

THE CHARACTER BUILDING OF CHILDREN THROUGH COOPERATIVE EDUCATION IN MIN TEMPEL, SLEMAN

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ABSTRACT

Children should have a good character in order to realize the ideals of the founders of the nation. Bung Hatta as one of the founders of the Indonesian people have ideals that Indonesian people have a self-contained character. The Indonesian people should be able to help themselves and not be dependent on other nations. Revitalization of Bung Hatta ideals through cooperative concept needs to be done in the educational institutions.

Cooperative education in MIN Tempel made through social science subjects and programs are coordinated by the school team of developers in the field of cooperative school students and households. Knowledge of the meaning, purpose and benefits of the cooperative, the types of cooperatives, and cooperative difference with other business entities have been given in the fourth grade. Students that had not been cooperative experience. Therefore, the cooperative school has not been used optimally as a learning resource. Cooperative schools need to be used optimally to provide cooperative experience for students.

Through cooperative education in MIN Tempel can be developed values of honesty, solidarity, responsibility and dedication.

Keywords: *Character, Cooperative Education.*

¹ Zamroni, 2011, Strategi dan Model Implementasi Pendidikan Karakter di Sekolah dalam Darmiyati Zuchdi (Ed.), *Pendidikan Karakter dalam Pesrpektif Teori dan Praktek*, Yogyakarta, UNY, 2011, pg.173).

A. Background

Today appears an extraordinary awareness in the society, especially among governments, about a condition of society and nation which is quite apprehensive. The function of the State in protecting and leading to the prosperity of society narrowly fail.¹ Indonesia which is well known as a religious nation, a civilized nation, a nation that is friendly, a fun for working together, a mutual cooperation in achieving the goal, all of them are almost gone. The rich men get richer, the poor men get poorer is the scenery that can be seen in the beloved earth of Indonesia. All of them come on the weak character of the nation that are pointed out by Buya Shafi'i that "the character of our nation is almost extinct".² Therefore, the character of the nation needs to be rebuilt. A character development is very important, especially in the children as the future generation. This is in line with the Bung Karno's message stating that the daunting task of filling the independence is to build the nation's character. If the character building of nation is not successful, Indonesia will be a nation of porters.³

The strong character should be owned by the children in order to realize the ideals of the founders of the nation. Bung Hatta as one of the Indonesia founders, aspires Indonesian people have independent character. Indonesia should be able to help itself.⁴ Indonesia should not depend on foreign nations. Indonesian people should help each other and loyal friend. A proper instrument struggle to build the character is a cooperative. It is stated in Article 33 paragraph 1 of constitution 1945 which has not been changed since the enactment on August 18, 1945 to the present. Revitalization of Bung Hatta ideals through cooperative concept needs to be done in the educational institutions. Through social studies in the school, the children are expected to recognize the importance of cooperatives in improving the prosperity of society.⁵ Therefore, the teachers must be able to develop a learning process of social studies so that cooperative concept is not only understood by the students but also it can be animated and applied in real life.

However, in learning practice of social studies tends to be a rote lesson which is bored and uninterested. One of the factors that cause this condition is because the teachers have not developed yet a variety of learning resources in learning process of social studies.⁶ On the other hand, by learning social studies is expected to develop the potential of students to have a sensitivity and social awareness in the public life, to have a positive mental improvement efforts of the various problems in society, and to have the skills to participate in solving the problem. In this context, learning of social studies in which there is the concept of cooperative and the values contained in it, are important in building a child's character. In line with the above, the principal of MIN Tempel states that actually, we implemented the character building long ago, and the character building can be done in various aspects of life. The statement reinforces the importance of national character building that has been declared by the Indonesian government as the first mission of national development in Indonesia.

² Ibid.

³ Soemarno Soedarsono (2009), *Karakter Mengantarkan dari Gelap Menuju Terang*, Jakarta, Kompas Gramedia, pg. 1

⁴ Yasni, *Bung Hatta Menjawab*, Jakarta, Gunung Agung, 1979, pg. 196.

