

# MATHEMATICS LEARNING MANAGEMENT WITH THE INTEGRATION OF RESPONSIBLE CHARACTER VALUE: A CASE STUDY AT SMA MUHAMMADIYAH 1 SURAKARTA

Siti Lestari<sup>1</sup>, Endang Fauziati<sup>2</sup>

<sup>1</sup> Post Graduates Student of Universitas Muhammadiyah Surakarta

<sup>2</sup>Lecturer of Post Graduate Program at Universitas Muhammadiyah Surakarta  
[sitilestariums@gmail.com](mailto:sitilestariums@gmail.com)

\*Corresponding Author

**Abstract:** This research has objective of describing (1) learning planning (2) learning implementation and (3) mathematics learning evaluation at SMA Muhammadiyah 1 Surakarta with the integration of responsible character value. Subject of the research are principal, mathematics teacher and students of SMA Muhammadiyah 1 Surakarta. This research is qualitative research. Data collection technique for lesson plan is gained from syllabus and lesson plan (RPP) as well as documentation. Meanwhile data collection technique for implementation information and learning evaluation is used observation and interview. Qualitative data technique analysis used is interactive model. The findings of the research showed that (1) mathematics learning planning with the integration of responsible character value is implemented vary by the teachers, (2) the implementation of mathematics learning with the integration of responsible character has not fully implemented by the teachers, and (3) evaluation of mathematics learning with the integration of responsible character has not fully implemented by the teachers. From those points, it can be concluded that mathematics learning with the integration of responsible character has not fully implemented by the teachers toward students at SMA Muhammadiyah 1 Surakarta.

Keywords: management, Mathematics learning, responsible character

## INTRODUCTION

The issue of the character of this nation is becoming the spotlight among the society. Highlights and news about the various aspects of life, embodied in a variety of posts in the printed media, interview, dialogue, and the gossip in the electronic media. Not only in the mass media but also the leaders of society, experts, and the observers of education, and social observers are discussing about the issues of culture and character of the nation in various forums seminars, both at the local, national, and international. Issues that arise in society such as corruption, violence, sex crimes, vandalism, fights masses, the life of the economy that is consumptive, political life that is not productive, and now is becoming the hot topic as discussion in the mass media, seminars, and on various occasions. Various alternative settlement proposed as a rule, legislation laws, increase efforts to the implementation and application of the law that is more powerful. Education is considered as an alternative to the preventive way for education to build a new and better generation of the nation. As an alternative to the preventive education is expected to develop the quality of the generation of youth in various aspects that can reduce the causes of various problems of character .

The function of character is not only for developing and strengthening the potential of private as well protecting the negative influences which comes from outside that eventually form the character of the students who can reflect the responsibility character. Efforts to form character is not only performed at the school through a process of activities to learn through the subject as well as a activity of self development that carried out in the classroom and outside of school , but there needs to behave in the daily life from the smallest aspect like in the family that coverage more comprehensive in society. The values are of course need to be cultivated which in the end may form personal character to the students who subsequently is a great reflection of life of a nation. Character is not a subject that stand yourself or a value that is taught, but more to instill the virtues value through the subjects, program development of self and school culture. One of the character values that can be inserted into subjects or learning is the character of responsibility.

Teacher as one of the learning components has key role to determine the success of learning since the teacher's function is as a designer, manager and evaluator of learning (Gagne, 1995: 86). Meanwhile Ausubel (1998: 29) sated that the main role of the teacher is to link a set of concepts that have been organized with the knowledge that the students already have so that quality, effective and efficient learning information needs to be carried out by every teacher. The era of globalization is an opportunity at the same time challenge in efforts to improve the quality of the human resources, especially teachers have proven the technology that advanced will help resource personnel in applying the good techniques, methods and media and learning resources.

The development form characters value of responsibility that implemented in the certain subject, especially Mathematics is very essential. The development should be done through the good planning, suitable approach, and effective methods of learning and teaching. According to the nature of a value, character development is venture as well as school. Therefore, it should be done corporately by all the teachers and stakeholders of the school, with all of the subject, and become the part that can not be separated from the culture of the school.

