

Home Economics Education: A Subject for Moral and Character Building in Junior High School Students in Indonesia

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Home economics, as an education subject, became the main option for junior high school students in Indonesia before the year 1960. The material is aimed at fostering morale and strengthening the character of learners. However, in 1997, home economics was replaced by a creating handcraft subject. This study aims at forming an academic argument for the reinstatement of home economics in Junior High School's 2013 curriculum. Additionally, this study looks at the feasibility of the justification for ten values in home economics as book material for Junior high school. This case study involved 103 home economics teachers in Junior High School in Central Java. The data was collected using questionnaire and forum group discussion. Research results show the following responses from teachers for the reinstatement of home economics as a subject: 14% (14 teachers) "strongly agree" and 71% (73 teachers) "agree", and 15% (16 teachers) "neutral". The followings are the responses from the teachers concerning the inclusion ten values in home economics as book material for Junior high school: 33% (34 teachers) rate "very feasible", and 57% (58 people teacher) "feasible", and 10% (11 persons) "somewhat feasible". The inclusion of ten values is appropriate to foster morale and character education.

Key words: *Moral, character, home economics education, curriculum 2013.*

Introduction

Law No. 20/2003 of the National Education System classifies education into elementary education, secondary, and higher education. The main objectives of education are to

enlighten people and shape their character (Lickona, 1991). The characteristics of the 2013 Curriculum focus on building the morals and character of the learners in two aspects: moral character and performance character (Lickona, 1992; Lickona & Davidson, 2004). Without moral character, character performance loses its value. The inclusion of character education into the curriculum and all aspects of school life can determine the outcome of cognitive, affective and behavioural aspects (Stedje, 2010). The school is an institution which builds the morals of the students. However, there are many problems in the school regarding the content and process of learning (Kohlberg & Hersh, 1977; Stedje, 2010).

The characteristics of the 2013 curriculum are scientific, thematic, and integrated. The learning approaches used in the 2013 curriculum are discovery learning, inquiry learning, project-based learning and problem-based learning. Formation of behaviour, knowledge, and skill is performed holistically and are integrated to produce a qualified individual (Yaumi, 2017). The 2013 curriculum is the replacement for the 2006 curriculum, or the Educational Unit Level Curriculum.

In the 2006 curriculum, the home economics education subject is one of the optional subjects for the local content subject. The other optional subjects are electronics, computers, and various areas of the arts. The selection of the subjects of local content by a school is tailored to the availability of the teacher and the supporting facility. The home economics education subject becomes the primary choice of the schools in Indonesia, especially at the junior high school level. The learning materials for the home economics education subject intersects directly with the normative behaviour, which relates to its essence and moral character of learners (Asih, 2009).

The implementation of the home economics subject as a local content subject has been held prior to the 1960s. However, the Semarang City Education Office has omitted home economics as a subject since 2000 for junior high school level, and high school level since 1997. The omission of home economics also occurred in some cities, regencies, and other provinces in Indonesia. The home economics education subject has been replaced by handicraft subjects.

Home economics cannot be replaced with the handicraft based on the purpose of the subjects. The purpose of the home economics education subject is to build morale and strengthen the character of learners. Based on the perspective of the 2013 curriculum, the replacement of home economics education subject was ambivalent and inefficient which could potentially lead to the declining quality of the morals and character of learners. Therefore, the adverse effect of the replacement should be minimized. Consequently, there is no academic impact that can allegedly lead to the declining quality and moral character of learners. A study in South Africa on the teachers of moral and character education concluded that the inclusion of

moral education in the curriculum leads to significant formation of the school culture. The culture of the school leads to strong implications on the academic achievement of the learners (Sampson et al, 2017).

The Problem and Research Objectives

The problems of the study are formulated as follows:

1. Why do professional teachers assess the reinstatement of the home economics education subject in 2013 curriculum as urgent?
2. Why should the ten values of home economics be included in the learning material of home economics education subject in Junior High School?

