



## The Development of Internalization of Character Responsibility Through the Cooperative Learning Model on Students in Elementary School

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**Abstract:** The crisis of the degradation of the character that occurs today is very worrying, especially the character of responsibility in elementary school students. Given the age of elementary school students (children) is the golden period of development which determines the basic personality of a person, then the character of responsibility early on need to be implanted. If the character of responsibility instilled since childhood, then later as an adult will be able to carry out various forms of responsibility that became his duty either to themselves, society, environment, nation and Country as well as on his Lord. Character responsibility can be internalized by way of direct learning with an innovative learning model by giving the task so that it can enhance the affective aspect of character in the form of the responsibility of the student. One of learning model that is expected to form the character of responsibility is a model of cooperative learning. This scientific work aims to determine the planting internalization of character responsibility through the model of cooperative learning on elementary school students. Literature review is the method used in this paper. Cooperative learning Model will be a contribution to the character of the responsibility of elementary school students.

**Keywords:** Internalization Development, Character of Responsibility, Cooperative Learning Model

**INTRODUCTION** ~ Education as a means to improve and optimize the quality of human resources. The purpose of education can be achieved with the real implementation in the educational process that includes several levels, one of which is basic education. Basic education is a first step for learners that underlies secondary education. In basic education should be able to form the character of the learners in the present, so that learners have a good personality in the future. Learners must have values and morals become the foundation in himself, so as not to do things that are negative.

The crisis of the degradation of the character that occurs today is very alarming. Moral behavior in Indonesia today is increasingly fading. For example

acts of violence increasing among the young that often manifested itself in the action of the brawl, respect for parents and teachers to be more low, lie or dishonesty that is increasingly entrenched, a sense of mutual suspicion, lack of sense of responsibility of the individual and the group, and so forth. Character education is believed to be an important aspect in improving the quality of Human Resources (HR).

One of the character education developed in the elementary school, namely, the character of responsibility. Responsibility is the attitude and behavior of a person to carry out the duties and obligations, which he was supposed to do, against himself and others and the surrounding environment. Each learner



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must have a sense of responsibility on the individual self. Responsibility of students as learners that learn well, do the school assignment that has been given by the teacher to him, as well as being a discipline in undergoing the discipline of the school.

Character responsibility need to be instilled since primary education, because in the future when adults will have a good personality to live a life in the community, able to carry out various forms of responsibility that the obligations of good to himself, society (other people), the environment, the nation and the State as well as to his Lord. In addition to the attitudes and responsible behavior then the person will get the trust of others and are also liked by other people.

There are many factors that influence the formation of character, especially responsibility. One of the factors in the formation of character responsibility can be developed through the internalization in the school, where the school has a very important role in shaping the character of the responsibility. The development of the internalization of the character of responsibility in school can be done in the learning process in the class, directing learning with an innovative learning model by giving the task so that it can enhance the affective aspect of character in the form of the responsibility of the student. One of learning model that is expected to form the character of the responsibility of the student is cooperative learning model.

Cooperative learning is a learning strategy that gives students the chance to learn together in small groups with the level of skill different. In this case the students work together to complete group assignments and help each other understand the learning materials. Each group member has a responsibility to the success of themselves and members of their respective groups.

So, it is expected that with cooperative learning the character of the responsibility of learners can be formed, namely to complete the tasks given, collect the task on time, can cooperate with the group, obey the rules that have been made, speaking with manners, and control myself by way of not cheating.

### **Internalization**

Etymologically, the internalization show a process. In big Indonesian dictionary internalization is defined as the appreciation, understanding, mastery of in-depth that takes place through mentoring, and guidance. (Big Indonesian dictionary, 1989 , p. 336). Krippendorff (1995) explain that "or documents within an organization can be defined as the incorporation of values or patterns of culture within the self as conscious or subconscious guiding principles through learning or socialization". This is in line with Mulyasa (2011, p. 167) explains that internalization is an attempt to appreciate and explore the value that is embedded within every human being.



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Because character education is oriented on the value of education, the need for the internalization process. Internalization of the third definition above is the process of the growth of the learners spiritually. Internalization can be understood as a process of growing value in a person through the guidance of other people. This internalization can occur through structures in society that shape the personality of a person. Internalization can also affect a person's attitude, feelings, and beliefs. This occurs from the process of absorption of the experience, action or speech over and over.

