Constructivism Approach in Learning to Write Narrative at Elementary School


Advances in Social Science, Education and Humanities Research
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I. Introduction

In the national education system in Indonesia, Indonesian language subjects are very important. This is due to the very strategic role of Indonesian language, i.e. as the language of instruction in the world of education and as a national language / state language. Therefore, the quality of Indonesian language learning has a big impact on the quality of national education and the consistency of Indonesian unity and unity. Then in the 2013 Curriculum, it was confirmed that Indonesian language was a barrier to all subjects [1], [2].

In order for Indonesian language to carry out the function and position as a national language / state language, it needs to be nurtured and developed continuously. Guidance and development of Indonesian language can be done formally and non-formally [3]. The formal pathway includes, among others, education and learning in schools, ranging from kindergartens, elementary schools to universities, and coaching through training or upgrading, especially aimed at people whose influence is large in the development of Indonesian language such as: teachers, journalists, officials and famous people. Furthermore, the development and development of non-formal languages can be done through courses [1], [4].

Language has four skills, i.e. listening, speaking, reading and writing skills. Writing skills as an aspect of language skills are the final stages mastered by students, because students can write well if a series of stages of language skills (listening, speaking and reading) have been mastered by students. Elementary School is the first fragment of formal education. Therefore, the process of education in the elementary school is given special attention. In this case, special attention must be given. It means that the implementation of education / learning in elementary schools must be provided with the right approaches, methods/techniques and tools so that it can be a solid foundation for students in following education [5].

However, researchers’ observations, and interviews with elementary school teachers among the four most difficult language skills were learning to write. Many students who are good at speaking and good at telling stories, but when they are assigned to write down what is said or told by students, they have trouble. An example of a researcher quotes the writing of a student “... There was a wake up in the morning when the shower continued to go to school...” students could not use the correct conjunctions; they could not express sentences in good written language. It cannot be allowed; corrective actions must be taken, especially from teachers who function as motivator facilitators and spearheads in the process of education or learning in schools.

In the opinion of researchers, one of the strategies to overcome problems in learning to write narratives as stated above is learning in a fun way. Students do not feel compelled to follow the teacher’s instructions. It can be started from experiencing the experiences, daily activities of students, naturally. Students feel happy without feeling bound by the rules of writing that are considered monotone and boring. It can be actualized through the constructivism approach.

In order to improve/develop writing skills for high school elementary students in particular, scientific studies are needed, among others through action research. This research is expected to have a positive impact on improving students’ skills in writing narratives. One approach that the author tries to implement is the constructivism approach with the method, variative strategies in learning to write narratives in class V elementary school. Action Research can help students in narrative writing skills and at the same time it can improve professional researchers as teachers / prospective elementary school teachers in PGSD FIP UNI.

Writing here is the same as composing. It is used as alternating. Writing is a whole series of one’s activities in expressing ideas and conveying written language to readers to be understood and understood by others [6]. Writing is “Communication activities carried out alone, without the support of sound pressure, tone, expression and gestures such as oral communication” [7]. In the same line, writing is a form of self-expression, what is in mind is expressed in writing [8].

Writing skills are essentially developing creative writing skills. That said because the focus in this research is to write
stories (narratives). Narrative stories are more popular as fiction. This type of fiction can be developed based on two sources, imagination, and facts. "Imagination is a story written based on the author's experience. Facts are stories that originate from the real experience of the author." So, writing skills require continuous training, so the author understands what will be written [9].

Narration is a form of discourse that seeks to clearly illustrate to the reader an event that has taken place that is woven into a unified time [10]. So, narrative writing is an activity of someone (student) in expressing ideas about something that is originating from the real experience of the author, which tells the events / events and arranged in a coherent way according to the timeline (chronological), and expressed according to the sequence /series of events/events.

The approach of constructivism is constructively (constructivism). The origin of the word constructivism is "to construct," from English which means forming. Thus, constructivism is one of the schools of philosophy that has the view that the knowledge possessed is the result of self-formation [11]. Someone has knowledge when actively involved in the process of discovering knowledge and forming it in us.