The purposes of this study are to construct academic arguments about the inclusion of home economics education subject in 2013 Curriculum and to justify ten values of home economics into learning materials in junior high school curriculum.

The Theoretical Foundation and Research Results

Home economics is a planned and conscious effort to realize the potential of individuals to achieve the physical vitality, maturity, and social sensitivity. The quality of the teacher-student relationship can have a strong influence towards academic and social product, and last until the students in Junior High School (Hamre & Pianta, 2001).

Home economics aims at fostering morals and building the character of learners. The logical targets of the subject contains examples of necessary attitudes and behaviour in daily life such how an individual should behave in both normatively and be accepted by other people, families, and communities to build harmony in living together in their environment. Home economics, as the manifestation of the character education, develops the virtues, habits, and disposition that directs learners to responsible adulthood (Ryan & Bohlin, 1999). Lickona and Davidson also corroborate that the learning process should build the character performance and moral character. Performance character, which is oriented on the mastery assignment, includes the quality of perseverance, positive attitude and commitment to hard work. The performance character is required to develop the talent, skills, and competence. The moral character is an oriented partnership that relates closely to the qualities of integrity, caring, fairness, respect, and cooperation. If the performance character conditions the productive life, then the moral character requires an ethical life (Lickona & Davidson, 2004). According to Asih (2019), the operationalization of home economics could foster these following students' abilities in: 1) leading, guiding and protecting self and the family; 2) maintaining the health

and safety of self and family; 3) building peace and prosperity in the life with the familial relations principle in the context of the Pancasila ideology. The comparison of the three purposes of home economics above is in line with four components of moral maturation. The following are the four components of moral maturation to achieve the goal of education: 1) moral sensitivity, 2) moral judgement, 3) moral motivation, and 4) moral character.

There is an integrative scenario in the moral education and character. The working scenario that combines all the elements of ethical character development for teachers, parents, and the community is called an integrative ethical education model (Narvaes, 2008). Narvaez (2004) proposes measures to character development as follows: 1) building a caring relationship between adults and children, because the brain is associated with emotional and motivational signals (Greenspan & Shanker, 2004; Lewis et al, 2000; Panksepp, 1998). A caring relationship motivates school success and the lives of the individuals in the school (Masten, 2003; Watson, 2008); 2) building excellence in the framework of the ethical character achievement, because the social climate and culture influence the perception and behaviour (Power et al., 1989). Activities such as taking care of schools and classrooms are associated with positive results for students in terms of the academic achievement and development (Solomon et al, 2002). Adults/teachers foster ethical skills in all activities based on skills in ethical sensitivity, assessment, focus, and ethical action (Narvaez, 2006; Narvaez et al, 2004). Adults guide children in developing narratives of the positive goals related to social responsibility (Stipek et al, 1992). Adults can train the accuracy and self-regulation of the learners so that they understand and are able to take charge of his life (Zimmerman, 1998). In environment-enriched facilities, students are equipped with a self-regulation tool in the formation of character in the context of problem-solving process. Therefore, a successful student during learning process could monitor the effectiveness of the strategy or change it (Tajudin, 2015). The community which coordinates support and cross-institutional relations could be built to form the character of learners. Society basically develops skills in self-regulation, ethical realization, and the actualization of the individual and society (Agus & Samuri, 2018). When the relationship between the sphere of a learners' life at home and at school with the community receives reinforcement, learners could acquire the adaptive atmosphere naturally (Ang et al, 2016). The progress of individual adaptation appears early in life. There is a sensitive period of the epigenetic system development in the brain, where the environment can activate or deactivate it. The neurobiology cable systems plays very important role for the function of the morality.

The ten values of home economics education become the basic material of the community coaching and are mandatory to be taught at the school. In terms of implementation, the ten values of home economics education are used as an operational guide for the community through the activities of the home economics organization at the level of sub-villages and

villages. In addition, the ten values of home economics become the learning materials of home economics education.

