

Developing Social Care Character Through Contextual Learning Models for Candidate Catholic Religious Education Teacher

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Abstract. One of the character values that must be possessed by a candidate of Catholic religious education teacher is the character of social concern. Social care means an attitude and action that always want to help others. This study aims to develop the character of social care for candidate catholic religious education teachers. Contextual learning is one of the learning models that can be chosen as a design model for characterized education because this model focuses on the uniqueness of each individual and coming situation. This Study uses a descriptive qualitative approach. Applying the contextual learning model has seven principles. From the study results, it can be concluded that the contextual learning model can support the development of social care characters.

Keywords: Social Care; Contextual Teaching; Candidate Religious Education Teacher

1 Introduction

As a country, Indonesia is rich in noble values and culture. One of the noble values of the Indonesian people is the Spirit of cooperation, cooperation. This value is stated in the foundation of the Indonesian state, namely the 5th principle of social justice for all Indonesian people. The distinctive values of the Indonesian people can be used as a means of education, especially character education. Character education can be internalized from the values that exist in society and then become a habit in everyday life. Character education must involve methods, techniques, and materials, and this reason is to make a person have views and reasons to do good actions and have good character. You need to be equipped with good knowledge to love values and develop good attitudes to get a good feeling.

Thomas Licona clearly defines character education as having interrelated parts: moral knowledge, moral action, and moral feeling. The good character begins with moral knowledge, moral feelings of wanting good, and making good habits (Howard et al., 2014:190). Moral education to the level of behavior requires a continuous process of three developments: moral knowledge, moral feelings, and moral action. These three values must be developed in the learning process so that the cultivation of values for candidate catholic religious education teachers will work well. Moral knowledge is moral knowledge for candidate catholic religious education teachers to build a profoundly spiritual experience. It is very suitable to strengthen their personality (Crapss, 1994: 22). Knowledge conveyed repeatedly will be the basis for candidate catholic religious education teachers to understand the rules of behavior (Minggus, 2021: 89).

In this case, educators can provide simple visual examples of candidates' catholic religious teachers, for example, by using videos that contain social care character values. In principle, moral values are taught through experience and learning that is taught but remains consistent. After providing moral knowledge, an educator needs to provide an example (moral action). If an educator provides a standard of social care within a certain period, these values will become a character. At this stage, habituation plays an important role. An educator needs to appreciate and respond to the actions taken by the candidate's Catholic religious teachers who are accompanied to take social care actions. Candidate catholic religious education teacher can be asked to respond whether the action taken is good or not (moral feeling).

Character values are not a matter of memorizing the theory learned but as a basic guide to life that must be understood, understood, and implemented. Practically character education is the instillation of values to students at school or on campus which includes knowledge, awareness, and action on these values (Zuchdi, et al., 2013: 3). Social care can be interpreted as an awareness of humans as social beings and need each other (Yaumi, 2014:77). The value of social care realizes that humans cannot live alone. In instilling social care character education, learning methods are needed by the material and the objectives to be achieved in learning.

Learning methods have many varieties, and not all methods can be applied in every process and material. One alternative method that can be used to instill social care character values for candidate catholic religious education teachers is the contextual learning method. Contextual learning can increase the affective dimension of candidate Catholic religious education teachers, and this learning concept helps educators to relate the subject matter to real-life situations and encourages them to relate it to situations in the family or community (Berns & Erickson, 2001:4).

The teachers will have a big role in building the character of the students; therefore, character education, especially for candidate catholic religious education teachers, really needs to be a concern—moral values following the values of society and religion. Efforts to build attitudes and character values for candidate Catholic religious education teachers require time and process. Currently, students have a tendency only to pursue a cumulative grade point average and are less concerned with personality values or character values. One of the character values that characterizes Jesus Christ is the value of social care. Jesus is a social care reformer. Jesus himself is an example of an attitude that pays attention to the poor and needy or the marginalized. So as a candidate Catholic religious education teacher, it is necessary to be equipped with social care character values to develop when they become an educator.

2 Research Methods

This research uses a descriptive qualitative method. The technique used to collect data is a guided interview. Research respondents are 30 students who are candidate catholic religious teachers. The students studied in the study programs at STKIP Widya Yuwana. The analysis of qualitative research is inductive. That all conclusions are formed from all information obtained from the field. This analysis process is carried out simultaneously from the beginning with the data collection process by carrying out various reflection techniques for deepening and strengthening data. Each data obtained will be compared to see the relationship according to the research objectives.

3 Results and Discussion

3.1 Research Result

From the results of field observations to stakeholders at STKIP Widya Yuwana, the value of social care is one of the values initiated by the founder. The Spirit of option for the poor underlies the importance of social care that must be developed for candidate Catholic religious teachers. Furthermore, this value is integrated with the coaching curriculum for Candidate Catholic religious education teachers. In this research, the development and development of social care values uses a contextual learning model. The research data is obtained from interviews and weekly notes of candidate religious education teachers, which are specifically made to write down the social care actions taken.

