



The New Educational Review

2016
Vol. 46. No. 4

adam marszałek

CONTENTS

Single Issues

Journal Review

■ SOCIAL PEDAGOGY

Journal Club

The Use of Facebook by Children, 2014-15: Evidence in Social Media

Magdalena Wójcik

Journal Special Section: Theory

Solomon Islands: A Social Pedagogical Approach

The Development of Character Education Model to Improve Students'

Academic Performance in Mathematics: A Study in Papua New Guinea

Andriani Z. S. et al.

Philosophy Essay

Understanding the Transformation in the Contemporary Society

Patrycja K.

Editorial

The Democratic

Practice Design

Case Study: The Role of

Research in the

Education of

Children with

Special Needs

Journal Review

Journal Club

Journal Special Section: Theory

Solomon Islands: A Social Pedagogical Approach

The Development of Character Education Model to Improve Students'

Academic Performance in Mathematics: A Study in Papua New Guinea

Andriani Z. S. et al.

Philosophy Essay

Understanding the Transformation in the Contemporary Society

Patrycja K.

Editorial

The Democratic

Practice Design

Case Study: The Role of

Research in the

Education of

Children with

Special Needs

Journal Review

Journal Club

Journal Special Section: Theory

Solomon Islands: A Social Pedagogical Approach

The Development of Character Education Model to Improve Students'

Academic Performance in Mathematics: A Study in Papua New Guinea

Andriani Z. S. et al.

© Copyright by Wydawnictwo Adam Marszałek
Toruń 2016

ISSN 1732-6729

Prenumeratę instytucjonalną można zamawiać w oddziałach firmy Kolporter S.A. na terenie całego kraju.
Informacje pod numerem infolinii 801 205 555 lub na stronie internetowej
<http://www.kolporter-spolka-akcyjna.com.pl/prenumerata.asp>

WYDAWNICTWO ADAM MARSZAŁEK, ul. Lubicka 44, 87-100 Toruń
tel./fax 56 648 50 70; tel. 56 660 81 60, 56 664 22 35
e-mail: info@marszalek.com.pl www.marszalek.com.pl

Drukarnia nr 1, ul. Lubicka 46, 87-100 Toruń, tel. 56 659 98 96

CONTENTS

<i>Stanisław Juszczyk</i> Editor's Preface	11
■ SOCIAL PEDAGOGY	
<i>Tomasz Huk</i> Use of Facebook by Children Aged 10–12. Presence in Social Media Despite the Prohibition	17
<i>Ismail, Syamsul Bachri Thalib, Sulaiman Samad, Ramlan Mahmud</i> The Development of Character Education Model to Improve Students' Academic Independence in Islamic Boarding School in Sinjai District, Indonesia	29
<i>Blahoslav Kraus</i> Upbringing and Socialization in the Contemporary Family	40
<i>Petr Kutáč</i> The Development of School Bag Weight as a Risk Factor for Poor Posture During School Attendance	50
<i>Olga V. Bezpalko, Nataliia A. Klishevych, Tetiana L. Liakh, Roman O. Pavliuk</i> Criteria and Indicators of University Education Quality: The Results of Expert Interview	61
<i>Monika Piątkowska, Elżbieta Biernat</i> Does Physical Activity Protect Adolescents against Risk Behaviour?	72
<i>Katarzyna Front-Dziurkowska</i> Social and Institutional Support as Perceived by Female Domestic Violence Victims Serving Custodial Sentence	84
<i>Ingrid Emmerová</i> School Preventive Socio-Educational Work of Social Pedagogues in the Slovak Republic and an Outline of Their Activities in the Other V4 Countries	95

