

# Fostering Noble Character through Blended Learning : Insight from Pancasila Education at SMA Negeri 1 Karanganyar

Adnan Yudya Al Fathan<sup>1\*</sup>, Triyanto<sup>2</sup>

<sup>1,2</sup>Sebelas Maret University, Indonesia

\*) Corresponding author: [adnanyudyaalfath\\_16@student.uns.ac.id](mailto:adnanyudyaalfath_16@student.uns.ac.id)

## Abstract

*The character education is an important aspect in developing the affective domain, especially for the next generation of the nation. This article aims to describe the implementation of blended learning as a method for strengthening character education in Pancasila Education learning. The writing of this article uses a conceptual analysis approach that is described qualitatively, aiming to produce a clearer and more meaningful picture construction. The results of the literature review show that character education can be strengthened through the learning process, especially through the blended learning approach in Pancasila Education. The independence and discipline of students in this learning model are closely related to their habits of being actively involved and being part of strengthening character. In addition, the intensity of students in participating in blended learning activities is influenced by factors such as honesty, responsibility, concern, and respectful communication in online and face-to-face interactions. These findings emphasize the importance of integrating character education into the curriculum through an innovative and adaptive approach to forming a generation with integrity.*

Keywords: : Pancasila Education, Character Education, Integrity, Blended Learning

## Introduction

The implementation of blended learning in several universities is a strategy applied to create a more interesting learning atmosphere and different from conventional learning methods (Sudarman, 2014; Graham, 2006). Pancasila learning using blended learning emphasizes understanding, ideas, and integrates human resources who have a vision of the future related to technological developments as part of the progress of 21st century humans (Cogan & Derricott, 1998). A more enjoyable Pancasila learning method can provide understanding and experience through creatively designed strategies and models today (Adha, 2010; Suraji et al., 2018; Ismawati, 2018; Adha et al., 2019a; Adha et al., 2019b), so that meaningful learning activities can strengthen character in the classroom. Currently, e-learning strategies play an important role in motivating students

in learning Pancasila Education, considering that the use of devices such as cellphones, laptops, and computers is part of their activities. Learning methods that are still one-way (lecture model) can cause boredom in a certain period of time (Adha, 2010), so that the implementation of active learning that involves students has a significant impact on increasing student motivation and interaction (Adha, 2010; Adha & Yanzi, 2014; Adha et al., 2018; Ismawati, 2018; Misseyyanni et al., 2018; Adha et al., 2019a; Adha et al., 2019b).

Blended learning is one of the alternative learning strategies to increase student motivation by utilizing innovative technology that can be accessed anytime and anywhere, either face-to-face or online (Driscoll, 2002; Graham et al., 2003; Jones, 2006; Osguthorpe & Graham, 2003). The main challenge currently facing Indonesia is the decline in character values in society due to the influence of global environmental

changes, such as globalization and rapid technological developments. Public concerns about these changes require the latest effective learning strategies to prepare quality human resources (Santoso & Adha, 2019c). Individuals and communities who have a spirit of love for the homeland, with the support of knowledge and experience, are expected to be able to maintain their identity as the Indonesian nation (Winataputra, 2001). This article focuses on these problems so that students can develop their citizenship competencies as part of an effort to strengthen character through blended learning in Pancasila Education learning.

Pancasila is not only the foundation of the state, but also the outlook on life of the Indonesian nation that is rich in noble and philosophical values. These values are the foundation for every citizen to uphold the principles contained in Pancasila. Since being adopted as the foundation of the state in 1945, Pancasila has served as a guideline in social, national, and state life. In education, Pancasila plays an important role as not only a subject, but also as a guide that shapes the character and personality of students. In this modern era, the challenges faced by the younger generation are increasingly complex. Globalization, with its positive and negative impacts, has brought various foreign values and cultures that can influence students' mindsets and behavior. The influence of social media and advances in information technology have also created new dynamics that must be faced by the Indonesian nation. In these rapidly changing conditions, Pancasila education is very relevant to building a national character that can adapt to change, while still adhering to the basic values that have been inherited.

Pancasila education is expected to provide students with a deep understanding of the meaning and importance of Pancasila values in everyday life. Through this education, students are invited to not only understand the theory, but also internalize these values in their attitudes and behavior. By integrating Pancasila education into the curriculum, it is hoped that students can apply Pancasila values in everyday life, both in social interactions and in a broader context as citizens. One important aspect of Pancasila education is its ability to instill

attitudes and behaviors that reflect these values. Values such as mutual cooperation, tolerance, social justice, and respect for differences are very important to be taught to the younger generation. In this context, Pancasila education is not just teaching theory, but must also involve practical experiences that help students understand and internalize these values.

The purpose of this study was to analyze the main components of the implementation of blended learning in Pancasila Education learning at SMA N 1 Karanganyar. Assess the effectiveness of blended learning in strengthening student character education at SMA N 1 Karanganyar. Identify the challenges faced in the implementation of blended learning at SMA N 1 Karanganyar. Explore student responses to the blended learning model in the context of character education.

## **Literature Review**

Blended learning is a learning method that combines elements of bold and face-to-face. According to Graham (2006), blended learning combines technology into teaching to create a more interactive and engaging learning experience. Driscoll's (2002) research also shows that blended learning can increase student motivation, especially in learning that requires active participation. Character education plays an important role in shaping students' morals and attitudes. Lickona (1991) explains that character education includes knowledge, desire, and actions to do good. Aeni (2014) formulated 18 character education values that must be instilled in students, such as honesty, discipline, and responsibility. Research by Abidin et al. (2015) emphasizes the importance of character education in dealing with the moral crisis that occurs in society. Several studies have shown that blended learning can strengthen character education. Setyawan (2017) stated that this method helps students develop life skills and positive attitudes through better interactions in the learning environment. Sudarman's (2014) research found that this learning strategy can increase students' motivation and independence.