⁵ Departemen Agama, *Standar Isi*, Jakarta, Departemen Agama RI, 2006, pg. 129.

⁶ Asnafiyah, *Pengembangan Materi Pembelajaran IPS di MI Bego, Laporan Penelitian*, 2010.

B. Problem Statements

Based on the background above, the problem statements can be formulated as follows:

1. How is the implementation of cooperative education in MIN Tempel, Sleman, Yogyakarta?
2. What values can be developed in children through cooperative education in MIN Tempel, Sleman, Yogyakarta?

C. Objectives and Purposes

Objectives which is to be achieved by conducting this study is to investigate the implementation of cooperative education through learning of social studies in MIN Tempel, Sleman, Yogyakarta and to know the characters that can be developed in children through cooperative education in learning of social studies in MIN Tempel Sleman Yogyakarta.

The results of this study can be used for consideration in developing a cooperative education as a vehicle to build the nation's character.

D. Literature Review

A discussion about child character has been carried by Suyadi in his article entitled "*Pentingnya Membangun Karakter Sejak Usia Dini agar Berdaya Saing Global*". Suyadi states that a nation which is strong and has the character is the nation which mostly takes advantage of this globalization era. Therefore, educating people about character values are absolutely necessary. Citing Lickona's opinion stating that although the number of children only 25% of the total population, but 100% determine the future, Suyadi states that moral immersion through early character education to the children is the key to build the nation.

Indonesian government in the development of national policies in 2010-2025 has passed through various strategies a national character building including through education. The character education in the context of micro is centered on the education units holistically. The education unit is the main sector that optimally utilizes and empowers all of learning environments in order to initiate, improve, strengthen and enhance ongoing process of character education in the educational unit.

E. heoretical Approach

1. Cooperative

Hatta is a main conceptor in the formulation of Article 33 constitution 1945 and its interpretation.⁷ The interpretation on the economy which is arranged as a joint venture based on the principle of kinship is cooperative.

In the article 33 does not directly use the word cooperative but the principle of kinship. The principle of kinship is more suited to the circumstances of Indonesian society. Ki Hajar Dewantoro

⁷ Yasni, *Bung Hatta Menjawab*, Jakarta, Gunung Agung, pg. 4

is very happy with the term because it is the basis which is strongly held by *Perguruan Taman Siswa* (Student Park College) i.e. the students and the teachers stay together. Familial attitude, help each other relates to the cooperative, is a common attitude in Indonesia. For instance, circumcision ceremony which is assisted by cooperative is common in Indonesia, but it is undesirable in practice cooperatives in the West.

Cooperative for Indonesia at that time was perceived as building a family house together, *Bung Hatta* explained. Indonesian cooperative is originally used not only economical, but the basis of mutual assistance and cooperation, while the actions of rational economic are implanted into it. That's why, finally it is taken the word "Khinsip Principle" to distinguish Indonesian cooperative with Western cooperative which was solely economic oriented. The principle of mutual assistance exists in Indonesia, and it can not be said to in the West. Thus the economic term of mutual assistance is called a cooperative.

Cooperative has their own dynamics. The basis is not money. Cooperative is a collection of human beings, while money is the second factor.⁸ The relationship among the members of a cooperative should reflect a brotherhood, a family. Nurtured and strengthened solidarity members are educated as people who have individuality-be aware of their dignity. When they are aware of their own dignity as a member of the cooperative, their determination will be strong to defend the interests of the cooperative. Their fixed memory will lead to the progress together as members of the cooperative. In caring for cooperative members always comes first in love with the people-interests whose should take precedence over self-interest.

The basis and the emphasis of cooperative are on their own, self-help. Cooperative must have democratic principles. The basic work which is fundamental in cooperative is deliberation. Cooperative does not want to work on their own but together. With the development of cooperatives, the communists will not be able to thrive in an area. This is due to the contradictive principles where the cooperative is based on cooperation and consensus whereas the communist is based on a single command from the top without deliberation.