<i>Miriám Niklová, Michaela Šajgalová</i> Pupils' Aggressive Behaviour towards Teachers in Elementary Schools in Slovakia	104
■ GENERAL DIDACTICS	
<i>Ján Bajtoš, Mária Kašaiová</i> Use of Interactive Whiteboards in the Work of Teachers of Vocational Subjects with an Emphasis on the Effectiveness of Teaching	119
<i>Alicja Gałzka, Magdalena Trinder</i> Locus of Control and Receptive Skills in Second Language Acquisition	130
<i>Cheng-Chang Tsai</i> A Case Study of English-Major Students' Preferences for English Reading from a Printed Text versus Electronic Text	142
<i>Slavica Čepon</i> The Dissonance between Teachers' and Students' Views on Speaking Anxiety in Foreign Languages for Specific Purposes	152
<i>Stanisław Juszczyk, Yongdeog Kim</i> Are Open Education and Flexible Forms of Learning a Civilisation Requirement or a Technological Obligation?	163
<i>Marleny Leasa, Melvie Talakua, John Rafafy Batlolona</i> The Development of a Thematic Module Based on Numbered Heads Together (NHT) Cooperative Learning Model for Elementary Students in Ambon, Moluccas-Indonesia	174
■ SPECIAL PEDAGOGY	
<i>Katarzyna Ita Bieńkowska, Agnieszka Woźniak</i> Language Behaviours in Children with Hearing Impairment vs. the Social Functioning of Their Mothers – Comparative Surveys	189
<i>Marta Licardo, Majda Schmidt</i> Why is Self-Determination Important for Students with and without Disabilities in Vocational Education?	200
<i>Teresa Żółkowska</i> The 'Undisclosed' Subject of Normalization	211

Šajgalová Michaela	PhDr., internal PhD. student, Faculty of Education UMB, Department of Pedagogy, Ružová 13, 974 01 Banská Bystrica	e-mail: michaela.sajgalova@umb.sk
Talakua Melvie	Lecturer of Elementary School Teacher Department, Pattimura University, Ambon-Indonesia, Address: Jl. Dr. Tamaela	e-mail: melvietalakua@yahoo.com
Trinder Magdalena	University of Rzeszow, Rzeszow, Poland	
Tsai Cheng-Chang	PhD., Department of Applied Foreign Languages, Nan Kai University of Technology, Taiwan (R.O.C.)	
Woźniak Agnieszka	The Maria Grzegorzewska University in Warsaw, Department of Speech Therapy and Educational Linguistics	
Zółkowska Teresa	dr. hab., prof. US, Department of Pedagogy, University of Szczecin, Poland	e-mail: logos.t@wp.pl

Ismail, Syamsul Bachri Thalib,
Sulaiman Samad, Ramlan Mahmud
Indonesia

**The Development of Character Education Model
to Improve Students' Academic Independence in Islamic
Boarding School in Sinjai District, Indonesia**

DOI: 10.15804/tner.2016.46.4.02

Abstract

The objective of this research and development is to create a description of the operational model of character education and to determine the effectiveness of a character education model in enhancing students' academic independence. There are some results of this research. First, the description of the prototype model of character education to enhance students' academic independence consists of five parts, namely rationalization of character education model; supporting theories of character education model; components of character education model; instructions for using character education model; and development of character education model. Second, the operational model of character education is supported by development tools and developed at five stages, namely analysis, design, development, implementation, and evaluation. Third, the character education model is effective to enhance students' academic independence in Islamic Boarding School, Sinjai.

Keywords: *character education, academic independence, Islamic boarding school*

Introduction

Students should have good character and better morals. According to Agung (2011) "The moral degradation are symptoms indicated resources by the increase in drug abuse, free sex, crime, violent acts, and many other disrespectful behav-

iors." The issue of moral decadence does not only affect the Indonesian nation but also America as a great nation, which experienced a moral crisis. Therefore, the character education concept is a solution in shaping and improving the morals of every nation. According to Dorothy L. Prestwich (2012), "...the rise in violent crime and a general feeling by the public that American children suffered a crisis in morals led to a resurgence of character education programs across the nation..."

According to Asmani (2011: 23), another factor that makes character education critical to put into practice is the acute problem that afflicts this nation. The morality of this nation has been separated from the norm, religious, ethics, and noble culture.

Lickona (1991: 29) also suggests that character education is the deliberate effort to help people understand, care about, and act upon core ethical values." In addition, he reveals that "character education is the deliberate effort to cultivate virtue—that is, objectively good human qualities—that are good for the person and good for the whole society."

Mulyasa argues (2013: 9) that the character education goal is to improve the quality of the process and outcomes of education. It is confirmed by Jamaluddin (2013) that "... character education is essential to the implemented national education curriculum." Formation of character in the context of the totality of the psychological and socio-cultural processes can be grouped into spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective creativity and development (MONE, 2010: 9).