Kemendiknas (2010) stated that the definition of character education is integrated in the subject as the introduction of values, gained consciousness as the importance of a value, and internalization values to the behavior of the students in daily life through the process learning, which takes place on the inside and on the outside of the classroom on subjects. It is essential of the learning process, moreover to the students to master the competencies (matter) which is targeted, is also designed to make the learners know, realize / care, and the values and makes the behavior. The values of the character already being integrated in all the subjects particularly the character of responsibility . Integration character of responsibility in the process of learning is implemented ranging from the stage of planning, implementing, and evaluating of learning in the subjects of Mathematics .

Planning process is started with a preparation that is done the teacher to be applied in the process of learning in the classroom. Planning the learning process includes the syllabus and Lesson plan (RPP) which contains at least the purpose of learning, materials teaching , teaching methods, learning resources, and assessment of learning outcomes. Lesson plan should be complete and systematic, interactive, inspiring, fun, challenging, motivating students to participate actively, giving space

eager for innovation, creativity, and independence in line with their talents, interests, and physical development and psychological participant students. Lesson plan is at least included: the identity of subjects, the standard of competence, basic competence, learning indicator, competencies, the purpose of learning, material resource, time allocation, method of learning, the activities of learning, assessment results of learning, and a source of learning. Regarding to the the ministerial regulation related to the Content Standards of the Minister of National Education Regulation No. 22 year 2006 that the value of the character of responsibility must be implemented in the lesson plan. In order for CSPs to instruct teachers to create learning that insight in the character development, the Lesson plan should be adapted. As adaptation to the syllabus, the adaptation covers (1) The addition and / or modification of the learning activities so that no learning activities that develop character; (2) The addition or modification of indicators of achievement so that there is an indicator that is associated with students' achievement in terms of character; (3) Addition and or modification of assessment techniques so that there are assessment techniques that can develop and/or measure the development of the character of responsibility . Under the terms of the character of responsibility can be presented on all components of the lesson plan, which is in the rear indicators, objectives, materials, learning procedure (initial activities, core and closing), and assessment that is at the ending of the learning.

The implementation of learning is the implementation of the lesson plan. Implementation of learning includes activities of introduction, activities of the core, and a closing activity. Associated with the implementation of learning which integrates responsibility , learning activities are chosen and implemented for the students to practice character of responsibilities were targeted. Characters responsibilities are internalized in the learning steps as applied and reflected on the attitude throughout the process of learning takes place. For example, based on the Process of standard, the activities of introduction, teachers prepare learners are psychologically and physically to join in the process of learning; asking questions- questions which link the knowledge prior to the material that will be studied; explain the purpose of teachings or basic competence that will be achieved; and convey the scope of material and explanations descriptions of activities appropriate related to the syllabus. Examples of alternatives : (a) Teachers arrive on time (examples of values that internalized: responsible) (b) Linking the material / competencies that will be studied with the character of responsibility . With reference to the syllabus, lesson plans and teaching materials, deliver grain character that will be developed in addition to that associated with standard competence or basic competence.

Evaluation or assessment is carried out by the teacher on the learning outcomes to measure the level of achievement of student competencies, and is used as material for preparing reports on the progress of learning outcomes, and improving the learning process . Assessment is done in a consistent, systematic and programmed to use you right tests and nontes in writing or orally, observation of performance, measurement of attitudes, assessment results of the work in the form of assignments, projects and / or products, portfolios, and self-assessment. Assessment results of learning using Standard Assessment Educational and Free Ratings Group of subject. Standards of competence of graduates at the unit level medium containing one of the values of character responsibility internalized in the evaluation are integrated by teachers and reflected on a attitude in the evaluation of learning that has been taking place.

The objectives of this research is to describe (1) learning planning, (2) implementation of learning, and (3) evaluation of mathematics learning by integrating the character value of responsibility in SMA Muhammadiyah 1 Surakarta .

