On Cooperative Learning Process at SD N Kacangan 1, Sumberlawang, Sragen

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A R T I C L E I N F O	A B S T R A C T
	Family education is basic education for children before the child goes out into the wider world. The education provided by the family becomes a moral provision for children in life in society. Forming individual character cannot be separated from the influence of family education. This research uses a qualitative method which is a research procedure that produces qualitative descriptive data in the form of written or spoken words from people and observed behavior and the implementation of this research was carried out at SDN Kacangan 1 with the data source being fifth grade students. The results of this research are 1) parents and teachers have a very important influence in the process of forming children's morals, because in an educational component there must be communication so that it is in harmony with the existing double standards. 2) students who have poor character will affect cognitive aspects and affective in the learning process in formal schools. The obstacles that parents often experience in the process of forming children's morals are peers and the school environment. With these things, it is hoped that parents will direct their teenagers more in positive ways. namely by being a good parental figure for their children. Introduce and teach religion to children from an early age.

Introduction

The development of science and technology results in changes in a more complex society, these technological developments give rise to social problems and more demands. Family education is tasked with responding to obstacles, challenges and solving these problems. (Fath, 2015). This influence is proven by the current facts, namely that the Indonesian State is faced with various complex and unfinished national problems (Marzuki, 2019). The occurrence of the monetary crisis has had a broad impact on various values of society and government. Be it in the educational order, political order, economic order and socio-cultural order. Children generally get education first from their parents or family, namely non-formal education, children naturally learn from interactions with family members with the aim of children being able to learn new things. Formal education is obtained in institutions called schools. The aims and functions of education are formally regulated in the National Education System Law (UU Sisdiknas) no. 20 of 2003. Balanced education between formal education (school education) and non-formal education (home education) is very important for children because on the one hand children certainly need academic and non-academic knowledge, while on the other hand Children also need good knowledge about life values and morals to live in society, family and school. However, there are always challenges that teachers and students must face in its use. Therefore, the introduction of new technology in schools, both teachers and students, is needed as a means of supporting learning infrastructure in schools (Alfath et al., 2021). Family education is basic education for children before the child goes out into the wider world. The education provided by the family becomes a provision for children in life in society. Various types of family education include teaching manners, manners, and habits in living together with other people. Parents can foster self-confidence in children and a sense of security in being able to socialize and mingle with society. Without intimacy and loving treatment from parents, children are unable to form meaningful relationships with other people.

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A good family has special characteristics, for example, we remember things well if they are related to our parents, or we can remember things well because of unique or specific things. Therefore, the key is good or positive behavior from the parents. The family also has the goal of raising and educating children. The family can also be a source of disaster for all its residents, when the family is not well looked after (Junaidi Mahfud, 2015). Therefore, the family plays an important role in children's morals in order to maintain the continuity of children's education and the future of all family members. In the development phase, he gets to know himself and forms his personality through the process of introduction and interaction between himself and the family members around him (Musthafa in Kholida 2021). Morals are values that exist or are inherent in a person's personality or in every individual, because morals are inherent in every human being and in human capacities (Pradnyani, 2015). All problems will have an impact on changes in behavior, especially for children whose faith is still unstable, so they are very easily influenced by circumstances and situations that always bring confusion in life. For children who are less mentally prepared, it can cause a crisis called a child moral crisis. Moral education is education about good and bad. Moral education teaches children the basic reasons why an action is considered right or not, and how to respond to things that are good or right. Moral education is an officer who will prevent children from dangerous dangers such as drugs and inappropriate behavior (Angkurela, 2022). Moral issues are problems that confuse everyone, especially parents, they want to provide provisions for their sons and daughters so that they will be successful in this world and safe in the afterlife. They want their sons and daughters to be ready and open to modernization, but still have strong moral values and beliefs so that they are able to capture the flow of information they access and make use of it (Sholikah, 2020).