Sagirani (2014) confirms that attitude and behavior of characters include five areas: first, attitudes and behavior in relation to God. Second, attitudes and behavior in relation to oneself. Third, attitudes and behavior in relation to the family. Fourth, attitudes and behavior in relation to society and the nation. Fifth, attitudes and behavior in relation to the environment. Thus, in the formation of character, we know the character expected from learners.

Character education must involve the methods, techniques, and materials that make children have no reason or desiring the good preceded by the knowledge of the value of goodness (knowing good), so they develop the attitude to love a good deed (loving good), and finally they are willing to carry out good deeds (acting good) (Lickona, 1991: 71).

Children will always be faced with a situation of this modern life that is increasingly complex. According to Tilaar, the complexities of the future provide two choices of resignation to fate or to prepare as best as possible (Yamin & Sanan, 2013: 61). By looking at the above complexities, it is the task of education to prepare children to be qualified and to have high self-reliance. It is also stated

in the Law on the National Education System No. 20 of 2003, Chapter II Article 3. It is declared that "the National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values, who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible" (Arifin, 2003: 37).

The concept of coaching is directed to improve the quality of education and the results obtained through the implementation and outcomes obtained through the attainment of the formation of character, ethics, and good behavior of students as a whole according to the standard of education that has been set (Setiawan, 2013: 47). This concept is not much different from the concept of character education in general. Character education at the level of institutions leads to the formation of a school culture, namely values that underlie behavior, traditions, customs, daily life, and symbols that are practiced by all citizens of the school and the surrounding community (Asmani, 2011: 26).

According to Ronger (1990: 93), people are said to be independent if they can work alone, they think by themselves, they prepare an expression or idea that is understandable to others, and they authorize the conducted activities emotionally by themselves. Meanwhile, Goodman and Smart (1999: 42) state that independence includes three aspects. First, independence is defined as behavior in which its activities are directed themselves. They do not expect the direction of another person, and even try and solve their own problems without asking for help from others. Second, autonomy is the right to administer one's own set or also called the tendency to behave freely and originally. Third, self-reliance is a behavior that is based on self-confidence.

Research Methodology

The development-model in this study was designed by using ADDIE models. ADDIE is an acronym for analysis, design, development, implementation, and evaluation (Branch, 2010). The analysis step is an early stage activity or a preliminary study. At this step, there are two kinds of activities, namely the literature review and need assessment. Need assessment involves 30 teachers and 60 students, as the source of data or respondents.

The main activity in the design step is analyzing the need for the development of a model or new learning methods, and the feasibility and terms of model devel-

opment or a new learning method (Mulyatiningsih, 2014: 200). The design step that is conducted is the preparation of the prototype model of character education to enhance the academic independence of the students of the Islamic Boarding School. This prototype model becomes an operational model in research on the development of students' character education.

The development step contains three main activities, namely validation by some expert, empirical validation by practitioners, and revision of the hypothetical model formulation of the operational model. The intended goal at this stage is to determine the operational model of character education through training programs to improve students' academic independence.

The implementation step is a step in applying the model and its devices. This step aims at determining the practicality and effectiveness of models and their devices. The operational model is composed of the validation and development of the model and its devices. Furthermore, operational testing or empirical testing is conducted to determine the effectiveness of the model. This effectiveness testing is carried out through pre-experimental designs with One- One-Group Pretest-Posttest Design. The subjects in the implementation of the model were ten students of the ninth grade in MTs Darul Hikmah Sinjai.

The evaluation step consists of evaluation of the activities of the implementation and evaluation of students' academic independence. This step aims at determining whether implementation of the character education model can improve the students' academic independence or not. Furthermore, completion of the model is developed as a final step. The deployment process can be conducted through various media.

The subjects of this study consisted of 30 educators and 60 students in the need analysis, three education experts in the content validation activities, ten educators in the empirical validation (practitioners) and ten students in the effectiveness testing. The design of the test used in the study was the development of a one-group pretest-posttest design (Sugiyono, 2008: 75).