## **RESEARCH METHODOLOGY**

This research is qualitative research. Subject of the research are principal, mathematics teacher and second grade students of SMA Muhammadiyah 1 Surakarta. Data source of this research are informant and document. Data collection technique for lesson plan is gained from syllabus and lesson plan (RPP) as well as documentation technique. Meanwhile data collection technique for implementation information and learning evaluation is used observation and interview. Instrument of the research are interview guidelines and documentation. Data used are in the form of qualitative which is consisting of (1) document in the form of syllabus and lesson plan (RPP) which is compiled by the teacher as the teaching aid, (2) information in the form of field note which is gained from the recorded utterances of the teacher and field note in the form of notes as teacher's and students' attitude during the learning process and (3) notes on interview result. Qualitative data analysis technique is used interactive model which covers four stages as well as (1) data reduction, (2) data display, (3) data verification and (4) data summary.

## **FINDINGS AND DISCUSSION**

Based on the findings of the research that has been conducted from July to August 2021 can be concluded as follows : (1) planning of learning mathematics by integrating the character of responsibility on the students at SMA Muhammadiyah 1 Surakarta, (2) implementation of learning mathematics by integrating character of responsibilities responsibility on students at SMA Muhammadiyah 1 Surakarta , and (3)evaluation of learning mathematics by integrating character of responsibility on the students at SMA Muhammadiyah 1 Surakarta, can be described details as follow:

First, planning for Mathematics learning by integrating the character of responsibility for students at SMA Muhammadiyah 1 Surakarta has been implemented by the teacher. Integrating by the math teacher are varies. Characters responsibility in the planning of learning mathematics are composed of teachers of mathematics is only listed in the ending part of the indicators and objectives and in the ending part of the indicator and at the ending of the activities of early learning. Meanwhile, as in the standard competency and basic competence, materials, and evaluations are not included.

Second, the implementation of Mathematics learning by integrating the character of responsibility in the students of SMA Muhammadiyah 1 Surakarta has not been fully implemented by the teacher. In the implementation of Mathematics learning carried out by the teacher, it appears that there is a character of responsibility that is implemented in the learning steps. Yet so, the character of responsibility are not fully in line with that in convey the lesson plan. The character of the responsibility is also not mentioned. Indeed, in reality, teachers are not consciously apply it, or not do it consciously in accordance with that stated in the lesson plan. It can be known from the results of wa wancara with teachers who said that they there are not yet know about the value of character responsibility that must be integrated into the planning, implementation, and evaluation of learning. In case this is not no explanation from the head of school, pengawas, as well as from other parties through a workshop / seminar on how the implementation of the code of responsibility in the learning of mathematics

Third , in the evaluation of mathematics learning , the character of responsibility for the students of SMA Muhammadiyah 1 Surakarta has not been fully implemented by the teacher. In the evaluation of learning Mathematics are conducted by teachers, yet it appears the character of responsibility were implemented in the implementation of the evaluation. Characters responsibility is also not disebut-refer to the process of evaluation. From the results of interviews with teachers who made relating to the manufacture of RPP and the implementation of learning in the above can be known that some teachers still do not know about the character of responsibility that should be applied dala m planning, implementation, and evaluation of learning. In this case there has been no explanation from the principal, supervisor, or from other parties

through seminars on how to implement the character of responsibility in learning mathematics .

The results of the study as described in the above, indicate that the planning of learning mathematics by integrating the character of responsibility in Learners SMA Muhammadiyah 1 Surakarta already applied by teachers. Its application by teachers matematika vary. There is a lesson plan that includes characters responsibility on the part below the initial activity of learning and there are included at the bottom of the purpose of learning. Their kind of implementations that show that teachers have no effort to memasukkan late character of responsibility in the learning plan that they are collated. The existence of the characters responsibility of the different places actually do not exist problem. It is in accordance with Candy No. 41 of 2007 that the lay character tanggung responsible may in part RPP as the objectives, materials, activities of learning and or evaluation. But so are recommended are theoretical, the character values of responsibility is placed on the back steps of learning that exist at the core of learning (Gunawan, 2012; 309-319)

The results of the study have also demonstrated that the implementation of learning mathematics by integrating responsibilities on learners SMA Muhammadiyah 1 Surakarta has not been fully implemented by the teacher. In the implementation of mathematics learning carried out by teachers, it appears that there is a character of responsibility that is implemented in the learning steps. However , the character of the responsibility is not fully in line with what is stated in the RPP. The value of the character of the responsibility is also not mentioned. M indeed . in fact, teachers are not consciously apply it, or not do it consciously in accordance with that stated in the RPP. This can be seen from the results of interviews with teachers who said that they did not know about the character of responsibility that must be applied in planning, implementing, and evaluating learning. In this case there has been no explanation from the principal, supervisor, or from other parties through seminars on how to implement character in mathematics learning .