In line with the interpretation of Article 33 Constitution 1945, the law on cooperatives namely Law No. 25 of 1992, states that the cooperative is a business entity consisting of a person or legal entity of cooperative by basing the activities which are based on the principles of cooperative as well as the people's economic movement which is based on the kinship principle. Furthermore, Article 5 of the law explains the principles of the cooperative as a cooperative basis to conduct its activities. Cooperative principle is the essence of the basic cooperative work as a business entity and is a hallmark and identity of cooperative that distinguishes it from other business entities.

There are 5 principles that form the basis for a cooperative activity. The fifth principle is an integral and inseparable in life cooperatives. By implementing the 5th cooperative principles, the cooperative manifests itself as a people's economic movement which has social character. Those fifth principles are as follows:

⁸ Ibid. pg. 182

- a. Membership is voluntary and open
- b. Management is conducted democratically.
- c. Distribution of net income is made fairly comparable to the size of their business services of each member.
- d. Provision of fringe benefits is limited to the capital.
- e. Self-reliance.

Besides the fifth principles above, to develop the cooperative, there are 2 things to be done by cooperative: cooperative education and cooperation among cooperatives. This cooperation can be done at the local, regional, national and international. The two principles aim to improve the ability, expand the horizons of members, and strengthen the solidarity in realizing the objectives of the cooperative.

2. Cooperative Materials in the School Curriculum.

Law No. 20 of 2003 on National Education System in Article 37 of the curriculum states that IPS (social studies) is a mandatory contents that must exist in the primary curriculum. Competency standards and basic competencies to be achieved through the social studies are stated in Government Regulation No. 22 of 2006, known as the curriculum in 2006. This curriculum is a competency-based curriculum improvement in 2004 (curriculum 2004). Standards of competence and basic competences the social studies as stated in the Regulation of the Government are to be the direction and foundation for developing subject matter, learning activities and achievement indicators of competence for the assessment.

By understanding the competence standards and basic competences above, the teachers will be able to determine the materials that will be studied by the students. The contents of materials about cooperative should be learned by the students of SD/ MI (elementary school) when they are in class IV. It can be observed from the formulation of basic competence "Knowing the importance of cooperatives in improving the property of the society". Although the materials of cooperative have just been taught in the fourth grade, but the values that underlie the emergence of cooperative has been learnt since the students are in the first grade SD/ MI. The cooperative is built on the basis of kinship. The basics of life in the family has been introduced the social studies through the introduction of students about their identity, family, and relatives. Similarly, the nature of love and harmony in the family are expected to be demonstrated by the students.

The higher is the grade, the broader is the material scope of social studies that are being learnt by the students. When in the class I SD/ MI the material contents of the social studies discuss the scope family, in the class II the scope of material that is being studied is broader in order the students are expected to understand the environment and implement the cooperation around home and school. The values of cooperation is needed to build the cooperative, as well as an understanding of the specific roles that have been experienced when the students are in the class II. The cooperation can work well when the students have been able to carry out their role well too.

The birth of the cooperative is based on the condition of Indonesia which is always at the lowest level, and completely small. With the knowledge that he learned, *Bung Hatta* believes that Indonesia could be built through the cooperative. To develop a cooperative, the students of class III have been provided with an understanding of the type of work and the use of money. Grating thankful for any kind of works and using the money appropriately which is supported by the spirit of hard work are the capital for the students to advance the establishment of cooperatives.

3. Learning the Social Studies through Practicing Cooperatives.

Cooperative education becomes a core issue in the development of cooperatives. Cooperative education in the schools is realized through the establishment of cooperative school which is based on the joint decree between the Department of Transmigration and Cooperatives with the Ministry of Education and Culture.

Establishment of Cooperative School is expected to be a medium for students to learn to do a small business, develop an organizational skill, encourage a habit to innovate, and learn to solve a problem, and so on. For that to establish a cooperative school is needed considerations to keep in line with what is expected. The establishment of a cooperative school is based on the following considerations:

1. Supporting the government's development program in the cooperative sector through school education programs.
2. Raising awareness of cooperatives among the students.
3. Fostering a sense of responsibility, discipline, loyal friend, and a cooperative spirit.
4. Improving knowledge and skills of cooperatives, in order to be useful in the future society.
5. Helping students' needs and developing the prosperity of the students in and outside of school.