In the pedagogical aspect, family education is the most important for the formation of individual character and morals, while social education is the task of components of society and the world of academia. Basically, formal education only has the status of a supporting factor in an individual's educational process, while the center of education lies in the family component (Nazarudin, 2019). The family has a very big influence in the formation of character and manners. An individual's character and character are influenced by their family and continue when sensitive periods occur in their respective families. Because the basic environment for individuals when they are children is the family environment when children at the learning stage see and imitate the activities of the people around them, namely the family environment (Wiryopranoto, S, 2017). In the family environment, there are five types of education that shape children's character, including 1) character, 2) morals, 3) religion, 4) ethics, 5) manners. (Wiryopranoto, S, 2017). Apart from the family environment, the school environment is also a concern because a child receives material or non-material guidance. And at school, cooperation between teachers and parents is also needed in the formation or moral development of a student. Teachers and parents must be consistent in modeling positive behavior and attitudes to children so that children can model good and correct morals (Marzuki 2019). But many parents still don't realize that moral education comes first from the parents themselves, because parents are the first people their children know and communicate with. So, parents are the main and first educators for children. As parents, you must be a good example for your children, because at the age of children they will idolize someone as a great figure who will then emulate their behavior in everyday life. The majority of parents can only look for a scapegoat that it is the child who is wrong when negative things happen regarding their child's daily behavior. A child who has such behavior actually imitates the way of thinking and actions intentionally or unintentionally carried out by their parents (Sholikah, 2020). Parents provide an understanding that good interaction is interacting directly with people around them, parental supervision of children such as providing rules for using gadgets, and providing wise examples in using gadgets. (Kusuma et al., 2022).

Therefore, morals must be better understood and applied in the student environment where in reality more students are unaware and do not know the meaning of morals themselves. This is one of the things that does not pay attention to the meaning of morals. This research provides input to families and schools so that students' daily behavior is based on moral values. From the several explanations above, this is the basis for researchers to conduct research with the title "Family Education in Forming the Morals of Class 2 Students at SDN Kacangan 1 "Cooperative learning is very important to be implemented in educational circles (Slavin, R, E. 2018). Cooperative learning is learning that is constructive in nature, so that learning techniques use technology actively to develop themselves on the basis of the knowledge previously possessed by the learners (Slavin, R, E, 2018). Types of cooperative learning according to (Slavin, R, E, 2018) include 1) Social, through cooperative learning or students will help each other, so that the group wants success. 2) motivation, individual success is basically the success of the group as a result of helping each other in dealing with existing problems. 3) cognitive development, with communication and interaction among group members it can develop students' achievements in thinking and processing information, so that each student will gain and increase their cognitive intelligence. The stages of cooperative learning include 1) students are motivated to be mentally ready for the implementation of learning, 2) the teacher presents information in the form of material, 3) the teacher organizes students into small groups, 4) the teacher guides students in the process of teaching and learning activities, 5) the teacher carries out evaluations, 6) the teacher awards students (Slavin, R, E, 2018).

Research Methodology

Family education research in shaping the morals of grade 5 students at SDN Kacangan 1 uses qualitative research methods with a descriptive type which is in line with the problems and objectives of this research. Descriptive qualitative is research used in natural settings where the researcher is the main instrument. (Creswell, 2018). This research uses an analytical approach from a moral education perspective. Data obtained on moral education in families at SDN Kacangan 1 is collected then presented in the form of words or sentences and then conclusions are drawn. The data collection techniques for this research are observation, interviews and documentation. So the instrument used in the research is the researcher himself (human instrument) which refers to the attitude scale questionnaire instrument. Researchers act as instruments and primary data collectors by asking, listening, observing and collecting research data (Creswell, 2018). By using an attitude scale questionnaire instrument, data collection in research will be more authentic and closer to the truth.

