

**REVIEW OF IMPLEMENTATION VALUES OF CHARACTER
IN THE SUBJECT ON VOCATIONAL EDUCATION**

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ABSTRACT

The objective of this research is to develop the competency-based learning the electricity by integrating character education (Model-PKBK) in Vocational High School. Learning system at SMK developed through a competency-based curriculum with character values. Research & Development, according to Borg and Gall, on model competency-based learning electrical device integrates character education. Based on learning products, research implementation out in two schools, using method of pretest-posttest control group design. Through learning approaches, teaching planning process, implementation and assessment refers to the mastery of competencies value character. The results showed the principals and teachers should understand the integration of character values in the learning process. Learning outcomes will increase valuable learning through competency-based characters - Model PKBK in SMK.

Keywords: *Implementation of Value Character, Competency Based Learning*

INTRODUCTION

Informal education, especially within the family environment not significantly contributed in supporting the achievement competence and character formation of students. The bustle and activity of working parents are relatively high, the lack understanding of parents in educating children the family environment, the influence of association the environment, and effect of technological progress is considered a negative influence on the development of learners, the ability of competence and achievement of learning outcomes, Masnur Muslich, (2011).

Education became a major pillar of the establishment of a nation, it must be through the education of the generation born excel both in science and technology as well as faith and Taqwa (IMTAQ)

The implementation of character education in Indonesia, it's necessary at all levels of education, both the college level until kindergarten, either at home in a social environment. Events Calendar in

preparing the grand design of the character education throughout the nation in 2014 educational unit has developed a character education. to increase the value of the culture and character of the nation, so that students are expected to have a value and character as himself. Applying these values in life itself a competent member of society, citizens piety and have the competence or professional work, productively and creatively.

Suitability of competence, in globalization and increasing technology needs, followed by the competition of technological development, leading technology user freedom, must be offset by education code for the fulfillment of moral values and responsibility on the main factors that shape cultural values and national character. Configuring the characters in the context of the totality of the process of psychological and socio-cultural grouped in; Spiritual, emotional development, though intellectual development, Physical and development,

Affective and Creativity development.

Samani and Hariyanto (2014: 45), character education can be defined as the value, character, moral education. Educational character, aiming at developing the ability of learners to provide good decision bad, preserve what is good, and realize the goodness in everyday life with a vengeance

Character education is expected for all education units are integrated in classroom learning and school culture. Excels in the mastery of science and technology, which refers to the National Education Standards, as the basis for assessment, which can be measured by the achievement of a higher caliber. As stipulated in Law No. 15 of 2003 on National Education System, vocational education prepares students mainly work in a particular field.

Abdul Azis, Hamka (2011: 71) education is the process of human growth and development with all its potential through the teaching of teaching and learning to gain knowledge and skills and develop good behavior in order to be useful for her life, society and the environment

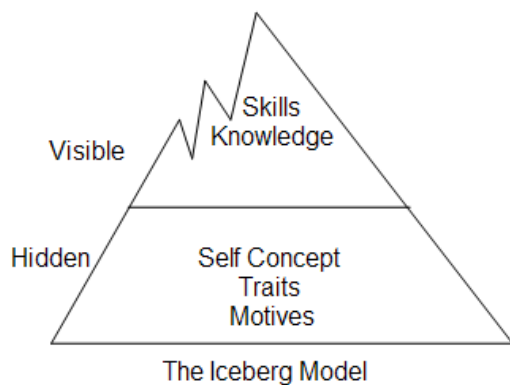


Figure 1 . Competency component form (Spencer & Spencer,1993)

Based on the vision and mission of education in vocational schools (SMK) give priority to the preparation of students for work, develop the ability to work professionally and is expected to have a

value on her character. It can be interpreted that the vocational education priority to preparing students to compete into the labor force and develop professionalism in the work, excelled in science and technology and valuable character of the nation. Spencer argued competence can be sourced from five different types, and the components that make up a competency. The five components of these competencies can be seen in Figure 1 below; It was explained that a component called the hidden motives and traits competency because it is difficult to develop and difficult to measure. Components of knowledge and skills is called visible competency tends to look, easy to develop and easy to measure.