Constructivism is generative learning, which is the act of creating meaning from what is learned[12]. Constructivism is actually not a new idea, what has been passed through in our lives is a collection and experience building experience. It causes a person to have knowledge and become more dynamic [13]. Constructivism states that knowledge will be structured and built in the mind of the student himself when he tries to organize his new experience based on the cognitive framework that already exists in his mind [14]. Thus, knowledge cannot be transferred simply from the brain of a teacher to the student's brain. Each student must build knowledge in his own brain [15].

The constructivism approach is an approach in the process of learning where students are active in seeking knowledge. The constructivism approach is radically different from the traditional approach where the teacher is someone who always follows the answer [16]. In the class of constructivism, students are empowered by their knowledge of themselves. They share strategies, and their solutions with debates between each other, think critically about the best way to solve a problem [17].

From some of the theories above, it can be concluded that the constructivism approach is student-centered learning process. Students are actively involved and the teacher is a facilitator by optimizing the knowledge gained by students by using various methods / learning aids to bring ideas, thoughts and empower the disclosure of knowledge that has been owned by students through intensive and optimal guidance which is assisted by various supporting media / tools that are in accordance with the conditions needed.

The learning procedure with the constructivism approach in action research can be stated as follows: (1) Students are actively / fully involved in the learning process. (2) Students learn in groups, discuss, correct each other, and attitudes / behaviors are built from self-awareness. (3) Skills are built on the basis of understanding and developed on the basis of schemas that already exist in students. (4) Students are invited to develop writing in accordance with the context (real), conditions / themes raised by the teacher in various contexts and learning aids, so that the creativity of students will be explored and developed. (5) Students are trained to be responsible for monitoring and developing their respective tasks, in this case writing narratives (stories). (6) Learning is carried out in various places; context and setting. (7) Learning outcomes are measured in various ways; work process, work, and tests.

II. METHOD

This research is an action research. This study aims to improve narrative writing skills in fifth grade students of the Laboratory Elementary School PGSD FIP UNI and (2) to obtain concrete data whether the constructivism approach can improve the narrative writing skills of fifth grade students of the Laboratory Elementary School PGSD FIP UNI.

Data were collected by using tests, interviews, photo/ video recordings and portfolios in this study. Data collection instruments used in this action research were written tests, observations reinforced by field notes from observations conducted by observers.

III. RESULTS AND DISCUSSION

A. RESULT

Researchers identify aspects of writing from the data obtained according to the components in the skill of expressing ideas or content of writing, skills in organizing writing according to narrative (chronologically (beginning of the story, conflicts / events and end of story, disclosure of stories through characters), disclosure of language can be understood (sentence structure and words) that are good, writing with the correct writing system in accordance with the guidelines in the correct spelling. The following results will be presented in the learning process through the constructivism approach by developing writing elements as below:

a) Skills to Reveal Ideas / Ideas in Accordance with Characteristic Narratives

Observations during the learning process and test results indicate that students' difficulties in expressing ideas in writing are very prominent. Many students can tell verbally well, but when they are assigned to write it, they find it difficult. It happens because of the limited knowledge of students about good sentence structure and very limited vocabulary. To overcome this, researchers guide students by giving stimulus questions, showing situations, tools, pictures of events, examples / models of narrative stories in stages; starting from looking at pictures, giving guidance to making sentences, so that it can guide students to articulate ideas / thoughts that fit the characteristics of the narrative. The
needs to be guided contextually. This guidance is used as a tool according to the characteristics of students. What will be revealed is not in the minds of students, but it is still buried because it does not know yet, thus, the blocked idea becomes gradually open. To improve the ability of students, patience and sincerity of the teacher is needed.