The 2013 curriculum replaces the educational unit level curriculum (KTSP) in 2006. Table 1 presents the comparative construction from five perspectives of 2006 curriculum and 2013 KTSP Curriculum.

No.	2006 Curriculum	2013 Curriculum
1	The standard competence of the graduates is derived from the standard content.	The standard competence of the graduates is derived from the needs.
2	The standard content is formalized based on the learning objectives (standard competence of each learning subject) which is detailed into standard competence and basic competence of learning subjects.	The content standard is derived from the standard competence through the core competence.
3	The separation from the learning subjects which form affective, skill formation, and knowledge formation.	All learning subjects must contribute to the formation of affective, skill, and knowledge.
4	The competence is derived from each learning subject.	Each learning subject is derived from the intended competence.
5	Each learning subject is independent to each other, the learning subjects are not bound by certain themes.	All learning subjects are bound by the core competence.

The regulation of education and Culture Ministry No. 69 year 2013 mentions that there are four grouping of competencies in the 2013 curriculum: KI-1 is the core competence of a spiritual attitude, KI-2 the competence of social attitudes, the KI-3 knowledge and competence of the KI-4 core competency skills.

Junior high school students are individuals who undergo the growth process on their physical and psychological aspect. They begin to understand the meaning of happiness, welfare, as well as responsibility. In the perspective of developmental psychology, they are individuals who can demonstrate honesty, ethical behaviour, use the aesthetic attributes, socially interact harmoniously, can be held accountable as learners, and condition themselves to achieve their inner security proportionately. This development is estimated as starting from the early growth of an individual. According to Lexmond & Reeves (2009), there are three main categories of factors that influence the development of the character in the early growth of individuals: 1) structural factors: poverty, parents' background, family structure, gender, and ethnicity; 2) style and trust of parents: parents' approach towards the child, warmth,

responsiveness, control and discipline; 3) psychological vulnerability: pre-natal, early or very early childhood.

Home economics can be conceptually associated with morals and the character of learners. Morals are a very important agency for an individuals' conception of what it means to be a person (Carr, 2010). Confidence in the integrity of the moral is very important for an individual to protect it from contention for his denial, rationalization, and a specific desire (Bandura, 1999). Being oneself is inseparable from the existence of the self in the matter of the moral (Taylor, 1989, p. 112). According to Lickona (2004), the character is an individuals' natural response to situations and conditions which are immoral. This natural response is manifested in real action through normative behaviour such as being good, honest, responsible, and respectful of others. Lickona (2004) emphasizes that these following three aspects are required to foster morale and strengthen the character of learners: knowing, loving, and acting good. Goleman (1995) states that character education values education and concerns with the nine basic values. The nine basic values are: 1) responsibility, 2) respect, 3) fairness, 4) courage, 5) honesty, 6) citizenship, 7) self-discipline, 8) caring and 9) perseverance. Education is regarded as successful if it can internalize the nine basic values into the learners. Further, Goleman argues that the success of life of individuals is determined by 80% character, and only 20% of his intellectual intelligence (1995). Therefore, the quality of individual character is essential for his life. The quality of the character is not formed automatically and naturally. It should be nurtured through the planned processes, with integrated material and adapted in the mental space of individuals. This can provide stimuli for their perceptions, motive, interest or attraction on the learning objects while in the corridors of the teaching and learning process. It all takes place in a space that is adaptive, persuasive and corresponding to psychological maturation of the learners.

The 2013 curriculum provides a concrete and clear academic space to the learning achievement which is comprehensive and holistic. It clearly facilitates the construction of moral and character of learners. The process and strategy of delivering the learning material are conducted in holistically, comprehensively and in an integrated manner. Therefore, learners are accustomed to perceiving a phenomenon holistically. Learning process that is aimed to achieve a particular competence of a sub- competence is carefully designed to gradually nurture the intellectual, spiritual, emotional, and social intelligence at once.