The establishment of school cooperative among the students is conducted in order to support the student education and training of cooperatives. Thus, the purpose of the establishment can not be separated from the purpose of education and government programs to implat awareness of early cooperatives.

Besides the school cooperative is a business entity that is not incorporated. There are some characteristics of the cooperative school: the members are the students of the school, the membership is during they are students, the cooperative school is opened at the break time, as a cooperative training and practice, practicing discipline and work, providing student's needs, educating the students to be economic and saving, and a place for organize the economy and mutual cooperation.

Cooperatives as described by *Bung Hatta* is laden with values . He briefly states the cooperative is the implementation of mutual cooperation nature in economic activity in the Indonesian people. In the mutual cooperation is reflected a preseant of gathering, help each other. The cooperative erodes individualism and capitalism. by the cooperative, someone will prioritize public interests rather than his/ her own interests. Someone will feel happy if other people are happy. These values are in line with what has been implicit or explicit in the standards of social studies content SD/ MI.

After observing the various successes of cooperatives in Western countries and then *Bung Hatta* applies it in Indonesia. By good guiding, the cooperatives can thrive well. The social studies lesson needs to apply an understanding of the cooperative to be realized in the life of the school. Reflecting on what has been done by *Bung Hatta*, the knowledge is understood and then practiced with reference to *Zamroni's* opinion,⁹ the development of values in students selves is patterned on: planning, executing, reflecting, and what the next steps are.

F. Research Methodology

This research is a field study which is conducted in Madrasah Ibtida'iyah Negeri Tempel (MIN Tempel) Sleman. This research is a descriptive qualitative.

The subjects of this study are the teacher of social studies in grade 4 and the teachers who have the task associated with the cooperative. The data are obtained through documentation, observation and interviews. The documents are the lesson plan which is compiled by the teacher. The observations are conducted to determine the activities of cooperatives and the environmental of *Madrasah*. To deepen the written statements is conducted non-structured interviews.

The data are analyzed qualitatively by the steps as used by Miles and Huberman namely: reviewing the data that has been collected, reducing the data: to take the data that if it can be further processed to be concluded, presenting the data and drawing the conclusions.¹⁰

G. Result of Study

1. The Cooperative Education in MIN Tempel, Sleman

Cooperative education in MIN Tempel is organized through an organization of the cooperative school, and through a learning process of social studies, especially learning in the class IV. The implementation cooperative school MIN Tempel is one of the responsibilities of the developer team of *Madrasah* i.e. the cooperative team of students and households. At present, the team of developers of cooperative students and households in MIN Tempel are 3 people, they are Oktiana Westri, S.Pd.I, Sumini, A.Ma., and Siti Nurjanah, S.Pd.I. This team has the task such as, to create a planning of cooperative students, to serve the students' school needs through students' shop, and to select food from suppliers.

According to the information which is stated by Mrs. Oktiana Westri, at present the students are not involved in the student cooperative management, but a few years ago, the students involve in the cooperative student in the form of activities that serve the other students who do purchasing in cooperative. The students who involve in those activities are class V and VI, which is regulated by a specific schedule and accompanied by the teachers, even almost all of the teachers involve in this assistance, because it relates to the finance as a result of the sale obtained by the cooperative. At the

⁹ Zamroni (Darmiyati Zuchdi, 2011: 178)

¹⁰ Matthew B. Milles and Michael A. Huberman, *Analisis Data Kualitatif*, (Tjetjep Rohendi Rohidi, terjemahan), Jakarta, UI Press, 1992, pg. 16

break time, the teacher activities are concentrated on the cooperative's service activities. Hence, then the involvement of students and teachers in these services eventually are stopped until now. The man in charge who manage the business, administrative, and financial of school cooperative in MIN Tempel is operated by the officers which are given the honor by the school.

