

The implementation of *Bandung Masagi* Program Towards Students' Character Building in Social Studies Instruction

Ayu Sutriani¹, Dadang Sundawa², Yakub Malik³

Social Studies Education Study Program, Faculty of Social Science Education
Universitas Pendidikan Indonesia, Bandung, Indonesia

Abstract. This study is motivated by the urgency of early character building through value investment of Sundanese local wisdom "*Bandung Masagi*". This study focuses on the efforts concerning students' character building through the implementation of *Bandung Masagi* program, the values application of *Bandung Masagi* program towards the students' character building in Social Science learning, and the impacts of the implementation of *Bandung Masagi* program's values application towards the students' character building in Social Science learning. This study used descriptive method with qualitative approach. The data of this study were collected in SMP Kartika XIX-2 Bandung by three techniques which are interviews, observation, and documentation study. This study shows that *Bandung Masagi* program is a good effort to build the nations' character based on Sundanese's local wisdom value by challenging the students to participate openly in every character building activities. The implementation of the values application of *Bandung Masagi* program in the research site went well since the school conducts the values application of *Bandung Masagi* in both extracurricular activities and in-class learning. Therefore, the students can optimize their self-potentialities to build a noble character like the Sundanese, covering the values of religiosity, Sundanese's culture, environmental caring, and state defense.

Keywords: *Bandung Masagi* program, Sundanese's, local wisdom values, character building

Correspondence. ayumuvi@gmail.com

Article History. Received July 2019, Received in revised September 2019, Accepted December 2019
©2019. International Journal Pedagogy of Social Studies. Department of Social Studies

A. INTRODUCTION

The decadence phenomenon that befalls particularly the Indonesian teenagers and generally the society has encouraged the government to implement the program of *Nasional Pembangunan Karakter Bangsa* (KN-PKB) or national character building program. One of the strategies to establish the program is emphasizing the urgency of character education implementation in every education institution either in formal in school, in informal in family, or in non-formal in society.

Bandung as it is known as the center of education in Sundanese land has established an innovation on education, to launch a local wisdom-based character education program entitled "*Bandung Masagi*". This program was inaugurated by the Republic of Indonesia's Minister of Education together with the Mayor of Bandung and the head of The Education Department of Bandung City in 2016 ago. The Minister appreciated it and manifested it as a pilot program on a local wisdom-based character education since it is

in line with the mental revolution program by the central government.

The establishment of *Bandung Masagi* concerns with the current common problem being faced by the Indonesian students especially in Bandung city. The observation in this study identified that according to the investigation by The Committee of Indonesian Child Protection and Health Ministry in 2003, it is said that:

"... The 62.7% of Indonesian students have had a fornication. The data by National Narcotics Board about drugs and narcotics use in 2014 revealed that the 22% of drug users are students. Afterwards, the investigation by The Committee of Indonesian Child Protection in 2014 stated that the 97% out of 4500 teenagers have watched porn videos." (ayobandung.com).

Bandung Masagi comes up with a model of character education to overcome those problems. This model is a Pancasila and

Constitution 1945-based education with the values of religiosity, culture, and up to date.

Based on the explanation above, the researcher was interested to students' character building through the local wisdom value application of *Bandung Masagi* program in Social Science in educational environment. Therefore, the researcher attempted to conduct a study in SMP Kartika XIX-2 Bandung entitled *The Implementation of Bandung Masagi Program towards Students' Character Building in Social Science Instruction (A Descriptive Study in SMP Kartika XIX-2 Bandung)*.

B. METHOD

This study used descriptive method with qualitative approach. Moleong (2012, p. 6) explains that:

“Qualitative study is a study intended to conceive the experiences of the research subjects such as attitude, perception, motivation, action, and others holistically in a descriptive way of words and languages in a certain natural context and utilize various natural methods.”

This study used qualitative approach because the research object went from the previous field observation activity the interview result in order to explore and find the topic and the focus of the research problem. The research came up by a research topic in SMP Kartika XIX-2 Bandung. Furthermore, the researcher conducted the interview session with the students and the teacher. From that session, the implementation of *Bandung Masagi* as a stimulating activity to support the students' character building directed by the teacher in Social Science learning was defined as the focus of the research problems. *Bandung Masagi* program had become a pre-requirement implementation in Social Science material learning.

Moreover, in the data collecting of this study, the researcher applied the *criterion based selction* by Arikuntoro (1998) as embodied below.

a) *The School Management*; was appointed to obtain the holistic image about the

situation and the benefits of *Bandung Masagi* program to the school.

- b) *The Vice Principal of Students Affairs*; to attain the review of *Bandung Masagi* program about students' character building.
- c) *The Teachers of Social Science subject*; to gain information about the local wisdom value share through *Bandung Masagi* program in Social Science learning and the impacts towards the students' character building.
- d) *The Students*; the active ones were selected to acquire the evaluation of the activity process following their involvement in the *Bandung Masagi* program in Social Science learning.

