

## THE RELEVANCE OF THE VALUE OF INDEPENDENT AND SOCIAL RESPONSIBILITY CHARACTER EDUCATION WITH CIVIC MATERIAL AT THE ELEMENTARY LEVEL

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### Abstract

Currently, juvenile delinquency cases have penetrated the digital realm. It was cyberbullying on social media. It demonstrates that character education is not being implemented optimally. According to preliminary observations, the *Adit Sopo Jarwo* series contains good character values that align with national education goals. The main objective of this study is to determine the importance of independent character education and social responsibility in the animated series *Adit Sopo Jarwo*, as well as its relevance to Civics material at the elementary school level. It is a library research study that employs documentation data collection techniques. The data of this study was scripts or dialogues between actors that indicate the values of independent and social responsibility characters in the *Adit Sopo Jarwo* serial. According to the study, the *Adit Sopo Jarwo* series contains independent character education and social responsibility. Data analysis revealed ten values of independent character and eleven values of social responsibility character education. The values of independence and social responsibility character contained in the *Adit Sopo Jarwo* series have relevance to elementary school Civics material. It is in grade III, theme 8, sub-theme 2; grade V, theme 2, sub-theme 1; grade III, theme 3, sub-theme 2; and grade IV, theme 7, sub-theme 1.

**Keywords:** *Adit Sopo Jarwo series, character, Civic material, independent, social responsibility*

### Introduction

The development of technology makes the order of people's lives develop. They bring positive and negative effects in various fields. Education is one of the areas that feel its effects. Since the Covid-19 pandemic, the world of education has been helped by technology – with various applications that can support learning. In addition to the positive impact, the development of this technology also brings a negative effect. For example, youthfulness has resulted in various cases regarding the breakdown of human morals.

Throughout the pandemic, the issue of juvenile delinquency has increasingly permeated the online realm, specifically through social media. Based on Kompas.com, which summarizes the page of the Directorate of Basic Education of the Ministry of Education and Culture, data from the Indonesian Child Protection Commission (KPAI) shows that elementary school students are the most likely to be bullied (Prastiwi 2021).

The exposure of some of the cases above demonstrates room for improvement in the field's implementation of character education. The bullying incidents show that children still lack a caring personality because children lack the humanity to commit such acts. Character education, the most significant factor in nation-building, has not been implemented as expected by the nation thus far.

Problems with the internet and technological advancements are also prevalent, particularly in education. Generally, elementary school-age does not need a gadget. They need accompaniment to use it. As a result, parents must monitor their children's activities when they use them. It is necessary so that the child consumes good things and does not develop a bad character.

If character education is not good, the good characters will not grow well and may even deteriorate. It should be in line with national education goals. Chapter 3 of the National

Education System Law states that national education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the nation's life. It is to increase the potential of students to become human beings who have faith and manliness in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, and independent, and become democratic citizens and have the responsibility (Febriana 2019). Based on the objectives of national education, we should implement good education to support the character and the achievement of national education goals. This program is currently carried out based on Pancasila.

Chapter 1 of the Law on Education System Nasional Tahun 2003 states that among the objectives of national education is to develop the potential of learners to have intelligence, personality, and noble character. The purpose of character education is to place on the framework of dialectical dynamic motion, in the form of individual responses or natural, social, and cultural impulses that surround it to be able to forge oneself into a perfect human being so that the potentials that exist in him develop fully and make him more and more humane. That is, become a being capable of forming healthy relationships with the environment without losing his autonomy and freedom so that he can become a human being with the nature of responsibility. Character education aims to teach traditional values widely accepted as the foundation of good behavior and hold people accountable for their actions (Sajadi 2019).

Character education is one of the conscious efforts to educate students to make wise decisions and can implement them in everyday life (Megawangi 2004). This effort make a contribution to the surrounding environment. One method of implementing character education is to include civics learning material. According to Permendiknas No. 22 of 2006 concerning the content standards of national education, Civics is a subject that focuses on the formation of citizens who can understand and can carry out their rights and obligations to become intelligent, skilled, and characterful citizens by the mandate of Pancasila and the 1945 Constitution.

In addition to formal education, efforts to cultivate character education can be reflected by the surrounding environment, either directly or indirectly. Fujiawati (2020) explains that the child learns from what he hears and sees in his environment. The role of parents has a significant impact on the environment in which the child develops. It is intended to gain control over something in the child's environment, such as friends, the environment, children's entertainment, and others. Character education can be accomplished through mass media, such as films or television series, or through media platforms such as YouTube, Tiktok, and others.

Television serves as a source of entertainment for young children. Other functions of TV are informing, educating, entertaining, and persuading the audience. As a medium of communication, TV serves the primary tool for changing attitudes and behavior processes. It can also help children develop their intelligence by displaying balanced ideas (Makarim 2014). One of the educational animated films is the *Adit Sopo Jarwo*. To improve children's moral development, researchers used animated films as a tool to convey learning. Through this animated film, the lesson can be carried out well (Nurmawati 2019).