The effort to improve the skills to express ideas is a strategic part for elementary school students to be skilled at writing. Because if the students’ ideas have appeared, then writing activities will be smooth.

b) Organizational Narrative Skills

Students generally do not understand how to start a story, how to present conflicts and how the story ends. The refore researchers always provide guidance, for example: “to Ancol Sighseeing”. It can start from the time sequence. “It was 7:00 in the morning, Andi, Toto and Dini are getting ready to go on sightseeing...” etc. Many students revealed stories jumping up and down according to what he remembered. For example: “I go to Ancol, I have to go to the beach.” I like to see big fish in a big aquarium. “The strand of the story hasn’t been sequential, but it jumps up and down according to what he remembers. Sentence What be remembers tends to be something that draws his attention, for example ‘big fish’ in Ancol (written narration, starting with me to Ancol). From the initial idea, the researcher guided the question “When did you go to Ancol?”. With what vehicle? With whom? etc. “Students are guided in expressing stories (narratives) so that students can deliver sequentially, from the beginning, then after that, next... until the story ends. From these findings the researcher provides guidance with the question of fishing; students are told to answer the fishing questions, then the students are guided to write them well, and given examples. Thus, students will organize their ceilings in sequence. In this situation, the teacher must be patient, make the atmosphere more relaxed and friendly but firm. If it is firm, students tend to play around and lack responsibility.

c) Linguistic Competencies

In this study, researchers found students still use many words that are repetitive (cliche), as well as writing incomplete words. For example the conjunctive words “and - and, and, from that, then, mean next” even though many other conjunctions can be used. Furthermore, the word “house” many wrote “numa”. To overcome this, the researcher gives an example / model by reading a story example, given confirmation when found a contact, words that are similar to student errors are emphasized to be noticed. Teachers are not allowed to say the word “this is wrong” (blame students), because it has an impact on students’ motivation to decline in completing their work / work.

d) Skills Using Writing System

Things that need to be developed in spelling use skills are letter writing, letter usage, and punctuation. It needs to be affirmed to students that the error of one letter (phoneme) can mean another. For example; when students write “My father’s salary goes up.” The word salary is written “gaji”. Besides that there are still many students who cannot use commas (,) between elements or details and commas to separate words, such as; “Oh, I see,” etc. To overcome this, the teacher gives a direct example, by showing its use in context, or writing it on the blackboard, and showing examples of the use of punctuation that is hung on the wall. To see the improvement of students’ writing skills in every aspect with the constructivism approach, researchers classify the writing data based on every aspect that supports writing skills, which are stated in the following table:

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Context / Idea</th>
<th>Organization (narration)</th>
<th>Grammar</th>
<th>EYD</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>24.31</td>
<td>16.54</td>
<td>10.45</td>
<td>2.82</td>
<td>54.14</td>
</tr>
<tr>
<td>I</td>
<td>27.3 %</td>
<td>19.6 %</td>
<td>12.7 %</td>
<td>6.0 %</td>
<td>65.1 %</td>
</tr>
<tr>
<td>II</td>
<td>29.3 %</td>
<td>21.6 %</td>
<td>14.8 %</td>
<td>6.9 %</td>
<td>72.6 %</td>
</tr>
<tr>
<td>III</td>
<td>32.6 %</td>
<td>24.2 %</td>
<td>16.8 %</td>
<td>7.3 %</td>
<td>89.2 %</td>
</tr>
<tr>
<td>Post-test</td>
<td>32.03</td>
<td>24.57</td>
<td>17.1</td>
<td>7.40</td>
<td>81.1</td>
</tr>
</tbody>
</table>

B. DISCUSSION

From the series of tests conducted by researchers, several things were found about learning to write narratives. Learning to write narratives can increase, if the teacher is able to carry out learning using a variety of approaches, methods, strategies, which are consistent with the tendency / characteristics of elementary school students. In addition, the teacher must optimize the use of learning tools / tools in accordance with the right designed approach.

