

Model of PPK Development in MGMP Economic SMA in Malang City

Bawuk Suparlan

Widyaiswara PPPPTK PKn dan IPS

Abstract: Character education needs to be reinforced into national movement of Nation Character Education through Character Education Reinforcement program (PPK). Teachers as one important factor in building character through the implementation of PPK in learning. Efforts to increase the professionalism of teachers can, among others, be conducted through training, research, scientific writing, and professional activities as well as through the Teachers Consultative Meeting (MGMP). This study aims to (1) describe procedural and conceptual development of PPK model in MGMP High School Economics in Malang city, (2) to validate PPK model development product, (3) to know product development trial result, and (4) to know effectiveness of PPK implementation MGMP High School Economics in Malang city. This type of research is Research and Development (R & D). As the subject of research is the participants of MGMP Economic High School in Malang city period 2016 - 2017 as respondents and perpetrators of product testing. Respondents consisted of 40 teachers from 24 high schools in Malang. The results of this study indicate that; (1) Conceptual model of PPK model development in MGMP City economy refers to Borg's theory, W.R. & Gall, M.D. (1983) has been applied in this research, (2) Product development consists of: MGMP syllabus, RPP, MGMP teaching materials, MGMP activity sheets, and evaluation of MGMP implementation. Product development has been validated by development research experts and attitude learning experts as a reference to improve and refine product development, (3) Based on product trial, model development model in MGMP Economic Malang city is considered good and appropriate to be applied, 4) Based on the analysis of product development quantity, product quality of development, function or product utilization of PPK development, PPK model development product in MGMP Economic Malang city can be considered effective to be implemented in high school economy learning in Malang city.

Keywords: Reinforcement, Education, Character, Deliberation, Teacher.

1. INTRODUCTION

The Indonesian nation is a nation that has a strong positive character. One of these characters is a spirit of stance that has proven to have brought this nation to its independence and emerged as an independent and sovereign state. Today, in the midst of a very tough challenge of the impact of global development, it is obligatory for all components of the nation to give each other enlightenment and to strive to build and re-develop the character of the struggle (Rajasa, M.H., 2009).

The Minister of Education and Culture provides direction to prioritize and educate character education in education. On this basis, the Ministry of Education and Culture launched the Movement of Strengthening Character Education (PPK) gradually starting from the academic year 2016 (Kemdikbud, 2016).

Haynes, C. (2008) states that character building is a never ending process, which means that character building is done since we are still a fetus in the womb until we close the age. Character development in our lives can be divided into three stages of character development, ie at an early age (stage of formation), adolescence (development stage), and as adults (consolidation stage).

Strengthening Character Education (PPK) is a continuation and revitalization of the national character education movement that has begun in 2010. The movement of strengthening character education becomes increasingly urgent priority due to various issues that threaten the integrity and future of the nation such as the rise of intolerance and violence in the name of religion that threatens diversity and the integrity of NKRI, the emergence of separatist movements, violent behavior in the educational environment and in the community, sexual crimes, student brawls, promiscuity and the tendency of young people on drugs.

Efforts to increase the professionalism of teachers, among others, can be done through training activities, research, writing scientific papers, and other professional activities. This activity is possible in Teachers Working Group (KKG) for elementary level, or in Subject Teacher Consultant (MGMP) for junior high and high school level, since this container is used as a meeting place for classroom teachers or teachers of similar subjects, including to implement a class-based PPK program.

Based on the above description, teachers are required to have a commitment, willingness and ability to implement learning in accordance with the provisions mentioned above. Professional teachers will apply fun, contextual, and meaningful strategies and learning methods. It will make students be creative, independent and have high competence. The process of education is managed perfectly and supported by professional teachers will produce good product quality as well (Mulyasa, E., 2007).

The teacher's orientation is still on the achievement of material targets and has not yet touched on the quality because the material burden they have to finish is not balanced with the time available. Ardana (2012) states that quality and learning products are inadequate, especially when associated with preparing people in the future.

Economic learning process that took place in several high schools is still conventional with behavioristic approach. As expressed by Djunaedi (2012) that learning in school is still fascinated by the old paradigm of information forwarding that involves only low cognitive skills that is memorizing, not infrequently more degenerate into nothing more than the giving of textbook content and continue to be nurtured through tests that tend to only collect memorization.