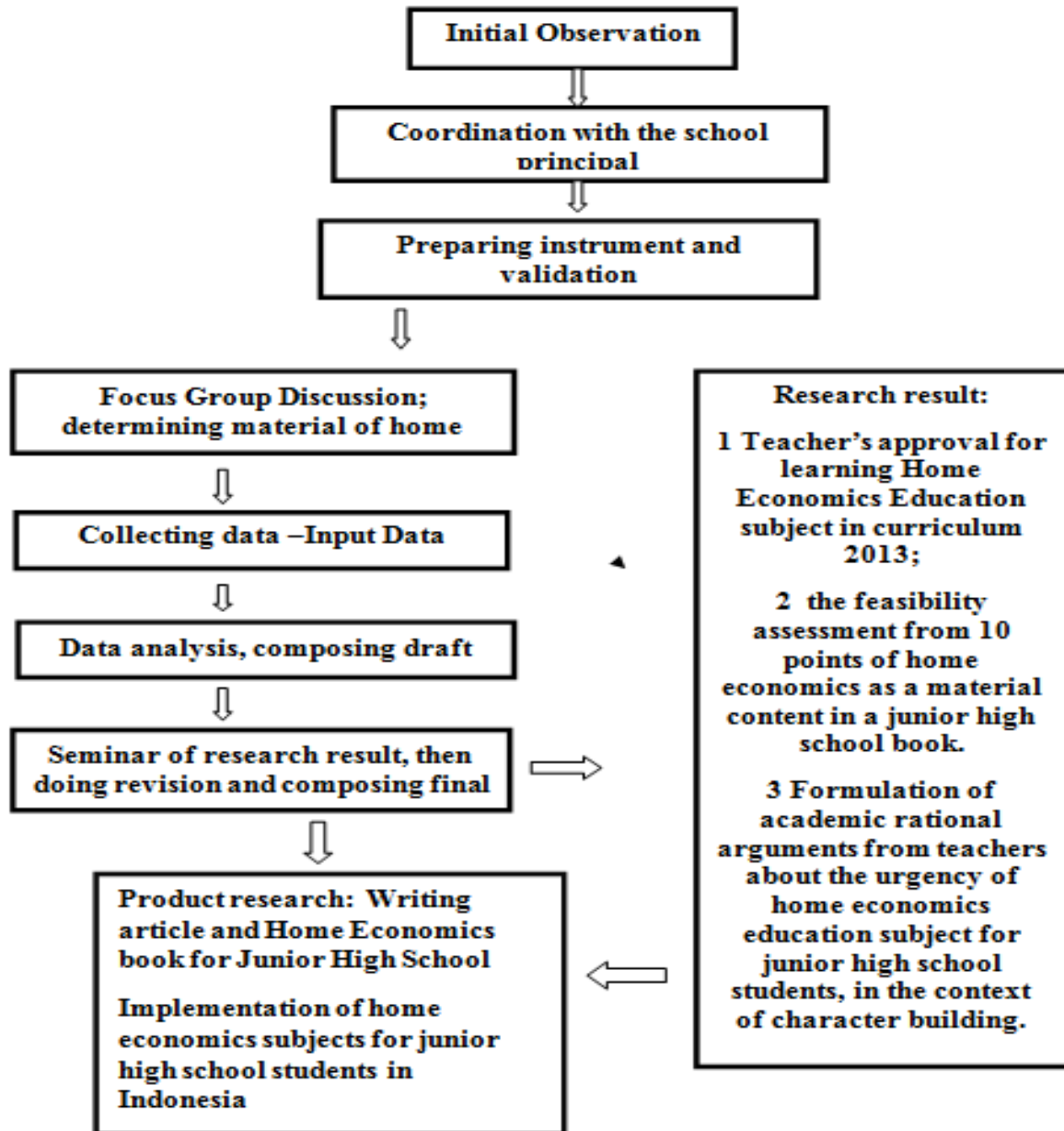
Research Methodology

This research uses a descriptive approach. The subject of this study is 103 junior high school home economics teachers from various cities in Central Java-Indonesia Province. This case study can be a "mother population", because there are similarities in the nature of the research subjects, namely home economics teachers at junior high school with a curriculum base of



