

Character Education Application Survey Through Subject in SMA Negeri 20 Jakarta

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Abstract. The study was conducted to determine the application of character education through subjects in SMA Negeri 20, Jakarta. The development of the curriculum makes character education more systematic. Research is needed to find out the implementation of character education. The research aims 1) To find the presence and absence of differences in influence between the application of character education through the Student Teams Achievement Division (STAD) learning model with conventional learning outcomes. 2) To find learning outcomes with the application of character education through the Student Teams Achievement Division (STAD) model higher than conventional subjects taught at school. The study population was class XI (23 students) and XII (22 students) SMA Negeri 20 Jakarta. The research is a quantitative research quasi experiment. The sampling technique in the character education used is simple random sampling. Data collection techniques using the method of documentation, observation and tests. The sample is represented by classes X, XI and XII who have the highest achievement and the class that has the lowest achievement. SMA Negeri 20 Jakarta has 15 classes with a total of 513 students, of which a total of 210 respondents were chosen. The validity of the research instruments carried out included: item validity test, question reliability, difficulty level and different question power. The analysis prerequisite test includes normality test, homogeneity test and Independent Sample T Test using SPSS version 21. The validity test is done by using Pearson Product Moment formula correlation analysis with 30 valid instrument results. Meanwhile, to find out the reliability, the data were analysed using the alpha coefficient formula, then the results were compared with the level of reliability of the correlation coefficient. Based on this analysis, the research instrument was declared reliable for use in data collection. The results obtained showed that the average score obtained by respondents amounted to 28.53%. Overall, the value obtained by students 84.12% is find to the maximum score. It can be concluded that the application of character education through subjects in SMA 20 Jakarta has been going well.

Keywords: Character education, learning outcomes, subjects, statistics

1. Introduction

Quality education is education that contains the values of character instilled in the character of students, but education in Indonesia is still lacking in the application of character education. According to the National Education System Law Number 20 Year 2003 in Chapter II article 3, it

requires a learning process that prioritizes the process of character building in students. The learning process that adheres to the law becomes a guide for every educator in educating the life of the nation.

Character education needs to be implemented in schools, due to the increasingly widespread cases of violations that occur in the educational environment. From observations and data on violations in SMA Negeri 20 Jakarta, as many as 30% of students still commit violations that often violate school rules such as skipping school, often arriving late, lacking respect for teachers during learning, and low enthusiasm for learning. The teacher has provided a lot of guidance to help reduce bad habits, because in the future it will become inherent and difficult to remove.

The teacher is the main actor in the application of character values in schools. In SMA Negeri 20 Jakarta, there are obstacles in applying character education. Character education in schools is given on an irregular basis only using verbal actions taken at certain times. The effective time of teachers and students is in the process of Teaching and Learning Activities (KBM) so that it will be more effective if character education is included in the learning model.

The implementation of character education has an effect on student learning outcomes in the learning process. The low learning outcomes are caused by the character of students who are not good when learning at school and the application of character education is not optimal. The learning process must involve discipline, honesty, responsibility, collaboration and character values that affect learning outcomes which include cognitive, affective, and psychomotor.

In this case the learning outcomes of Mathematics and Natural Sciences are classified as the lowest. Mathematics and Natural Sciences are subjects that are considered difficult and unattractive so that learning outcomes are low for class XI of SMA Negeri 20 Jakarta. Based on observations of the learning process at SMA Negeri 20 Jakarta in the 2016/2017 school year it has very low student learning outcomes. The results of tests in class XI - especially in Mathematics and Natural Sciences are still very low with an average of 68.30 which is a cognitive aspect.

The method used in SMA Negeri 20 Jakarta in monotonous Mathematics and Natural Sciences causes the learning process to be unattractive to students. The use of conventional methods such as student lecture models tend to be passive in the learning process. The learning process that occurs in Mathematics and Natural Sciences at SMA Negeri 20 Jakarta does not fully involve the active role of students, all teacher-centered activities and students only listen and practice what the teacher teaches without any feedback from the students themselves. consequently, affect student learning outcomes. Mathematics and Natural Sciences learning at SMA Negeri 20 Jakarta ideally uses a group learning model so that students can influence learning outcomes and can obtain the application of character education in the learning process. As the nation's capital, Jakarta has various facilities both from the fields of education, health and others. Given the importance of character education incorporated in various subjects, it is necessary to have an effort to find out whether this has been done or not. The varied research results are expected to be a reference in overcoming existing obstacles as well as examples for other schools to develop learning methods related to character education through subjects.