Based on data on MGMP High School Economics in Malang (2017) until May 2017 has never been modeled PPK in high school economic learning. PPK is an important policy in the world of education is relatively new, and while this has not been much we have encountered research development model of PPK implementation in learning. In connection with all the above description, I plan to carry out the development research under the title "Model Development of Strengthening Character Education (PPK) in Teachers Subject Teachers (MGMP) SMA Malang City".

The purpose of this development research is to; (1) Describe the procedural and conceptual model of PPK development at MGMP High School Economics in Malang city, (2) Know the validity of PPK development product at MGMP High School Economics in Malang city, (3) Analyze the result of PPK product development trial at MGMP Economic High School in the city of Malang, and (4) Knowing the effectiveness of PPK implementation in MGMP High School Economics in Malang city.

2. LITERATURE REVIEW

Strengthening Character Education (PPK):

The National Movement of Character Education intensively started in 2010 has spawned pioneering schools that are able to form character contextually in accordance with the potential of the local environment. The National Charter Education Action Plan 2010 also gained support from civil society and local government (Albertus, 2015).

The National Movement to implement character education should be implemented by all schools in Indonesia, not limited to the target schools, so that a fair and equitable education quality improvement can take place immediately. Strengthening Character Education in schools is expected to strengthen the talents, potential and talents of all learners (Asmani & Jamal, 2011).

Our education actually missed some important dimensions in education, which are sports (kinesthetic), taste (ethics and art) and spiritual (Effendy, 2016). What we have been doing is only limited to the thought that cultivate academic intelligence. Thoughts are also not deep to the development of high-level thinking, new to the development of low-level thinking. This issue needs to be addressed by continuing synergy between government, schools, parents and the

community) through strengthening character education. PPK seeks to realize a dignified, cultured and characterized Indonesia.

The urgency of PPK is 1) Human Resource Development (SDM) which is the foundation of nation building, 2) efforts to the 2045 Gold Generation with equipped, and 3) 21st century skills education: Character Quality, Basic Literacy, and Competence 4C (Creative, Critics, Communicative, Collaborative) (Erry Utomo, 2016).

Many psychologists provide insight into different attitudes in their respective perspectives. There are at least three groups of thinkers regarding attitudes (Azwar, 2011). The first group defines attitude as a form of evaluation or reaction of feelings toward an object that can be supportive or not supportive. The second group of thinkers defines attitude as readiness to react to an object in certain ways. Or it can be said that attitude is a response to a conditioned social stimulus. While the third group interpret the attitude as a constellation of components cognitive, affective, conative interact in understanding, feeling and behaving towards a subject.

MGMP as a Professional Teacher Development Container:

Deliberation Teachers Subject (MGMP) is a model of the activities of teachers in professional development and improvement or is one of the supervision techniques in order to improve the teaching and learning situation in school (Depdikbud, 1992).

The objectives of the MGMP meetings are: (1) so that teachers can exchange knowledge of experience and knowledge mastered. (2) so that the results can be enjoyed by most teachers equally. While in the guidance of teacher guidance is the purpose: (1) expressing the views and understanding of one problem faced especially those concerning teaching and learning process, then together looking for alternative solutions. (2) train participants to express their opinions and think creatively and listen and appreciate others' opinions, (3) foster initiative and creativity in participants (Depdiknas, 2009).

The MGMP activity strategy is mostly implemented through training discussion and teaching simulation. The need to use the method of discussion in the MGMP activities because the discussion is a way to develop the skills of its members in overcoming difficulties by exchange of ideas (Oliva, 1984) and more towards the formation of high-minded concepts and the development of problem-solving skills.

Through lesson study can lead to improved quality of learning and education more broadly. According to Lewis, C.C. (2002) in Japan lesson study not only contributes to the professional knowledge of teachers, but also to the improvement of the wider education system. Lewis, C.C. (2) promoting improvements on the basis of data, (3) targeting the achievement of the various qualities of students affecting the learning activities, (4) creating fundamental demands needs improvement in learning, and (5) upholding the value of teachers.

Economics is a science learned by humans to meet their needs in an effort to achieve prosperity. Prosperous is a state where all human needs can be fulfilled (Nicholson, W. 2002). Humans are faced with the economic problem of unlimited human needs, while goods and services as a means of satisfying the needs of the amount is very limited.