## **Method**

This study uses a qualitative method with a descriptive approach. This method was chosen to explore in depth the implementation of blended learning and its impact on character education in Pancasila Education learning. This study was conducted at SMA N 1 Karanganyar, Central Java, which is one of the high schools that implements the blended learning model in the Pancasila Education curriculum. This study uses interview and document analysis methods. The data collection process was carried out through semi-structured interviews with students, teachers, and principals to explore their views and experiences related to the implementation of blended learning and its impact on character education. In addition to interviews, data collection was carried out through Document Analysis, the documents analyzed included the Pancasila education curriculum, textbooks, and education policies related to Pancasila which aimed to support the analysis. After the data was collected, the next step was to code the data by identifying themes or categories that emerged from the interviews. This process helps in organizing information so that it is easier to analyze. The coded data is presented in narrative or table form, which describes the main findings related to the implementation of blended learning and character strengthening. To ensure the validity and reliability of the data, triangulation was carried out by comparing information from various sources, namely interview results, observations, and relevant documents. This process helps identify the consistency of information and provides a more comprehensive picture of the phenomenon being studied.

After the data was collected, thematic analysis was used to identify key themes related to blended learning and character education. Possible themes that may emerge include:

1. Students' experiences in blended learning.
2. Changes in students' attitudes and behavior related to character education.
3. Challenges faced in implementing blended learning.

With this systematic research method, it is hoped that a deeper understanding can be obtained about the implementation of blended

learning to strengthen character education in Pancasila Education learning at SMA N 1 Karanganyar.

## **Result and Discussion**

### **Strengthening Character Education and Blended Learning**

Education is a process of communication and information delivery from teachers to students. In this context, character education has a crucial role in moral formation. Character is related to moral concepts and behavior (Lickona, 1991; Isnaini, 2016). From these three components, it can be concluded that good character is based on knowledge of goodness, the desire to do good, and good real actions. According to the Language Center of the Ministry of National Education, character includes innate traits, soul, personality, morals, behavior, and disposition. Having character means having a certain personality and traits. Good character is defined as living life with truth, and people who behave according to moral norms are called noble characters (Lickona, 1991; Akbar, 2015; Amri, 2015).

Character education is a system of instilling character values in students that includes components of knowledge, awareness, and actions to practice these values. Character education includes the development of positive attitudes, intrinsic mindsets, normative commitments, and abilities based on IESQ (Manullang, 2013). The purpose of character education is to improve the quality of the implementation and results of education in schools, which aims to form the character and noble morals of students holistically and in a balanced manner in accordance with graduate competency standards. Strengthening Character Education is a continuation of the national movement to revitalize character education that has begun since 2010. Character education currently needs to be implemented to overcome the moral crisis (Abidin et al., 2015) which includes the lack of concern, ethics, honesty, and discipline in society. Aeni formulated 18 character education values by the Ministry of National Education, such as religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for

achievement, friendly, love of peace, love of reading, care for the environment, social, and responsibility (Aeni, 2014). The importance of strengthening character education is very large, because changes in student behavior are influenced by the environment, including the physical environment and school culture, management, curriculum, educators, and teaching methods. The blended learning method in learning can create a more open discussion space.

Learning through blended learning can help shape character, especially attitudes that emerge from life skills and individual activities (Setyawan, 2017). The findings of this study indicate that characters that can be strengthened through blended learning include: 1) the courage to express opinions scientifically; 2) the initiative to be more creative in completing tasks; 3) individual independence and responsibility. Independence, responsibility, and concern to remind classmates to be ready during online learning create good habits. Strengthening character through blended learning supports students in self-regulation in terms of academics, cognition, motivation, and behavior (Zimmerman, 1989; Pangalila, 2001; Sudarman, 2014).

The implementation of blended learning at SMA N 1 Karanganyar shows significant potential in strengthening character education. By combining online and face-to-face learning, students gain wider access to materials and learn more independently and responsibly in their learning process. The active involvement of students in discussions and group activities shows that blended learning can create an interactive learning environment, in line with the principles of character education that emphasize collaboration and communication.

However, challenges related to internet access need to be addressed. Schools can work with internet service providers or provide Wi-Fi access in school areas. In addition, training teachers in using technology is essential to ensure an equitable learning experience for all students. Overall, this study suggests that blended learning can be an effective tool in strengthening character education, provided that it is balanced with attention to existing challenges and efforts to improve students'

access and understanding of learning materials.

## **Conclusion**

Character education plays an important role in shaping students' morals and attitudes. Through an understanding of morals that includes knowledge, desire, and actions to do good, systematic and integrated character education can shape individuals with noble morals. In this context, the blended learning method has proven effective in strengthening character education, especially in Pancasila Education learning at SMA N 1 Karanganyar. The implementation of blended learning not only provides wider access to learning materials, but also encourages students to actively participate, express opinions, and be responsible for their learning process. This method creates an interactive and collaborative learning environment, supporting the development of character values such as courage, initiative, and independence. However, challenges such as limited internet access remain a concern. Therefore, steps to address this problem are essential so that all students can take advantage of this innovative learning model. Overall, blended learning is an effective tool for strengthening character education, with proper attention to the challenges at hand. Schools need to collaborate with internet service providers to provide better access in the school environment. This will ensure that all students can make the most of online learning. Conduct ongoing training programs for teachers on the use of technology in learning. This can improve their skills in implementing blended learning methods effectively. Build an assessment system that focuses on developing students' character and skills, and provide constructive feedback to support ongoing learning. By implementing these recommendations, character education through blended learning can be optimized, so that it not only creates individuals with noble character, but is also ready to face challenges in the modern era.

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