Student cooperative in MIN Tempel provides the students' needs related to the provision of school supplies, such as school uniforms and stationery required by the student. In addition to provide school supplies, student cooperative also provides food or drinks. Food and drinks which are provided in the cooperative school are entrusted goods both from parents and from others who entrust to cooperative MIN Tempel. Food and drink is first selected by a team of cooperative students. Food "packaging", "*chiki-chikian*", are not allowed to be sold in the cooperative students. This is done to maintain the health of students. Since it is selected, the students are pleased to buy food or drinks at the cooperative school. If the students need stationery, they buy in the cooperative, said Mr. Nanang, social studies teacher at class VI.

Besides providing food and drinks to fulfill the daily needs of students in schools, student parents and cooperative team provide food needs of students during tutoring activity, which is held after intra-curricular activities. In addition, by the exclusion of students in service cooperative, there are students who offer food or drink to their classmates, explains Mr. Mujirejo, as the curriculum and quality control team MIN Tempel.

MIN Tempel has ever held "honest canteen" which is organized under coordination of cooperative teams, the schools prepare food/ drinks for sale separately in each class. The placement of food/ drinks in each class is taken by the students. For students who are going to buy food/ drinks take themselves and put the money at the place that has been provided in front of each classroom. This way is considered not provide an opportunity for students who have the duty to put food/ drink in playing and the duty teachers at rest are focused only on activities in the honest canteen. Therefore, the honest canteen is missed. Actually, the shop is quite effective to form a student's honesty. There is no significant loss with honest canteen at that time, it means although the students take themselves to buy food/ drinks, they still pay for what they bought it.

The introduction of cooperative in the school curriculum can be found in social studies which are one of the subjects that must be given at the primary level. The standards of social studies contents for elementary school class IV states that the basic skills that must be mastered by students grade IV is the students "recognize the importance of cooperatives in improving the prosperity of the society".

The teacher MIN Tempel has prepared a syllabus and social studies lesson. Associated with cooperative education, in social studies syllabus class IV MI is defined the competency standards to be achieved by the fourth grade students. They are familiar with natural resources, economic activities and the progress of technology in the district/ city and province. One of the basic competencies to achieve the basic competency standards, is the students are expected to know the importance of cooperatives in improving the prosperity of society. The teachers of class IV MIN Tempel formulate some basic competency achievement indicators such as the following:

1. Mentioning the activities in the cooperative office.

2. Classifying types of cooperatives in the region.
3. Explaining the benefits of cooperative members.
4. Showing the various types of goods which are bought and sold in the cooperative.
5. Distinguishing cooperative and state entities.
6. Creating cooperative management structure chart.
7. Telling the forms of cooperative activities in the society.

The source that is used by the teachers to achieve an indicator of the cooperative is the book of social studies for class IV SD/ MI. The teachers also use a model such as pictures of cooperative activities. The existence of cooperative students in MIN tempel should be used by the teachers as a learning resource. It is as well expected by the curriculum team that the learning resources can use the school environment optimally. Utilization of cooperative students as learning resources will be a solution to the critics against learning of social studies. The active role of students and direct experience are necessary realized that an understanding of the cooperative is not limited to the theory outlined in textbooks used by the students and the teachers in the learning process.

Mr. Nanang, as the teacher of social studies class IV MIN tempel states that the knowledge which is given to the students on cooperatives is the material that is in social studies textbooks. The knowledge of cooperatives contained in the social studies book is: the definition and the importance of the cooperatives, the objectives and the benefits of the cooperative, the types of cooperatives and the difference between cooperative with other business entities.

To achieve the indicators above, the teachers have planned learning activities that will be pursued by the student. In accordance with the standard process, in learning activities, there are three elements that must be done: opening, core activities, and closing. Opening is the initial activity in a meeting aimed at generating a learning motivation and focusing the attention of students to participate actively in the learning process.

