Popular Culture Through Characters and Moral Education

Piping Rahadianto¹*, Novi Anoegrajekti², Siti Gomo Attas³
¹Universitas Bhinneka PGRI Tulungagung
²,³ Universitas Negeri Jakarta

Email Address
piping@ubhi.ac.id
*Corresponding Author

Keywords
popular culture; characters;
moral education

Abstract
Learning and character and moral aspect is the dominant role in a real live context that committed with ethical decision and value. Student will get their value in character and moral when they choose what they want to do as a good decision without influenced a negative decision impact with the social environment. Moreover, there is a liaison between the modern aspects with the character education. In this area we know that modern aspect can be related with the character education. With all the modern aspect influence liked technology, art, culture, civilization. Character education developed with the influenced from the popular culture. Popular culture is a contested term that is defined by several ways of the civilization. In general, however, most definitions include within the term popular culture the whole spectrum of activities involving mass consumption. The research was designed to gather data on students' views and perception on character education and moral applied as popular theme on speaking activity at the event namely English Class Performance (ECP). On that event the materials concerning several aspects such as the theme and the awareness concerning the character and moral education as well as specific activities based on popular culture materials. Participants were 60 in number, 20 males and 40 females. More aspect such as Character Education Promotes Core Ethical Values as the Basis of Good Character, "Character" must be Comprehensively Defined to Include Thinking, Feeling and Behaviour, To Develop Character, Students Need Opportunities for Moral Action, Character Education Requires Moral Leadership from Both Staff and Students, The School Must Recruit Parents and Community Members as Full Partners in the Character-building Effort are the reliable aspect in speaking activity through character and moral education related with popular culture in Indonesia. Results from this program does not directly alter the character and moral education for the students, but it is expected to give a positive and varied colour in an atmosphere of speaking activity through popular culture.

Introduction

In the globalization era likes nowadays the movement and the enhancement of the education is mesmerizing. Education and character cannot be separated run one by one. Truly it can be run side by side as a systematically process. Mostly in Indonesia this application is hugely improved in a decade. Character education is whole aspects on the rule were run rightly. Character education is an effective means of promoting both student social/moral/emotional development and academic achievement (Berkowitz, 2004). It is clear that all component as one in a big scheme call as character education. In Indonesia people known character as the highly point because of the culture of eastern country who run brightly culture as the main character of procedures.

Like a many Asian country Indonesia government use character education as the main point at sources in the procedures of the teaching and learning aspect. In every level of schooling criterion in Indonesia it run very well through a last decade. Character education becomes a rule in curriculum, and it is implemented highly in every subject. Character education has been demonstrated to be associated with academic motivation. It can be seen as the rule that arrange by Indonesian government as the 18 values offered by the Ministry of Education and Culture from Indonesia Principle or Pancasila (Kemendiknas, 2011).The values were "religiosity", "honesty", "tolerance", "discipline", "hard working", "creative", "independence", "democratic", "curiosity", "patriotism",

"nationalism", "appreciative", "being friendly", "peace maker", "love to read", "environment awareness", "social awareness" and "responsibility".

Not only would students be aware of moral issues, but they would have greater familiarity with the wider philosophical and educational discourses as well as resources and examples of good practice (Revell, 2007). In practice is not enough that only run the curriculum with the character education on its. It needed more relevant aspect in practice it such as the example that related with the perfect procedures. it need activity in teaching and learning who support the principles of character education in Indonesia.

Character education is a growing discipline with the deliberate attempt to optimize students' ethical behavior (Agboola, 2012). For the reason of that, Indonesian with the cultural aspect and habit over the behavior are richly has many of the aspect that includes it with several norms of behavior. For examples Indonesian are habitual act with norm when speak with older people, raising gesture with ethical behavior in everyday activity and keep the social habit with ethical norm and moral that present the eastern civilization. It is made the Indonesian are different from the other people around the world.

In the teaching and learning activity like at the classroom that related with many students and its' character, it can be a huge relation that influence the classroom ambiences with the student behaviour or student habit. In this aspect situation it can be said that student moral and character that give a positive or negative impact on teaching and learning process. Is not only during classroom activity in subject matter but it can be influence in other activity such as all collaboration in communication between teacher and student. In other words, when someone is attributed as having a good character as it is commonly used, that person also possesses some other qualities such as trustworthiness, integrity, passionate, reliable, and dependable (Pike, 2010).

Attention on the character education has growing in a school until university system because of the increasing tendency of negative behaviours among youth. In now a day era that many aspects get impact with student behaviour and their character related with a technology or urban culture that spread around the world. From that phenomenon character education and moral aspect need an enforcement in their practical aspects that related with teaching and learning system at school and university. Character education and moral become a need for student psychology foundation in everyday life. Action of the reflection of character and moral need to growing up as the tool of various authority for better manner in school and environment. Education, in its own domain, has been the part and parcel of our individual lives even from the inception of our respective lives. No wonder it is being described as "field of action in its own right" (Hogan, 2006).