Research carried out and leads to the actual objectives, then the formulation of the problem in this study as follows:

- a. Are there a difference in effect between the application of character education through the Student Teams Achievement Division (STAD) learning model with conventional subjects on Mathematics and Natural Science?
- b. Are the learning outcomes with the application of character education through the Student Teams Achievement Division (STAD) learning model better than conventional subjects in Mathematics and Natural Sciences?

- c. Knowing the application of character education delivered through subjects at SMA Negeri 20 Jakarta?

2. Research Method

The research is one type of quantitative experimental research that is experimental research in the form of quasi-experimental research. This research is one type of quantitative experimental research that is experimental research in the form of quasi-experimental research. The research design can be seen in the following table:

Table 1. Research Design

Class	<i>Pretest</i>	Treatment	<i>Posttest</i>
Control	Y	X1	Y1
Experiment	Y	X2	Y2

Information

- Y : Results of initial test measurements (pretest).
- X1 : Treatment using conventional models with application character building.
- X2 : Treatment using the STAD model with the application of education character.
- Y1 : Results of the control group posttest with conventional models.
- Y2 : The results of the experimental class posttest with the STAD type cooperative model.

The sampling technique used is simple random sampling. The study population was class XI (23 students) and XII (22 students) SMA Negeri 20 Jakarta. Data collection techniques that use the method of documentation, observation and tests. The validity of the research instruments conducted included: item validity test, question reliability, difficulty level and different question power. Analysis prerequisite tests include normality test using SPSS version 21 Lilliefors (Shapiro-Wilk), homogeneity test using SPSS version 21 Levene-Statistics and balance test using SPSS version 21 Independent Sample T Test. Hypothesis testing using SPSS version 21 Independent Sample T Test.

3. Research Result

3.1. Data Description

Data on the Application of Character Education The 1st and 2nd meetings at the time of treatment showed that the application of character education for the two groups experienced an increase. In the control group had an average of 58.08%, while the experimental group was 75.42%.

Learning outcomes data in the control group as follows:

Table 2. Description of Control Group Data

Description	<i>pretest</i>	<i>posttest</i>
N	21	21
Average	54,11	68,69
Median	54,55	69,70
<i>Variance</i>	47,139	17,750
<i>Standard Deviation</i>	6,86582	4,21304
Max. Value	69,70	75,76
Min. Value	42,42	60,61
<i>Range</i>	27,28	15,15

Learning outcomes data in the Experiment group as follows:

Table 3. Description of Experimental Group Data

Diskripsi	<i>pretest</i>	<i>posttest</i>
N	21	21
Average	53,82	76,77
Median	54,55	75,76
Variance	35,757	15,914
Standard Deviation	5,97971	3,9891
Max. Value	66,67	84,85
Min. Value	42,42	69,70
Range	24,25	15,15

3.2. Test Requirements Analysis Results

Test requirements analysis in this study are; (1) Normality Test, (2) Homogeneity Test, and (3) Balance Test.

3.2.1. *Normality Test.* Based on the results of normality test calculations for all groups obtained a significance value <0.005 at a significant level $\alpha = 0.05$. This shows that the two groups of data in this study came from normally distributed populations. The Liliefors test calculation results can be seen in the following table:

Table 4. Summary of Test Results Normality in Research Data

Group	Sig. Value	Note
<i>Pretest Control</i>	0,412	Normal
<i>Pretest Experiment</i>	0,321	Normal
<i>Potstest Control</i>	0,146	Normal
<i>Posttest Experiment</i>	0,316	Normal

3.2.2. *Homogeneity Test.* The test is to find out whether the sample of the population is homogeneous or not. Homogeneity testing of this pretest data uses SPSS version 21 Levene-Statistics, with a level of confidence $\alpha = 5\%$. The calculation results can be seen in the following table:

Table 5. Summary of Homogeneity Test Calculation Results

Group	Sig. Value	Note
<i>Pretest Control and Pretest Experiment</i>	0,621	Homogen
<i>Posttest Control and Posttest Experiment</i>	0,899	Homogen

3.2.3. *Balance Test.* The data used for the balance test is the pretest value that was carried out before there was treatment in each group. The mean value of the control group was 54.11 and the average value of the Experiment group was 53.83. The results of the calculation of the pretest data test with SPSS version 21 show that the value of sig. (0.886) > 0.05 , so it can be concluded that there is no difference in initial ability between the two groups and this shows that this group is in a balanced condition.