Components of self concept lies between these two components. Characteristics of competencies are distinguished by the degree to which these competencies can be taught. Knowledge, referring to information and learning. Skills, refers to a person's ability to perform an activity, ability to do certain physical tasks.

In line with the above definition, Mulyasa (2004: 37-38), the competence as the knowledge, skills and abilities are controlled by a person had become part of him, so it can do the behaviors of cognitive, affective and psychomotor as well as possible. Some models of learning that has been developed, the integration of character education through the learning process, can be performed on all subjects at school

With respect to the competency-based learning is generally learning outcomes can be grouped into three areas, namely cognitive, affective, and psychomotor, then the character education that is often used to clarify aspects related to norms, will support the implementation of competency-based learning, which application in everyday life is very

touching affective and psychomotor in student behavior.

RESEARCH METHODS

Results of Research & Development, according to Borg and Gall (1983: 772), is a model and competency-based learning electrical devices integrated character education, (Product Research, 2014). Based on these products, the study continued with the implementation method in two groups with quasi experiment. The design study is pretest-posttest control group design. The study design can be seen in the figure below

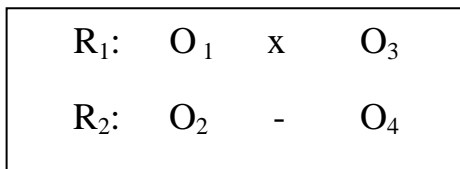


Figure 3.
Pretest-Posttest Control Group Design.
(Sugiyono, 2013 : 116)

Information:

- R1 : Sample Experiment group
- R2 : Sample Control group
- O1 : Experimental group pretest
- O2 : Pretest control group
- X : Treatment
- O3 : Experiment group posttest
- O4 : Posttest control group

The population in this study were all students of class X SMK Negeri 1 Galesong 2014/2015, amounting to 45 people. Data collection techniques using test instruments, test it first on validity and reliability. Validity test is done through expert judgment and test 30 respondents, the data obtained were processed using SPSS. For reliability test, using the formula method Kuder-Richardson 20 (KR-20) with the formula, Riduwan (2007):

$$r_{11} = \left[\frac{1}{k - 1} \right] \left[\frac{S^2 - \sum pq}{S^2} \right]$$

Information:

- r_{11} = Coefficient of reliability
- p = proportion of subjects who answered correctly
- q = The proportion of subjects who answered the wrong item ($q=1-p$)
- $\sum pq$ = The number of multiplication between p and q
- k = Number of items about
- S = standard deviation of the test (standard deviation is the root of variance)

Guidelines for interpreting reliability coefficient according to Riduwan (2007) describe in Table 1.

Table 1
Interpretation of Correlation Coefficient (r_{11})

| Coefficient (r) | Level reliability |
|-----------------|-------------------|
| 0,800 - 1,000 | Very High |
| 0,600 – 0,799 | High |
| 0,400 – 0,599 | High Enough |
| 0,200 – 0,399 | Low |
| 0,000 – 0,199 | Very Low |

The test instrument composed of books-1 electrical module on basic competencies electrical safety. The test was given to both groups of students, the population in this study. Experimental groups in the learning process using the module, while the control group in the learning process does not use electrical work safety module. Both groups were given the same test

RESULTS AND DISCUSSION

The first step in this research is to test the test instrument from a 30 item instrument items. Instruments declared invalid in its entirety by significant level of 5% and $df = n - 2 = 30-2 = 28$, so that the value r_{table} namely 0,361, because the correlation

between the grains with a total score greater than the value of the item such instruments rtabel declared invalid. Furthermore, the reliability test, interpreting a correlation coefficient (r11), according to Table 1 are:

$$r_{11} = \left[\frac{30}{30 - 1} \right] \left[\frac{8,22^2 - 7,17}{8,22^2} \right]$$

$$r_{11} = [1,03] \left[\frac{60,3984}{67,5684} \right]$$

$$r_{11} = [1,03][0,89]$$

$$r_{11} = 0,9167$$

In accordance with Table 1 above, it was found that the value of 0.9167 is in the interval (0.800 to 1.000), meaning that the level of reliability of the test instrument, is very high.

