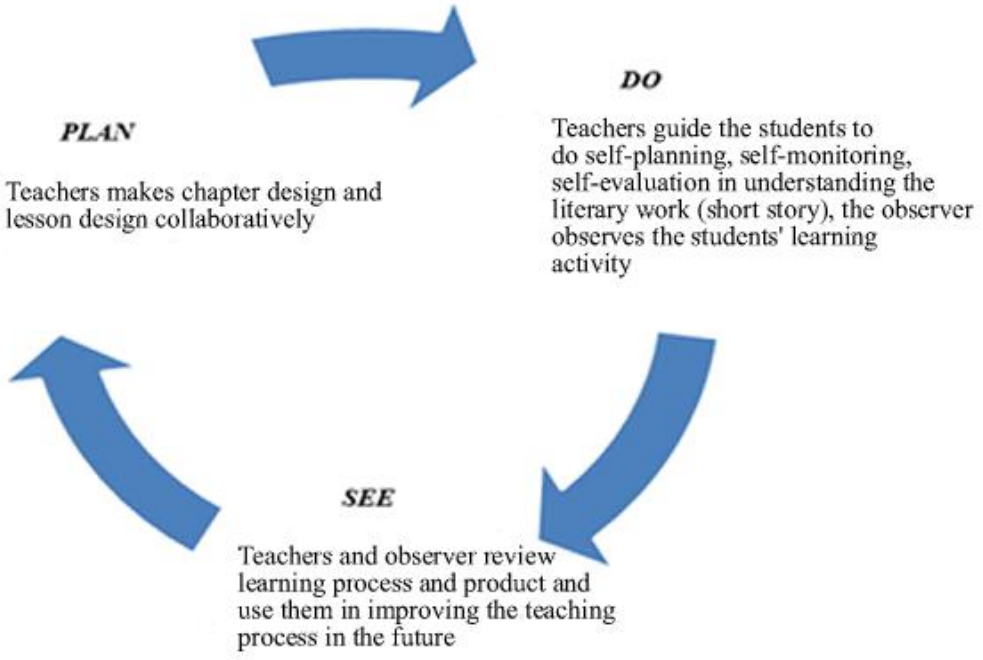
[4] B. Rahmanto, *Metode Pengajaran Sastra.* (Yogyakarta: Kanisius, 1988)

of teaching, observe, reflect and revise the lesson plan in cycles simultaneously. It builds positive values and characters.

**2. The implementation of lesson study-based literary teaching**

The pattern and steps of lesson study-based literary teaching is shown in the following chart.




The teaching activity is presented in the stages of *plan, do, see.* In the planning stage, teachers make a chapter design and lesson design. It is followed by *do* stage which is an open lesson activity by integrating meta-cognitive strategy. In this stage, the observer is present in the class to examine the process. The students deepen their own subject-matter knowledge (self-planning) by identifying the values in the literary work they are reading and checking their understanding (self-monitoring). The next stage is *do*, where they evaluate the process and the product of learning (self-evaluation). The last stage is *see,* or reflecting, where teachers and observer analyze and give comment on the process,

particularly on the product of learning and the expression of the social value or norms.

### 3. The sample of lesson study-based literary teaching

The first step is *plan,* where teachers make a chapter design and lesson design to be carried out in the teaching activity. Then, they choose and decide the short story to be used as a media. In this research, the writer chooses the Lee Hyun-su's *Rosewood Cabinet* (Indonesian: *Lemari Tua*) translated by Maya West. It shows a family with different perspectives and attitudes.

#### a. Step One

The first step in *do* is the self-planning. The students individually plan their reading by setting their goal to find the moral values in the story and involve their emotion. They are asked to finding the problem in the story. Is the attitude of the first sister appropriate? Why are there so many different perspectives in a family? These are considered as their plan in the learning process.

#### b. Step Two

It is self-monitoring. Teachers help the students to monitor their understanding on the value predicted in the first step. They guide their students to feel the feeling and emotion. The students discuss to find the answer. They respect each other's opinion, observe carefully, and care for their friends' difficulty. Teachers ask the students to analyze the values and relate them with the real life. They are also asked to find the reasoning used by Lee Hyun-su in doing the characterization. They may express their opinion on the moral value of the story. The exchange of the information and experience makes the class more active and dynamic and stimulates the students to nurture the moral of standing

out, respectful for others' opinion, smart, meticulous, and willing to express their feeling and emotion.

**c. Step Three**

It is self-evaluation, a process of doing self-evaluation by reflecting and finding the connection between the experience in reading the story and their experience in their daily life. They take notes on some positive values found in the story. They are also asked to reflect the whole value, both positive and negative, and find the solution of how to minimize the negative habit and actualize the positive character or habit.

By getting help from the teacher, the students review the message Lee Hyun-su would like to convey through the story, the moral values yielded from this literary appreciation, social values that should be considered when their family undergo such events.

This step helps the students to raise more awareness on the issues of the surrounding environment. Are they aware of the issues on tolerance and respect each other in the place where they live? This kind of awareness helps them building their character and this condition leads to peaceful life in the family, at school and in the society.

The next step is ***see***. The headmaster or the senior teachers are involved in this step to give feedback on the process. It is very important to find out the students' comprehension, learning autonomy, and character building. It might be done by (1) asking the students to deliver their appreciation orally in a discussion, (2) asking the students to write their appreciation both individually and collaboratively in groups, (3) asking the students to exchange their work with their friends to enrich them with the feedback they get from their friends and at the same time to train them to show respect on their friends' work, (4) teachers give feedback both orally and in written form to make possible for the students to

get the reinforcement on their appreciation. This feedback may be emphasized on the students' competence on correlating in a logic way the value in the story with the real life.

### *4.* Character building in the lesson study-based teaching

Lesson study-based teaching gives the chance to the students to reflect the moral values in the short story and connecting them to the real life. It makes them possible to implement the positive values in the story. It opens doors for the teacher to innovate and find ways to drill those positive habits to their students. It might be used as the media in building the students' character. The observers examine the students' activity in the open lesson stage and find out that they are enthusiastic to learn. They try hard to do their best and look disciplined, behave ethically when they are asking questions, listen to their friends' opinions. They eagerly want to have good learning process and product. This condition prepares young generation in their life.

## C. Conclusion

Character building is possibly done at school through the lesson study-based teaching. It starts by habitual accentuation and positive influence of the surrounding environment. The teaching process divided into *plan, do,* and *see* stimulates the students to be active and behave positively as found out by the observers when they are observing every single activity during the teaching learning process. By accomplishing all steps in the particular design, it is expected that the students are more aware of the moral values or characters, social phenomena and change in the society where they live. Should this approach lead to having young generation with highly qualified and tough.

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