Graduate Competency Standards provide a conceptual framework on the goals of Economic learning to be achieved. In accordance with the Graduate Competency Standards, the objectives of Economics learning include the development of an elaborated attitude, knowledge, and skill area. Sphere Attitude is gained through the activity of "receiving, running, appreciating, living, and practicing". Knowledge gained through activity "remembering, understanding, applying, analyzing, evaluating, creating. Skills are obtained through observing, questioning, trying, reasoning, serving, and creating activities (Sudarwan, 2015).

3. RESEARCH METHODOLOGY

This study adapted most of the steps proposed by Borg, W.R. & Gall, M.D. (1983). The steps to be carried out in this research are: (1) Analyze the needs of PPK, (2) Develop the initial product, (3) Conduct expert validation, (4) revise the initial product, (5) Conduct field trials, (6) Revise the final product, and (7) The final product spread.

In this study, the subjects of the study were MGMP participants in SMA Malang in the period of 2016 - 2017 as respondents and perpetrators of product testing. This research also appoints attitude study experts and development research experts as research subjects to validate the product. Research subjects play an active role in model testing and product validation developed in this study. Besides, research subjects also function as respondents who provide data input

to researchers. MGMP Senior High School participants in Malang as respondents were chosen because teachers of SMA Economics in Malang city have great potential to disseminate and apply PPK in learning.

Based on data from MGMP high school economics studio in Malang city, the number of participants of MGMP Economic SMA in Malang city 2016/2017 consists of 50 teachers from 25 schools. Of the number of participants, active categorized as the percentage of attendance of more than 80% consists of 40 participants from 24 schools (data from MGMP High School of Economics in Malang, 2017). Based on the liveliness of MGMP participants, the researchers determined 40 MGMP participants to be respondents in this study.

In this study, the data to be obtained by researchers is primary data as primary data and secondary data as supporting data. Questionnaire used to obtain primary data in this research, this way is done to know the responses of respondents about PPK development by using this model. Acting as a respondent or questionnaire is a teacher who has conducted a model and teacher test that observed the implementation of experimental product learning model developed in this study.

In this study, the data were also obtained from the results of discussions and interviews with respondents who have conducted product model test developed. In conducting the interview, the researcher uses an interview guidance instrument. The result of interview with respondent is primary data in this research. In addition to obtaining supporting data in an effort to strengthen the results of this study, researchers also conducted an interview with the Coordinator MGMP Economics and 8 students who follow the lesson study in applying PPK on economic learning.

In addition, also conducted observations. This is done to obtain data on PPK implementation practices in Economic lessons conducted by teachers as MGMP participants. In this activity the data obtained are: a) data about teacher activity in learning, b) data of student activity in learning. Data through observation, will be used as supporting data to determine the effectiveness of PPK model developed.

In this study, the preparation of the instrument is done in the form of questionnaires and interview guides. Questionnaires to be filled by respondents using Likert scale with 4 alternative answers. In Likert scale can be used 3, 4, 5, 6 and 7 intervals (Sugiyono, 2010). With Likert scale, the instrument in this research is developed from each component of product development and its indicator.

In this research, qualitative descriptive analysis is used to describe; (1) The results of the observations made by the researcher during the implementation of the PPK product development trial conducted by the respondents, (2) Results of discussions and interviews conducted by researchers with teachers, students and experts who validate product development, (3) responses from related parties to PPK development. This analysis is done by grouping information from qualitative data in the form of responses, criticism and suggestions. The results of this analysis are used as the basis for the improvement of the learning model.

In this research, quantitative descriptive analysis is done to process data and analyze non test data obtained through questionnaire. in this descriptive statistical analysis, researchers used the excel program, especially for percentage analysis.