Learning to write with a constructivism approach combined with a contextual approach, is one of the right approaches to improve the ability to write essays in elementary school high school students. With this approach, students are faced with challenging things and relate to everyday life in real terms, or in other words, empowering what is already known to students, as experienced. Students are given the opportunity to construct knowledge that already exists and integrated with new knowledge, which is actualized by using good Indonesian as a medium.

IV. CONCLUSIONS

Through the constructivism approach, it is proven that students’ skills in writing narratives are increase. The increase occurs in each cycle. Percentage of improvement in writing skills is obtained by students. Essay writing skills are written language skills that are complex, it needs to be nurtured continuously. This guidance is not only limited to writing essays, but can be linked through all subjects, for example when students write the wrong name of the hero, then it should be guided directly how to correct. This activity should be started from the early elementary school class.

REFERENCES


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Development of Interactive Learning Media on Civic Education Subjects in Elementary School

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Development of Interactive Learning Media on Civic Education Subjects in Elementary School

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Abstract—This study aims to develop interactive learning media on civic education learning in elementary school. This research used Research and Development method. The research procedure used Rotorstere model which has three stages: planning, development, and evaluation. The instrument used in this study are questionnaires to determine the feasibility of media in terms of expert validation and field trials, and then followed by using tests to measure student learning outcomes. The preliminary study results state that the development is done in a hierarchical order. The evaluation process is carried out in three stages, the first stage of expert judgment being handled by media experts and civic education materials. The second stage was by evaluating small group of ten students. The results of the test stated that interactive learning media is feasible to use. To see the effectiveness of the developed product, the step is then followed by testing a field group of 30 students. The result of t-test analysis shows the difference of learning result between pre-test and post-test. Judging from the average score, it indicates that the developed media is effective in improving the learning outcomes of civic education in elementary school.

Keywords—interactive learning media; civic education; elementary school

I. INTRODUCTION

The learning activities of civic education in elementary school are oriented towards the forming of learners competence in accordance with psychological, intellectual, emotional and social development. [1] Civic education is oriented towards "contextual plural intelligence". A concept that open minded towards more creative, active-participatory, and meaningful and enjoyable learning needs [2]. Therefore, to facilitate the learning activities of civic education in elementary schools, it needs to be supported by appropriate learning media.

Learning media should be interesting, so it can make students interact and learn in a fun way to form a comfortable and conducive learning atmosphere; for it is necessary. Therefore, an interactive learning media is required. Interactive learning media is designed with an interesting and fun presentation pattern allowed students to understand the learning materials easier [3].

But factually, the media as one of the sources of learning and has been known as a tool in the learning process are often overlooked by teachers. The absence of media in the learning process is generally due to various reasons such as limited teaching preparation time, difficulty finding appropriate media, unavailable costs and others [4].

Based on field observations and interviews conducted to teachers, in this research, it is known that the limited learning media usage during the learning process of civic education caused less focused and less active students, thus causing less optimal student learning outcomes. Based on these problems, it is necessary to develop interactive learning media that can play a role in the learning process of civic education, which not only follow the development of the era but also also has its own appeal to learn from it, so that students can construct their own understanding through said developed media.

Learning using interactive media is a very important, the learning media is something that can convey messages, stimulate thinking, and encourage the learning process to become easier [5]. The use of interactive learning media can motivate students to understand learning materials [6,7,8,9]

Teaching using interactive media is one of the most important components in the learning process because the learning media provides convenience for teachers to deliver learning materials [10,11]. Inside the interactive media in learning, there are variations in learning and teaching activities. Some research explained this is due to how interactive media is an effort to deliver abstract learning materials to be concrete [12,13,14,15]. Interactive learning media has a significant influence on the interest of students to learn the competencies that are taught since interactive media can improve student learning motivation and facilitate students to easily understand the learning materials [16,17,18].

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The use of interactive learning media in primary schools provides easy access to learning so that learners can develop what they understand by themselves [19].