Cooperative materials are studied by the students in 4 sessions/ 4 weeks (12 sessions). In the preliminary stage of the first week, the teacher has designed that the students observe the image/ symbol of the cooperative. In the second week, the students observe the items that are usually sold in a cooperative, and do a question and answer about the type of goods, and its benefits. In the third week, the students pay attention to the cooperative management chart, and at fourth week, the students listen to the teacher who tells a story about the benefits of cooperative. In the preliminary stage, the teacher has involved the student to observe various learning stimulants that the teacher planned. It is seen that the learning design is the students are more active than the teacher. The students observe the image; observe the items sold in the cooperative; and pay attention to the chart that is shown by the teacher.

The core activity is a learning process to achieve the basic competence. The learning activities are conducted in an interactive, insoratif, fun, challenging, motivating the students to participate actively, and providing an enough space for initiative, creativity, and independence according to their talents, interests, and physical and psychological development of students. This activity is carried out systematically through the process of exploration, elaboration and confirmation.

The exploration activities, elaboration and confirmation to conduct the learning of social studies in class IV has been designed by the teacher. In the exploration of the first week to the fourth meeting, the teachers try to involve the students actively in each learning activity and facilitate the students to conduct experiments in the laboratory, studio or field. The design is common, in fact in studying the cooperative needs to be confirmed/ clarified its formulation; for example, giving the chance to the students to utilize the student cooperative in MIN Temple. Thus the knowledge of cooperatives has been mastered by the children, enriched by utilizing directly/ the children can practice in student cooperative in their own schools.

The elaboration activities which are formulated by the teacher are to facilitate the students through assignments, discussions, bringing new ideas both orally and in writing, giving the opportunity to think, analyzing, solving problems, acting without fear, facilitating the students in cooperative and collaborative learning, facilitating the students compete fairly in order to improve the student's achievement, facilitating the students to make an exploration report both oral and written, facilitating the students to present the work both individually and grouply, facilitating the students to do exhibitions, tournaments, festivals of products that are produced, and facilitating the students to do activities that foster pride and self-confidence of the students. The formulation of elaboration activities that is arranged by the teacher is very general. Therefore, it is necessary to relate with the material to be studied by the students to achieve learning goals; for example, associated with the cooperative, what will be assigned to the students and what are the students discussed. What reports should be made by the students, about what exhibition related to cooperatives and so on.

In the course of confirmation, the teacher asks about the things that have not been known by the students. The teacher does question and answer, and straightening the misunderstandings, and providing reinforcement and inference.

The learning activities to achieve the basic competencies related to knowledge of the cooperative is closed the teacher by making a summary of the material which is delivered in front of the class i.e. cooperative benefits, creating a chart of cooperative management in the region. The teacher needs to look at the formula of closing activities in the discussion of cooperative. All these formulations, it should be done by the students because essentially the students are learning and the teacher is helping the students in order to be able to learn.

Draft assessment of cooperative discussion has also been formulated by the teacher. Some examples about the assessments are made by the teacher: mention what activities are available in the office of the cooperative, mention the types of the cooperatives according to Article No. 25 of 1992, explain why cooperatives need to be formed, mention the various goods are sold in the school cooperative, and explain the differences cooperative with other business entities. Observing the instrument that is made by the teacher, the formulation of questions about the types of cooperatives is not in accordance with the indicators to be achieved. The indicators to be achieved are formulated by classifying the types of cooperatives in the region, but the instrument used refers to the regulation of laws.

2. The values that can be developed for children through cooperative education in social studies learning in MIN Tempel, Sleman

Citing what is often conveyed by *Bung Hatta* that actually teaching a cooperative does not only teach economics. The economic cooperatives should also be contained in in about the fundamental nature of the cooperative itself, i.e. human values. It contains aspects such as honesty, mutual trust, and mutual cooperation. The Hatta statement is in right moment at the present time because the national development policy puts the first mission that is about the development of the national character. The target to be achieved in the development of national character is the realization of national character which are firm, competitive, noble character, morals, tolerance, mutual cooperation, patriotic, dynamic, civilized, science and technology oriented, based on Pancasila, imbued with faith and piety to God Almighty, and cultural well being of the nation is reflected in, increasing the dignity of the nation, strengthening the nation's identity and personality.

