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## THE MODEL OF INTEGRATING CHARACTER VALUES IN A LEARNING IMPLEMENTATION IN A JUNIOR HIGH SCHOOL IN GORONTALO

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**ABSTRACT:** We underpin our research problem on evidence that the integration of character values in a learning implementation is less than it should be. This research sets an aim to analyze the effectiveness of the model of integrating character values to build student characters in a learning process. We used two approaches, qualitative and quantitative, combined. The methods we used were a research and development (R & D) method, i.e., Richey and Klein's development model. From the hypothesis test, the t-test (12.89) was higher than the t-table (2.042), indicating that the hypothesis was accepted. Also, findings revealed that the integration of character values met success and thus was able to build student characters. The argument was supported by the percentage score of each character, in which the high one was in the category starting to develop. Integrating character values in a learning implementation was effective to build student characters, accordingly, as attested by the statistical test.

**Keywords:** *Richey and Klein's Development Model, Integration of Character Values, Building Character Values*

### I. INTRODUCTION

Education is managed by the community and the state together to prepare the young generation who will establish a better life for the people and the nation in the future. The establishment is marked by inherited cultures and characters which had been sustained by the community and nation. With respect to national culture and character education, students actively develop their self-potencies, conduct an internalization process, and appraise cultures, integrating those three aspects in their personality and manifesting them in their social life. Consequently, a more prosperous and dignified life will be created.

Aligned with the community development rate, education is increasingly dynamic and thus adjusted to the current development. Hence, the curriculum should not be rigid and static, rather, it should be dynamic and stylized to the current situation and condition. In response to the need, reformation in education becomes urgent to stabilize conducive education. However, the reformation should be conducted in a programmed and systematic manner. Programmed reformation refers to the curriculum or programs an educational institution implements by, e.g., innovating education. Innovation constitutes introducing a new idea, method, and facility and infrastructure, for the sake of encouraging standing out changes, based on certain objectives and intentions. Besides, a systemic reformation pertains to the relationship between authority and distribution and the allocation of resources which control an educational system in an aggregate way. Reformation is better performed outside schools as it rests on social and political powers. In systemic reformation, we incorporate innovations made inside and outside schools extensively.

In the last recent years, our educational curriculum has undergone some changes, such as the implementation of competence-based curriculum (KBK) in 2004, education unit level curriculum (KTSP) in 2006, and 2013 curriculum. Furthermore, a variety of innovations to achieve the national education goals, as stipulated in Law Number 20 of 2003 on National Education System (see Chapter 2 Article 3) have also been made. One of the innovations, as we have known, is national character education integrated into educational processes. If we look at the function and goals of character education, we may infer that it is not merely an innovation in education. Rather, it makes up reformation in education which should be prepared and then implemented efficiently, by engaging all parties relevant to the intended education implementation.

Character education should lead students to the cognitive introduction of values, affective apprehension of values, and real experiences of values. The three domains compose a (moral) character education design, to which Thomas Lickona refers as moral knowing, moral feeling, and moral action (Lickona, 1991:51). As such, all subjects learned by students at schools must contain character education and hence enable them to be humans with characters Lickona suggests.

Azzet (2011:36) argues that character education is a system to instill good character values in the entire school citizens and consequently propose knowledge, awareness, and actions they can implement to embody the values. In other words, character education constitutes attempts made and implemented systematically to infuse behavioral values related to God, self, human, environment, and nation, manifested in mind, attitude, speech, and act, based on religious, legal, manner, cultural, and custom norms in students.

Referring to our survey in SMP Negeri 1 Tilango, all individuals engaging in learning processes at school was conducting a character education building process to students. Several activities to build character education to students were smiling and greeting to all school citizens, shaking the head of school and teachers' hands when arriving at the school and going home, and singing the song Indonesia Raya before classes. Lesson plans (RPP) should have included character education (exploration, elaboration, and collaboration). Nevertheless, we found that the process of character education building could not well be internalized. Based on our observation, unfortunately, many students in SMP Negeri 1 Tilango showed a lack of discipline, fought with other students, mocked each other, and showed a lack of self-awareness of learning. Also, they neglected school uniform protocols, showed a lack of responsibility in finishing tasks and assignments when learning, a lack of self-confidence and self-independence when participating in examinations or finishing tasks, and a lack of civility, in either language used for or behaviors showed to others. There should be an effective integration of character education values to work out those issues.