The *Adit Sopo Jarwo* series is one of the domestically made animated films, work of MD animation production house which aired on MNCTV station every Monday to Friday in the afternoon. The series first aired on MNCTV in January 2014. The reason for the animated series is that there are at least television shows with good character values. Therefore, Dana Riza, the creative director of *the Adit Sopo Jarwo* series, initiated this show (Wibisono 2015).

The *Adit Sopo Jarwo* series tells a story of Kampung Karet Berkah. The village is inhabited by residents who come from various backgrounds. The daily story is about the cross-generational friendship between the actor, Adit, and his friends, such as Dennis, Ucup,

Mita, Devi, and his younger brother Adel, Bang Sopo, and Bang Jarwo, as well as other villagers.

*The Adit Sopo Jarwo* animated series is one of the shows that deserve to be watched by children, especially for educational purposes. There are numerous replicable characters in the series. It will be used as a character development for children. According to previous research, the six good characteristics include social responsibility, discipline, peace-loving, responsibility, religion, and tolerance (Permana dan Rosita 2020). Other research by (Sutiyani 2021), explain that *the Adit Sopo Jarwo* series also contains character values, including manners, honesty, mutual respect, mutual affection, and discipline. For this reason, this study aims to describe the character value of social responsibility and independence, and its relevance to Civics material in elementary schools.

## Method

This research uses a type of library research. The data used in this study is the dialogue in the *Adit Sopo Jarwo* Animation series, especially in the *Surat Simbok Bikin Sopo Mabok*, *Dennis Sakit Sampe Nylekit*, *Jeruk Bali Jadi Kreasi*, and *Mandiri Does Not mean You Want It Alone* episodes. Duration of each episode is approximately 7 minutes.

This research conducted content analysis techniques. According to Miles and Huberman, data analysis techniques are divided into three flows, data reduction, data display, and conclusion (Nugrahani 2014). Data analysis was carried out by examining data on the character of social responsibility and independence, then relevance to the Civics material of elementary school.

## Result and Discussion

The value of character education in this study is a good character value by the government-launched value of character education. The value of these characters is the characters owned by the actor in the *Adit Sopo Jarwo* series. These values are manifested in actions and dialogue or scenes that have a good influence on the child who watches them. The character value discussed in this study is an independent and social responsibility character.

Episode 39 *Surat Simbok Bikin Sopo Mabok* tells the story of Bang Sopo. One of them is when Bang Sopo limp about his days because he has not been able to send money for his sick mother at home. Knowing this, Pak Haji Udin advised him to try and pray for the best way out. After that, Bang Sopo suddenly became very diligent in working. He was no longer dependent on others, even being too excited made him tired and fainted. Although he had previously been offered by Adit's mother to rest and drink, he refused. This situation was discovered by Adit, Dennis, Pak Haji Udin, and Baba Chang very soon. After Bang Sopo came to his senses, Pak Haji Udin gave a letter from the village informing him that his sick mother had recovered. Hearing the news, Bang Sopo's situation improved. This can be seen in the following dialogue.

Jarwo	:	"Loh loh loh, eh Sopo tadi tuh, ehh"
Sopo	;	"Gapapa bos, Sopo aja"
Jarwo	:	"Hadeh, yoweslah."
Sopo	:	(tetap mengangkat barang sendiri)
Jarwo	:	"Loh loh, la kok malah diterusin itu loh. Hadeh Sopo.. Sopo.. uwes ntar aja. Udah napas dulu, sekalian nyelonjorin kaki"
Sopo	:	"Gapapa bos"
Jarwo	:	"Hadeh, wes karepmu lah"

This episode also tells about Bang Sopo who helps a woman. While at Baba Chang's shop, Bang Sopo saw women who were shopping and brought quite a lot of goods. Unable to bear to see it, Bang Sopo offered to help the mother. The mother happily accepted Bang Sopo's offer. This can be seen in the following dialogue.

Sopo : "Biar Sopo bantuin ya bu bawain barangnya"  
Ibu-Ibu : "Eh iya bang Bang Sopo"

In this episode, two scenes reflect an independent attitude and five attitudes toward social responsibility.

Below is one of dialogue on the episode 88, *Dennis Sakit Sampe Nyelekit*.

Adel : (bahasa bayi)  
Adit : "Ok del, ka Adit nyariin dokter, Adel tolong jagain kak Dennis. Dennis tenang ya"  
Dennis : "Iya dit makasih"  
Adel : (bahasa bayi)  
Adit : "Ok del, assalamualaikum"

This episode tells the story of Dennis who has a fever. Then he went to Adit's house for help because his mother was not at home. Adit takes care of Dennis with Adel. Unable to keep quiet looking at Dennis who was enduring the pain, Adit and Adel divided the tasks. Adel waits for Dennis at home, and Adit finds a doctor. Unlucky, in the middle of his journey, he fell. At the moment, Pak Haji Udin passed by and helped him. In addition, he also helped Adit find medicine for Dennis in Baba Chang's stall. After getting the pills, they rushed toward Adit's house. Upon arriving home, Dennis drank it, even though it tasted bitter.

In the dialogue, Adel and Adit have an independent attitude to be able to take care of their sick friend. In addition, Pak Haji Udin also showed a social responsibility attitude by helping Adit and buying Denis medicine at Baba Chang's shop. It is shown by the dialogue below.