4. RESEARCH RESULT

Product Development:

The analysis of the needs of MGMP participants in implementing PPK was conducted by researchers on pre-research. Data relating to the analysis of this matter is obtained from the results of monitoring and evaluation of PPPPTK PKN and IPS Malang on February 24, 2017. As respondents from monitoring and evaluation are alumni of MGMP High School education and training participants in PPPPTK PKN and IPS in 2016. Based on the results of monitoring the researchers obtained data relating to the problems and needs of MGMP participants about the implementation of PPK. The data are outlined as follows; (1) 55% of respondents have not developed PPK in Economic learning, (2) Only 15% of respondents have ever tried to do PPK lessons implemented in economic learning, (3) 65% of respondents lack knowledge of PPK learning concept, (4) 95 % of respondents assume that in learning the attitude of nationhood that is part of PPK is needed in an effort to anticipate the condition of the weakness of nation awareness, (5) All Respondents assume that PPK implementation in economic learning plays an important role in the effort of character building student.

In the development of syllabus for the purpose of implementation of PPK in MGMP Malang City Senior High School covers six main components, namely; (1) type of activity, (2) basic competence, (3) subject matter and learning

experience, (4) time allocation, and (5) teaching materials. Below is presented the development of the MGMP syllabus for the development of PPK implementation. As a guideline for the development of PPK implementation in MGMP of SMA Malang, RPP has been developed. Preparation of RPP is used as a guide for researchers in the development of PPK implementation in MGMP Economic High School Malang city. The preparation of the RPP is based on the MGMP syllabus for the purpose of implementing PPK implementation in economic learning.

The MGMP material or MGMP material is an important component in providing insight into MGMP participants in the implementation of PPK on economic learning. The MGMP teaching materials for PPK implementation are structured based on: 1) MGMP syllabus. 2) Time allocation in the program structure, 3) Analysis of the needs of MGMP participants in PPK implementation, 4) Monitoring and evaluation result of MGMP impact on SMA economy. Besides the content of the above teaching materials, in the effort to develop the implementation of PPK in MGMP SMA Economics, The activities of the MGMP Participants include: 1) learning objectives on PPK implementation, 2) Competencies to be achieved, 3) Work guidance, 4) PPK material information, 5) description of group assignments, and 6). Guide to performing the task.

The evaluation tool used in developing PPK implementation in MGMP High School Economics consists of evaluation of process and result evaluation. Process evaluation is an evaluation used during the process within the MGMP. This evaluation is done when MGMP participants perform activities: discussion, PPK implementation, cooperation, and presentation of group work. Evaluation process done by researcher by using observation format activity of MGMP participant. While evaluation of the results conducted to determine the understanding of MGMP participants on the concept of implementation of PPK at MGMP High School Economics.

Product Validation:

The initial product of PPK model development in MGMP High School Economics has been compiled, then validated by expert of research development and attitude learning expert from lecturer of Universitas Negeri Malang (UM). Before the validation of the researchers who participated as the compiler of PPK model development products first discussed IIsan to convey all matters relating to research PPK model development in MGMP Economic Malang city.

Based on the data, obtained the average score of expert assessment of research development of the initial product, namely the development of syllabus with an average score of 3.50, RPP with an average score of 3.67, teaching materials with an average value of 3.50, MGMP with an average score of 3.67, and an evaluation with an average score of 3.33. The average score or initial product according to the assessment of the research development experts is 3,534. This means that the initial product of PPK model development in MGMP High School Economics to be tested includes both categories. More details of the assessment scores of development research experts on the above initial product are presented in Figure 1.

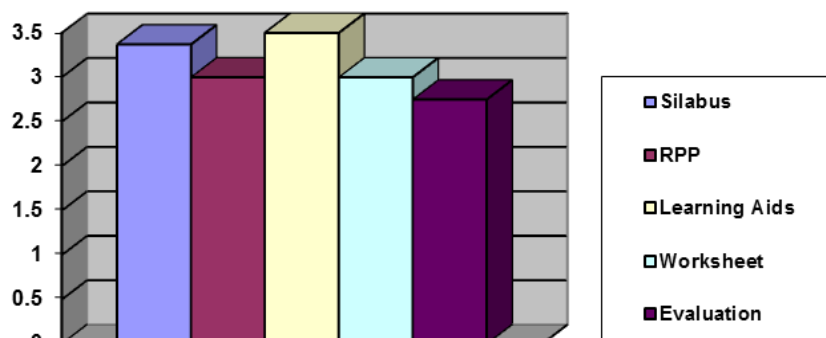


Figure 1. Development of Early Products

Based on the data, the average score of expert attitude evaluation score toward the initial product is obtained: syllabus development with average score 3,00, RPP with average score 3,25, teaching materials with average score 3.50, activity sheet MGMP participants with an average score of 3.33, and an evaluation with an average grade of 3.67. The average score of the initial product according to the attitude of attitude study is 3,348. This means that the initial product of PPK model development in MGMP High School Economics to be tested includes both categories. More details of the assessment scores of attitude attitudes toward the initial product mentioned above are presented in Figure 2.

