

The Effectiveness of Learning Model of Basic Education with Character-Based at Universitas Muslim Indonesia

Rosmiati Rosmiati^a, Alimuddin Mahmud^a, Syamsul B. Talib^a

^aUniversitas Negeri Makassar, Makassar, INDONESIA

ABSTRACT

The purpose of this study was to determine the effectiveness of the basic education learning model with character-based through learning in the Universitas Muslim Indonesia. In addition, the research specifically examines the character of discipline, curiosity and responsibility. The specific target is to produce a basic education learning model character-based. This type of research is the development of Research and Development or R&D refers to a model developed by Plomp (1997), which includes five phases (1) Preliminary Investigation, (2) the design phase, (3) phases of realization/construction, (4) The test phase of evaluation and revision (5) implementation. Besides, the tools generated in this study consisted models books, lesson plans, student worksheets, and learning outcomes. The results of data analysis showed that the character-based learning with a behavioral approach meets the criteria for effectiveness.

KEYWORDS

Effectiveness, learning model, the basics education, learning, character-based

ARTICLE HISTORY

Received 20 April 2016
Revised 24 May 2016
Accepted 25 May 2016

Introduction

The era of globalization that is accompanied by the era of knowledge (knowledge age) and world changes implicated in many areas of life, including education. Education, including a college education should be able to prepare a generation that has the ability and habit to think critically, solve problems, make decisions, and have good character appropriately and wisely.

"The Constitution of National Education System in 2003 was intended that education is not only to establish the intelligent beings but also have personality

CORRESPONDENCE Rosmiati Rosmiati ✉ rosmiatiazis@gmail.com

© 2016 Rosmiati et al. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.



or character that will be born generation of people who grow up with a character that breathes the noble values of the nation and religion.

Ramli (2012: 3) stated that principally, the character development was not included as a subject, but are integrated into existing courses, personal development and university culture (educational unit). Therefore, the educators need to integrate the values that develop in character education into the curriculum and syllabus which already exists. Through all subjects, self-development and university culture requires that the process of character development is done through each course

Education aims to bring forth intelligent beings and strong character. Mary (2003: 51) stated that *intelligence plus character is the goal of true education*. It is relevant with what Muhammad Nuh said that curriculum in 2013 with more emphasis on attitude-based competency, skills and knowledge (2014: 3). The harsh reality that must be remembered and accepted as a fact in many universities, especially in Universitas Muslim Indonesia, especially the Faculty of Islamic Studies is a lack of awareness of educators in developing basic education learning model character-based. So, the students' attitudes about curiosity, discipline, responsibility, and the output quality is not optimal in drawn the good character. The discipline is needed in order that the institution can become an institution that reliably self-formation. The discipline of educational institutions according to F.W. Foester in (Doni Koesoma) is the entire size of the measures that guarantee the moral conditions that are needed so that the educational process goes smoothly and uninterrupted. The discipline can be a kind of preventive action and get rid of things that are harmful to human life. (Nurashelley: 2007) said that failure of children in school including school dropout is caused by low self-esteem and curiosity, the inability to control themselves, low motivation, failure to socialize, not be able to cooperate and low empathy child. This condition is the opposite, because the success of child in the future apparently 80% is determined by the emotional intelligence, while the remaining 20% is cognitive intelligence.

If we see the concept of discipline in learning moral values, the students do not touch the subject of how theory and practice of justice that can be applied in the future education of our students. Therefore, it is necessary as a lecturer to provide such a possibility for educational institutions in order to contribute to the formation of the moral personality of the student. The methods proposed in educational institutions are discipline and work rules. The discipline method takes the highest place for character education and an inspiration for the performance of educational institutions. Through the application of discipline, the educational institutions is not only just to develop the intellectual abilities of the students but also give basis contribution for moral preparation in their life.

Lickona (2004: 73) said that the responsibility means doing a job or obligations within the family, at school, or place of work wholeheartedly and give the best. The recent years, it found that the index of responsibility of the workers with their work is decreased. The use of basics education learning model can determine the effectiveness of basic education learning model character-based at the Faculty of Islamic Studies, Universitas Muslim Indonesia.

Method

This research is a development research. It aims to produce the effectiveness of basic education learning model character-based at the Universitas Muslim

Indonesia. The learning model is expected to facilitate a lecturer in implementing the innovative learning and attracting the students to study in accordance with the concept of character education.

The trials in this study are students of class B1 and limited implementation C1 class Islamic Faculty, Universitas Muslim Indonesia. The students consist of 30 people for class B1 and class implementation consists of 24 numbers of students.