Based on the results of problem identification and the relevant theoretical studies above, it is then decided that in this study, researchers conducted a development in interactive learning media on civic education learning in elementary school. The developed interactive media is a combination of text, images, animation using Adobe Flash Player application, which is packed into an interactive CD form, so students can operate this media on the computer.

The purpose of this research is to develop interactive learning media on subject civic education in primary school media developed in the validity test and tested on students to find out how big the effectiveness of media developed.

II. METHOD

Methods used in this study was research and development. Research conducted by creating interactive learning media using Adobe Flash Player on Civic education learning. The research procedure used was a row model of research procedure which has three stages: planning, development, and evaluation. The evaluation used was Tesaner's formative evaluation [20].

The subjects of this study were the students of Grade V of State Elementary School (1) in Mempawah district of West Kalimantan Province, Indonesia, amounted to 40 respondents, in which then divided into a Small Try-Out Group in test phase for 10 respondents, and for the tryout field trials, 30 respondents.

The data used are both qualitative and quantitative data. Qualitative data were obtained from requirement analysis, expert material test questionnaire, expertly designed test. Meanwhile, the quantitative data is obtained from the product trial, that is the field test. The research design used was one group pre-test post-test design [21]. In this design, before the treatment students were given pre-test and after, at the end of the student's learning, a post-test were given. This design is used to determine the effectiveness of the product made.

III. RESULT AND DISCUSSION

Successful product developed in this research is an interactive learning media on civic education learning in elementary school, the media was designed using Adobe flash player application, packed in CD form so that students can operate on their personal computer. Before designing it into an interactive media the researcher performed needs analysis to find information in developing a suitable learning media, and used it to compile the blueprint of the product in which designed in accordance to the material of the subject. The materials collected came from proven sources so that interactive learning media is ready to be designed and developed.

After the interactive learning media was developed then, followed by validation by one expert material of civic education and one expert of learning media. Validation is done to obtain an assessment of interactive learning media. The results of the validation assessment by the material experts showed in the table 1:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility for content</td>
<td>3.85</td>
</tr>
<tr>
<td>Material development</td>
<td>4.00</td>
</tr>
<tr>
<td>Amount</td>
<td>3.92</td>
</tr>
</tbody>
</table>

The results reviewed by civic education expert on the content feasibility aspect, had an average of 3.85 which is the value of "excellent" criteria, with aspects on the material development scored 4.00 with "excellent" criteria too. So the final score of the interactive learning media value was 3.92 and can be interpreted that the development of interactive learning media on the subjects of civic education passed the assessment by material experts. Furthermore, the results of media expert validation showed in the table below:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feasibility of Content</td>
<td>3.90</td>
</tr>
<tr>
<td>Material Accuracy</td>
<td>3.60</td>
</tr>
<tr>
<td>Display Assessment</td>
<td>4.00</td>
</tr>
<tr>
<td>Language and Readability Assessment</td>
<td>3.80</td>
</tr>
<tr>
<td>Amount</td>
<td>3.90</td>
</tr>
</tbody>
</table>

The result of validation by media expert showed that the content feasibility aspect obtained an average score of 3.90, and aspects of the material accuracy average 3.60, the display interface value scored 4.00, the language and readability assessment scored 3.80. Therefore, the final score of interactive learning media was valued at 3.92 and can be interpreted that the development of interactive learning media on the subjects of civic education passed the assessment by learning media expert.

Once the media has been validated by material experts and media experts, the next step is to conduct a Small Group Try-Out involving grade V elementary school students. Results from Try-Out Small Group are shown in the following table 2:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes</td>
<td>4.00</td>
</tr>
<tr>
<td>Understanding</td>
<td>3.90</td>
</tr>
<tr>
<td>Book View</td>
<td>3.80</td>
</tr>
<tr>
<td>Amount</td>
<td>3.90</td>
</tr>
</tbody>
</table>

Based on the results of small group try-out experiments, the data showed that the average results for the preference aspect or likes valued at 4.00 with "very good" criteria. On the Aspect of understanding has a value of 3.90 with "very good" criteria. In the aspect of interactive learning media display has an average value of 3.80 with the criteria of "very good". So the final score of interactive media worthiness value was 3.90, can
be said that the development of interactive learning media on the subjects of civic education is worth using or suitable to use based on the results of small group try-out.