4. Hypothesis Test Results

Tests using SPSS version 21 Independent Sample T Test with a significance level of $\alpha = 5\%$. With the following hypothesis:

Ho : There is no significant difference in effect between the application of character education through the Student Teams Achievement Divisions (STAD) with conventional models of learning outcomes for Maintenance of Light Vehicle Engines.

Ha : There is a significant difference in effect between the application of character education through the Student Teams Achievement Divisions (STAD) with conventional models of learning outcomes for Maintenance of Light Vehicle Engines.

The results of the calculation of the pretest data test with the SPSS version 21 program are presented in the following table:

Table 6. Summary of Hypothesis results

Criteria	Sig.	Note
Sig<0,05	0,00	Different Result

Based on the results of the study showed that the null hypothesis that H0 was rejected and accepted Ha. To determine the difference in the average value of Pretest and Posttest learning outcomes of the Control and Experiment Groups. The calculation results are presented in the following table:

Table 7. Summary of the results of the pretest and posttest learning outcomes

Control and Experiment Group.

Group	Pretest Value	Posttest Value	Selisih	Precentage
Control	54,11	68,69	14,57	21,21%
Experiment	53,82	76,77	22,29	29,03%

5. Discussion

Hypothesis testing was obtained from the posttest value data of the two groups analysed using SPSS version 21 Independent Sample T Test significance level $\alpha = 5\%$ to test the research hypothesis. Statistical tests have been carried out, obtained a significance value of $0.00 < 0.05$ so that it is concluded that there is a significant difference in effect between the application of character education through the Student Teams Achievement Divisions (STAD) with conventional models of learning outcomes for Light Vehicle Engine Maintenance.

Further analysis can be seen in table 4. 20 known the difference between the average value of the control group at the time of the pretest and posttest was 14.57 and an increase in student learning outcomes around 21.21% from the value of 54.11 to 68.68 while for the group the experiment between the mean score at the pretest and posttest was 22.29 and the increase in student learning outcomes was about 29.03% from the value of 53.82 to 76.77. The increase in results is inseparable from the application of character education through the Student Teams Achievement Divisions (STAD) model. By using the Student Teams Achievement Divisions (STAD) model combined with the application of character education can result in positive interactions between students and student characters being good, The same thing was revealed by Zubaedi (2013) which states that group interaction in cooperative learning aims to develop social skills and have a positive impact on character building including cooperation, communication, discipline, responsibility, honesty, collaborative and solidarity. Not only that, by using STAD type cooperative methods can create a familiar learning atmosphere that creates a sense of comfort for students.

The use of appropriate learning models in the subjects of Light Vehicle Engine Maintenance (PMKR) discussion of the carburettor system turned out to provide good learning outcomes on students' cognitive abilities. In accordance with the calculation results that have been described above, it can be seen that the experimental group with the application of character education through the Student Teams Achievement Divisions (STAD) model showed a significant increase in learning outcomes compared to the Conventional classroom group. This shows that the application of character education through the Student Teams Achievement Divisions (STAD) model has better differences than conventional ones. The difference in student learning outcomes is inseparable from the application of character education through the Student Teams Achievement Divisions (STAD) model by using these methods students are more daring to ask if they have difficulties and students are also easier to understand carburettor material because there is a group of friends who are tutors in the group. which results in students not being ashamed to ask if they have difficulty. The findings above are in line with the opinion of Slavin in Sanjaya (2007: 242) which states that cooperative learning can improve student learning outcomes while increasing social relationship skills, foster an attitude of accepting self and others' shortcomings, and can increase self-esteem.

Based on the data that has been obtained in this study it can be said that the implementation of character education through subjects in SMA Negeri 20 Jakarta has been well implemented. Most respondents have a score close to the maximum value of the instrument used. This is positive news related to the development of education in SMA Negeri 20 Jakarta.

The questionnaire used in this study contains several indicators which are aspects of the characters that must be possessed by a student and the values obtained by students as well as those given by teachers in every implementation of Art and Culture lessons. These indicators include confidence, motivation, responsibility, effort, initiative, strong will, compassion, cooperation, logical thinking, problem solving ability. Respondents' scores on each indicator can be seen in the following table.

Table 8. Respondent Scores on Each Instrument Indicator.