The development model of learning in this study is to adapt the learning model by Plomp (1997), which includes the steps as follows: (1) the initial investigation, (2) design, (3) the realization/construction, (4) test, evaluation, and revision, (5) the implementation of the model in this study is done limitedly.

To set the effectiveness of the learning model of education basics character based then it conceived and developed the research instrument. The research instrument used in this study consists of: teaching aids validation sheets, observation sheet for student activities, the questionnaire responses of students and faculty, the sheet evaluation of learning outcomes, and the sheets of behavioral observations character.

The validation of the expert is to obtain the data validation by experts. The deployment that has designed by several experts has to assess and provide feedback in the form of assessment used suggestions validation sheet.

- a. The data behavior of the students' character is to acquire how many students showed a positive development in the behavior of the characters.
- b. The data from learning result of the education basics is measured by the average value of the classical with the classical learning completeness.
- c. The response of students to the development of models.

The data are analyzed through an analysis of data validation. The data are analyzed with inputs advice of assessors.

The effectiveness of data analysis is the analysis of the effectiveness of learning device that supported the three components of effectiveness, namely: the ability of lecturer to observe the behavior of the characters, the results of student learning, and student responses with the lecturer.

Results and Discussion

Teaching The process and results of the development basic education learning model character-based has been stated that this study aims to obtain an effective learning model. Therefore, it must be taken a systematic development process by selecting steps of developing according to Plomp (1997: 4-6) with certain modifications. The results obtained at each phase of development are described as follows:

Phase 1: Initial Investigation

To ensure the validity content of the developed learning model, it required a certain amount of data and information. The focus study of the survey activities for character education programs in educational institutions as follows; learning device involves a series of lesson plans, lecturer books, and the use of students' book and the implementation of learning in the classroom.



The learning device used by the lecturers according to the survey that is carried out in July 2014 in the Education Department, Universitas Muslim Indonesia. Learning tools such as lesson plans, lecturer book, students' book and students' worksheet is explicitly not covered by the value of the character that is expected to be achieved after learning. But, in the stage of learning (introduction, core, and closing), there is not the seeding value of the character, as expected. This indicates that the Lesson Plan is used as a guide in learning the basic education in class B1 is dominant oriented towards the mastery of concepts (the cognitive concept), psychomotor, and invisible affective.

To support the learning activities, the lecturer and students use the basics education customized to the curriculum recommended by the college. Related to the selection of learning model used by lecturers, it used five stages of learning, namely: preliminary, exploratory, elaboration, confirmation, and closing. It is relevant to the Decree of the Minister No. 41 of 2007 concerning the standard process. The learning activities design is also in accordance with the 5E Learning Cycle (Cycle Model study) learning model by (Beybee et al, 2006: 2-14) and combined with Valuing Process Quisumbing model (Unesco 2005), namely: knowledge, understanding values, effective and active-action. Engagement engage learners with explore prior knowledge and experience to raise the question. Exploration collects data to solve the problem. Explanation explains conclusion and generalization of exploration. Elaboration is the implementation of concept in syntax. Evaluation is evaluating the process and learning outcomes.

The observations on learning activities in class B1 conducted at the Department of Teaching. In learning activities at the classroom, there is not visible the seeding process values in particular. The seeding value taken is not programmed. It is more emphasis to counsel like lecturers remind the students not to come late on campus, reminds the students to pay attention to the explanation of lecturers, and reminds the students not to fuss or bother their friends while learning. The phrase is actually an attempt in seeding the normative values.

Phase 2: Preliminary Design Products of Learning Model of Education Basics Character Based

Referring to the preliminary investigation phase, the syntax design of learning model of education basics character based is based on two considerations; the assessment results of lesson plan that used by lecturers in the implementation of class B1 shows that the lecturer applying the 5 stages learning model in the learning activities accordance with Decree of 41 year 2007 on the standard process, and corresponds to the 5E Cycle learning model developed by the Biological Science Curriculum Study (Bybee et al, 2006: 2-14). The seeding value occurred in proceeds through several stages: The formation of values through learning has been developed by experts including humanitarian integrated learning by Jumsai (2008: 40), The implementation basic values of peace by Amalee (2007:2), Taxonomy of Affective (Krathwohl, et al. 1964: 23-48), and Valuing Process Model and Quisumbing (Unesco, 2005: 28-30). Based on the models above, then it is created the initial draft general pattern of basic education learning character-based. The general pattern in using *Learning Model of Basic Education with Character-Based* (LMEB-CB), namely: The Conditioning Concepts and Values, Group Organizing, Exploration and Growth Value,

Explanation and Deepening Values, Application and Values Commitment, and Evaluation and Follow-Up Habituation.

