

Learning Models based on Moral Values (Character) in Senior High Schools at Solok Selatan

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Abstract: Globalization has made an enormous influence in the dimensions of society, both in the economic, political and cultural fields. Globalization which is the universalization of values causes local wisdom to be faded. This concerns the morality of the nation that will also be affected by external morals which will certainly be more powerful influence because in globalization, the advanced countries will master. In the framework of development to improve competitiveness, a moral-based learning model (character) based on the nation's life view and the eastern philosophy of life that is famed with courtesy and hospitality. The model in question is the model of KPK (Exemplary, Habituation, and Discipline). This model is then developed through the process of preparing RPP and textbooks for high school students.

1 INTRODUCTION

Globalization has made an enormous influence in the dimensions of society, both in the economic, political and cultural fields. Globalization which is the universalization of values causes local wisdom to be faded. This is concerned with the morality of the nation which will also be affected by external morals which will certainly be more powerful influence because in globalization, the advanced countries will master.

In the framework of development to enhance competitiveness, it takes a moral form (character) that is in line with the nation's life view and the famed philosophy of eastern life with its courtesy and hospitality. It is this sort of thing that learners need to have at all levels, including high school (SMA) level. But in reality, most learners have lost their morale and character. Students become minus in terms of manners.

Today, Indonesia is promoting character-based education discourse. Character education in schools is a vital need for future generations to be equipped with basic skills that not only can make life-long learners one of the most important characters to live in a global information age, but also able to function with positive positive role as a person, as a family

member, as a citizen, as well as a citizen of the world. Therefore, instrumental efforts must be made to improve the effectiveness of the learning process along with the development of positive culture. The instrumental effort will be created with an effective character education model (Darmiyati, 2010: 2).

However, character education cannot be imposed as a new lesson that must be taught to learners (students), but can be systematically integrated in aspects of teaching and learning activities. The problem is, can it be done by the teacher without effective guidance in the form of a model of moral values development which also contains the Learning Program Plan (hereinafter referred to as RPP)? Therefore, a model is needed in order to improve the moral character of learners. The expected outcomes of this endeavor include the model that has been produced suitable for application in the learning process to alert the character of the learner, and the model can be socialized so that it can be used by high school teachers in the school learning process.

Based on the above description, then the main issues that want to be seen and researched in this research are as follows: How to describe the development stage of learning model based on moral values (character) in SMA N se Solok Selatan?

2 LITERATURE REVIEW

2.1 Moral Value (Character)

Value is something of value, quality, quality, and useful to human beings. It is worth something that is valuable or useful to human life. According to Cheng (in Winarno, 2006: 23), value is a potential thing, in the sense that there is a harmonious and creative relationship, so that it functions to perfect human, while the quality is the attribute or the nature that should be owned.

Humans as valuable beings will interpret values in two contexts. First, it will regard value as objective when it sees it as though there is no judgment, even the value has existed before human existence as an appraiser. Good and bad, right and wrong are not present because of the result of human perception and interpretation, but exist as something that exists and leads man in his life. The second view views value as subjective, meaning that value depends on the subject of judgment. So the value will not exist and will not be present without the presence of an appraiser. Therefore the value is inherent to the subject of the assessor (Juliardi, 2014).

Meanwhile, moral comes from the Latin word, "mores" which means custom. This word mores have synonyms mos, mores, manner mores or manners, morals (Winarno, 2006: 23). In the Indonesian language, the word moral means morality (Arabic) or morality that contains the meaning of the inner order or the order of conscience that becomes the guide of the inner behavior in life. This moral word in Greek is the same ethos as ethics. Etymologically, ethics is a good-bad doctrine, accepted by the general public about attitudes, actions, duties, and so on.

Moral is explicitly matters relating to the process of socialization of individuals without human morals cannot conduct the process of socialization (Winarno, 2006: 24). Morals today have implicit value because many people have moral or immoral attitudes from a narrow point of view. Moral is the nature that is taught in schools and man must have moral if he wants to be respected by his neighbor. Moral is the absolute value in the life of society as a whole. Moral judgment is measured from the culture of the local community.