The values that can be developed in the students through cooperative education in MIN Tempel are:

1. Honesty Value

The existence of honest canteen which has ever been in MIN Tempel can be used as a vehicle to develop values of honesty in self-students. The students pay their own goods that have been bought in a place that has been provided. So does anyone else who serves for payment. The level of honesty is high enough, although sometimes the amount of money from the sale is not appropriate, according to the Mrs. Isti Asfiah.

The teacher's assessment of cooperatives materials include asking about the items that are sold in the cooperative students, also can develop the values of honesty in self-students. The students will observe the goods which are sold in the cooperative students at MIN Tempel, and write in the answer sheet which is provided by the teacher. According to Mrs. Isti, the students are also encouraged to purchase items in the cooperative, moreover the goods in the form of food because the foods that have been sold in the cooperative students are healthy foods. Food and drink which are sold at the school cooperative are bought by the students too, especially at break time. Food and drink which are sold sometimes are not soldout, but the rest of the food/ drink are a little, so the assertion Mrs. Ana as one member of the student and households cooperative team.

2. Value of Togetherness

The type of cooperative in MIN Tempel is a consumer cooperative. The consumer cooperative is a cooperative that supplies goods of daily needs for its members. The student cooperative MIN Tempel provide school supplies, such as stationery, school uniforms, scout equipment, food and drink. At the time of tutoring activities held after intra-curricular activities, the student lunchconsumption has been provided by the parents of students in collaboration with a team of students and households cooperative MIN Tempel.

The success of consumer cooperatives is highly dependent on the willingness of members to purchase items that have been provided by the cooperative. Here togetherness of cooperative members should be made to the success of the cooperative. The goods are sold in the cooperative MIN Tempel, particularly food and drink are almost bought all by the students. It shows that the values of togetherness in MIN Tempel, especially the teachers' call in for students to buy food/drink in the cooperative. The unity needs to be cultivated for the success of the cooperative MIN

Tempel. Mrs. Ana also states that the existence of this cooperative may be one of efforts for the prosperity of teachers.

3. The Value of Responsibility and Dedication

The involvement of students in conducting the tasks related to the implementation of the cooperative can develop the responsibility and dedication soul of students. The task is when the students at the break time in trading activities in the cooperative; they calculate the sale of goods in the cooperative and Prepare the food/ drink in each class. These tasks have been implemented by MIN students, especially the students of classe V and VI. Unfortunately, these tasks have been replaced by a special officer appointed by the school right now. The opportunity to practice the cooperative, particularly in the service of members becomes lost. Here need a sacrifice both students and teachers to assist the students who always faithfully carry out the cooperative tasks. The values of responsibility and dedication should be given adequate space for the students, so that it is not only a theory of cooperative which is accepted by the students, but also the appreciation of the theory and practice of cooperatives should be given to the students early. The task of guiding the students in the cooperative should not be regarded as a sideline task, but the teacher of MIN Tempel- particularly the teacher of social studies- need to pay attention earnestly in promoting the cooperative and in guiding the students to have experience in the field of the cooperative. This is important because Indonesia needs people who have the character as mentioned above to realize the ideals of Bung Hatta, the ideal of Indonesia is realized the prosperity of Indonesian people.

H. Conclusions and Recommendations

The cooperative education in MIN Tempel has been conducted through social studies and *Madrasah* program which is coordinated by *Madrasah* development team particularly the student and household cooperative. The knowledge of the cooperative is given in the fourth grade. The knowledge is given to the students are about the definition, the objectives and the benefits of the cooperative, the types of the cooperatives, and the difference between the cooperative with the other business entities. The cooperative experience has not been much provided to the students. Through the cooperative education in MIN Tempel, it can be developed the values of honesty, solidarity, responsibility and dedication to the self-students.

The cooperative education in MIN Tempel needs to be developed. The utilizing of learning resources in the form of school cooperative which has already existed in the *Madrasah* needs to be optimized to provide the cooperative experience for the students. Theory and practice of cooperatives should be pursued early in order to establish Indonesia to be a better future.

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