Phase 3: Construction

The results from the design phase are reflected and observed back to be realized in the form of initial products such as books models and the effectiveness instruments supporting of LMEB-CB learning models

Phase 4: Testing, Evaluation, and Revision

The prototype 1 LMEB-CB which produced at stage 3 is followed up to stage 4 with effectiveness test is conducted simultaneously with the learning tools directly effect and always followed changes and revisions to the learning tools and related instruments. Before testing the effectiveness of LMEB-CB, all instruments are tested the feasibility /validated by experts then tested.

Experts Validation and Learning Practitioners

The experts' validation and practitioners are directed to evaluate the content and language learning device, such assessments include: style, language, and content. For each indicator, the validation activities are divided into sub-indicators as follows: a) style; the learning device consists of a clear division of the material, numbering, the balance between text, type and size of letters, space management, the suitability of the physical size of the student, b) language; consisting of accuracy of the text, the suitability of the sentence with the level of development thinking and abilities of students, referral to read other sources, the clarity of the definition of each term, the simplicity of the structure of the sentence, c) curriculum; contains all the important information related, relationship with the previous learning materials, the compatibility with student mindset which are filled with exercises that relate to the concepts being taught to focus on the discipline character aspects, curiosity, and responsibility.

The results of the analysis of all aspects/components of LMEB-CB as shown in Table 1 indicate above that: (1) IO values or mean value of the total aspects is 4.35. If the value is confirmed with the implementation criteria of LMEB-CB, it is categorized as high category. Because IO value is higher than the IP value, then the implementation of LMEB-CB models are already good. It means that the effectiveness is good and meets the criteria of practicality, namely; (2) Percentage of Agreement (PA) Value = 86.77%. If referring to reliability criteria, then the value of PA shows that the criteria of LMEB-CB observation sheet has meet the requirement of reliability. According Borich (1994: 385), the reliability observation sheets categorized as reliable if PA value $\geq 75\%$.

a. The Character Behavior Observation Sheet of Reliability Testing Results

From the calculation matches the table below of observational data observer 1 and observer 2 to behavior characterized by student coefficient (degrees) instrument reliability characterless student behavior observation sheet average of seven meetings $R = 80.45\%$, we conclude have a degree of adherence to and effectiveness high as seen in the Table 2 below.

Table 2. Character Behavior

Aspect	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6	Per 7
Character	71,42%	73,88%	78,04%	78,04%	81,57%	85,71%	95,23%



b. Character Behavior Analysis Results

From the observation of character behavior during seven meetings, the calculation of positioning the character of students for each character values is integrated in the learning. But, from the group of students who become sample, there are some have reached the position of SE (Start Evolving), even some students already BH (Become Habits). This is due to the inconsistent character development (volatile) like: the position of discipline student reached 80.45% (It is customary), the curiosity reached 62.77% in the position of SE (Start Evolving) and the responsibility reached 82.45% (Habitual).

Table 1. The Mean Value Results of LMEB-CB in B1 class at Universitas Muslim Indonesia

No	Aspect Assessed	The Mean Value Indicators for Every Observations							Mean Aspect	Agree	Disagree	PA (%)
		Aspect										
		1	2	3	4	5	6	7				
I.	Syntax	3,46	4,25	4,03	4,21	4,00	4,21	4,17	81	17	82,65	
II.	Social System	3,75	4,00	4,25	4,00	4,00	4,00	4,00	12	2	85,71	
III.	Reaction Principle	4,00	4,00	4,16	4,24	4,24	4,33	4,50	36	6	8,81	
IV.	Support System	4,70	4,60	4,60	5,00	4,40	4,70	4,80	35	0	1,00	
IO Value or Total Aspects of Mean Value (IO)		4,35										
Total		164							25	86,77		
Percentage of Agreement (PA)												

Note: (IO) is Intended - operational

Criteria: IO= 4,0 (Sinaga 2007); Reliable (R) if PA ≥ 0,75 (Borich, 1990:385)

c. Analysis of Pretest and Posttest

The analysis of the pretest and posttest can be seen in the following Table 3.