Moral is the act / behavior / greeting someone in interacting with humans. if the person is doing it in accordance with the sense of value prevailing in the community and acceptable and pleasant environment of the community, then the person is judged to have a good moral, and vice versa. Moral is a product of culture and Religion. So morals are the rules of

norms that are abstract rules that regulate human life to perform certain acts and as controls that govern humans to become good human beings.

If it is associated with teenagers, including high school students, it can be said that most of the students' morale has reached the lowest point. The challenges of globalization and democratic processes are increasingly strong and diverse on the one hand, and the world of education seems more concerned with mastering the dimensions of knowledge and ignoring the present value / moral education is the cause. Therefore, it is not wrong if the Indonesian government wishes to generate commitment and conduct education based on moral values (character education). Such education is expected to be an alternative solution to the various problems mentioned above. Current conditions and situations seem to demand values and moral education that need to be transformed in various fields of science.

2.2 Moral Education / Character

The government through the Ministry of National Education is promoting the development of the nation's character. Law No. 20 of 2003 on National Education System in Article 3, has mandated that the national education function to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life. National education aims to develop the potential of learners to become human beings who believe and cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. Based on the function and purpose of national education, it is clear that character education at every level, including Senior High School (SMA) must be organized systematically in order to achieve that goal.

Human development as mandated in the purpose of national education refers to the formation of the character of learners so as to be competitive, ethical, moral, polite, respect humanitarian values, and able to interact with the community. Based on research at Harvard University United States, the success of a person is not determined solely by knowledge and technical skills (hard skills), but more by the ability to manage themselves and others (soft skills). This research reveals that success is only determined about 20% by hard skill and the remaining 80% by soft skill. In fact, the most successful people in the world can succeed because more supported the ability of soft skill rather than hard skill (Sudrajat, 2011: 2). This implies that the quality of character

education of learners is very important to be improved.

Recognizing the importance of character, today many parties demand an increase in the intensity and quality of the implementation of character education in formal educational institutions. The demands are based on a growing social phenomenon, namely the rise of juvenile delinquency in society, such as mass fights, thuggery, acts of violence, fraud, theft, free sex, and other cases of moral decadence. Even in certain big cities, the symptoms have reached a very disturbing level.

3 RESEARCH METHODS

This research was conducted in SMA Negeri 1 to SMA Negeri 8 in Solok Solok, from 2018 to 2019, according to the research schedule. Research subjects are teachers and students of SMA Negeri in Kabupaten Solok Selatan.

In accordance with the objectives, the development of this model is carried out by Focus Group Discussion (FGD) technique by presenting experts and practitioners or subject teachers of Civics in schools under study with the following steps: (a) identification of character education values contained in the description and syllabus of Civic Education subjects; (b) analysis of material development, selection of methods, and development of media and learning resources in the design of learning. FGD results are then used as material in preparing the character education design based moral values. The preparation of instructional design is done by Research Team with assisted by technical team. At the drafting stage of learning model based on moral values is done based on model prototype and instructional design resulting from FGD. Preparation of learning models conducted by the Research Team with assisted technical team.

Development activities are carried out with the following steps:

1. Validation model by expert. The things that are validated include guidance on the use of model and learning model devices. The team of experts involved in the validation process consists of: a technology learning expert, a field study expert on the same subjects, an evaluator of learning outcomes.
2. Revised models based on input from experts at the time of validation

Next step Implementation or implementation of the model on a wider area.

Data collection techniques used in the study is: (1) guided interviews; (2) brainstorming and discussion for the formulation of prototype and learning design learning; (3) observations (observations) and questionnaires for model trials. Meanwhile, the data in this study will be classified according to the problem, then analyzed descriptively qualitative. Descriptive method is used to analyze the results of questionnaires dispersed on colleagues and expert teams / experts about the validity of the model have been developed. Furthermore, this descriptive method is also conducted to analyze the results of questionnaires by teachers and students to evaluate the success of model implementation in schools.