Referring to the explanation, we were prompted to perform a study titled "**The Model of Integrating Character Values in a Learning Implementation in a Junior High School in Gorontalo**". This research aims to analyze how effective a model integrating character values in a learning implementation at schools is.

## II. METHODS

The research method used was research and development/R&D, particularly Richey and Klein's. Richey and Klein's model had four difficulty levels, i.e., (1) researching without testing (not making and not testing), (2) testing without researching (testing the validity of the product been made), (3) researching and testing to develop the product been made, and (4) researching and testing to create a new product. This research was level-3. The subjects tested were a teacher, an observer, and 20 students in SMPN 1 Tilango. Instrument validation was conducted using a product-moment correlation formula with a significance level of 5%, whereas instrument reliability was measured using a Cronbach Alpha coefficient. Model effectiveness was tested using a statistical test with t-test related.

## III. RESEARCH FINDINGS AND DISCUSSION

### 1. Instrument Validity Test

A valid instrument had a correlation coefficient higher than a critical correlation coefficient whose score was acquired through r-table by considering the number of respondents used. In this current validity test, the number of respondents involved was ten, so the critical correlation coefficient acquired was 0.632. Table 1 indicates the results of the instrument validity test conducted. Table 1 reveals that the correlation coefficient score of each instrument item was 0.9, leading us to the inference that the instruments used in this research were valid.

**Table 1.** The Results of Research Instrument Validity Test

Instrument Item	Correlation Coefficient	Description
1	0.99	Valid
2	0.99	Valid
3	0.97	Valid
4	0.97	Valid
5	0.99	Valid
6	0.98	Valid
7	0.99	Valid
8	0.97	Valid
9	0.98	Valid
10	0.93	Valid

## 2. Research Reliability Test

Reliability tests using Cronbach Alpha were reliable if the result of coefficient quantification was higher than 0.7. In this research, Cronbach Alpha coefficient quantification generated a result of 0.739, indicating that the instruments used in this research were reliable.

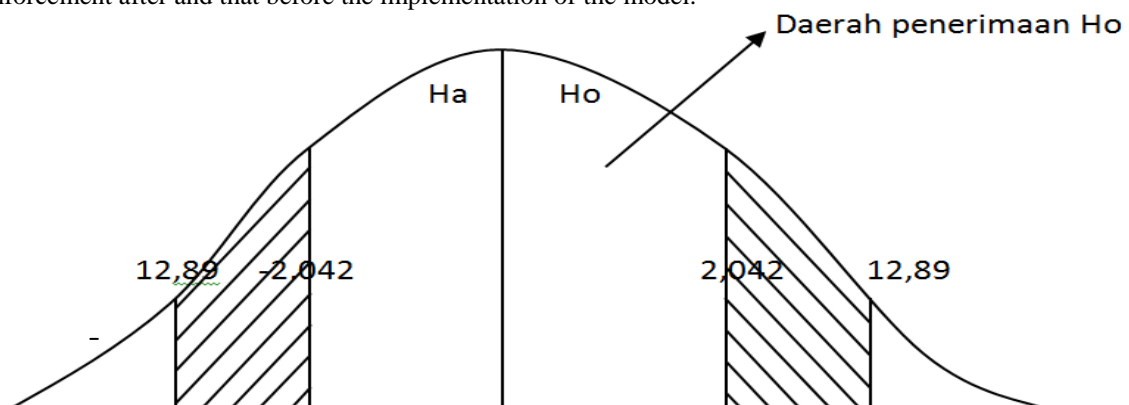
## 3. Integrating Character Values in Learning

Research data were collected from a pre-test and post-test performed in a limited manner to 20 students in SMPN 1 Tilango.

