

EFFECTIVENESS OF CHARACTER LEARNING MODELS BASED ON LOCAL WISDOM VALUES

Alfian Jamrah, Sufyarma Marsidin, Azwar Ananda, Afriva Khaidir

Universitas Negeri Padang
e-mail: alfian_jamrah@yahoo.co.id



Abstract

The aims of this research was to find out how the implementation of character education models that have been implemented at senior high schools in Batusangkar, designing it in order to be applied to students in senior high schools and also determining the effectiveness of the implementation of character education models of local wisdom values "Tau Jalan Nan Ampek" in shaping the character of students. The type of research was R & D by using ADDIE development model, namely analyze, design, development, implementation, and evaluation. The data collection instruments are in the forms of observation sheets and questionnaires. The product was validated by experts and tested to high school students in Batusangkar. Quantitative data were obtained through a questionnaire. Qualitative data were obtained through observations, responses, and suggestions in the forms of improvements given in writing. The practicality of the character learning model of local wisdom values "Tau Jalan Nan Ampek" is determined based on the responses given experts, teachers and students and the effectiveness of this model is determined from the results of an extended trial. Data validity and practicality were analyzed by using the formula of the total achievements of respondents, and the effectiveness was analyzed using an experimental t-test. From the results of this research, a character model of learning "Tau Jalan Nan Ampek" was obtained by producing products in the form of model books, teacher books and student books. The findings in this study can be used by teachers and students to improve the characters of local wisdom-based, that is, know how to walk.

Keywords: development of models, character, and local wisdom "Tau Jalan Nan Ampek"

INTRODUCTION

The purpose of the Indonesian state as embodied in the Preamble of the Constitution of 1945 is "Advancing the general welfare, educating the nation, and participating in implementing world order based on freedom, lasting peace, and social justice". So, basically the intellectual life of the nation is the duty and responsibility of the state. In Article 3 of Law No. 20 of 2003 on National Education System states that "The National Education serves to

develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, and is aimed at developing students' potentials to become a man of faith and devote to Almighty God, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible ". Based on the content of these regulations, it should be kept in mind that the true purpose of education is to form a faithful and noble human being.

Local wisdom tends to function like a filter for the rapid flow of globalization as if it will sink into the current of globalization and learning still strengthens the cognitive of students. This phenomenon is reinforced that today there are six problems faced by the Indonesian people in shaping the nation's character namely disorientation and not being lived Pancasila values as a philosophical and ideological nation, limitations of integrated policy tools in realizing the values of Pancasila.

At present, the education process has not been felt to have given a large part in forming people with dignity, faith, piety, and noble carácter (formation of carácter). As a result, there are still various kinds of delinquency done by teenagers who are also students so that it also impacts the achievement of these educational goals. The children always behave and have very strong reasoning abilities by developing two things behavior and strong reasoning will make the students have good characters.

Character comes from English which means personality, behavior that is characteristic of someone who distinguishes someone from others. Character is as a collection of good traits that become daily behaviors, as a manifestation of the awareness of carrying out its roles, functions, and duties in carrying out mandates and responsibilities. Strengthening Character Education is listed in Regulation of Minister of Education Number 20 the Year 2018 in article 1 namely an educational movement under the responsibility of the education unit to strengthen the character of students through harmonizing their hearts, if they feel, if they think, and sports with the involvement and cooperation of education units, families and communities as part of the National Mental Revolution Movement. Character education can be integrated into learning in each subject. Learning materials related to norms or values in each subject need to be developed, made explicit, and should be related to the context of daily life. In this study, character education based on local wisdom is integrated into Civics learning. Content Standards of Citizenship Education explains that Citizenship Education is a subject that focuses on the formation of citizens who understand and can carry out their rights and obligations to become intelligent,

skilled, and characterized citizens mandated by the Pancasila and the 1945 Constitution.

Local wisdom is an entity that determines the dignity and human dignity of the community. Thus, local wisdom is substantially the norm that applies in a society whose beliefs are believed to be a reference in acting and behaving every day. Minangkabau's local wisdom is Minangkabau's values and teachings related to character building. Usually, these values are in the form of proverbs, sayings, expressions or parables that are used as the materials to educate the younger generation. Lots of character-building values in the Minangkabau culture that can be applied in formal education in schools. The efficacy of these values has also been tested in shaping the character of the Minangkabau people who later succeeded in living their lives

This research is focused on high school students because in the age of school age is quite vulnerable in terms of psychiatric development, physical growth, and social conditions. At that age, there are quite a lot of temptations and distractions in the learning process and every day life and it is recognized that at the age of 16 to 20 years, adolescents are still unstable and not strong enough to anticipate many challenges that arise.