The results of interviews with candidate catholic religious education teachers at the end of the semester found that the contextual learning model helps internalize the value of social care. In this study, the inspiration for social care is the figure of Jesus Christ. According to the respondents, they gain insight and are motivated to take social care actions by using this strategy. In the constructivism phase, candidate catholic religious education teachers gain wisdom and encouragement to bring social care actions. It can be said that this phase is the conditioning phase.

In the question-finding phase, data were found that candidate catholic religious teachers encountered obstacles in carrying out social care actions. They felt confused about what steps to take to other people; even some respondents said they experienced decreased enthusiasm to bring social care actions. However, the Spirit returned when they were in the learning community phase. In this section, respondents can share their social care actions with others. From here, the respondents get the Spirit to return to social care. To strengthen the heart and consistency in carrying out social care actions, the accompanying lecturer provides modeling, namely the steps of Jesus Christ, who cares for anyone who needs help. Respondents revealed that many learnings from Jesus Christ strengthened them to take social care actions.

The results of the data analysis found that the most social care actions carried out by the respondents were first for friends who lived in the same dormitory or one living boarding house, the second most were social care actions by providing food, being a listener to each other's complaints (empathy), and help the difficulties needed by fellow friends. In the weekly notes written by candidate religious education teachers, personal reflections are also added; from the results of the interpretation of the data, the researchers try to conclude that the act of caring is carried out on the basis of the goods received from the Lord Jesus in their lives.

3.2 Discussion

Character Education for Candidate Catholic Religion Education Teachers

STKIP student Widya Yuwana is studying to become a candidate for a Catholic religion teacher. As a candidate, a Catholic religious education teacher, especially character education, is needed. Educating future teacher candidates cannot be done instantly. This can be understood because the character is related to the characteristics and personalities that are raised by humans. Character education can be viewed from two sides of value, namely academically and practically (Zuchdi, et al., 2012:2-3).

By Academically, character education is the inculcation of values, moral education, character education, and character education, whose purpose is that students can make good and bad decisions and can be applied in everyday life. Practically character education is a system of inculcating values carried out by schools or campuses, including knowledge, awareness, and actions to carry out these values to God, oneself, and others.

Character education is very dependent on humans as the structure of society and the values that are held. Character education teaches what is right and wrong and teaches a habit so that this candidate's catholic religious education teachers will understand and be able to do good things. As explained by Licona in a character education book (Zuchdi., et al., 2017:17) that character education includes three main elements, namely knowing the good, loving the good (deserving the good), and doing good (doing the interest).

Good Teachers with character play a role in forming the essential competencies of students. Catholic religion teachers will not only talk but must also provide examples and examples to their students. A good teacher is someone who can be an inspiration to his students. So the character education process is designed to motivate and strengthen Catholic religious teacher candidates to have more social care character values that are practiced in everyday life. The design of this character education activity is specially designed for one semester.

Value of Social Care Character Education

In essence, humans are social creatures who like to help each other, especially Indonesian humans who are formed by culture and culture to help each other. Social care is the implementation of a person's desire to continue to assist others and communities in need. As social beings, humans have awareness and empathy for the pain and suffering felt by others. In this study, indicators of social care attitudes focused more on three things, namely: (1) the ability to feel the suffering of others, (2) the ability to act to assist others, (3) the ability to be aware of being willing to sacrifice in assisting in any form to the suffering of others.

To arrive at the application of the character values of social care, in this case, the first thing that gets attention is instilling empathy for candidate Catholic religious education teachers. Instilling empathy can be done to increase sensitivity to the feelings of others. In shaping the character of social care designed with contextual learning through facilitating social activities, sharing experiences of helping others, making good journal notes of helping others.

Jesus As an Example of Social Care

The value of social care is born of faith. The Christian faith believes that the fruit of the Spirit is mercy (Gal 5:22-23). Generosity breeds social concern for fellow human beings. Jesus' awareness of the value of social care is always conveyed to many people (Rifai, 2013). The main requirement for following Jesus is to have a compassionate heart caring for those in need. Jesus is the inspiration of acts of social concern for others. Jesus gave attention to the leper, the lame, and even the blind. This act of compassion was practiced by Jesus in his every journey, to whomever he met and needed help moved his heart. When Jesus saw five thousand hungry people, Jesus fed them. At that time, Jesus also taught his disciples not to let the 5000 people starve. It is obvious that in addition to Jesus teaching empathy, but also has caring.

Social care is also a feeling of responsibility for other people's difficulties and being driven to help solve them (Ta'biin, 2017:43). Social care begins with a willingness to give and not receive. The incident of Jesus turning water into wine at a wedding in Cana shows that Jesus has empathy for the current situation in society. Character transformation occurs through the first three stages. One needs to have a clear goal in what character to change. The second is to think about applying it, and the third is to familiarize yourself with the planned steps.