After the test instrument is declared invalid and reliability are at very high category, then it's a good test instruments used for collecting data on the implementation process of learning module electrical safety. At the first meeting conducted preliminary tests to both groups, Control and Experiment, to determine the ability of the start of the two groups. Results found the pre-test controls and grade classroom experiments, statistically showed the average value in the Control class 53.18 and class experiment is 54.31, with the same number of research subjects (N) 45. It appears that the initial knowledge of both groups is almost the same. The explanation can be seen in Table 2.

Table 2.
Data Distribution Control Class and Class Experiment

| No. | Statistical | Pre-test | |
|-----|----------------|----------|------------|
| | | Control | Eksperimen |
| 1 | N | 24 | 23 |
| 2 | Mean | 53,18 | 54.31 |
| 3 | Std.Deviasi | 14,18 | 13,48 |
| 4 | Skor tertinggi | 80 | 80 |
| 5 | Skor terendah | 30 | 30 |

a. Data Learning Outcomes Post-test Control Group

Table 3.
Posttest Data Distribution Control Group

| Interval | Category | Frequency | Percentage (%) |
|---------------|-----------|-----------|----------------|
| 0 – 19 | Very low | 2 | 8,4 |
| 20 – 39 | Low | 9 | 37,5 |
| 40 – 59 | Enough | 8 | 33,3 |
| 60 – 79 | High | 5 | 20,8 |
| 80 – 100 | Very high | 0 | 0 |
| Amount | | 24 | 100 |

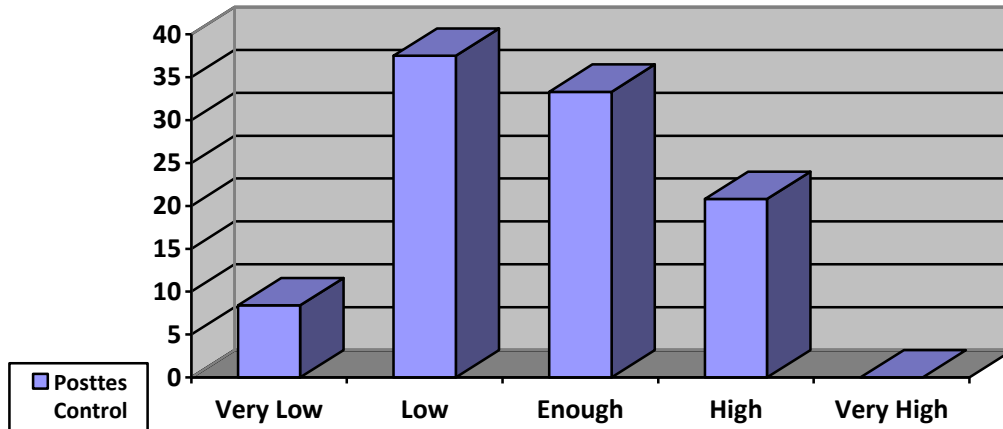


Figure 2. Histogram Value Posttest Control Group

Figure 2 is the result of analysis of the value of the Post-test grade control in the form of histogram describe comparison attainment of student learning is taught without using PKBK Model, based on the data that has been processed statistically. Low category gained 9 students, show learning approaches need to be improved.

b. Data Learning Outcomes Post-test Group Experiments

Table 4.

Posttest Data Distribution Experiments Group

| Interval | Category | Frequency | Percentage (%) |
|---------------|-----------|-----------|----------------|
| 0 – 19 | Very low | 0 | 0,00 |
| 20 – 39 | Low | 1 | 4,35 |
| 40 – 59 | Enough | 3 | 13,04 |
| 60 – 79 | High | 7 | 30,43 |
| 80 – 100 | Very high | 12 | 52,17 |
| Jumlah | | 23 | 100,00 |