2013. Therefore, results of the study are worthy of representing the urgency of learning home economics throughout Indonesia. The data was collected through focus group discussion (FGD) and questionnaires. The results are: 1) a description of the number of teachers who have agreed to re-implementing home economics education subject in junior high school through the 2013 Curriculum 2) a description of teacher's assessments about the feasibility of 10 aspects in home economics as the contents of the home economics textbook 3) formulation of academic rational arguments about the urgency of home economics education subject for junior high schools in the context of character building. There are five options available for the teacher's approval, namely: strongly agree, agree, quite agree, disagree, strongly disagree. There are five feasibility answer options. These options are: very feasible, feasible, quite feasible, not feasible, very not feasible. There are 10 items to guide the implementation of the FGD, which aims to stabilize and determine the 10 main material Home Economics books. There are also 34 items used to measure the feasibility of the book material. All instruments are valid, meet the criteria > 0.5 and the reliability is 0.868.

Research Procedures



The Findings of the Study

The findings of the study showed that 14% of teachers "strongly agree", 71% "agree" and 15% stated "somewhat agree" for the reinstatement of home economics subject in junior high school and its integration into the 2013 curriculum. The percentage of teachers' agreement is presented at table 2.

Table 2: A percentage of the teachers' agreement on the reinstatement of home economics subject

Score	Category	Percentage (%)
$146 \leq X \leq 170$	strongly agree	14
$118 \leq X \leq 145$	agree	71
$90 \leq X \leq 117$	somewhat agree	15
$62 \leq X \leq 89$	disagree	-
$34 \leq X \leq 61$	Strongly disagree	-

The assessment results on the feasibility of home economics values from the ten aspects of home economics education as the textbook for the home economics subjects for junior high school level are presented on table 3.

Table 3: The assessment results on the feasibility of home economics values

Score	Category	Percentage (%)
$46 \leq X \leq 50$	Very feasible	33
$37 \leq X \leq 47$	feasible	57
$28 \leq X \leq 36$	somewhat feasible	10
$19 \leq X \leq 27$	infeasible	0
$10 \leq X \leq 18$	Very infeasible	0

The substance of home economics subject as the local content in junior high school is delivered via textbook. The home economics textbook contains knowledge of the social etiquette, aesthetics, health, financial management, and practical knowledge about its application in daily life. The textbook presents the values from the ten aspects of home economics education.

The results of FGD on the source material of the home economics textbook showed that the ten basic principles derived from the ten aspects of home economics education can be used as the material for the home economics textbook in junior high school level. The ten basic principles consisted of: honesty (1st principle), ethics and aesthetics (2nd principle), learning and discipline (3rd principle), healthy living (4th principle), home economics (5th principle), the responsibilities inside the house (6th principles), responsibility outside the house (7th principle), social life (8th principle), character and personality (9th principle), and financial management (10th principle).

The Discussions of the Results

Table 2 shows that 14% of the teachers "strongly agree" and 71% "agree" for the reinstatement of the home economics subject in junior high school. This finding is interesting from the academic perspective of the professional teachers because they have established a valid academic justification when responding to items on the questionnaire. They are aware of the issues of curriculum changes and variations for more than 20 years of their profession.