Contextual Learning Model

Contextual teaching and learning is a model is an approach, concept, learning model. Berns & Ericson (2001:3) is a model that helps teachers make connections between the material being taught and motivates candidate Catholic religious education teachers to connect students' lives

as family members and community members. Contextual learning is expected that the material taught can be meaningful. By using the contextual learning model, students can understand the meaning of the material being studied as a provision to relate it to their life experiences and find its purpose (Ramdani, 2017: 78).

To interpret the life experiences of candidate's Catholic religious education teachers, it is essential for the role of the lecturer as a formator of faith as a guide and mentor. This contextual learning is developed from the foundation of constructivism. Through this model, candidate catholic religious education teachers are expected to experience it for themselves and not just memorize the character values conveyed by the lecturer. Contextual learning involves seven main learning components, namely: (1) constructivism, (2) Asking, (3) Finding, (4) Learning Community, (5) Modeling, (6) Reflection, (7) Authentic assessment. This learning model can be used as a tool to build character values. This learning model emphasizes the active involvement of students in learning.

Building Characters Through Contextual Learning Model

The contextual learning model also helps educators to link their daily life experiences with their spiritual experiences, experiencing mercy from God and applying social care to others in the practice of everyday life. The constructivism component is integrated by providing views and stimuli to students to construct the facts observed by candidate Catholic religious education teachers. In this phase, educators facilitate future Catholic religion teachers to take the meaning of each lecture material that is studied and then put it into practice. Educators also encourage finding the importance of social care attitude to others who need help. Educators provide thematic materials about social care, for example, Jesus as a figure of social concern in his practice and life journey. Educators provide opportunities for candidate Catholic religious education teachers to express attitudes and actions of social respect to others. Educators also ensure that they can give meaning to the actions taken.

Second, find out (inquiry) at this stage, educators provide opportunities for candidate catholic religious education teachers to retell the experience of doing social care actions to others within a certain period. The knowledge gained is expressed in a picture, writing, or even a prayer of thanksgiving. This principal trains candidate Catholic religious education teachers to have courage and have a deeper meaning for their spiritual experience, not just an activity learned.

Third, asking (questioning) at this stage, the educator focuses on several questions to explore as much as possible with the question "What kind of goodness do you feel and what kind of social care do you do?". Questions like this help candidate catholic religious education teachers find the excellent values of God and practice them for others. So it can be said that they found a positive value. In this process, educators do not respond to the choices made by candidate catholic religion teachers and respect their feelings more.

Fourth, this component learning community helps candidate catholic religious education teachers to collaborate through the opportunity to share stories or share experiences of being loved by God and take social care actions for each other. In this case, educators facilitate a pleasant atmosphere so that candidate catholic religious education teachers find valuable experiences in their lives. In this process, the candidate's catholic religious teachers share the value of social care, which is carried out for one week. From the results of observations in the field, on average, they learn to give themselves to others by helping the difficulties faced by their friends and not only about the material.

Fifth is modeling, and educators are the best models for their students. At this stage, educators try to provide modeling and inspiration to candidate Catholic religious education

teachers by providing videos, stories, or direct practice to understand the achievement of learning objectives for social care character education. In this process, educators provide positive motivation, good words, and even educators share their experiences of being involved in social care activities.

Sixth, reflection can be understood as a simple response from students. Reflection must be practiced continuously through exploring experiences, recognizing feelings, evaluating experiences, reflecting on finding character values, and planning actions. The reflection process is also carried out in the fourth stage of the learning community.

The seventh is an authentic assessment given by educators to foster social care characters to candidate catholic religious education teachers. The assessment chosen in this study is an assessment in the form of a portfolio of notes of kindness and concern for one semester. Educators convey messages during the process of coaching and teaching character values. This process provides appreciation but also input for sincerity during the coaching process.

In this process, regardless of the form of assessment, the main principle is the change in attitude and the growth of the value of the character of social care. To strengthen the assessment results, educators conducted interviews with candidate catholic religious education teachers who were deemed to have poor grades or progress and did not show the Spirit of social care. In this process, the future candidate's Catholic religious teachers said that they began to love and find the meaning of social care for others.

4 Conclusion

From the results of the discussion above, it can be concluded that social awareness education is very important to be given to candidate catholic religious education teachers, considering the duties and responsibilities that will later be taught when they graduate and truly become Catholic teachers. A Catholic religion teacher must reflect the value of social care to others who need help. The main inspiration for doing this action is Jesus Christ. Jesus set a real example and gave evidence of his concern for others in need. On the other hand, building character requires techniques, methods, and materials as well as time, so by presenting a model of a contextual learning approach, it becomes an alternative that can be done consistently to develop the character values of social intelligence in accordance with the philosophy of constructivism.

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