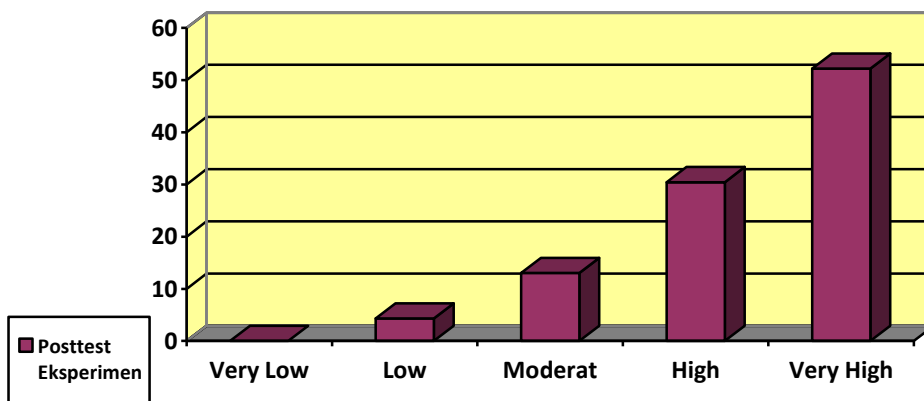


Figure 3. Histogram Value Posttest Experiments Group

Figure 3 is the result of analysis of the value of the Post-test Experiments Group in the form of histogram describe

comparison attainment of student learning is taught using PKBK Model Based on the data that has been processed statistically,

very high category gained 12 students from 23 students who learn to use Model PKBK.

Increases referred to in Table 5 is the difference between the initial test and final

test. The data in Table 5 is used to compare how much improvement of learning outcomes in both groups after each group is given a different treatment.

Table 5. The Increase In Pretest and Posttest

| Table Improved Comparison | | | | | | | |
|---------------------------|----------|-------------|-------|-------------|----------|-------------|-------|
| Control | | | | Experiments | | | |
| Pretest | Posttest | Enhancement | | Pretest | Posttest | Enhancement | |
| N | 24 | | | N | 23 | | |
| Σ | 1170 | 1420 | 250 | Σ | 1265 | 1895 | 630 |
| Mean | 53,18 | 64,54 | 11,36 | Mean | 55 | 82,39 | 27,39 |
| SD | 14,18 | 16,61 | 2,43 | SD | 13,48 | 18,7 | 5,22 |

The evaluation results of the assessment of learning models, sourced from teachers as practitioners of the field, which already provides a good assessment, appropriate experience in the field. Teachers provide a good appreciation of the devices that model. Data from the teacher response assessment can be shown

in Table 6. The average assessment data according to the indicators outlined aspects of aspects in the assessment sheet that is; effectiveness indicators, the mean score of 3.94, the indicator practicality mean score of 3.87 and validity indicators mean score of 3.90.

Table 6
Data Assessment Response Teacher

| Aspect Assessment | Rating Result | | | | |
|---|-----------------------|-----------|-----------|---------|-----------|
| | Average Value Teacher | | | Average | Criteria |
| | Teacher 1 | Teacher 2 | Teacher 3 | | |
| Effectiveness | 3,90 | 4,00 | 3,90 | 3,94 | Very Good |
| Practicality | 3,90 | 3,90 | 3,80 | 3,87 | Very Good |
| Validity | 3,90 | 3,90 | 3,90 | 3,90 | Very Good |
| Average Value = 3,91 (Category Very Good) | | | | | |