Results and Discussion

Providing Motivation to Students

Motivation is often a great motivator for students to start learning. The fifth grade teacher at SDN Kacangan 1 motivates his students by promoting the importance of diversity or cultural, linguistic and religious differences. This makes the fifth grade students at SDN Kacangan 1 understand the importance of understanding the differences that exist in Indonesia, namely that teachers relate culture, language and religion to mutual tolerance, which will lead to harmony between people. On the other hand, if we don't respect each other, there will be fights like the Poso, Ambon and Sampit cases which claimed many lives. The fifth grade teacher also provides teaching methods within the scope of providing motivation to his students in the form of showing videos via LCD in his class. The videos are about the diversity of ethnicities, cultures and religions in Indonesia, which are very numerous, from Sabang to Merauke, they respect each other and maintain tolerance between each other. In between, the fifth grade teacher tried to create a fun atmosphere by providing humor to his students. Apart from the teacher showing the video, the teacher also showed a film showing an example of not respecting each other causing a fight, namely a film of Tom and Jerri who are always fighting, the video was played for five minutes. So that students are motivated to take part in further learning

Process KBM

Fifth grade teachers provide information in the form of diversity material by playing fifth grade students in the form of videos for students at the link address https://www.youtube.com/watch?v=csYwoyYuWik. Next, the 21 fifth grade students of DN Kacangan 1 were divided into four groups, namely groups A, B, C, D. Each group has at least one student, according to the teacher's academic monitoring, that student is considered cognitively capable. Then each group was asked to operate one computer unit in that class. Each group must complete twenty questions that the teacher has prepared on the computer. They had to answer questions related to diversity in computers connected in parallel with other computers within thirty minutes. For thirty minutes or when students work in groups, the teacher observes the cooperation of each group in working on the questions. Some students from the four groups, namely groups A and B, there were some students who didn't really focus on the material, namely by joking with their friends, some disturbed other group friends so they couldn't focus. At that time there was also someone who spoke dirty words directed at his friend, at that time the fifth grade teacher immediately reprimanded the student. During the time the students were working, the researcher asked the fifth grade teacher about background information on students who were not focused on learning and students who talked dirty to their friends.

The fifth grade teacher answered that the students who did not focus on learning had a family background with minimal education, and the students who often spoke dirty words directed at their friends had a background where their father and mother were divorced or separated. After ten minutes had passed, the teacher and students in each group had finished working on twenty diversity questions. Next, the teacher asks one of the groups to present the results of their work, namely answering five of the twenty questions on the computer, while the other groups listen. At that time, group A presented their answers, but it turned out that group B members had family backgrounds broken home those who disagree tend to blame group five's presentation number 4, with excessive emotions by talking dirty. At that time, the fifth grade teacher reprimanded the student and, let's say the student was named SK. After all groups have presented the results of their work, the teacher then guides them by discussing questions. Discusses the questions and methods used by the teacher, namely, representatives of one group member from each group exchange to another group to evaluate the results of their work on the computer.

Evaluation and Rewards

After the discussion process is complete, the teacher gives an evaluation and appreciation to the group that made minimal mistakes in answering the questions on the computer, namely about diversity. Evaluation is standardized in (Popham, 1992) which states that assessment of the affective domain determines a person's success, so that students

who do not have good affective abilities will find it difficult to achieve optimal learning success. The attitude elements assessed in learning are 1) feelings, 2) interests, 3) attitudes, 4) emotions (Popham, 1992). Each element has a maximum of 6 points. So that children who have a background that does not match what is expected in the world of education will affect cognitive and affective outcomes in learning.

Conclusion

So that family education for children really shapes morals, character and attitude . Even though later in the school and community environment, children will gain new information and knowledge. However, the main thing is that it is formed within the family. Children will see and observe and imitate what they see at home and what they see in their family. His educational pattern, his words, his attitude, will be very visible from the educational pattern in the family. So that this habit will be carried by the individual for an indefinite period of time. During adolescence, children's thinking is not completely positive but tends to be negative. Therefore, this is where the role of parents is very important in developing children, namely by positioning themselves as good examples, good listeners for children. Other features of the external environment, such as peers, mass media, and popular culture also influence the affective appraisal system. Children are often exposed to values that conflict with what is taught at home, thus presenting different double standards so that children are confused about what is good and what is not good. Apart from that, parents also supervise their children in choosing social relationships, and limit them so that they do not fall into bad relationships.

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