Final test after passing expert validation stage and small group try-out and also improvement, field try-out were conducted on 30 students, the results of this trial are presented in the table below:

<table>
<thead>
<tr>
<th>TABLE IV</th>
<th>TRY-OUT FIELD TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect</td>
<td>Average</td>
</tr>
<tr>
<td>Likes</td>
<td>3.82</td>
</tr>
<tr>
<td>Understanding</td>
<td>3.88</td>
</tr>
<tr>
<td>Media view</td>
<td>3.90</td>
</tr>
<tr>
<td>Amount</td>
<td>3.86</td>
</tr>
</tbody>
</table>

The results of field try-out test results obtained with average results for aspect like to have a value of 3.82 with the criteria of "very good", on the aspect of understanding got a value of 3.88 with the criteria of "very good", on aspects of media display earned a value of 3.90 with the criteria "very good". So the final score of interactive media worthiness valued on 3.86 and can be said that the development of interactive learning media on the subjects of civic education is worthy of use from the try-out field test results.

Field Try-out was conducted to determine the effectiveness of the developed civic education media. Effectiveness is measured by questionnaire to get students' opinions on interactive learning media on civic education learning and to analyze pre-test and post-test learning outcomes by setting a minimum score of achievement of competence of > 60. Here is the result of post-test obtained on average score.

<table>
<thead>
<tr>
<th>TABLE V</th>
<th>RESULTS OF THE EFFECTIVENESS TEST ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum value</td>
<td>4.67</td>
</tr>
<tr>
<td>Maximum Value</td>
<td>8.67</td>
</tr>
<tr>
<td>Average value</td>
<td>6.93</td>
</tr>
<tr>
<td>Enhancement</td>
<td>1.97</td>
</tr>
</tbody>
</table>

At the value of pretest, there is an average value of 6.93, after the interactive learning media usage on learning civic education average value changed to 8.23 which showed an increase of 1.37 points. The minimum pretest value of 6.93 rose to 8.23 and the maximum pretest value at 8.67 rose to 10. This indicates a significant increase in students' ability to understand the Civic Education materials. In the test of significance by using the t-test two samples relating to Pretest and Post Test showed t-value = 9.01 consulted with t-table (α = 0.05; 30) of 1.69 indicating that there is a significant difference between the pretest score and post-test score.

Based on the results of t-test calculations it is concluded that the interactive learning media on civic education learning has a high effectiveness since it showed a significant increase in learning outcomes. This fact is consistent with the results of Sityomri and Churiah research [22] that suggested the use of interactive learning media in learning activities can help students improve learning outcomes, this is because the media has a function to convey the message or information learning and teaching process to attract the attention of learners.

The use of learning media for teachers and learners is very important to be used to facilitate in understanding learning about social phenomena and nature [23], learning activities using media assistance can facilitate teachers to deliver learning materials so that the learning objectives can be achieved [24,25,26,27,28].

IV. CONCLUSION

Based on the stages of research and development conducted in this study, the conclusion reached that the interactive learning media developed proved valid, practical and have a potential influence on student learning outcomes in civic education in elementary school. The use of interactive learning media developed can improve students' learning motivation so as to improve their learning performance.

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Moral Literacy and Social Climate with Perception
Teacher’s Character Education in Elementary School

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Moral Literacy and Social Climate with Perception Teacher’s Character Education in Elementary School

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Abstract—The aim of this research is to know the effect of moral literacy and social climate with teachers perception on character education in elementary school, the number of teacher is 145 teacher. The technique used to analyze data is statistical regression technique with correlational method. The results showed that there is a positive influence between (1) moral literacy with teachers perception on character education in elementary school (2) social climate with teachers perception toward character education in elementary school (3) moral literacy and social climate with teachers perception on character education in elementary school. It could be concluded that research, there is influence of moral literacy and social climate with teachers perception on character education in elementary school.