This is worth when there are several aspects that seem similar between character education and moral. It omitted with usual core of psychology aspect in teaching and learning process with all their activity on its. Some knowledge in education system and activity as the huge point on character and moral values. Such as student cognitive, linguistic, social and emotional with its physical aspects become a core in developing a value in habit and behaviours that concern as character and moral. Character and moral as a standard formation in daily act and its activity, such as student act during everyday activity at school and university. A moral stance is implicated in the respect accorded to truth and the demand for excellence, good effort, and mastery. Values are intrinsic to what it means to develop, to set goals, and to aspire to achieve them (Carr, 1991).

Learning and character and moral aspect is the dominant role in a real live context that committed with ethical decision and value. Student will get their value in character and moral when they choose what they want to do as a good decision without influenced a negative decision impact with the social environment. It can develop with an effort from student and their environment system in education such as system education at school or university, teacher, lecturer etc. Anyone who takes up the profession of teaching is taking up the cause of moral-character education and is taking on the role of moral educator in a context rife with ethical decisions and value commitments (Campbell, 2003).

In other words, moral education is the impartment of knowledge, values, beliefs, and attitudes that help learners become informed, concerned, responsible, caring citizens who understand and believe in the concepts of 'justice, fairness, and human welfare' (Nucci, 1989). It can be the norm aspect in teaching and learning activity at school or university area. When student have a good habit, attitudes and believe related with teaching and learning activity, so they will have a good manner and good goal in teaching and learning process.

Moreover, there is a liaison between the modern aspects with the character education. In this area we know that modern aspect can be related with the character education. With all the modern aspect

influence liked technology, art, culture, civilization, etc, Character education developed with the influenced from the popular culture. Popular culture is a contested term that is defined by several ways of the civilization. In general, however, most definitions include within the term popular culture the whole spectrum of activities involving mass consumption. Thus, everything from cinema and television to the Internet and fashion magazines, as well as the advertisements promoting these other manifestations of popular culture, can be included in the definition of popular culture itself (Dittmer, 2009).

Many aspects can be related a popular culture from the derivation of relation between culture or norm or moral ethic with the social aspects. It derived by the occupation of the cultural development such as the media and technology. These are merely a few representative examples from dozens of creative lessons that students designed to teach *with* media and popular culture. It is important to add that the students were quite enthusiastic about finding media texts to accompany their lessons, and they were able to share their lessons and media artifacts with classmates, exchanging ideas and collaborating on subsequent projects involving teaching with media. because today's students have grown up in a world pervaded by "the electronic, symbolic, commodity, and ideological signification system of popular culture," teachers and teacher educators should engage in "teaching with and about media and popular culture. (Luke, 1997).

Popular culture is integral to children and young people's engagement in a wide range of literacy experiences, many of which are mediated by new technologies, and is therefore a central part of their social practices outside of school (Hagood, 2003). In practically not only activity at classroom but also all the activity during education and its system work at school or university. It can be used many tools that related with education and the media on it process. As the popular culture as the new issue that not become a negative impact in which the process that can influence many factors on its.

Method

The research was designed to gather data on students' views and perception on character education and moral applied as popular theme on the event at Universitas Bhinneka PGRI Tulungagung namely English Class Performance (ECP). Questionnaires were given to English student of Universitas Bhinneka PGRI Tulungagung. The questionnaires featuring contents on the 11 principles of character education and moral by Lickona, 2006 and its development and relation with popular culture, its representation on the event namely English Class Performance (ECP) organized by Universitas Bhinneka PGRI Tulungagung. On that events the materials concerning several aspects such as the theme and the awareness concerning the character and moral education as well as specific activities based on popular culture materials. Participants were 60 in number, 20 males and 40 females. All of them are English students.

Results and Discussion

The data finding on this research is following 11 principles of character education effort and to evaluate existing character education programmes and materials by Lickona. These principles were elaborated and adapted as follows.