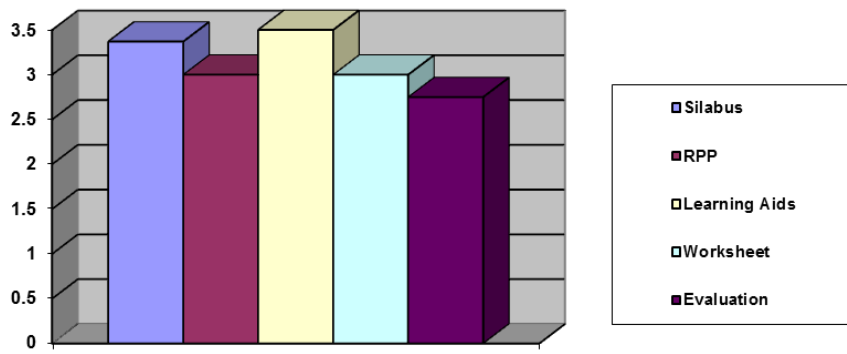


Figure 2. Learning Attitudes Against Initial Products

Product Trial Results:

Based on the analysis of individual trial results, the average score of each development product was obtained, namely: development of syllabus with average score 3.16, RPP with average score 3.23, teaching materials with average score 3.20, activity sheets with score an average of 3.19, and an evaluation with an average score of 3.08. . The average initial product score according to individual trial results is 3,215. This means that based on the results of individual trials, it can be concluded that the product development model PPK at MGMP High School Economics either considered or eligible to apply. More details of individual initial product test scores above are presented in Figure 3.

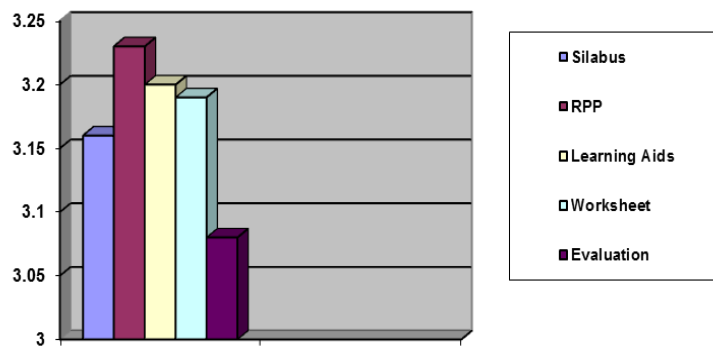


Figure 3. Individual Trial Results Against Initial Products

Based on the analysis of group trial results, the average score of each product component of product development product development: syllabus with average score 3.17, RPP with average score 3.23, teaching materials with average score 3.15, MGMP activity sheet with an average score of 3.11, and an evaluation with an average score of 3,158. This means that small group experiment respondents assume that PPK model development products in MGMP High School Economics are either considered or eligible for application. More details of small group trial scores on the above initial product are presented in Figure 4.

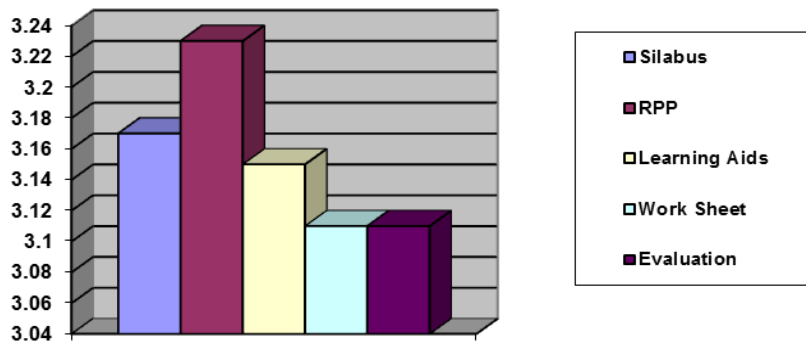


Figure 4. Results of Small Group Trial on Initial Products

Based on the analysis of large group trial results, all components of PPK model development products in the MGMP High School Economics are well expressed with an average score of 3.116. This means that large group test responders assume that the product is either considered or eligible for application.