Asiatun & Djeari (2001) concluded that home economics, as the local content is relevant to the needs of students in junior high school. The relevance as the result from the study on the learning material of the home economics was analysed from various points of view and based on the mental maturation factors of the learners. The learning materials of the home economics subject in junior high school included: understanding the etiquette of behaving, the construction of the honesty, the nurture of the discipline, the depiction of the prosperous family, etiquette of dressing and social etiquette. If analysed comparatively, the learning materials of this educational unit level curriculum version did not vary significantly in terms of the framework of the objectives in the religious attitudes as the core competence (KI-1) and social attitudes as the core competence (KI-2) on the curriculum of 2013. In addition, from the perspective of the effects of both curricula, the home economics as the local content has a direct impact on the improvement and strengthening of the moral character of learners. The character refers to behaviour, characteristics, temper, and personality. Musfiroh (2008) argues that character refers to attitude, behaviour, motivation, and skill.

An individual with good character is someone who tries to do the best for the Lord Almighty, himself, others, environment, countries and the community. According to psychological and sociocultural perspectives, character formation is the caring and continuous reinforcement of all these following potentials of the individuals: cognitive, affective, and psychomotor. Potentials are nurtured and reinforced through the psychological spectrum and sociocultural interaction within the family, schools and society and could last throughout life.

Character education material derives directly from the home economics subject which is indeed designed to reinforce aspects of attitudes, knowledge and behaviour in everyday life. The focus on the domain of attitude is to sharpen the mental response of learners when facing and accepting certain facts in the life, perform their duty, appreciate the difference between individuals, and practice kindness. The cognitive aspect included mental activity in remembering, understanding, applying, analysing and evaluating. The skill aspects include observing, asking, experimenting, reasoning, presenting and creating.

The 2013 curriculum develops a scientific learning approach which has an integrated and thematic relation for lessons. The discovery learning, inquiry learning, project-based learning,

and problem-based learning is used during the learning process. Formation of character and the transfer of knowledge and skills are holistic and integrated. The 2013 curriculum learning approach could produce "qualified individuals" (Hamid & Idris, 2014). The learning approach of home economics could accommodate these needs to realize the learning materials into examples that reflect the substance of the materials in the perspective of psychology and sociocultural, or concrete examples from daily life. The practice of daily life is an empirical fact which could be utilized in the learning process. Aspects of life are sources of the truth and justification of knowledge that are completely valid and reliable. The learning process of home economics viewed from its methodology requires the empirical data about phenomena or facts of everyday life. Naturalness attached to each problem with psychological and socio-cultural factors always needs a solution through a scientific approach. Home economics has always been the first choice among many options. There are two reasons for choosing home economics: the availability home economics teachers, and the learning material is highly associated with the reinforcement of moral character of the learners. In addition, home economics also teaches skills such as cooking, sewing, and household and cosmetic themselves. This is in line with the spirit of the 2013 Curriculum.

The results of the focus group discussion showed that home economics teachers delivered the learning materials using applied examples from daily life. The learning materials include honesty, discipline, meaning prosperous family, etiquette and socialization (Asih, 2013). Currently, Indonesians generally observe that the children have become a figure of a generation that is smart and technologically literate but lacks ethics. The lack of ethics from the students is presumed to become the source of the socially unaccepted behaviour that often occurs among school children. These behaviours include brawling, pre-marital intercourse, drug abuse, sexual abuse, and violence, amongst others. Addison (1992) confirms the statement of Bronfenbenner (1990), regarding the existence of instability and difficulty to predict what will be taking place in the life of a modern family. The instability can become a force that is very damaging to the child's development (Addison, 1992).

The series of FGD concluded with several points of argument that confirms and strengthens the demands for reinstatement of home economics subject in junior high school. These arguments synchronize with the willingness of the Government to improve and strengthen the moral character of learners through the national campaign of character education. Education sector should take larger portions of the character education, in addition to the formal and informal education. The moral formation and character education of learners are the main core of education in Indonesia, because the country's sovereignty in the future will be in the hands of our children.