The researcher took a straight forward field survey to discover a real condition. This is in line with Husaini dan Purnomo (2009, p. 78) who clarify that a data collecting technique supports an accurate and validated field information.

Besides, the researcher collected the research data through observation, interview, and documentation study; these are included into qualitative approaches as Creswell (2013, p. 267) explains in four strategies, namely observation, interview, qualitative documentation, and audio-visual documentation.

The collected data then was processed to be analyzed and interpreted to produce the resolution of the research problem formula. Those processes were prepared continuously from the initial collecting until the final research concluding. The steps series of the data process are reduction, arrangement, conclusion, and validation. Finally, the conclusion and the recommendation presentation were realized from the result of the data analysis and interpretation.

C. RESULTS AND DISCUSSION

This study shows that *Bandung Masagi* program has been executed well in SMP Kartika XIX-2 Bandung. This finding is in accordance with several considerations below.

First, Tobroni (2011) states that the development of *Bandung Masagi* program is

aimed to facilitate the entire students of Bandung City in rising their potentials, establishing a generation with noble character who loves and skillful on Sundanese culture, environment preservation for life survival, and personifying the state defense-and-care as a students' character. The objective of *Bandung Masagi* program is to establish a generation with the characters of truthful, strong, sensible, care, brave, diligent, critical, initiative, creative, kind, and responsible. Those sets of personality are indicated by the attitudes of being religious, creative toward their own culture, and interested towards the environment, nation, and the state constructed on the philosophy *silih asih, silih asah, silih asuh dan silih wawangi* or the philosophy of being humanist, educating, accompanying, and uttering the positive matters to each other mutually. The philosophy of those values is the foundation of *Bandung Masagi* program as a systematic guide covering four program components i.e.: religiousness, Sundanese cultural, environment, and state-defense as modes supporting the Bandung City students' character building.

Every component in *Bandung Masagi* program is represented through the awareness of: (1) religious values to establish the students with a noble character; (2) the love and skill on Sundanese culture; (3) environment preservation for life survival; and (4) the state defense-and-care as a students' character (Firmansyah, 2017).

Second, the implementation of character education particularly in SMP Kartika XIX-2 Bandung through *Bandung Masagi* program is executed in daily

orientation or an activity to accustom the students how to behave, speak, think, and do certain activity in good habituation. Through the daily orientation in school, the students are expected to apply the orientations in their home until those become a good habit to be a good behavior and become a noble personality with integrity towards the nation as an Indonesian. This character education is fulfilled by a method of ACB or *Ajarkan Contohkan Biasakan* or Teach-Exemplify-Get Used to (TEG).

Bandung Masagi program is developed and implemented with integrity to every school program activity (extracurricular, noncurricular, and co-curricular) or subject teaching intra-curricular. This means that every school activity or any subject teaching can be combined with *Bandung Masagi* education values agree with the school's flexibility and independency to adjust the character education program in each school.

By integrating the local wisdom value in-school learning, the students are expected to create a comprehension on their own local wisdom thus they can grow their love towards it. The integrity process of the local wisdom values can be applied in all subjects, especially in Social Science learning in school. Consequently, the teachers must adjust it to the junior high students' level of development; adapted to the subject materials and learning method. Moreover, the implementation of the value of *Bandung Masagi* program in Social Science is described in four components in Table 1 below.

Table 1. The Components of *Bandung Masagi* program

Components	Activity	Achievement Indicator
Religiousness value	The students in every class are accustomed to recite the verses of short surah in Al Quran and the Asmaul Husna before the class is started, initiated with praying in their heart together in each beliefs.	Being tolerant to the rules in class-learning and obey the current rules.
Sundanese Culture value	The Sundanese philosophy of <i>silih asih, silih asah, silih asuh dan silih wawangi</i> or the philosophy of being humanist, educating, accompanying, and uttering the positive matters to each other mutually can be invited as a life guide; the Sundanes culture must be captured imbued, and implemented in daily life.	The students preserve the national cultures and regional cultures

Environment Preservation	The application of classroom duty concerning cleanliness before the class is started.	The students are creative in facing all surrounding problems.
State Defense	Having good communication, team working, and competition in the heterogeneous society in local, national, and global level.	The learning is conducive with students` good team working with each other.

Third, school is an institution of education, a learning environment, and a space to study and teach and also a place to take and give knowledges. The learning activity is implemented to build a character, knowledge, behavior, and orientations to improve the students` life quality.

The character education must be convinced as a continuing process through

resuscitation and habituation. This is acceptable with the *Bandung Masagi* program implementation in Social Science learning with the noble values of Pancasila. Henceforth, the four characters are materialized in Social Science learning process after the implementation of local wisdom values in *Bandung Masagi* program as Table 2 below shows.