Meanwhile , in the evaluation of Mathematics learning , the character of responsibility for the students of SMA Muhammadiyah 1 Surakarta has not been fully implemented by the teacher. In the evaluation of learning Mathematics are conducted by teachers, yet it appears the character of responsibility were implemented in the implementation of the evaluation. This character of responsibility was also not mentioned in the evaluation process. From hasil interviews with teachers who made relating to the manufacture of RPP and the implementation of learning in the above can be known that the teachers not yet know about the existence of the character values of responsibility that must be applied in the planning, implementation, and evaluasi learning. In this case , there has been no explanation from the principal, supervisor, or from other parties through seminars on how to implement the character of responsibility in learning Mathematics .

The fact that in pelaksanaan and evaluation pembelajaran, teachers implement different to that stated in the RPP, and not to mention the character of responsibility shows that teachers have to know how cara implementing character of responsibility in perencanaan, implementation, and evaluation of learning. Things are not in accordance with the expectations that are listed in permediknas No. 41 of 2007 which states that the value of the character of the nation must be planned and reflected in the objectives, materials, step-langkah learning and evaluation. This it must be kosekuen carried out in the implementation of learning and evaluation of learning ( Gunawan, 2012: This 223-236). It was able to happen because the teachers had never received a briefing from the

heads of schools, guidance from supervisors and yet never follow a seminar or training of the parties that are competent in the areas mentioned about how the implementation of the code of responsibility in the learning of mathematics.

The fact that the planning, implementation, and evaluation of learning are not yet implemented code of responsibility that is due to a lack of knowledge of teachers, heads of schools, even the superintendent of the school shows that learning mathematics by integrating responsibilities on learners SMA Muhammadiyah 1 Surakarta has not been implemented. It is different with the results of the study were conducted by Darmiyati Zuhdi (2010) which was followed by that the education model of character with the approach of a comprehensive, yang integrated in learning proven effective for improving both the results of the study as well as the character of the students. Likewise also occur enhancing the quality culture of the school, but intervention in the form of "point Honesty" is considered less appropriate karena school feel bother to implement it.

It was different also with the results of the study in the second year (pilot project) in the year 2010, which shows that the model of educational character with the approach of comprehensive, which is combined with learning based study and based on the development of the culture of the school, can improve the results of the study, the quality of the character of the participant students, perceptions about the atmosphere of the school that is conducive, as well as the quality of the leadership of the school. Strategies are used varies, the entry methods inculcating values, ideals, facilitation of value, and the development of soft skills. Learning programs include those that are curricular and co-curricular. Factors educators include the leadership of the school, teachers, and also involves the participation of the parents of students. Points of ongoing education in the inside and on the outside of class, including in the neighborhood families, even supposedly also in the environmental community.

## **CONCLUSION**

Based on the findings analysis and discussion, it can be concluded as follow:

1. Mathematics learning planning with the integration of responsible character value is applied by the teacher
2. The implementation of mathematics learning with the integration of responsible character value has not fully applied by the teacher toward the students of SMA Muhammadiyah 1 Surakarta
3. Learning mathematics evaluation, responsible character value toward students of SMA Muhammadiyah 1 Surakarta has not fully applied by the teacher

## **SUGGESTION**

According to the findings of the research, there are some suggestion as follow:

1. The teacher should learn and expand regarding to the knowledge of mathematics with the character value basis by doing the finding and reading the law of the ministry and books that contained related to the rules, directions, theories and application or implementation of character value in the form of planning, implementing and evaluating of learning and teaching process
2. The school as well as the principal has been suggested to held or send and budgeting the teacher's representatives to participate important agenda such as seminar, workshop; in the school or MGMP in the level of city or province or another education institution regarding to the character integration of the learning process.
3. Another researcher should take a follow up action that line for this research by taking wider subject and setting. Therefore, the findings will be valuable and trustworthy.