The substitution of home economics with the handcraft subject leads to the transfer of functions of home economics teachers into Guidance and Counselling teachers which

conceptually violated the purpose of preparing professional teachers. In addition, it also obscures the academic spirit of fostering and developing teacher professionalism that there is a mismatch of the functioning of teachers from their fields of teaching expertise. This has become one of the phenomena in the implementation of education in Indonesia. As an illustration, according to statistics from the results of research, the number of non-linear elementary school teachers in 33 provinces in Indonesia reached 29% of the teacher population or 369,814 out of 1,510,938 teachers. The percentage of non-linear religious teachers accounts for 54% of the teacher population or 83,575 out of 154.03 teachers (PSDP, 2012). The high percentage of teachers' non-linearity is one of the reasons why the achievement of quality education in Indonesia is hampered. This problem has not been fully resolved, especially in regions that have a minimum educational administrative structure. Even this condition still exists in certain areas of Java, parts of Sumatra, parts of Sulawesi, parts of Kalimantan, Nusa Tenggara and most of the province of Papua. The non-linearity problems cannot be resolved, and it still takes a relatively long time to reach a solution for the problem. Furthermore, communication and geographic factors are the other dominant causes for the lack of linear teachers. Most teachers avoid the assignment on most of Papua regions, East Nusa Tenggara, and some of the eastern areas in Indonesia.

Discussion on the Second Findings

The results of the focus group discussion (FGD) show that the learning material for the home economics and the mental maturation of students were concluded as fit for the learning process. The sequence and presentation of the learning material was agreed by the FGD participants as follows. The first material is related to the responsibilities of students at home, second material discusses about honesty, third material teaches about responsibilities at school. Furthermore, the next learning materials discuss about the meaning of a "prosperous family", understanding character and personality, recognizing examples of morally proper behaviour in social life, recognizing and implementing healthy living habits, getting used to learning and behaving discipline, ethics in socializing, ethics dress, and financial management. According to the teachers, the sequence of the learning materials is "identical" to the target of the 2013 curriculum. This is also shown on the order of material delivery and learning approaches, which are equally considering the "maturity" of students.

The learning material of the home economics handbook for the junior high school contains 10 principles selected through results of FGD contained on 10 aspects of home economics as a subject. The ten principles are the "spirit" required to build a harmonious household from the perspective of the contribution's junior high school students. The main manifestation of the ten principles implementation can be seen through the realization of a harmonious family. Therefore, the role of the school is very important in building foundation for the realization of a harmonious family through a spectrum of scholarly information obtained from the learning

process of home economics. The essence of the 10 principle originates from the basics of human character and morals, which is basically good and respecting the values of harmony.

The students of Junior High School are teenagers who are aged within the range of 12-13 and 14-15 years old. Junior school age is a crucial period for the development of an individual. During this period, they begin to experience the psychological and physical changes, many suffered emotional disturbance in this period. Therefore, when parents are less intensive in instilling social norms, then the teenagers could experience behavioural and psychological problems. The accumulation of behavioural and psychological problems can transform into social problems such as juvenile delinquency, drug abuse, pre-marital sex, and brawling. The declining quality of emotional contact between parents and children occurs in most major cities in Indonesia. The duration of emotional contact between parents and children is declining due to parents' occupation and other activities which are prioritized. The culmination of all the achievements of the family is family's well-being, even though it is relative between one family and others. The facts in Indonesia show that most households can be characterized as not yet prosperous. There are several factors which become the causes of such phenomenon: the lack of emotional contact, and the lack of understanding from the head of the family regarding the home economics itself. In addition, the lack of a proper method in transforming the understanding into practices to build and foster a prosperous family. The meaning of prosperous family is often misinterpreted as being rich. Therefore, the best way to change the mindset of the community is by education. Educational institution becomes the academic foundation which is rigid and formal to instil the value of home economics education to members of the community, which in this context are learners.