Table 2. The Characters Emerged after *Bandung Masagi* program

Components	The Materialized Characters	Achievement Indicator
Religiousness	1. Creating a religious condition	Praying Reciting the Al-quran
	2. Creating a harmonious condition in diversity	Greeting Having good relationships Emphatic Sympatic
Sundanese Culture	3. Able to behave like a Sundanese	<i>Cageur</i> (healthy) <i>Bageur</i> (kind) <i>Bener</i> (righteous) <i>Singer</i> (introspective) <i>Pinter</i> (smart)
	4. Able to preserve the Sundanese cultures	Keeping the cultures Living along peacefully Having an identity as a Sundanese
Environmental Preservation	5. Responding the problems in class	Keeping the classroom`s cleanliness, beauty, and tidiness
	6. Obeying every applicable rules	Littering rightly Being discipline and responsible
State Defense	7. Creating a friendly atmosphere	Happily speaking Getting along Cooperating with other people
	8. Creating a national spirit	Singing the song of Indonesia Raya Having a nationality mind set Being responsible

The nation character education is a process of acculturation and transformation of humanity value and national (Indonesia) culture to produce the prestigious and high civilized citizens.

Based on the purpose of Social Science learning, the researcher concluded that that subject aims to build good citizens; this issue is always associated with human activity with

the surrounding environment. Therefore, *Bandung Masagi* program in order to implement the local wisdom values must be applied in many schools to create a good useful human to bring a better Indonesia.

D. CONCLUSION

This study shows that the school (SMP Kartika XIX-2 Bandung) has rather good comprehension on the knowledge about *Bandung Masagi* program as an effort to build the students' character. Every *Bandung Masagi* program is developed and applied with integrity in every school program (extracurricular, noncurricular, and co-curricular) or subject teaching intra-curricular. Moreover, every school program activity or any subject teaching can be combined with the character education values proposed by *Bandung Masagi* program adjusted to the flexibility and independence of the school to design the character education program.

Besides, the implementation of *Bandung Masagi* program values towards the students' character building in Social Science learning covers the orientation in every extracurricular activity and then is penetrated in Social Science learning. The teachers share the percepts and exemplify the good character in the learning process and then it is followed by the students to make it habit and form a good character.

Lastly, the study found the impact of the implementation of *Bandung Masagi* program towards the students' character building in Social Science learning. That program gives a pleasing experience to the students. Besides, it gives impacts on the students' mental spiritual, cultural skill, environment preservation interest, and state defense thus the students can improve their discipline, responsibility, social sensibility, and participation in school orderliness.

REFERENCES

- Arikuntoro, S. (1998) *Prosedur Penelitian*. Jakarta: Rineka Cipta
- Apandi, I., (2016). *Mengenal Kurikulum Pendidikan Masagi Kota Bandung*, http://www.kompasiana.com/idrisapandi/mengenal-kurikulum-pendidikanmasagi-kota-bandung_57a99effbb22bd8b11136f0eayobandung.com, 2015
- Badan Pusat Statistik (BPS) Kota Bandung. (2016). [https://bandungkota.bps.go.id/Dinas Pendidikan Kota Bandung](https://bandungkota.bps.go.id/Dinas_Pendidikan_Kota_Bandung), 2016. *Dokumen Kurikulum Bandung Masagi*. Bandung.
- Chreswell J. W. (2013). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar
- Elih Sudiapermana, (2016). *Buku Saku Program Pengenalan Lingkungan sekolah Pendidikan Karakter Bandung Masagi*
- Kurniawan. Haviz (2013). *Penguatan Pendidikan Karakter Melalui Budaya Lokal "MASAGI"* File:///D:/Kumpulan%20jurnal/Penguatan-Pendidikan-Karakter-Melalui-Budaya-Lokal-"Masagi".Pdf
- Moleong, Lexy J. (2012). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya
- Mokh. Iman Firmansyah (2017) *Program Pembudayaan Terpadu Dalam Membina Karakter Islami Pada Peserta didik Sekolah Dasar Sebagai Implementasi Kurikulum "Bandung Masagi"* *Jurnal Pendidikan Agama Islam -Ta'lim* Vol. 15 No. 2 - 2017
- Tobroni. (2011). *Pengembangan Pendidikan Karakter Bangsa Berbasis Kearifan Lokal*. *Jurnal Salam*. Vol 14, No 2 (2011). pp. 91-108. Yuliana, ED., 2010. *Pentingnya Pendidikan Karakter Bangsa Guna Merevitalisasi Ketahanan Bangsa*. *Jurnal Udayana Mengabdi*. Vol 9, No 2 (2010). pp. 92100.
- Usman. Husaini dan Purnomo S.A (2009) *Metodologi Penelitian Sosial*. Jakarta: PT Bumi Aksara.