RESEARCH METHODS

This research, using this type of Research and Development (R & D). The development model used in this study is ADDIE (analysis, design, development, implementation, and evaluation). This research was conducted at several senior high schools in the Batusangkar, Tanah Datar Regency. This research was conducted at senior high schools. The sample in this study was taken randomly, namely at SMA Negeri 3 Batusangkar, MAN Negeri 2 Batusangkar, and SMK Negeri 1 Batusangkar. The trial can be done at each step or every learning activity is undertaken so that more optimal results can be obtained. The trial of this product is carried out on each group, namely general school groups, namely high schools, religious school groups namely MAN and vocational school groups namely SMK. School selection according to the group is done randomly. Then, this research is aimed at smaller groups, namely classes chosen by purposive sampling. This study involved elements that exist in schools and communities, namely students, teachers, principals, religious leaders, traditional leaders, and educational leaders. Data collection techniques consist of (1) observation, (2) interviews, and (3) documentary studies. Data analysis was done through the techniques of qualitative methods.

RESEARCH RESULTS AND DISCUSSION

The results of the research that has been carried out are described as follows:

Analyze

The need analysis carried out (based on questionnaires) is important for the learning model character of the values of local wisdom "*Tau Jalan Nan Ampek*" in improving students' character towards a better direction. The needs analysis found out through a questionnaire involves the application of character in high school which is distributed to 100 students. Based on the questionnaire, the obtained data were used to analyze the needs about the implementation of the character learning process, and for more details, the data can be seen in the following table 1 :

Table 1. Frequency Distribution of Needs Analysis

No	Needs Analysis	Frequency	Percentage
1	Badly needed	5	6,76
2	Needed	24	32,43
3	Needed enough	21	28,38
4	Less Needed	18	24,32
5	Not needed	6	8,11
		74	100,00

Based on the frequency distribution table, the category of "badly needed" got 6.76%, "needed" category takes a percentage of 32.43%, "needed enough" category takes a percentage of 28.38%, "less needed" category received 24.32 percent, and the "not needed" category got a percentage of 8.11%. Based on these results, learning model character of the values of local wisdom "*Tau Jalan Nan Ampek*".

Design Stage

At the design stage of the model development, a design blueprint is carried out based on data obtained from the analysis activities. At this stage, the researcher designed 3 (three) model development products consisting of 1) Book's Model, 2) Teacher Book, and 3) Student Book. Based on the results of the needs analysis, we need a model of Character Learning Based on "*Tau Jalan Nan Ampek*" which can improve the quality of education of students in terms of cognitive, affective and psychomotor. The model is built based on needs and the criteria that must be considered in this case, namely (a) the model should be

oriented towards teachers and students, (b) based on a systems approach, (c) empirically tested. The three steps of this approach are combined. These three steps approach are combined with Contextual Teaching and Learning, namely.

Development Stage

Prototype design starts with making a design (blueprint) based on the data obtained from analysis and design activities. At this stage, the researcher designed 3 (three) development products consisting of (1) Model Books, (2) Teacher Books, (3) Student Books. The following is explained about 3 (three) products produced in this study as follows.

1) Model Book of Learning Character “Tau Jalan Nan Ampek”

The results of validation by experts and practitioners can be seen in table 3 below:

**Table 2. The Result of Learning Model Book Validation
“Tau Jalan Nan Ampek”**

Conclusion of Model Book Validation Results			
No	Rated aspect	Average	Category
1	Content	4,03	Valid
2	Graphic	4,22	Very Valid
3	Language	4,24	Very Valid
	Average	4,16	Valid

Based on the table above, it can be concluded as a whole the book model of learning "Tau Jalan Nan Ampek" on average gets 4.16 or is in the valid category. The results of the expert validation of this book show that the content, graphics, and language of the learning book model "Tau Jalan Nan Ampek" are in the valid category. All validators agree that this book is suitable for use with minor revisions.

2) The Results of Character Learning Teacher Books Validation “Tau Jalan Nan Ampek”

The results of validation by experts and practitioners can be seen in the table 3 below :

Table 3. Character Learning Teacher Books “Tau Jalan Nan Ampek”

No	Rated aspect	Average	Category
1	Content	4,25	Very Valid
2	Graphic	4,27	Very Valid
3	Language	4,25	Very Valid
	Average	4,26	Very Valid

Based on the table 3 above, it can be concluded that the character learning book "*Tau Jalan Nan Ampek*" gets an average of 4.26 or is in the category of "very valid". The results of the expert validation of this book show that the construction of the development of both graphics, linguistic, presentation and content/material of the book, is in the category of very very valid. All validators agreed to state that this book is suitable for use with minor revisions, meaning that all aspects assessed are within acceptable criteria so there is no need for major revisions and re-validation.