Research Results

In the analysis step, which is the first stage in the development of this model, the respondents were given an instrument in the form of a questionnaire. The results of the questionnaire with 25 items had been deployed to the educators of the six Islamic boarding schools in Sinjai and five educators represented one boarding school. The data, which were collected on the implementation of character educa-

tion in the Islamic Boarding Schools, show 13% Very Good, 47% Good, 23% Poor, and 17% Very Poor. It can be concluded that according to the educators, character education at the Sinjai boarding school has been well implemented. The data are presented in Figure 1.

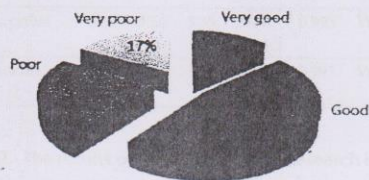


Figure 1. The implementation of character education in Islamic Boarding School in Sinjai

Data on the implementation of character education according to the educators is contrary to the data obtained from the students in six boarding schools in Sinjai. Based on the data from the questionnaires distributed to 60 students, it was found that the implementation of character education was still relatively low. It can be seen based on the 48 item questionnaire that was sent to the students in six Islamic boarding schools, and ten students represent one boarding school. The data collected on the implementation of character education at the Islamic Boarding School in Sinjai are as follows: 26.67% very good, 20.00% good, and 36.67% poor, and 16.67% very poor. It can be concluded that the implementation of character education according to the students is still relatively low.

The second step is the design stage. The researchers designed a book for the character education model and its devices (manual for educators and students). It is then continued in the development step. The activities in this step consist of a validity test and empirical test performed by experts. The summary of the validation results can be seen in Tables 1 and 2.

Table 1. The results of the manual of the character education model and its devices

No	Model & devices which are assessed	Validator			Mean Score	R Value	Decision	
		1	2	3			Valid	Feasible /Revision
1	Manual of the character education model	3.56	3.80	3.57	3.64	0.996	Very Valid	Feasible
2	Manual for Educators	3.33	3.66	3.35	3.45	0.995	Valid	Feasible/ Minor Revision
3	Manual for Students	3.55	3.63	3.37	3.45	0.995	Valid	Feasible/ Minor Revision

Table 2. The results of the validity of the research instrument

No.	The Types of instruments which are assessed	Validator			Mean Score	R Value	Decision	
		1	2	3			Valid	Feasible /Revision
1	Questionnaire of students' academic independence	3.48	3.52	3.56	3.52	0.989	Very Valid	Feasible
2	Questionnaire for the practicability of the model (Educators' Response)	3.43	3.10	3.43	3.32	0.986	Valid	Feasible/Minor Revision
3	Questionnaire for the practicability of the model (Students' Response)	3.17	3.50	3.17	3.28	0.969	Valid	Feasible/Minor Revision
4	Observation sheet for students' activities	3.30	3.67	3.35	3.44	0.979	Valid	Feasible/Minor Revision

The Practicality of Character Education Model

Based on the questionnaire of the educators' response toward the practicability of the model which is a manual of the model, it is found that the mean score is 3.70, categorized as very good, and it means that it is easy to be applied. Based on the achievement of the objectives of the model, it is found that the average score is 3.35, categorized "good" or easy to be applied. In the aspect of the students' response, it is found that the mean score is 3.47, categorized "good" easy to be implemented. In the aspect of the adequacy of time, it is determined that the mean score is 3.20, and it is categorized "good" or easy to be applied. As a whole, it can

be concluded that the educators' response to the level of the practicability of the character education model is categorized as "good" or easy to be applied, in which the mean score is 3.44.

Questionnaires were given to the students to determine the practicality of the implementation of the character education model. The results of data analysis show that the average score in the preliminary activities is 3.40, categorized as "good" or easy to understand. In the core activities, the average score is 3.51 with very good category or very easy to understand. At the closing activities, the average score is 3.50 with a good category or easy to understand. Overall, it can be concluded that the students' response to the implementation of the character education model is in the good category or easy to comprehend.

The Effectiveness of Character Education Model

The effectiveness of the model in this research can be seen in the difference results of the questionnaire on the students' academic independence before and after the implementation of the character education model.