Keywords—moral literacy; social climate; teachers perception of character education

I. INTRODUCTION

Good teaching requires a knowledgeable, skilled and virtuous method of disposition and character. Teachers need to have knowledge not only in subjects but also in moral theory and processes related to character development. Teachers have a serious role as a moral agent, they must be able to understand the change in the development of reasoning morality. Teachers should be able to understand the moral problems of something else, such as social conventions. Education begins to emphasize moral in teaching dimensions. If the teaching should be viewed as a reflective moral act, then the teacher as an education moral agent needs to provide a basic theory of moral literacy. Lack of teacher preparation in providing moral / character education is a concern [1].

Schools are considered as a place to embed character education apart from home. Teachers are agents of moral cultivation at school. For Bandura [2], agents are people who act on purpose to make things happen on behalf of others. Moral agents are also bound to do what is right, to pursue a good, to be very well-ethical, and to cultivate ethical behavior in others [3]. The formation of characters is intrinsic in practice in the classroom, and everyday life in classes with moral values [4]. Teachers’ culture, and organizational and leadership factors influenced the ability of schools to prevent violence among their students. The social structure of the class also deals with the prevalence of bullying. Consequently, the occurrence of violence in school can be regarded as a result of the entire environment and does not depend solely on individual student behavior. Moral literacy is not a natural process but is acquired by an effort to develop into the true skill [5]. With a good moral understanding, the teacher is able to have a perception of the moral application in the classroom.

II. THEORETICAL

Character education focuses on the core teaching of ethical values [6]. Berkowitz [7] said that Character Education involves the development of the necessary training and habits to live and work to improve student character. Character education helps learners to improve their academic achievement and communication skills so that they provide work to learn independently, and increase student trust. Furthermore, characterization can be successfully applied by creating a conducive learning environment, convenient for both the student itself and for others. Character education is a fundamental value obtained through one’s education. Tuana [8] defines moral literacy as "a special skill and knowledge to make ethical choices in life in terms of learning skills requiring skills where an individual can be more or less competent. Moreover, Tuana [8] said that states that moral literacy is consists of three the main components are ethical sensitivity, ethical reasoning skills, and moral imagination.

Character education is an open or conscious business to influence the development of the desired quality or individual qualities [9]. Character education is an integral part of the educational effort. Character education is a system change approach to overcome the influence of students, cognition, and behavior [10]. The characters in many forms have been described as the way we express our inner and inner thoughts. The inherent value is within us, and will make some of us out of our way of expressing love, concern, integrity, respect, and all other worthy values of virtue [11]. Character education becomes an international issue especially in developing countries. More specifically in Indonesia, character education is a major issue in 2012 until now. Liebrea [12] argues that "good character consists of knowing good, wanting good, and doing good" and defining character education as deliberate attempt to develop good character based on good core goodness for the individual and good for the community.
Ethical sensitivity is a key component of moral literacy [8]. Moral sensitivity is defined as a skill to recognize how moral and decision issues in some circumstances affect the well-being of others [13,14]. Teachers should seriously apply the moral character of education and then apply it to practice teaching in knowledge and understanding [15]. Character education is best done in a good environment for students to get the "true" or true habitual experience [16]. An adequate school climate has a positive effect on student psychological adjustments [17,18], especially those who are at risk for academic, emotional or behavioral problems [19], and often associated with optimal health and learning development, thereby reducing maladaptive behavior [17].

III. METHOD

This study uses a quantitative approach. The method used in this study is a correlational method. In this research, there are three research variables: moral literacy (X1), social climate (X2) and teacher perception towards character education (X3). This research uses a simple random sampling technique as a sample. Population in this research is an elementary school teacher in Air Purwak, Regency Bengkulu Province. The sample in this research amounted to 145 teachers. The instrument used to measure the three variables is Likert scale questionnaire. The hypothesis using Pearson product moment correlation technique, using an SPSS 20.