**Table 2.** The Pre-test and Post-test Scores of the Model Implemented in SMPN 1 Tilango

No.	Scores of the Model	
	Pre-test (X1)	Post-test (X2)
1	18	22
2	18	23
3	19	20
4	18	22
5	25	30
6	18	24
7	21	30
8	18	24
9	15	20
10	13	18
11	24	28
12	19	28
13	21	28
14	19	22
15	20	24
16	19	22
17	25	20
18	19	22
19	19	24
20	23	28
Mean	$\bar{X}_1 = 19.55$	$\bar{X}_2 = 24.45$
Standard Deviation	$S_1 = 2.76$	$S_2 = 3.45$
Variance	$S_1^2 = 7.617$	$S_2^2 = 11.902$
Correlation	R = 0.89	
t-table	2.042	
t-test Related	- [12.89]	

In Table 2, the t-test score was higher than the t-table or existed in the reception area  $H_a$ . We could thus safely conclude that  $H_0$  was rejected, while  $H_a$  was accepted or there was a difference between student character score reinforcement after and that before the implementation of the model.



**Figure 1.** The Result of Hypothesis Test

Table 3 presents the results of the analysis of how effective the integration of character values in a learning implementation towards student character building. Evidently, the majority of character values had a percentage which could be categorized as **starting to develop**. In other words, the model of integrating character values successfully developed and built student characters.

**Table 3.** The Result of the Analysis of the Effectiveness of Integrating Character Values in a Learning Implementation

Score	Category (%)			
	Becoming a Habit	Starting to Develop	Starting to be Observable	Unobservable
Self-confidence	20.6	51.51	27.88	0
Respectful	11.67	61.61	19.39	0
Disciplined	28.15	53.48	21.36	0
Hard-working	22.13	64.70	13.17	0
Cooperative	25.00	60.45	14.54	0
Honest	31.81	58.48	11.36	0
Responsible	6.34	79.10	14.56	0
Thorough and careful	15.90	66.36	17.74	0

Three character values with a high score in the category **Becoming a Habit** were honest, disciplined, and cooperative. Additionally, three character values with a high score in the category **Starting to Develop** were responsible, thorough and careful, and hard-working. Although based on evidence, some of the student character values just started to be observable and thus had not yet been developed, they started to develop in student selves. The model of integrating character values should be continuously given to develop the characters and to make them become student habits.

### The Process of Integrating Character Values in a Learning Implementation

The process of integrating character values in a learning implementation had several stages, namely planning, learning implementation (class management, student conditioning, learning activities), and evaluation.

#### 1. Teacher Preparedness for Learning Process

Teachers were demanded to make lesson plans (RPP), which comprised learning objectives, methods, sources, and outcome assessment plan, before implementing learning. A syllabus specifically made for each of the subjects should be made prior to lesson plans, by following the Ministry of Education instruction. Teachers integrated character values, especially those which were crucial for establishing a personal, national, and state life, in both syllabus and lesson plans.

#### 2. Teaching-learning Processes

A teaching-learning process demanded a conducive atmosphere which allowed students and teachers to focus on learning as while learning, they required a condition which supported their psyche. A fun atmosphere, with clean air and a clean quiet room, would boost student concentration, hence consequently, increasing their scores and achievements. The current learning process was identified as having used a scientific method. The stages of a learning process with a scientific method were:

- Observing was the process of seeing, observing, reading, listening, and recording (without tools).
- Questioning was the process of proposing a question, from factual to hypothetical ones. This activity was initiated and guided by teachers until students could initiate and make questions by themselves (becoming a habit).
- Associating was the process of analyzing data in the form of category, determining the relationship between data and category, and drawing a conclusion based on the data analysis results.
- Communicating was the process of delivering conceptualization results in an oral or written form using charts, pictures, or any other media.

The use of scientific methods implied that teachers had made attempts to build a fun and exciting classroom atmosphere for students.

#### 3. Evaluation

Evaluating learning integrated by character values was performed as follows:

- Assessing competence accomplishment using observation, written, and oral assessment techniques.
- Assessing character accomplishment using an observation assessment technique.

Among the three assessment techniques, oral and written ones were the most frequently used because they enabled teachers to directly figure out whether or not students had apprehended and mastered the materials delivered.

#### IV. CONCLUSIONS

Our hypothesis tests revealed that integrating character values in learning had a positive impact on students, indicated by an increase in student test scores. Also, each score of the respective character values integrated into learning processes was categorized as **starting to develop**. The category shed light on the fact that some of the character values, such as responsible with a percentage score of 79.10, had started developing in most students.

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