Table 3. List of Pre-Test and Post-Test Values Class B1

No	Name	Student Registration Number	Proportion		Mastery Learning
			Pre-test	Post-test	
1	Kiki Aulia Rezky	1012015001	50	78	Completed
2	Sulhaerani	1012015004	50	80	Completed
3	Anggi Ria Aulia	1012015006	50	80	Completed
4	Rita Rahmania	1012015009	60	80	Completed
5	Latifa Alhabsy	10120150010	70	89	Completed
6	Sarina	10120150011	50	80	Completed
7	Nurhalipa	10120150013	40	90	Completed
8	Anisa Hidanti	10120150014	60	90	Completed
9	Ian Mutia Rahma	10120150015	40	80	Completed
10	Masni Ramli	10120150016	30	71	Completed
11	Nurfianalisa	10120150017	30	80	Completed
12	Jumriah	10120150019	20	67	Completed
13	Anita	10120150020	20	68	Completed
14	Nurmala Lamandike	10120150021	40	79	Completed
15	Nur Ainun	10120150022	30	78	Completed
16	Sartika	10120150023	40	90	Completed
17	Rosmila	10120150026	50	85	Completed
18	Tita Arnita	10120150027	30	85	Completed
19	Rina Febrisya	10120150029	20	69	Completed
20	Dewi Hasnawati	10120150030	20	76	Completed
21	Yuli Kartini	10120150031	40	79	Completed
22	Firmayanti	10120150032	30	80	Completed
23	Ratna Sari	10120150034	40	80	Completed
24	Masnah	10120150036	40	69	Uncompleted
25	Rostik Amalia	10120150039	40	82	Completed
26	Sulaeha	10120150041	10	80	Completed
27	Ana Kaderina	10120150042	30	90	Completed
28	Indiyana Penampo	10120150043	40	85	Completed
29	Irawati	10120150045	40	80	Completed
30	Marlina	10120150047	30	79	Completed
Mean Class			37,33		81,43 86,66%

Mean Class Criteria = $\geq 70\%$ Classical Mastery 80%

d. Response Analysis of Students and Lecturers

The response of the students in the above Table 4 showed that there are 93% of the students said it is not difficult to learn the course material. Similarly, completing the tasks associated with the character value. There are 7% of the

Table 4. Students' Response and Lecturers of Class B1 toward Learning Activity

I. Student's Response				
Question	Not Very Difficult	Difficult	Quite Difficult	Not Difficult
1. Do you find difficulties learning the material?	0%	0%	7%	93%
2. Do you find difficulties completing the tasks associated with the character value?	0%	0%	16%	84%
Question	Disagree	Less Agree	Agree	Strongly Agree
3. The provided book is practical/easy to learn.	0%	0%	23%	77%
4. The provided book is helpful in finishing the task.	0%	0%	17%	83%
5. The task in the activity sheet can be completed within the time allotted.	0%	1%	23%	76%
6. The task in the activity sheet can be completed within the time allotted.	0%	0%	3%	97%
Question			Yes	No
7. Do you feel there is progress (e.g more motivated to behave in character) after learning the way you experience today?			100%	0%
II. Lecturer Response/Statement				
Lecturer response to component and learning activities statement				Question
A. Statement on the application of the LMEB-CB				
1. Planting the Character Values				Helpful
2. Mastery the concept of LMEB-CB				Helpful
3. Focusing the students' attention				Helpful
4. Increasing the students' social skills				Helpful
B. Lecturers' Statement to learning device component				
1. Lesson Plan				Helpful
2. Lecturer Handbook				
3. Student Text Book				Helpful
4. Student Worksheet				Helpful
5. Assessment Learning Outcome Sheet				Helpful
6. Character Behavior Rating Sheet				Helpful
C. Statement about the feasibility of LMEB-CB model for other LMEB-CB subject <i>"It should be more developed on the other subject of LMEB-CB"</i>				
D. The activity needs to be done for the implementation of LMEB-CB <i>"The training development of software learning"</i>				
E. The obstacle in learning activities of LMEB-CB <i>"There is no obstacle, because the learning activity used directed learning model and learning device"</i>				



students said that it is quite difficult to solve it. When they asked about the approval of the statement associated with the Student Book and Activity Sheet (LK), the students' response remains consistent. More than 73% of the students stated strongly agree. The data response/ lecturer statements on activity aspects and supporting components of LMEB-CB indicates that all the components and supporting components of LMEB-CB contribute in mastering the subject matter of other LMEB-CB and suggested the need for training development supporting device. This result means that the application in a test of LMEB-CB is positive response by the lecturer.

If this conclusion is referred to the criteria established in accordance with the theory, there are more than 50% of the students responded positively and lecturers responded positively to learning activity. Then the LMEB-CB is stated effective from the response aspect of students and lecturers.

The effectiveness of LMEB-CB in this study is if the learning outcomes meet two of three aspects, namely: (a) achieve the desired learning progress, behavior characterized by minimal to the position AD (Already Developing). (b) The completeness classical of education basics learning result reached 65%. (c) The positive response of students and lecturer to the LMEB-CB of 80% has been met.