3) The Result of Character Learning Student Book Validation "*Tau Jalan Nan Ampek*"

The results of validation by experts and practitioners can be seen in the table below :

Table 4 Character Learning Student Books "*Tau Jalan Nan Ampek*"

No	Rated aspect	Average	Category
1	Content	4,04	Valid
2	Graphic	4,22	Very Valid
3	Language	4,21	Very Valid
	Average	4,15	Valid

Based on the table above, it can be concluded that the Character Learning of Student book "*Tau Jalan Nan Ampek*" gets an average of 4.15 or which is in the "valid category". The results of expert validation of this book show that the construction of good development of content, graphics, and language is in a good category. All validators agree that this book is suitable for use with minor revisions, meaning that all aspects assessed are in acceptance criteria so that they do not require major revisions and re-validation.

Implementation Stage

The implementation phase is the stage where the product is developed and has been validated by a validator and a focus group discussion has been carried out which is then revised according to the input and suggestions received, then applied in the Civics Education process. The model implementation was carried out at Batusangkar Public High School 3 in Class XI IPS 1 in the form of a limited trial. This limited trial was conducted to find out whether the model was in line with the intended objectives before entering into the extended test. Before the model is implemented the researcher first gives the teacher an understanding of the instructions for implementing the model in the learning

process in the classroom. Besides, the teacher is given all the development products which consist of model books, teacher books, and student books so that they can better understand the implementation of the model.

Evaluation Stage

This evaluation phase is carried out to obtain practicality data of the product of this study and data on the effectiveness of the learning model "*Tau Jalan Nan Ampek*" in the learning of Civics.

1) Practicality Results

Practicality tests are carried out at the implementation stage to see the practicality of the products produced.

Table 5. Practicality of Learning Model Books "*Tau Jalan Nan Ampek*"

Interval Class	Frequency	Percentage	Category
> 4,2	11	78,57	Very practical
3,40 - 4,1	3	21,43	Practical
2,60 - 3,39	0	0,00	Practical enough
1,81- 2,59	0	0,00	Not practical
<1,80	0	0,00	Very Not Practical
Amount	14	100	

Based on the table above, theoretically a frequency of 14 with the lowest score of small than 1.8 with an impractical category and a high score of 4.2 with a very practical category. Based on the results of data analysis it can be stated that the very practical category as a percentage of 78.57% with a frequency of 11 and the practical category as a percentage of 21.43% with a frequency of 3. Judging from the practicality data from the table above, the practicality of the character learning book "*Tau Jalan Nan Ampek*" declared very practical and feasible to use.

a. Practicality of Character Learning of Teacher Books "*Tau Jalan Nan Ampek*"

Based on the above table, it can be explained that theoretically a frequency of 15 with a small lowest score of 1.8 with an impractical category and a high score of 4.2 with a very practical category. Based on the results of data analysis it can be stated that the very practical category as a percentage of 80% with a frequency of 12 and the practical category as a percentage of 30% with a frequency of 3. Judging from the practicality data

from the table above, the practicality of the character learning teacher's book "*Tau Jalan Nan Ampek*" and feasible to use.

Table 6. Practicality of Learning Teacher Books "*Tau Jalan Nan Ampek*"

Interval Class	Frequency	Percentage	Category
> 4.2	12	80,00	Very practical
3,40 - 4,1	3	20,00	Practical
2,60 - 3,39	0	0,00	Practical enough
1,81- 2,59	0	0,00	Not practical
<1,80	0	0,00	Very Not Practical
Amount	15	100	

b. Practicality of Character Learning of of Student Books "*Tau Jalan Nan Ampek*"

Table 7. Practicality of Learning Student Books "*Tau Jalan Nan Ampek*"

Interval Class	Frequency	Percentage	Category
> 4.2	11	78,57	Very practical
3,40 - 4,1	3	21,43	Practical
2,60 - 3,39	0	0,00	Practical enough
1,81- 2,59	0	0,00	Not practical
<1,80	0	0,00	Very Not Practical
Amount	14	100	

Based on the above table, it can be explained that theoretically a frequency of 14 with the lowest score of small than 1.8 with a very impractical category and the highest score of a large of 4.2 with a very practical category. Based on the results of data analysis, it can be stated that the very practical category got the percentage of 78.57% with a frequency of 11 and the practical category as a percentage of 21.43% with a frequency of 3. Judging from the practicality data from the table above, the practicality of the student learning book "*Tau Jalan Nan Ampek*" was declared very practical and feasible to use.