## **REFERENCES**

- Azhari, I. (2010). *Peran Budaya dalam Membangun Karakter Bangsa: Studi Antropologi Terhadap Fungsi Permainan Tradisional*. Medan: Disampaikan pada Seminar Nasional Universitas Terbuka UPBJJ .
- Dahar, R.W. (1988). *Teori-teori Belajar*. Jakarta :Departemen Pendidikan dan Kebudayaan. Dirjen Dikti. P2LPTK.
- Darmiyati, Zuchdi, dkk. (2010). *Pengembangan Model Pendidikan Karakter dengan Pendekatan komprehensif, Terpadu dalam Pembelajaran Matematika ,IPA dan IPS di SD*. Laporan Peneliti.
- Depdiknas. (2005). *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan*. Jakarta: Biro Hukum dan Organisasi Sekjen Depdiknas.
- Dimiyati, dan Mudiono. (1994). *Belajar dan Pembelajaran*. Jakarta: Departemen Pendidikan Nasional.
- Djamarah, Syaiful Bahri dan Zain Aswan. (2006). *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta.
- Gunawan, Heri. (2012). *Pendidikan Karakter Konsep dan Implementasi*. Bandung: CV Alfabeta
- Hasibuan, J.J. dan Moedjiono. (1988). *Proses Belajar Mengajar*. Bandung: CV. Remadja Karya.
- Iskandar Agung,dkk. (2011). *Pendidikan Membangun Karakter Bangsa*. Jakarta : Bestari Buana Murni.
- Kartadinata, S. (2010).*Mencari bentuk Pendidikan Karakter Bangsa* <http://file.upi.edu/Direktori> Kerelinger, Fred N. 2004. *Asas-asas*
- Koesoema A,Doni. ( 2007). *Pendidikan Karakter, Strategi Mendidik Anak di Zaman global*. Jakarta: Grasindo.
- Muhammad, Lalu. (1993). *Proses Belajar Mengajar CBSA*.Surabaya: Usaha Nasional Indonesia.
- Muslich, Masnur. (2008). *KTS. Pembelajaran Berbasis Kompetensi dan Kontektual*. Jakarta: Bumi Aksara.
- Noor, R.M. (2011). *Pendidikan Karakter Berbasis Sastra*. Yogyakarta : Ar Ruzz media.  
*Penelitian Behavioral*. Yogyakarta:Gadjah Mada University Press
- Purwanto, Ngalm. (2002). *Administrasi dan Supervisi Pendidikan*.Bandung. PT Remaja Rosdakarya.
- Sagala, Syaiful. (2007). *Konsep dan Makna Pembelajaran*. Bandung: Penerbit Alfabeta.
- Sardiman, A.M. (2007). *Interaksi & Motivasi Belajar Mengajar*.Jakarta: PT Raja Grafindo.
- Sardiman. (2010). *Revitalisasi Peran Pembelajaran IPS dalam Pembentukan Karakter Bangsa*. <http://journal.uny.ac.id/>
- Slameto. (2003). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: PT Rineka Cipta.
- Suharsimi. (2007). *Dasar-dasar Evaluasi Pendidikan ( Edisi Revisi )*. Jakarta: Bumi Aksara.
- Sutikno, Sobry. (2005). *Pembelajaran Efektif, Apa dan Bagaimana Mengupayakannya*. Mataram: NTP Pres.
- Trianto. (2007). *Model Pembelajaran Terpadu, dalam Teori dan Praktek*. Jakarta: Prestasi Pustaka Publisher.
- Umar, Husein. (2005). *Riset Sumber Daya Manusia* Jakarta: PT Gramedia Pustaka Utama.
- Widja I Made (2003). *Manajemen Berbasis Sekolah*. Denpasar: Dinas pendidikan Prob.bali.
- Winataputra, H. Udin, dkk. 2000). *Strategi Belajar Mengajar*. Jakarta: Universitas Terbuka.