In the internalization there is a process of internalization, the process of internalization according to Ihsan (1997, p. 155) is a process that lasts throughout the individual's life, from the moment he was born until the end of his life. Throughout his life an individual continues to learn to process all the feelings, desires, passions and emotions which form his personality. The process of internalization helps one define who he is through values in himself and in the people who are already created in the form of a series of norms and practices.

### **The Character Of Responsibility**

Samani (2012, p. 42) describes the Character as a congenital, heart, soul, personality, character, behavior, personality, nature, disposition, temperament, and disposition. This is in line with Simon (in Mansur, 2011, p. 7) which explains that the character is a collection

of values that leads to a system, the underlying thoughts, attitudes, and behavior that is displayed. According to Berkowitz (2003, p. 48) "character as an individual's set of psychological characteristics that affect that person's ability and inclinations to function morally". "The character as a series of individual psychological characteristics that influence the ability and tendency of a person to function morally".

The characters in the third sense the mark and focus the application of the value of kindness in the form of action or behavior. People who do not apply the values of kindness, for example, dishonest, cruel, greedy, and behavior of other ugly people say that character is ugly, but the person whose behavior is in accordance with the rules of moral is called with the character precious. Characters interpreted from some of the views above is the value of the good that underlie attitudes and behavior.

Responsibility according to Zubaedi (2011, p. 76) is the attitude and behavior of a person to carry out tasks and obligations, that should be done against yourself, society, environment (natural, social, and cultural), country and God Almighty. This is in line with the thinking of Lickona (1991, p. 95) who explained that "Responsibility is the active side of morality, responsibility includes caring for oneself and others, fulfilling obligations, contributing to society, alleviating the suffering of others and creating a better world." It means:



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“responsibility is the active side of morality, responsibility includes caring towards yourself and others, fulfilling obligations, contributing to the society, alleviate the suffering of others, and create a better world.

The responsibility of the view at the top , interpreted as an attitude that comes from within the person who has the willingness, reflected in the actions or deeds or attitudes to bear any duty or obligation which has been demanded (by yourself, family environment and school, as well as religion) and accepted with full awareness, willingness, and committed.

Character responsibility can be interpreted as an attitude that reflects the someone to bear any duty or obligation which has been demanded (by yourself, family environment and school, as well as religion) and accepted with full awareness, willingness, and committed.

Character responsibility can be instilled in various ways. One of them is in the learning in the classroom. This is explained by Lickona, that character education can be put in a class with a lot of other ways too. Thomas Lickona (1997) identified nine components of the class-based program of character education that is comprehensive, namely: 1) Act as models and mentors for students (Act as a model and mentor for students), 2) create a classroom that provides a supportive moral community (creating a classroom space that provide a community of moral support), 3) use discipline as an

opportunity to teach about moral reasoning (use discipline as opportunity to teach about moral reasoning), 4) encourage democracy in the classroom (encourage democracy in the classroom), 5) teach character across the curriculum (teaching characters cross the curriculum), 6) utilize cooperative learning when teaching (utilizing cooperative learning when teaching), 7) provide opportunities for moral reflection (providing opportunities for moral reflection), 8) teach students about conflict resolution (teaching students about conflict resolution), and 9) encourage students to take pride in their work (also known as “conscience of craft”) (and encourage students to take pride in their work).

### **Cooperative learning Model**

One of the ways revealed by Lickona in instill character in the classroom is to use cooperative learning when teaching. Cooperative learning is a learning model that assume of the thought that someone will learn better when they learn together. Students typically more easily grasp the concept of learning if he get an explanation from his teacher.

Slavin (in Isjoni, 2011, pp.. 15) “In cooperative learning methods, students work together in four member teams to master material initially presented by the teacher”. This means that cooperative learning or cooperative learning is a learning model where the learning system and work small groups numbering 4-6 people in a collaborative way so that it



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can stimulate learners is passionate in learning. Furthermore, Lie (2002, p. 12) argues that: "cooperative Learning is a teaching system that gives the opportunity to the students to work together with fellow students in the tasks terstruktur. In this system the teacher acts as a facilitator".

Based on the above description, then cooperative learning is a learning strategy that gives students the chance to learn together in small groups with the level of skill different. In this case the students work together to complete group assignments and help each other understand the learning materials. Each group member has a responsibility to the success of themselves and members of their respective groups.

According to Roger & David Johnson (Rusman, 2012, p. 212) there are five basic elements in cooperative learning, as follows.