Reinforcing the norms of home economics can only be efficiently and effectively achieved through the spectrum of family (informal educational facet) and the community (non-formal educational facet). The values of the norm can be instilled in the individual's mind when they are guided holistically. Through the process of understanding, there are processes of internalization by observing the examples in behaving from individuals who become models of the various norms of the family. It is a long and highly complex process that should be experienced by individuals at this early phase of adolescence. The values of the norm to should be in the form of "the planned substantives" and carried out in the natural settings. The disadvantage of the informal and non-formal education is the difficulty in finding such substantive, whether that be the responsibility of the family, the community, as well as the Government and its agents. Because the flow of information and communication rapidly surrounds the discourse of the communities, and the learners. Bronfenbrenner (1990) formulated the five propositions reciprocal interactions at home and in school that should be performed jointly by the adults who influence the positive development of the child. The child must have on-going, long term mutual interaction with an adult (or adults) who have a stake in development of the child (proposition 1). This strong tie and pattern of interpersonal

interaction it provides will help the child relate to features of his or her mesosystem (proposition 2). Attachments and interaction with other adults will help the child progress to more complex relationships with his or her primary adults (proposition 3). The relationship between the child and his primary adults will progress only repeated two-way interchanges and mutual compromise (proposition 4). The relation between the child and adult in his or her life requires a public attitude of support and affirmation of the importance of these roles (proposition 5). There are values which must be synchronized between what should be done with parents, adults and community with propositions expressed by Bronfenbrenner.

The nation of Indonesia has a relatively different perception with the Western community including how learners perceive moral values, ethics and religion. Therefore, the perceptions of the learners on certain values can be relatively can be different. The most important operational knowledge of the implementation of basic values for the Junior High School children includes: their responsibilities at home and at school, the importance of honesty, understanding about the meaning of the prosperous family proportionally, how to be an individual with strong characteristic, how to behave in social life, how to get used to living healthily and discipline, learning habituation, behaving ethically and aesthetically, as well as efficient and effective financial management.

The results of the FGD explains, the respondents agreed on 10 principles home economics are "suitable" to be included in the home economics handbook in junior high school. The ten principles can contribute in the formation of morality and character reinforcement of the learners. The respondents agreed on the three topics of learning material which were derived of the of the 10 principles. First, the topic of honesty and etiquette. Second, study and discipline. Third, the topic of healthy living. While the non-priority topics include the meaning of home economics education, the topic of responsibility of children at home and at school, social life, as well as financial management topics. The sequence of the topics is based on the academic argument based on needs and mental maturation of the learners. Research by Lewis and Morris (1998) provided a list of five basic needs for positive development in children: (1) a personal relationship with a caring adult, (2) a safe place to live, (3) a healthy start toward their future, (4) a marketable skill to use after graduation from high school, and (5) an opportunity to contribute to their community. Partnership within community can help provide for these needs.

Conclusion

The conclusions from the results of the study are as follows. According to the academic perspective, the teachers agreed for the reinstatement of the home economics as the local content in junior high school. The home economics subject in Junior High School becomes very important in the framework of moral improvement and the character reinforcement of



students. The purpose of the 2013 curriculum is moral improvement and the character reinforcement. The substitution of home economics subject with handcraft subjects, which was carried out before the implementation of the 2013 Curriculum, is seen as a detrimental policy and does not have an academic foundation. Moreover, the Indonesian government is currently pushing for the growth of "character education". Therefore, the important message for the implementation of education is the reinstatement of home economics subject which is in line with the 2013 curriculum.

Second, the ten principles of home economics education are considered appropriate as the learning materials in handbook for the junior high school students. The 10 principles of the home economics subject's handbook in junior high school include: honesty (1st principle), ethics and aesthetics (2nd principle), learning and discipline (3rd principle), healthy life (4th principle), the meaning of home economics (5th principle), responsibilities of children at home (6th principle), responsibility of children in school (7th principle), social life (8th principle), character and personality (9th principle), and financial management (10th principle).

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