4 RESULTS

The resulting model is analyzed following the learning model development procedure, which follows the following steps:

1. Model Validation

The model that has been generated is validated by the Expert Team. The team of experts involved in the validation process consists of: learning technology expert, expert of learning result evaluation, and Curriculum Expert. After going through expert test / expert by holding discussion or brainstorming about weakness of learning model developed by involving three experts, hence obtained data in the form of product weakness. From the results of validation of basic education experts found; a) have not seen the model specification, it is necessary to explain the specification of the learning model that refers to the type of conceptual, procedural or theoretical development; b) the duration of time has not been determined in the learning scenario, so a learning scenario with clear time allocation should be made; c) If using learning media, then the content and appearance must be interesting. While the results of the first content expert's validation found that the formulation of the concept (definition) will be weak on the identification and classification of values caused by the results of discussions between students and teachers that may be different from the concept of the existing definition. While the results of the second filler validation find; a) has not shown the specification of the model to be developed, so it needs to be made a systematic thinking framework; b) does not yet

describe the relevance between the character of the model developed with the character of the learner and the character of the learner; and c) have not shown what expected outcomes of the developed model, so the need to test effectiveness is limited and broad.

2. Revised Models

Based on the results of expert validation, then made some revisions, a) Specification plan of learning model based on moral values. Furthermore, to show the specifications of the developed learning model plan, it will first illustrate the relevance of the model developed with the character of the material, then instill these values in the students by finding concrete examples in the form of behaviour of exemplary stories they can do in daily life and strive to make the behaviour as a student character through the process of reflection. With this learning model, students can discover the values of the teachings of character and strive to instill in their hearts and with the impulse it will manifest in the form of good character. Thus, it is clear that the planned learning model developed with the material is oriented towards the process of character formation of students.

After going through the implementation process, found some indicators of habit change. These changes include; Students without instruction start calmly then say hello to the teacher, accustomed to raising hands when asking questions or answering questions, and paying attention to teachers' lectures and advice (polite characters), accustomed to more discipline to enter the class on time and finish timely task (character discipline); students complete individual and group tasks in accordance with the teacher's instructions, all students engage in group work to complete joint tasks, and when presentations, students who are assigned as group messengers can perform their tasks well, as well as during question and answer sessions and responses students from the presenter group help a group of friends to answer / respond to questions from other groups (responsible characters); students strive with their ability to form concepts and formulate a definition with enthusiasm and enthusiasm, indicating that students are happy to acquire new knowledge with the steps of the applied learning model plan. (the character of science love); students read out the concepts and definitions they have formulated and present the group discussion results in front of the class with confidence. In addition, students are confident to provide answers or

responses to the exposure and questions of other groups. (confident characters).

As for honest characters with behavioral indicators such as not cheating during daily tests, but a small percentage of students have not been able to change the habit of expecting answers from friends. But most students do daily self-test questions.

Based on the results of this evaluation, then the model that aims to instill character in learners is considered successful and can be disseminated. This stage of dissemination is done so that the product can be utilized by others. Packaging the learning model can be done by printing the instruction manual application book. After the book is printed, the book is disseminated so that it can be absorbed (diffused) or understood by others and used (adopted) in their class. In the context of development of teaching materials, dissemination stage is done by way of dissemination of teaching materials through the distribution of a limited number of teachers and learners. Distribution is intended to obtain a response, feedback on teaching materials that have been developed. If the target user's response to the teaching materials is good then new printing is done in large quantities and marketing so that the resource is used by the broader target.

5 CONCLUSION

From the results of the development of learning model plans based on moral values and the implementation of the learning model plan in real learning in the classroom in SMA Negeri 1 to SMA N 8 Solok Selatan, it can be concluded about the final learning model that can build the character of learners and the results of its application in the high school studied, that the KPK model that has been produced can create a characteristic learners.

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