- a) the Principle of dependence is positive, i.e. in cooperative learning the success in the completion of tasks depends on the work done by the group. Therefore, all members in the group will feel the interdependence.
- b) responsibility of individuals, namely the group's success is highly dependent from each member of the group. Therefore, each member of the group has the task and responsibility that must be done in the group.
- c) face to face Interaction, that provides ample opportunity to sitiap members of the group to face-to-face

interaction and discussion to give each other and receive information from other group members.

- d) Participation and communication, is to train students to be able to actively participate and communicate in the learning activities.
- e) Evaluation of the group process, i.e., schedule a special time for the group to evaluate the process of work groups and the results of their cooperation, so that it can work together more effectively.

Cooperative learning has several advantages. According to Hill and Hill (in Hobri, 2009, p. 49) the advantages of cooperative learning model, including: 1) Through the cooperative learning model, students do not just rely on the teacher, but it can add confidence in the ability to think for yourself, find information from a variety of sources, and learn from other students; 2) Improve student achievement; 3) Deepen understanding of the students; 4) cooperative learning Model can empower each student to be more responsible in learning; 5) students enjoy; 6) Develop an attitude of leadership; 7) Develop positive attitude of the students; 8) Model of cooperative learning can help students to appreciate other people and be aware of all the limitations and receive all the difference; 9) Develop an attitude of self-respecting; 10) Making learning inclusive; 11) Develop a sense of belonging.



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The activity of learning by using cooperative learning model in addition to having the advantages that have been mentioned above, the activity of cooperative learning is a form of character-responsibility in learners. In the learning using learning model koopertaif character of the responsibilities of students formed is a students complete the tasks given, collect the task on time, can cooperate with the group, obey the rules that have been made, speaking with manners, and control myself by way of not cheating.

## DISCUSSION

Country Indonesia at this time confronted on some big challenge, one that the industrial revolution 4.0. these challenges must be dialalui and prepared by the entire nation of Indonesia. The key to success in these challenges is the quality of human resources of his own, by because it was an improvement from human resources to think about as well as possible.

In education in the 21st century learners are faced not only in the mastery of science and technology course, however learners should have a strong character. A strong character is an important aspect in the quality of human resources (HR) because to determine the progress of a nation in need of human character and quality.

The character is very important, so that the school as an educational institution has a great responsibility instill character through

the learning process. The school should be able to develop a character base that should be owned by the learners as the value of the moral principal that is caring (respect) and responsibility (responsibility). However, parents and family are also very necessary in the internalization of knowledge and awareness to the child about the character. Character refers to the set of attitudes (attitudes), behavior (behaviors), motivation (motivations), and skills (skills).

The character of responsibility is one of the characters that need to be instilled in students of elementary school, because elementary school students is the first step to determine the basic personality in a person. Children are the future generation who should be given capital of knowledge, skills, and good character. From all of that then someday when the children grow older will be a smart citizen and do not deviate from the moral teachings which have been planted by parents and teachers.

If a character is a responsibility instilled in children then later as adults will have a good personality to live a life in the community, able to carry out various forms of responsibility that the obligations of good to himself, society (other people), the environment, the nation and the State as well as to his Lord. In addition to the attitudes and responsible behavior then the person will get the trust of others and are also liked by other people.



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Cooperative learning Model is one alternative in the formation of the character of elementary school students, where in the process of group learning, students can build a character of responsibility together with her group. In each step of cooperative learning students are required to take responsibility. The character of the responsibility of the students who formed the student can complete the given task, collecting the task on time, can cooperate with the group, obey the rules that have been made, speaking with manners, and control myself by way of not cheating. In this case the teacher is required to become facilitators who guide students to the character of responsibility are formed through cooperative learning.

## CONCLUSION

Character responsibility is the suau a very important thing to be instilled and developed in elementary school students. The school is one of the factors that influence the formation of character responsibility. The formation of character responsibility can be done by means of internalization. Internalization of responsibility in elementary school students can be developed by means of direct learning with an innovative learning model by giving the task so that it can enhance the affective aspect of character in the form of the responsibility of the student. One of learning model that is expected to form the character of the responsibility of the student is cooperative learning model.

Cooperative learning can create a classroom setting that is open (inclusive). This is due to this learning able to build diversity and encourage the connection of students. Cooperative learning Model can form the character of the responsibility of elementary school students that can prepare themselves to be the best, on time, discipline, can work together with the comrades, and can control themselves.

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