Table 1. 11 principles of character education

Principles and the relation with popular culture	Question
Character Education Promotes Core Ethical Values as the Basis of Good Character	Q1: are you using a proper word and sentences when you are speaks in English?
"Character" must be Comprehensively Defined to Include Thinking, Feeling and Behaviour	Q2: are in English Class Performance (ECP) always proposed a theme that include some aspect to thinking, feeling and improve a good attitude?
Effective Character Education Requires an Intentional, Proactive and Comprehensive Approach that Promotes the Core Values in All Phases of School Life	Q3: are in English Class Performance (ECP) theme include social aspect and event about university environment? (for examples lecturer attitude, student attitude)
The School Must Be a Caring Community	Q4: are in English Class Performance (ECP) theme include social aspect and event about university environment? (for

	examples the activity for student at university, the facilities, the condition etc)
To Develop Character, Students Need Opportunities for Moral Action	Q5: are in English Class Performance (ECP) theme proposed up to date event and issues that related with social character and attitudes environment?
Effective Character Education Includes a Meaningful and Challenging Academic Curriculum that Respects all Learners and Helps Them Succeed	Q6: are in English Class Performance (ECP) proposed a theme about student achievement and succeed? (achievement in learning activity or in other aspect)
Character Education Should Strive to Develop Students' Intrinsic Motivation	Q7: are in English Class Performance (ECP) proposed a theme about student motivation? Q8: are in English Class Performance (ECP) proposed a theme about university rule and punishment?
The School Staff Must Become a Learning and Moral Community in which All Share Responsibility for Character Education and Attempt to Adhere to the Same Core Values that Guide the Education of Students	Q9: are in English Class Performance (ECP) proposed a theme about university staff (school staff teachers, administrators, counsellors, coaches, secretaries, cafeteria workers, playground, etc)?
Character Education Requires Moral Leadership from Both Staff and Students	Q10: are in English Class Performance (ECP) proposed a theme about leadership (a principal, another administrator, or a teacher co-ordinator)? Q11: are in English Class Performance (ECP) proposed a theme about popular programs (such as several activities and programs at university)?
The School Must Recruit Parents and Community Members as Full Partners in the Character-building Effort	Q12: are in English Class Performance (ECP) proposed a theme about activity and communication with a parents and family (during at university and after)? Q13: are in English Class Performance (ECP) proposed a theme about your popular activity (such as music, life style preferences, etc)
Evaluation of Character Education Should Assess the Character of the School, the School Staff's Functioning as Character Educators and Extent to which Students Manifest Good Character	Q14: are in English Class Performance (ECP) proposed a theme about your university aspect (what is your university about, the condition of university, the services, etc)? Q15: are in English Class Performance (ECP) proposed a theme about social aspect at university (negative attitudes between students, staff and lecturer attitudes, etc)?

Fifteen statements were adapted to find out the character and moral education through popular culture as the theme on the event namely English Class Performance (ECP) at Universitas Bhinneka PGRI Tulungagung. Descriptive statistics were carried out for all measures involved in this study. From the questionnaire above the percentage result shown below.

Table 2. Fifteen statements were adapted to find out the character
and moral education through popular culture

Question	Percentages
Q1: are you using a proper word and sentences when you are speak in English?	100
Q2: are in English Class Performance (ECP) always proposed a theme that include some aspect to thinking, feeling and improve a good attitude?	100
Q3: are in English Class Performance (ECP) theme include social aspect and event about university environment? (for examples lecturer attitude, student attitude)	78
Q4: are in English Class Performance (ECP) theme include social aspect and event about university environment? (for examples the activity for student at university, the facilities, the condition etc)	83

Q5: are in English Class Performance (ECP) theme proposed up to date event and issues that related with social character and attitudes environment?	100
Q6: are in English Class Performance (ECP) proposed a theme about student achievement and succeed? (achievement in learning activity or in other aspect)	78
Q7: are in English Class Performance (ECP) proposed a theme about student motivation?	91
Q8: are in English Class Performance (ECP) proposed a theme about university rule and punishment?	88
Q9: are in English Class Performance (ECP) proposed a theme about university staff (school staff teachers, administrators, counsellors, coaches, secretaries, cafeteria workers, playground, etc)?	83
Q10: are in English Class Performance (ECP) proposed a theme about leadership (a principal, another administrator, or a teacher co-ordinator)?	78
Q11: are in English Class Performance (ECP) proposed a theme about popular programs (such as several activities and programs at university)?	100
Q12: are in English Class Performance (ECP) proposed a theme about activity and communication with a parents and family (during at university and after)?	78
Q13: are in English Class Performance (ECP) proposed a theme about your popular activity (such as music, life style, preferences, etc)	100
Q14: are in English Class Performance (ECP) proposed a theme about your university aspect (what is your university about, the condition of university, the services, etc)?	78
Q15: are in English Class Performance (ECP) proposed a theme about social aspect at university (negative attitudes between students, staff and lecturer attitudes, etc)?	78

The results from the questionnaires are to find cultural and moral education aspects related to the popular culture at English Class Performance (ECP) event that organized by students at Universitas Bhinneka PGRI Tulungagung. From the data there is classification in character and moral aspect related with popular culture as the follows.