Indicator (Darmiyati Zuchdi, 2009:12)	Number Item	Score			
		CLASS		CLASS	
		X A	X B	XI A	XI B
Confidence	19	17	14	22	18
Motivation	4, 20	40	35	48	39
Effort	18	19	16	27	23
Responsibility	12, 13	34	32	45	43
Initiative	10, 15, 21, 29	75	81	105	91
Strong will	23, 30	46	46	59	50
Compassion	3, 8, 17, 22	84	79	105	91
Cooperatif	2, 7, 11, 16	94	94	105	95
Logical Thinking	24	23	23	28	24
Problem solving ability	25, 26, 27, 28	76	84	113	24
concentration on purpose	1, 5, 9	72	72	76	70

The students of class X and XI of SMA Negeri 20 Jakarta as respondents in this study can be said to have fairly high confidence based on data obtained in this study. This can be seen from the number of respondents who expressed their self-confidence that they could win the competition they took part in at school. The results obtained were that there were 31 out of 48 students in SMA Negeri 20 Jakarta Class X who agreed with statements related to self-confidence. While respondents from class XI of SMA Negeri 20 Jakarta there were 40 out of 56 students who agreed, so it can be said that students at SMA Negeri 20 Jakarta have confidence in facing competition for achievement. This value can be

obtained through various sources both through school lessons and experiences gained in schools and the community. Learning in school plays a role in instilling the value of self-confidence in students. Students are assigned to display the work they have prepared to display. These activities will be very effective to foster student confidence if carried out on an ongoing basis and supported by a conducive school atmosphere. Not limited to these activities, there are still many examples of other activities that can instill a sense of confidence in students. The confidence is expected to be a value that is owned and can be applied by students until they graduate and socialize in the future to face global competition.

The motivation of students in following the education process in schools is quite high. This arises because the encouragement of the teachers in the form of advice and appreciation can also come from within each respondent in the form of hopes and ideals. Motivation aspect is very important to be applied in the learning process, because motivation can influence what is learned, when it is learned and how to learn (Schunk in Dale H. Schunk, 2012: 7). The statement concerning motivation in this study is closely related to several instrument items that explored about it. Most of the students take lessons because they aspire to become musicians. This is indicated by the number of students in class X SMA Negeri 20 Jakarta who agreed to the statement of motivation reached 78.125% and Class XI SMA Negeri 20 Jakarta amounted to 77.679%. They understand what they expect in the future and understand that this lesson is relevant to that expectation. This brings consequences for them to follow the learning process at school with full responsibility.

The class X and XI students of SMA Negeri 20 Jakarta as respondents in this study had a high sense of responsibility and in attending lessons at school. This can be seen from the number of students who agree with statements related to their sense of responsibility, namely 68.75% of class X students of SMA Negeri 20 Jakarta and 78.571% of students of class XI at SMA Negeri 20 Jakarta. Their sense of responsibility can be seen from the singing activities that should be followed by all students. This moral value is expected to be an inherent value in students both in the school, home and community environment.

Character values that must be possessed by students are not only limited to self-confidence, motivation and responsibility. Another value that must be owned is business. Business in the context of this research is effort in obtaining something (understanding material, mastering skills). The data obtained through this research questionnaire were 35 students of class X in SMA Negeri 20 Jakarta who agreed and 50 students in class XI in SMA Negeri 20 Jakarta showed the same thing that they had the will to try to understand the material being taught, including asking more understanding friends. Their willingness to try to understand the material and master the skills that have been taught will be better if accompanied by initiative.

Initiative is one of the character values that is an indicator in this study. Some items in this research questionnaire state about students who borrowed something from other students so that they can master certain skills and ideas from students to enliven the art performance held at school. Class XI students of SMA Negeri 20 Jakarta who responded to this with a positive response of 81.25%, while students of class XI SMA Negeri 20 Jakarta amounted to 87.5%. One of the values of this character is also shown by the subject matter they like is Social Sciences. This material provides an opportunity for students to try to explain their understanding with their individual ideas with the teacher's guide. This value is closely related to the ability of problem solving. Students are taught to open their minds to find solutions to problems faced.

Along with responsibilities that are accompanied by initiatives in solving a problem sometimes students are blocked by various obstacles so that it cannot be immediately resolved. Conditions like this require students in addition to having the initiative in solving problems must also have a strong will. The teacher plays an important role in instilling character values like this in his students through various methods. One example is teaching students to increase learning hours than usual to study difficult material. Based on the data obtained from this research questionnaire, 95.83% of class X students of SMA Negeri 20 Jakarta and 97.331% of students of class XI of SMA Negeri 20 Jakarta

have done this, namely adding hours of study or hours of practice. Character values like this are very important for students to be developed in themselves.