From table 1, it can see that the correlation value between X1 to Y is 0.826 and X2 to Y is 0.778 which is considered strong. To know the hypotheses of each variable then it will be calculated the correlation coefficient. Based on table 1 above, the regression equation is \( Y = 10.155 + 0.66X_1 + 0.226X_2 \).

<table>
<thead>
<tr>
<th>Table II. COEFFICIENT MENTAL LITERACY (X1)</th>
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<td>Model Summary</td>
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From table 2, it can be seen that the coefficient R square or determination is 0.682, which illustrates that the literacy contribution of moral literacy (X1) and the teacher's perception of character education (Y) is 68.2%. From the results of the analysis presented in the table above, the price: \( t_1 = 1.908 \), \( db = 141 \), p-value = 0.056/2 = 0.028 <0.05, or H0 denied. Thus, moral literacy positively affects the perception of teachers towards character education.

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<th>Table III. COEFFICIENT SOCIAL CLIMATE (X2)</th>
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From Table 3, it can be seen that R square coefficient or determination is 0.679, which illustrates that social contribution of social (X1) and toward teacher's perception of character education (Y) is 67.9%. From the results of the analysis presented in the table above, obtained the price: \( t_1 = 1.908 \), \( db = 141 \), p-value = 0.056/2 = 0.028 <0.05, or H0 denied. Thus, social climate positively affects the perception of teachers towards character education.

<table>
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<th>Table IV. COEFFICIENT X1 and X2 Y</th>
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From the table above, it can be seen that moral literacy and social climate have a relationship with teacher's perceptions of character education, literacy and school climate are better as well as teachers' perceptions of character education.

Based on Table 1 above the coefficient of literacy moral determination (X1) and social climate (X2) to teachers' perceptions towards students (Y) by 0.767. This means that the contribution of X1 and X2 to Y is 67.6%.

Character education strives to cultivate good character as a real educational destination. Kim [20] argues that parents expect teachers to be a moral role model for their children. The results show that moral literacy for teachers is expected. This is because teachers are moral agents in school. Moral literacy reflects the competence to know, understand, comment and
evaluate it playing elements in ethical decision processes, in order to take correct decisions [21].

The first hypothesis shows that moral literacy has an influence on teacher perceptions of character education. The more moral literacy the teacher will have the better the perception of character education. Perceptions of teachers in the classroom vary in student behavior, both in the same school and in the school [22]. Character education targets the child’s tendency and capacity to be responsible, morally and self-managed [4]. Character education addressing basic human values, including moral, citizenship, behavioral politeness and socially accepted.

The second hypothesis indicates that social climate has an influence on the perception of teachers towards character education. Teachers have a role as a deliberate, accidental or accidental model, forming students’ character positively or negatively. Other findings show that efficient moral education complements and enhances academic education [23]. School is one of the longest and most comprehensive contexts in shaping human development and there has been much research on school and school climate components [24,25]. The social climate in educational settings is shaped by the relationships between teachers and pupils and among pupils [26].

The third hypothesis indicates that moral literacy and social climate have an influence on teacher perceptions of character education. Social climate in schools refers to values and norms in the environment [27]. The aspect of character education is Teachers will have a good perception of understanding correctly about morality as part of character education. Teachers should be in a supportive environment to have knowledge and understanding of character education.

V. CONCLUSION

The findings of this research can be summarized as follows:

- Moral literacy has an influence with the teacher’s perception of character education. This indicates that the better the moral literacy is the better the teacher’s perception of character education.
- Social climate has an influence on the perception of teachers towards character education. This shows that the better the social climate, the better the teacher’s perception of character education.
- Moral literacy and social climate have an influence on teacher perceptions of character education. This shows that the better the moral literacy and the social climate it will be better also the perception of teachers towards character education
- Character education places responsibility on teachers, parents and the community.

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REFERENCES