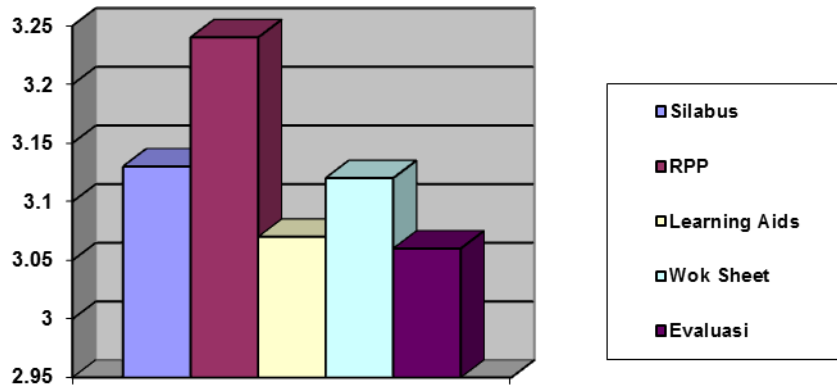


Figure 5. Results of Large Group Trial on Initial Products

Based on the analysis of lesson study trial results, all components of PPK model development products and lesson study activities in the MGMP High School Economics were stated well with an average score of 3.598. This means that the test respondents assume that the products and activities of the lesson study are either considered or qualified to be applied in economic learning. Based on the analysis of lesson study trial results, all components of PPK model development products and lesson study activities in the MGMP High School Economics were expressed well with an average score of 3,684. This means that the lesson study test respondent who stood of 24 students assumed that the products and activities of the lesson study were either considered or qualified to be applied in economic learning.

Model Effectiveness:

Broadly the size of the effectiveness of the model is determined by: 1) the target quantity of product development model achieved, 2). Target product development quality, 3) target time used for model development, and 4) Product utilization of PPK model development. Researchers also qualitatively measure this effectiveness by assessing student interest in learning to apply the model that has been designed and tested in this study.

To measure the effectiveness, among others, by calculating the percentage of achievement of the quality of the product of the development. This calculation is based on assessments of respondents consisting of: validators, individual pilot participants, small group trial participants and large group trial participants.

Based on the data of the research that is unraveled above the researchers compiled the percentage of achievement of product quality of PPK model development in MGMP Economic as follows:

Number	Expert	Value	Procentage
1.	Development research expert	3,534	88,35%
2.	Expert attitude learning	3,348	83,70%
3.	Individual person	3,215	80,38%
4.	Participants in small group trials	3,158	78,95%
5.	Participants of large group trials	3,116	77,90%
	Average	3,274	81,86%

Based on the data analysis above, obtained the average score of respondents rating of 3.274 or 81.86%. This means that the product quality of PPK model development in MGMP Economic includes good category. Researchers as developers still need to do reflections so that they can produce better and more efficient development products.

The function of a learning model program will be effective if the task and function can be implemented well and useful both for teachers and learners. To measure the function or usefulness of the development of PPK model in MGMP, the researcher uses data of test result and lesson study result. The researcher considers that the result of experimental model and the result of lesson study is a useful indicator of the development of this model for teachers and learners,

Based on the results of interviews and test results product model development, the researcher inventoried several findings that show the function and usefulness of the development of this model as follows:

- 1) The teacher as a trial participant who has been less accustomed to implement the value of PPK's main value in economic learning. In economic learning during this less programmed and not yet implemented the value of main value of PPK. After attending the MGMP and following the trials they feel they have been practicing to get used to implementing the core value of PPK.
- 2) The implementation of attitude learning that has been less programmed, through the development of this model the teacher is more aware of the need for PPK implementation program in economic learning by learning on PPK model product development in MGMP economy.
- 3) Trial participants stated that the PPK model in MGMP High School Economics is considered in accordance with the economic learning needs. Through PPK will be familiarized to behave in accordance with the core values of PPK, the MGMP is seen as a very useful forum through cooperation, mutual assistance, in the implementation of the core values of PPK in economic learning.
- 4) The PPK model in the MGMP demands teachers' ability to develop issues related to the application of the key value values. The value of human values as social beings, awareness of the nation, cooperation, honesty, independence, and sensibilities through MGMP.
- 5) MGMP high school economics provide great opportunities for MGMP participants to be active, creative, innovative through critical thinking, with mutual respect in implementing PPK. Fellow MGMP participants give each other motivations in implementing PPK on economic learning.
- 6) MGMP participants feel that they have gained new experience in exploring their potential to solve problems through the PPK implementation discussions of the MGMP activities. Each member has advantages and weaknesses that gradually weaken it less and less. Teachers feel that they have experience in applying PPK's core values.
- 7) MGMP participants practice PPK implementation in learning and feel to grow other MGMP participants to solve problems, implement PPK in Economic learning. They feel they will be able to solve the problem because they are used to working together in mutual respect in the MGMP discussion.
- 8) Economic teachers as MGMP participants have an effort to be active, creative, innovative, independent and able to develop their potential in implementing PPK on economic learning.
- 9) MGMP participants as economics teachers have provision of knowledge and experience of PPK implementation in programmatically indirect learning as exemplified in product development.
- 10) Most participants of MGMP Economic Malang city have interest and passion to develop PPK in economic learning to be developed in each school.
- 11) MGMP economic participants are more aware of the importance of teachers' exemplary for learners in implementing PPK. Teachers should be role models in the implementation of PPK utility value scores.
- 12) For the development of PPK participants MGMP economic proposes that learning in schools is more intensified in efforts to implement PPK through economic learning.
- 13) There are efforts of MGMP Senior High School participants to fully understand all MGMP tools, so that MGMP implementation can run more smoothly, effectively and efficiently.
- 14) PPK teaching materials on the MGMP in the form of Activities Sheets MGMP participants are considered as the dominant component that most determine the successful implementation of PPK learning. The teaching materials can be a reference and motivation to develop PPK-based teaching materials in classroom learning.

The PPK development model's is also supported by the positive results of the test through the lesson study, by obtaining the following data:

- 1) Through lesson study activity then learning more programmed. All learning tools are planned together.
- 2) Economic learning needs can be solved through a lesson study, especially the need for implementation of key values of PPK.
- 3) Lesson study requires the ability of model teachers to formulate issues related to the implementation of key values of PPK packaged in RPP, LKS and teaching materials.
- 4) MGMP with lesson study for PPK implementation in Economic learning will foster ability to solve economic learning problem.
- 5) After attending the lesson study, respondents feel that they have new experience in solving the PPK implementation problem in economic learning.
- 6) Through lesson study activity the learning is more programmed, feels more scientific and more controlled by the rules of lesson study rules.
- 7) Model teachers are able to provide motivation to learners in the implementation of PPK on economic learning.
- 8) Students assume that in lesson study the teacher compile and use teaching materials and LKS more qualified.
- 9) Students feel much given the task of solving problems that require students to be more active and collaborative.

Based on analysis of product development quantity, product quality of logging, function or product utilization of PPK development, product of model development of PPK at MGMP Economic Malang city can be considered effective to be implemented in high school economic learning in Malang city.

5. CONCLUSION

Based on previous description, specially about result of PPK model development at MGMP Economic Malang city, researcher make conclusion:

- 1) This research has attempted to develop PPK model in MGMP Economic Malang city. The conceptual model of development largely refers to Borg's theory, W.R. & Gall, M.D. (1983) have been applied in this study. This research development has been conducted based on theoretical and empirical aspects that support.
- 2) Product development in this research consist of: MGMP syllabus, RPP, MGMP teaching materials, MGMP activity sheets, and evaluation of MGMP implementation. Each component of the product development is always focused on developing PPK model at MGMP High School Economics in Malang city. Product development has been through the process of validation by development research experts and attitude learning experts. This validation is used as a reference for improving and reflecting the development product in this research.
- 3) The products developed in this study have been revised, then tested by individual trials, small group trials and large group trials, and trials on lesson study activities. Based on product trial results, model development model of PPK in MGMP Economic Malang city is considered good and appropriate to be applied. However, there needs to be an effort to continuously improve product development in accordance with the needs of PPK implementation in economic learning.
- 4) Based on the analysis of individual test results, small groups, large groups and trials through lesson study, obtained the average score of respondents rating of 3.274 or 81.86%. This means that the product quality of PPK model development in MGMP Economic includes good category. Researchers as developers still need to do reflections so that they can produce better and more efficient development products.
- 5) Based on the analysis of product development quantity, product quality of development, function or product utilization of PPK development, PPK model development product at MGMP Economic Malang city can be considered effective to be implemented in high school economy learning in Malang city.