Efforts to shape the character or character of students also cannot be separated from the inculcation of the value of affection in it.

... because love is a pillar and foundation in education. When love is fulfilled well, it will manifest soul peace, a feeling of security, confidence (Erfan, 2011).

The role of compassion is so great in the process of character education. A child or student can show and apply affection in himself by imitating their parents or teachers when interacting. Not only limited by example, compassion can also be implemented for example by accustoming students to appreciate the work of other students by giving applause to students who appear or congratulate students who win a race or get a certain achievement. 84,896% of class X students of SMA Negeri 20 Jakarta and 87.5% of students of class XI at SMA Negeri 20 Jakarta showed positive responses through the questionnaire they had filled out. Cultural Arts lessons also have a role to grow these values and hone the affective aspects in each student through the subjects studied.

The subjects studied can be presented through audio visual learning media that are available or displayed through individual and group performance performances. The activity of displaying this show can be a method for practicing collaboration between students. The ability to work together to achieve goals is very important to be instilled in students. This character value can be instilled through various activities and lessons. This can be seen from the start of the training process of students preparing work to be displayed, helping friends who have difficulty mastering the material, to working together to prepare for art performances together. Based on the questionnaire collected in this study, the majority of respondents had already implemented this. Data obtained from class X students shows that 97.917% of students have implemented this and 89.286% of class XI students of SMA Negeri 20 Jakarta are doing the same thing. The process of character planting will be more optimal if it is accompanied by activities of other subjects which are synergized to create conditions that support each other in instilling these characters in students.

Character education can be carried out through various methods and combined with various subjects so that the implementation of various subjects is interrelated. An example of this is the relationship between Art and Culture, especially Music and Mathematics. The teacher's role is to explain the relationship between the two to students with examples, for example in the theory of writing notation blocks. Explanation and examples are one way to practice thinking logically to students through Culture and Arts lessons. There are 46 class X students and 52 class XI students of SMA Negeri 20 Jakarta who have understood.

The problem-solving ability possessed by the respondents is quite high. Based on data analysis that has been done, there are 83.33% of class X students and 92.41% of class XI students of SMA Negeri 20 Jakarta who gave positive responses related to this. Problem solving skills can be trained by conditioning classroom or school situations in such a way that students are challenged to use all their abilities wisely to solve existing problems. This attitude can trigger the development of realistic imagination of students. While aspects of the ability to concentrate on the goal of getting a positive response from class X students by 100% and positive responses from class XI students of SMA Negeri 20 Jakarta by 86.905%.

6. Conclusions and Suggestions

6.1. Conclusions

Based on the results of data analysis and discussion, it can be concluded that:

- a. There is a significant difference in influence between the application of character education through the Student Teams Achievement Divisions (STAD) with conventional models of learning outcomes for Maintenance of Light Vehicle Engines.
- b. Learning outcomes with the application of character education through the Student Teams Achievement Division (STAD) model are higher than conventional subjects
- c. Based on the data that has been analysed and described, it can be concluded that: The application of character education delivered through art and culture subjects at the junior high level in the Jakarta District area has been well implemented. Presentation of data in the form of descriptive statistics shows that the average score obtained by respondents amounted to 26.15385, surpassing the theoretical mean, it can be known by calculating the total score of class XA students of 625 and class XE students of 624 plus the total score of class XI A students of 786 and students of class XI B amounted to 685, then divided by the total number of respondents from both schools amounting to 104. Overall, the value obtained by students 87.18% is close to the maximum score. The percentage value is known by the total number of students divided by the maximum value multiplied by the number of students and then the results are multiplied by 100 as described in the research discussion.

6.2. Suggestions

From the results of the analysis of research data, some things to note are as follows:

- a. Students should participate actively and earnestly in the learning process to make it easier to understand, understand and apply their knowledge in social life.
- b. The teacher needs to make observations of student behavior during the learning process. This will help the teacher to understand the problems that arise and can improve learning outcomes.
- c. It is expected that further research will be carried out to provide new innovations that further enhance the character and student learning outcomes during learning.
- d. For further research, it is expected to develop the STAD type cooperative learning model in other subjects to improve student learning outcomes in all areas.
- e. The principal encourages the teacher to use the model
- f. innovative and fun learning in the learning process because it can influence learning outcomes especially the cognitive domain.

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