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Students' academic independence before the implementation of the character education model	73.90	10	3.348	1.059
	Students' academic independence after the implementation of the character education model	95.90	10	3.414	1.080

The mean score of the students' academic independence before the implementation of the character education model was 73.90. However, after the implementation of the character education model, the average score was 95.90. Therefore, it can be concluded that there is a significant increase in the students' academic independence after the implementation of the character education model.

Testing whether there are significant differences in the mean scores of the students' independence before and after the implementation of the character education model was conducted by formulation of hypotheses.

It shows that t count = -46.669 and t table in the distribution table at the level of 95% ($\alpha = 5$ percent and therefore it is a two-sided t -test, then the value of the referenced α is $\alpha / 2 = 5\% = 0.025$) and the degree of freedom ($df = n - 1 = 10 - 1 = 9$,

so the t table = $t(0.025; 9) = 2.262$. The value of t count $>$ t table means that it is outside the reception area (H_0). Therefore, it is decided that H_0 is rejected.

To determine the criteria for the development of the students' academic independence before and after the implementation of the character education model, it was then calculated with the use of the equation N - gain as follows:

$$g = \frac{S - S_{\text{pre post}}}{S_{\text{max}} - S_{\text{pre}}}$$

S_{pre} = score on the pretest

S_{post} = score on the posttest

S_{max} = maximum score that can be obtained

g = gain (Evelyn & Casey, 1982)

$$g = 0.48$$

The g value is 0.48, and therefore the criteria for the development of the students' academic independence in the Islamic boarding school of Darul Hikmah Sinjai after the implementation of the character education model is in the fair category. It is based on the criteria for the level of N-gain ($0.3 \leq g \leq 0.7$).

Discussion

Operational Model of Character Education

The operational model of character education is supported by guidance devices and is developed in five steps, namely analysis, design, development, implementation, and evaluations. Then a guidance model is produced that is valid and practical. It is valid based on the results of expert validation of three experts and ten practitioners. Practical implementation of the model relies on the results of the educators' response and the students' response.

The Validity of the Model and its Devices

The average total validity is 3.64. If this value is confirmed with the criterion of the validity of the model, it is categorized as very valid ($3.5 \leq x \leq 4$). The results of expert validation of the manual for the educators show that the average total validity is 3.45. Therefore, it can be concluded that the character education model meets the validity criterion.

The results of this empirical validation show that the character education model and its devices are feasible. This feasibility can be seen in the results of the analysis, which indicate that the average value of the total value of practitioners for the book is 3.45. If this value is confirmed in the assessment criteria, it is categorized as good or very feasible ($2.5 \leq X < 3.5$). The results of the analysis indicate that the average value of the total value of the practitioners for the manual for students is 3.53. If this value is confirmed in the assessment criteria, it is categorized as very good or very feasible ($3.5 \leq x \leq 4$). Therefore, the character education model and its devices in all aspects meet the feasibility criteria.

Practicality of the Character Education Model and its Devices

The character education model and its devices are considered to be practical based on the achievement of practicality indicators. The results of the analysis explained that the average value of the educators' responses concerning the practicality of the implementation of the character education model is 3.44. If this value is confirmed in the assessment criteria, it is categorized as good or practical to use ($2.5 \leq 3.5$). Therefore, in terms of the implementation of the character education model in the educators' response, it meets the criteria of practicality. The results of the analysis explain that the average value of the educators' and students' responses concerning the practicality of the implementation of the character education model is 3.44. Therefore, in terms of the implementation of the character education model in the students' response, it meets the criteria of practicality.

The Effectiveness of Character Education Model

The effectiveness of the character education model is researched by two instruments, namely observation of students' activity and observation of students' independence. The results of the analysis indicated that the average value of the students' activity during the implementation of the character education program is 3.68. If this value is confirmed in the assessment criteria, then it includes the very good category or entrenched ($3.5 \leq x \leq 4$). Therefore, in terms of the students' activity in carrying out the process of the character education program, it meets the effectiveness criteria.

Before the implementation of the character education model is 73.90. The average score after the implementation of the character education model is 95.90. To determine whether the students' independence develops or not before and after the implementation of the character education model, it is calculated using the equation $N - \text{gain}$, and the result is 0.48 g.