6. SUGGESTION

Based on the descriptions in all the previous chapters and the conclusions of this study, the researcher suggests:

- 1) It's time MGMP High School Economics seeks to implement PPK on economic learning. Exciting learning, creating active MGMP participants, creative, innovative, independent and developing their talents and potential. MGMP it's time to change the paradigm to further activate the MGMP participants, especially in the implementation of PPK in learning.
- 2) MGMP Malang city economy has developed a model of PPK on learning Economics proved effective. It is time for other MGMPs to also implement PPK in learning as a solution in enabling MGMP participants in character building efforts.
- 3) This research only develops Product of PPK model development in learning economy of Malang city. On another occasion there should be research on developing attitudes with other models with the respondents being other MGMP participants.
- 4) From the results of this research report, it is known that in the PPK effort can be through MGMP activities. On other occasions it is necessary to develop another MGMP model in character building, especially through qualitative research.

REFERENCES

- [1] Albertus, Doni Koesoema. 2015. *Pendidikan Karakter Utuh dan Menyeluruh*. Yogyakarta: Kanisius.
- [2] Ardana. 2012. *Manajemen Sumber Daya Manusia*. Yogyakarta : Graha Ilmu
- [3] Asmani & Jamal. 2011. *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah*. Jogjakarta: Diva Press.
- [4] Borg, W.R. & Gall, M.D. 1983. *Educational Research*. New York : Longman Inc.
- [5] Depdikbud. 1992. *Revitalisasi Musyawarah Guru Mata Pelajaran (MGMP)*. Depdikbud, Jakarta.
- [6] Depdiknas. 2009. *Rambu-rambu Pengembangan Kegiatan KKG dan MGMP*, Dirjen PMPTK, Depdiknas, Jakarta
- [7] Djunaedi. (2012). *Upaya Meningkatkan Motivasi Belajar Bahasa Indonesia*. Jakarta: Erlangga
- [8] Effendy, M. 2016. *Arahan Menteri Pendidikan dan Kebudayaan Muhadjir Effendy dalam Pelatihan Pengembangan Kapasitas untuk Penguatan Pendidikan Karakter* di Hotel Santika, Jakarta, 27 September 2016. (transkrip rekaman Kemdikbud).
- [9] Erry Utomo. 2016. *Gerakan Pendidikan Karakter*. Jakarta: Kemdikbud
- [10] Kemdikbud. 2016. *Kajian dan Pedoman Penguatan Pendidikan Karakter (PPK)*. Jakarta: Kemdikbud
- [11] Sudarwan. 2013. *Pendekatan-pendekatan Ilmiah dalam Pembelajaran*. Pusbangprodik
- [12] Sugiyono, 2010. *Metode Penelitian Kualitatif & Kuantitatif, dan R & D*. Jakarta : Penerbit Alfa Beta
- [13] Haynes., C. 2008. "Character Building: Nation is reflection of its citizen", Gannett News Service,
- [14] Lewis, C.C. 2002. *Lesson study: A Handbook of Teacher-Led Instructional Change*. Philadelphia: Reseach For better School .Inc.
- [15] Mulyasa, E., 2007. *Meningkatkan kualitas SDM Indonesia*. Jakarta : Erlangga
- [16] Nicholson, W. 2002. *Mikro Ekonomi Intermediate* Terjemahan IGN Bayu . Jakarta: Erlangga
- [17] Oliva. 1993. *Supervisi Today School (3rd ed)*. Longman Inc., New York.
- [18] Rajasa, M.H. 2009. *Karakter Bangsa Sebagai Modal Sosial Untuk Menghadapi Tantangan Pembangunan*. Jakarta : Kementrian Sekretaris Negara