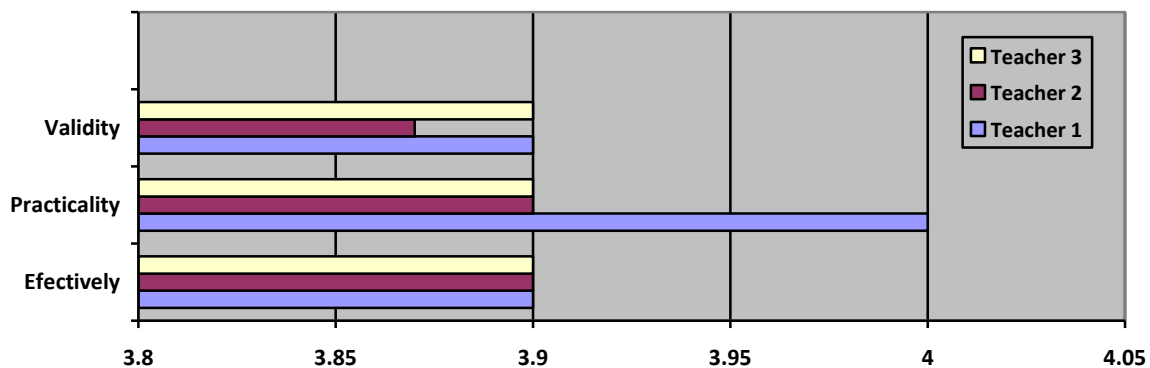


Figure 4. Response Teachers

Data Table 6 shows the results of responses Teachers and Principals, practitioners who have used the learning model. Principals and teachers have to understand the integration of character values in the learning process, that by adding the value of the characters in the lesson plan, indicating the subject has been integrated with the values that correspond to the character of competency-based learning in SMK. In connection with the Reinventing Human Character in Fitri, et al. (2012: 45) character education can be implemented through multiple strategies and approaches, which include: (1) the integration of values and ethics in each subject; (2) internalization of positive values instilled throughout the school community (principals, teachers and parents); (3) habituation and training. With the commitment and support from various parties, in implementing positive activities such as smiles, greetings and regards every day; (4) shows an example; (5) create a friendly atmosphere in the school; and familiarization.

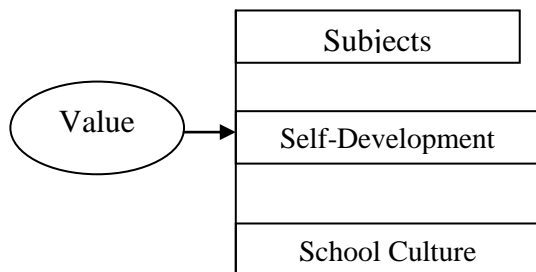


Figure 2 is development of culture and character. (Kemendiknas, 2010d)

The purpose of character education by the Ministry of National Education (2010d) are: (a) developing the potential for heart / conscience / affective as citizens of cultural and national character; (b) develop habits and attitudes commendable and in line with universal values and cultural traditions of religious nation; (c) inculcate leadership and responsibility as the future generation; (d) develop the ability to be independent, creative and insightful nationality; (e) developing

environmental life of the school as a learning environment that is safe, honest, full creativity and friendship as well as the sense of nationality. Learning outcome is determined by the willingness of students to learn significantly and continuously.

Improved learning results are shown in Figure 3 is the result of data analysis value Post-test Experimental class in the form of histogram describe differences in learning outcomes achieved by students. Differences in learning outcome in both groups after each treatment group was given the stage of learning (syntax) PKBK models.

Results achievement of competence is measured through indicators on all three aspects of cognitive, affective and psychomotor used in implementing the learning field. Learning Model PKBK is pursued with the paradigm that all teachers are educators character (character educator). All subjects also assumed has a noble mission in shaping the character of the learners, Mulyasa (2011: 59).

Characters synonymous with morality, so the characters are values of human behavior that is universal that includes all the activity of human beings, both in order to relate with God, with ourselves, with our fellow human beings, as well as to the environment, which manifested itself in the thoughts, attitudes, feelings, words and actions based on religious norms, laws, manners, culture, and customs, Marzuki (2011: 5).

In the implementation of character values can be done in several ways including; integrating the value of character education into subjects, or through self-development such as extracurricular activities or acculturation. Integration character education into subjects can be done by inserting character values lesson plan (RPP) for the next during classroom teachers in implementing the learning, values education should be reflected in the learning activities. Without any intention

or desire, character education will be marginal in the performance of a school (Doni Koesoema, 2012: 76)

CONCLUSIONS

Based on the result and discussion, the principals and teachers should understand the integration of character values in the learning process. Learning outcomes will increase valuable learning through competency-based characters - Model PKBK in SMK.

ACKNOWLEDGMENT

Thanks to Dear Sirs Prof. Dr. H. Husain Syam, M.TP., as Rector of the State University of Makassar, which is already providing opportunities and facilitate the research, even given the opportunity to become a participant in international conference ADRI.

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