The trials of students' character behavior can be seen in the data which shown in the seventh meeting. It shows that not all students in the observation group reached the position of minimal character SE (≥ 40) for three character value. However, there is no student has reached the minimum value AD (60-80).

The limited implementation trials stated that there are 7 students in the observation group showed minimal character position SE. If the performance behavior of the characters refers to the criteria set out in the learning objective, then the limited implementation trials result of LMEB-CB are effectively used for seeding the character values in the learning activities. The achievement of SE position is reinforced by the results of a questionnaire distributed to the students. All students declared 100% motivated to behave character after learning by using learning management capability model and seeding value through the process of introduction, growth, deepening and the commitment value statement. For the students, the behavior character development is an early indication that there has been a process of acceptance, giving a response and appreciation of the value as stated by Karathwohl, et.al (1964: 24-23) and Quisumbing (UNESCO, 2005).

The occurrence of the character changes that observed during the learning activities shows that through the application of LMEB-CB, the students' behavior can be changed even though this development model is not done by methodology experiment (control group). The research with a different approach through experimental method has been carried out by Chao-Zun (2007). The research concludes that the character-based learning method proven to provide better results. The character change shows the adaptation occurs through the process of assimilation and accommodation according to Piaget (Woorfolk: 2009: 51). The process of assimilation and accommodation is a balance and adaptation to the environment so that it can absorb the new concept of information based on the schemata. So, it is relevant with the new information process called accommodation. Accommodation is the process of changing the conception of the concepts that have not been absorbed by existing schemata. In order the achievement of character position does not stop at the position of SE, and then the

integrated learning process of character value must be occurred on an ongoing basis. It means that for each value that is developed require a certain time to obtain consistency of behavior. In order to become the habit, it needs to be included in the learning process in the classroom. In this research, it can be realized in the form of habituation value activity card. The learning of habituation value through activity card is one of learning behavior program by giving specific instructions about the desired behavior.

The trials and the implementation of classical completeness rate reached 86.66% with an average value of 81.43%. It means that the subject learning has reached effective about learning outcomes. The result of the students and lecturers' response in the trial stated that 93% of the students agreed and 100% students stated motivated and lecturers' statement are very helpful.

Conclusion

In this study, the model of LMEB-CB is said to be effective, because it meets the learning outcomes of three aspects. First, it has reached the desired learning progress that is the behavior of characters has reached the minimum of SD (Start Developing). Second, the classical completeness of learning outcomes has reached 86.66 %. Third, the positive response of students and lecturers of stated that 100% students are more motivated to behave character after learning by using Learning Model of Education Basics Character Based (LMEB-CB).

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Rosmiati Rosmiati holds a PhD in science education and now is an associate professor at Universitas Negeri Makassar, Makassar, Indonesia.

Alimuddin Mahmud holds a PhD in science education and now is an associate professor at Universitas Negeri Makassar, Makassar, Indonesia.

Syamsul B. Talib holds a PhD in science education and now is an associate professor at Universitas Negeri Makassar, Makassar, Indonesia.

References

- Depdiknas, (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang system pendidikan Nasional*, Jakarta: Biro Hukum dan Organisasi Depdiknas.
- Koesoma A, Doni. (2007). *and Pendidikan Karakter: starategi mendidik anak di zaman Moderen*, Jakarta: Garasindo
- Plomp, T. (1997). *Educational and training system design*, Enschede, The Netherlands: University of Twente.
- Joyce, M. W., Calhoun, E., (2011). *Models of Teaching Model-Model Pengajaran*, Edisi VIII pustaka pelajar.
- Lickona, (2004). *Character Matter: Hou to Help Oor Chidren Develop Good Judgemen, Integrity, and Other Esential Vitures*, Touchstone; Avenue of the American New York.
- Mary, W. (2003). *Marthin Luther King Jr. Lerner Publicatins Compani*.
- Ramli M., (2012). *Pembangunan Karakter Bangsa Belum Optimal*, Tabloit Al-Mamater Kritis, Cerdas, Inspiratif. Edisi 3 Vol 1, Oktober 2012.
- Muh, N., (2014). *Sukses Mengimplementasikan Kurikulum 2013 Memahami Berbagai Aspek Dalam Kurikulum*. Kata pena. Cet Pertama 2014.
- Narashelley: (2007). Pendidikan Karakter (Online).[http:// Narashelley. Multipli. Com/ Journal/item / 8/ Pendidikan Karakter](http://Narashelley.Multipli.Com/Journal/item/8/PendidikanKarakter). Diakses 26 Nopember 2010.