2) Effectiveness

Assessment of the model's effectiveness is continued by testing through quasi-experiments. The object of this quasi-experimental research is the difference in the character of students as a result of the treatment between the "*Tau Jalan Nan Ampek*" learning model and the treatment of conventional learning models that are associated with changes in student

attitudes. This quasi-experimental study aims to find out the superiority of the "Tau Jalan Nan Ampek" learning model compared to conventional models.

a. Data Description

Based on research that conducted in the sample class, the obtained data about student learning outcomes. The data were obtained from the final test on the research activity.

Table 8. The Data Description Of Experimental and Control Class

	Statistics		
		Eksperimen	Kontrol
N	Valid	69	69
	Missing	1	1
Mean		311.45	283.80
Median		312.00	282.00
Mode		299a	262
Std. Deviation		21.604	25.330
Variance		466.722	641.605
Range		108	111
Minimum		247	227
Maximum		355	338
Sum		21490	19582

b. The Attitudes of the Students Who Are Taught By Implementing Learning Models "Tau Jalan Nan Ampek"

Based on the results of measurement and data processing, it can be seen that the attitudes of the highest learners can be achieved are 355 and the lowest value is 247. Furthermore, the average value of 311.45 is obtained. The standard deviation (standard deviation) is 21,604. The frequency distribution of students attitude ability data taught by implementing the learning model "Tau Jalan Nan Ampek" can be seen in the table below :

Table 9. Frequency Distribution of Students Attitude Ability

No.	Experiment	Frequency	Percentage
1	247 – 263	1	1,45
2	264 – 279	4	5,80
3	280 – 295	9	13,04
4	296 – 311	20	28,99
5	312 – 327	16	23,19
6	328 – 343	15	21,74
7	345 – 359	4	5,80
Total		69	100

Table 9 shows that out of 69 respondents produced 1 (1.45%) interval class in the 247-263 interval class, 4 in the 264-279 interval class (5.80%), in the 280-295 interval class in 9 (13, 04%), 296-311 interval classes are 20 (28.99%), interval classes 312-327 are 16 (23.19%), interval classes are 328-343 by 15 (21.74%), interval classes are 345- 359 are 4 (5.80%).

c. The Attitudes of Learners Taught Conventionally

Based on the results of measurement and data processing the highest attitudes of students that can be achieved is 338 and the lowest value is 227. Furthermore, the average value of 283.80 is obtained. Standard deviation (standard deviation) of 25,330. The frequency distribution of students' attitudes taught conventionally can be seen in the table below :

Table 10. Frequency Distribution of Students Attitudes Taught Conventionally

No.	Control	Frequency	Percentage
1	227 - 243	2	2,90
2	244 - 259	9	13,04
3	260 - 275	20	28,99
4	276 - 292	11	15,94
5	293 - 308	14	20,29
6	309 - 324	8	11,59
7	325 - 340	5	7,25
Total		69	100

Table 10 shows that of the 69 respondents generate a frequency distribution in the interval 227-243 class 2 (2.90%), grade interval 244-259 as much as 9 (13.04%), grade interval 260-275 as many as 20 (28, 99%), grade interval 276-292 11 (15.94%), grade interval 293-308 a total of 14 (20.29%), grade interval of 309-324 as 8 (11.59%), grade interval 325- 340 as many as 5 (7.25%).

CONCLUSION

Based on the results of research and discussion that has been described in the previous chapter, it can be concluded as follows:

1. The characteristics of the development of the "*Tau Jalan Nan Ampek*" character learning model using the ADDIE development model consists of 1) Analyzing the needs for the development of the "*Tau Jalan Nan Ampek*" character learning model. 2) Designing the learning model of the character learning model "*Tau Jalan Nan Ampek*". 3) Develop a character model for learning "*Tau Jalan Nan Ampek*". 4) Implement the character learning model "*Tau Jalan Nan Ampek*", and 5) Conduct an assessment of the implementation

of the character learning model "*Tau Jalan Nan Ampek*" wherein this learning model consists of threes steps, namely (1) *pikia palito hati*, (2) *pikia siasek*, and (3) *bakaco bacamin diri*.

2. The model of learning the character of "*Tau Jalan Nan Ampek*" is already feasible to use after being judged valid, practical and effective based on established criteria; 1) The results of the development of the character learning model "*Tau Jalan Nan Ampek*" consisting of Model Books, Teacher Books, and Student Books are categorized as valid after being assessed by the validator 2) The results of the development of the learning model "*Tau Jalan Nan Ampek*" are declared practical and feasible to use, 3) The results of the development of the learning model "*Tau Jalan Nan Ampek*" are declared effective after being tested for effectiveness by looking at aspects of the attitudes of students. It can be concluded that there are significant differences in character between the experimental classes using the "*Tau Jalan Nan Ampek*" model compared to the control class without using the model "*Tau Jalan Nan Ampek*".

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