Conclusions

Based on the research and development of the character education model to increase the students' independence, some conclusions can be drawn. First, the description of the prototype model of character education to enhance students' academic independence at the Islamic boarding school in Sinjai District consists of five parts, namely rationalization of the character education model; supporting theories of the character education model; components of the character education model; the instructions for using the character education model; and development of the character education model. Second, the operational model of character education supported by development tools and developed through the stages of analysis, design, development, implementation, and evaluation produced a valid and practical development model. It is based on the results of the experts' and practitioners' validation of the character education model and development tools. It is also based on the indicators, such as the practicability of the character education model as well as the students' and teachers' response to the implementation of the model and its devices. Third, the model of character education is effective to enhance the students' academic independence in Islamic Boarding School, Sinjai.

References

- Althof W. & Marvin W. Berkowitz, (2006). Moral education and character education: their relationship and roles in citizenship education, *Journal of Moral Education*, (Online), Vol. 35, No. 4, (<http://stkipislambumiayu.ac.id>, Diakses 13 August 2014).
- Arifin, A. (2003). *Understanding the Paradigms of National Education in the Act of the National Education System*. Third Edition. Jakarta: Department Agama RI.
- Asmani, Jamal Ma'mur (2011). *The manual book for the internalization of character education in schools*. Secon edition. Jogjakarta: DIVA Press.
- Branch, R.M. (2010). *Instructional Design: The ADDIE Approach*, USA: Springer New York Dordrecht.
- Dorothy, L. Prestwich (2012). *Character Education in America's Schools*. *The School Community Journal*, (Online), (<http://files.eric.ed.gov/fulltext/EJ794833.pdf>, Diakses 13 August 2014).
- Dewi, E.R., Bundu, P., & Tahmir, S. (2016). The effect of emotional intelligence, competence and interpersonal communication on the performance of senior high school teachers through achievement motivation in Makassar, Indonesia. *New Educational Review*, 44(2), 176–183. doi:10.15804/ner.2016.44.2.14

- Evelyn & Casey (1982). *Research Methods in Education*, Wadsworth Pub.Co
- Fathurrohman, P. (2013). *Development of Character Education*. Bandung: PT. Refika Aditama.
- Goodman and Smart (1999). *Emotional Intelligence*. New York: Bantam Books.
- Kemendiknas (2010). *The design of character education*. Jakarta: research and development Board; the center of curriculum and bookkeeping
- Leo Agung (2001). *Character Education Integration In Social Studies Learning*. *International Journal of History Education*, (Online), Vol. XII, No. 2 (<http://jurnal.upi.edu/file/08.pdf>, accessed on 13 August 2014).
- Lickona, T. (1991). *Education for Character; How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books.
2004. *Character Matters; How to Help Our Children Develop Good Judgment, Integrity, and Other Essential Virtues*, New York: Simon & Schuster.
- M. J. Dewiyani S & Tri Sagirani (2014.) *Inculcation Method of Character Education Based on Personality Types Classification in Realizing Indonesia Golden Generation*, *International Journal of Evaluation and Research in Education*, (Online), Vol. 3, No. 2, (www.iaesjournal.com/online/index.php/pdf, Diakses 13 August 2014).
- Mulyasa, E. (2013). *Character Education Management*. First Edition. Jakarta: PT. Bumi Aksara.
- Mulyatiningsih, E. (2014). *Applied Research Methods in Education*. Bandung: Alfabeta.
- Nur Silay, 2014. *Another Type of Character Education: Citizenship Education*, *International Journal of Education*, (Online), Vol. 6, No. 2, (<http://www.macrothink.org/journal>, accessed on 13 August 2014).
- Sue Winton, (2014). *Character Education: Implications for Critical Democracy*, *International Critical Childhood Policy Studies*, (Online), Vol. 1, No. 1, (<http://journals.sfu.ca/iccps/index.php>, accessed on 13 August 2014).
- Suhartono, S. (2009). *Philosophy of Education*. First Edition. Makassar: Badan Penerbit Universitas Negeri Makassar.
- Sugiyono. (2008). *Educational Research Methods: Quantitative, Qualitative and R & D Approach*. Bandung: Alfabeta.
- Yamin M. dan Sanan, J.S. (2013). *Guidelines for Early Childhood Education*. Jakarta: Gaung Persada Press Group.