Table 3. The results from the questionnaires

Classification	Percentages
Q1	100
Q2	100
Q5	100
Q11	100
Q13	100
Q7	91
Q8	88
Q4	83
Q9	83
Q10	78
Q3	78
Q12	78
Q14	78
Q15	78
Q6	78

From the data analysis above, both character and moral education related with popular culture were being transmitted by student at speaking activity as the aspect alignment with the theme in speaking materials. Meanwhile, a more aspect such as Character Education Promotes Core Ethical Values as the Basis of Good Character, "Character" must be Comprehensively Defined to Include Thinking, Feeling and Behaviour, To Develop Character, Students Need Opportunities for Moral Action, Character Education Requires Moral Leadership from Both Staff and Students, The School Must Recruit Parents and Community Members as Full Partners in the Character-building Effort are the reliable aspect in speaking activity through character and moral education related with popular culture in Indonesia.

Conclusion

Character and moral education related to the popular culture is the important aspect in speaking activity to motivate and give a stimulation to express an idea in speaking activity for English student. It can accommodate student more creative in speaking activity through theme that include character and moral education through popular culture in Indonesia. The desire to build student character and moral in education but not throw away an aspect about popular culture that appropriate in Indonesia. Familiarization about character and moral education through popular culture in Indonesia need to be done in several activities such as in speaking activity in particular events that elaborated the existence program at university. And it collaborated with all aspect such as institutions, teachers, lecturer, staff, employees, community, the environment and more as the instrument in practical character and moral education through popular culture.

The data summarizes that all aspect get a percentage score more that 50%. So, it can be concluded that in the event namely English Class Performance (ECP) at Universitas Bhinneka PGRI Tulungagung are elaborated the culture and moral education through popular culture in Indonesia. Results from this program does not directly alter the character and moral education for the students, but it is expected to give a positive and varied colour in an atmosphere of speaking activity through popular culture.

References

Agboola, A., & Tsai, K. C. (2012). Bring character education into classroom. *European Journal of Educational Research, 3*(10), 163–170. doi:12973/eu-jer.1.2.163.

Berkowitz, M. W. (1997) The complete moral person: Anatomy and formation. In J. M. DuBois (Ed.) *Moral issues in psychology: Personalist contributions to selected problems* (pp. 11–41). Lanham, MD: University Press of America.

Campbell, E. (2003). *The ethical teacher*. Maidenhead, England: Open University Press.

Carr, D. (1991). *Educating the virtues: An essay on the philosophical psychology of moral development and education*. London: Routledge.

Catalano, R. G., Toumbourou, J. W., & Hawkins, J. D. (2014). Positive youth development in the United States: History, efficacy and links to moral and character education. In L. Nucci, D. Narvaez, & T. Krettenauer (Eds.), Handbook of moral and character education (2nd ed., pp. 423–440). New York, NY: Routledge/Taylor & Francis.

Hagood, M. (2003). New media and online literacies: No age left behind. *Reading Research Quarterly, 38*(3), 387–391.

Hogan, P. (2006). Education as a discipline of thought and action: A memorial to John Wilson. *Oxford Review of Education, 32*(2), 253–264. doi:10.1080/03054980600645420

J. Dittmer (2009). *Popular Culture*. University College London, London, UK

Kemendiknas, (2011) *Panduan pelaksanaan pendidikan karakter*. Jakarta: Kementerian Pendidikan Nasional, Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan.

Kohlberg, L. & Hersh, R. H. (1977) Moral development: a review of the theory, *Theory into Practice, 16*(2), 53–59.

Kohlberg, L. (1976) Moral stages and moralization: The cognitive-developmental approach. In T. Lickona (Ed.), *Moral development and behaviour: Theory, research, and social issues* (pp. 31–53). New York: Holt, Rinehart, and Winston.

Ladson-Billings, G. (1995). Towards a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*(3), 465–491.

Luke, C. (1997). Media Literacy and cultural studies. In S. Muspratt, A. Luke, & P. Freebody (Eds.), *Constructing critical literacies: Teaching and learning textual practice* (pp.19-49). Cresskill, NJ: Hampton Press.

McClellan, B. E. (1999) *Moral education in America: Schools and the shaping of character from colonial times to the present*. New York: Teachers College Press.

Narvaez, D., & Bock, T. (2014). Developing moral expertise and moral personalities. In L. Nucci, D. Narvaez, & T. Krettenauer (Eds.), *Handbook of moral and character education* (2nd ed., pp. 140–158). New York, NY: Routledge/Taylor & Francis. National Reading Conference.

Nucci, L. (Ed.) (1989). *Moral development and character education: A dialogue*. Berkeley, CA: Mc Cutchan.

Pike, M. A. (2010). *Christianity and character education: Faith in core values? Journal of Beliefs & Values: Studies in Religion & Education, 31*(3), 311–312.

Revell, Lynn & Arthur, James. (2007). Character education in schools and the education of teachers. Journal of Moral Education J MORAL EDUC. 36. 7992.10.1080/03057240701194738.