Jarwo : "Awat Dit pelan pelan Dit"  
Haji Udin : "Bang Sopo sadar Bang Sopo"  
Baba Chang : "Bang Sopo lu orang bangun a"  
Haji Udin : "Masyaallah kenapa dit"  
Adit : "Ini pak haji"  
Haji Udin : "Ngebut lagi naik sepedanye? Emang Adit mau kemane?"  
Adit : "Mau nyari dokter pak haji, itu Dennis sakit demam"  
Haji Udin : "Masyaallah, ayo saya anteri ke tempat babang, habis itu baru kita cari dokter, sepedanya dipegangin dulu aja ya, masih kuat kan"  
Adit : "Insyallah kuat pak haji"

According to the data, this episode has two independent attitudes and three social responsibility attitudes.

Episode 92 *Kulit Jeruk Bali Jadi Kreasi* tells the story of recycled waste by children. This was Li Mei's idea when she saw Adit bring a garbage to the house. So, she invited her friends to be creative in making toys from this material. After that, they made a small game, a car race made of grapefruit peel and propellers from used bottles. This can be seen in the following dialogue.

- Li Mei : "Ucup kamu buat kaya gini ya."  
Ucup : "Waw, Ucup mau bikin sendiri ya kak Li Mei.  
Soalnya kalo Ucup udah bisa bikin sendiri berarti  
Ucup udah, udah.."  
Li Mei : "Berati Ucup udah mandiri"  
Ucup : "Itu kata Pak Haji Udin ya kak Li Mei"

Below is another dialogue that shows a social responsibility attitude in this episode.

- Li Mei : "Pagi bunda. Apa itu dit?"  
Adit : "Sampah daur ulang kak Li Mei"  
Li Mei : "Sampahnya bawa ke warung yuk dit,  
jangan lupa ajak anak-anak yang lain"  
Adit : "Ok kak Li Mei"

In this episode, there are two reflections of independent characters and three scenes of social responsibility characters.

Next, the *Mandiri Bukan Berati Maunya Sendiri* episode tells the story of the village children who gather and tell stories together. Li Mei took friends through various independence stories each of them experienced. Adit recounts his experience of being abandoned by his parents. Li Mei tells her story of being independent since her mother died, and Ucup with all his efforts to become an independent child. Dennis tells the story of his independence, although only when he dares to buy his meatballs. In this episode, some five scenes reflect an independent attitude.

The independent and social responsibility characters in the *Adit Sopo Jarwo* series are slightly different from those characters in the Civics material at the elementary school level. Even so, both have the same goal of encouraging children to always act independently in completing their various tasks and not rely on others.

According to (Winata Putra dan Setyorini 2017), an independent character is characterized by several examples of attitudes. These attitudes include that a child or student is not dependent on others in doing tasks. In addition, children or students can also create work efforts that are beneficial to themselves and others. In addition, the character of social responsibility is characterized by the development of several attitudes for the child. Some of them are helping anyone who has experienced calamity and defending the weak. This is in line with the values of independence and social responsibility in the *Adit Sopo Jarwo* series.

After reviewing and seeing the concept of character education based on the data found, the value of independent character and social responsibility contained in the *Adit Sopo Jarwo* series has relevance to the Civics material at the elementary school level. The independent character shown in the *Adit Sopo Jarwo* series is about the importance of doing the work and responsibilities. In addition, an independent character also shows an attitude of not being dependent on others, especially in society. Even so, its implementation in Civics material is carried out in families, schools, and communities.

The value of independent character education found in the *Adit Sopo Jarwo* series has relevance to the Civics material at the elementary school level contained in the grade III theme 8 (Praja Muda Karana), subtheme 2 (Aku Anak Mandiri), and in grade V, theme 2 (Udara Bersih Bagi Kesehatan), subtheme 1 (Cara Tubuh Mengolah Udara Bersih).

The value of social responsibility character education found in the *Adit Sopo Jarwo* series has relevance to the Civics material at the elementary school level of grade III, theme 3 (Kewajiban dan Hakku), subtheme 2 (Kewajiban dan Hakku di Sekolah), and in grade IV, theme 7 (Indahnya Keragaman di Negeriku), subtheme 1 (Keragaman Suku Bangsa dan Agama di Negeriku).

## Conclusion

Based on the results of the analysis and discussion, the relevance of the value of independent character education in the Adit Sopo Jarwo series with Civics at the elementary school level is in the grade III theme 8 (Prajaya Muda Karana), subtheme 2 (Aku Anak Mandiri), and in grade V, theme 2 (Udara Bersih Bagi Kesehatan), subtheme 1 (Cara Tubuh Mengolah Udara Bersih). The relevance of the value of sosial responsibility character education in the Adit Sopo Jarwo series with Civics at the elementary school level is in grade III, theme 3 (Kewajiban dan Hakku), subtheme 2 (Kewajiban dan Hakku di Sekolah), and in grade IV, theme 7 (Indahnya Keragaman di Negeriku), subtheme 1 (Keragaman Suku Bangsa dan Agama di Negeriku).

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