Application of Web-Based Character Building Model for Improving Student Character at Study Program of History Education in Universitas Negeri Jakarta

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Abstract

The aim of this study is to improve student character through application of web-based character building model in Jakarta in Indonesia. The method of classroom action research has been carried out for 34 students at Study Program of History Education in Universitas Negeri Jakarta in Indonesia. Implementation of web-based character building model associated with school culture related to religious, honest, discipline, clean and healthy, tolerant, working ethos, and nationalism school culture in 3 cycles. The result of study shows that there is an increase of student positive characters from cycle 1, 2, and 3 reaching 68 %, 74 %, and 83 %. It can be concluded that implementation of web-based character building model can improve the student positive characters at Study Program of History Education in Universitas Negeri Jakarta in Indonesia.

Keywords: student character; web; character building

1. Introduction

According to Indonesia Republic Constitution Number 30, national education in Indonesia functions to improve student abilities and shape student character and civilization. In Indonesia Republic President Regulation Number 87, national education aims to develop the student potential to become noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible. The objectives of character educational reinforcement are to equip the students with good character education in order to face dynamical change in the future. National education platform in Indonesia places character education as the main soul of educational institution.

Student religious character can be predicted by character building in religious school culture (Marini, Safitri, & Muda, 2018; Izfanna, & Hisyam, 2012; Furkan, 2014; Oktarina, Widiyanto, & Soekardi, 2015; Marini, MS, Maksum, Satibi, Yarmi, & Wahyudi, 2019). Student positive character can be developed through character value integration in classroom (Marini, Maksum, Satibi, Edwita, Yarmi, & Muda, 2019). Character building is associated with student self-esteem leading to the student communication and interaction skill development (Cubukcu, 2012). The quality of interpersonal communication among students can enhance student character building.

2. Literature review

Character building in religious school culture by providing worship facilities, doing religious ceremonies, and using religious symbols can develop student religious character indicated by compliance with accomplishing the teachings of one’s religion, carrying out religious tolerance toward others, and living in harmony with friends of other religions (Marini, Safitri, & Muda, 2018). Education character through knowledge was implemented in the formal subjects such as akhlaq content, Islamic theology, Qur’an, Hadith, Fiqh, Mahfuzhat, Muthala’ah, and Ushuluddin teaching about good characters for the students (Izfanna, & Hisyam, 2012). Implementation of character building can be conducted in the classroom, school culture, extracurricular activities, and through community involvement (Furkan, 2014; Oktarina, Widiyanto, & Soekardi, 2015; Marini, MS, Maksum, Satibi, Yarmi, & Wahyudi, 2019). The teacher asking the students to pray, to greet with the teacher, and to do reflection related to the character value integration at the end of the class (Marini, Maksum, Edwita, Satibi, & Kaban, 2019). Character building is associated with student self-esteem leading to the student communication and interaction skill development (Cubukcu, 2012). The quality of interpersonal communication among students can enhance student character building.
Application of cooperating learning method in group task, the students motivated by the teacher to be active in class, and the teacher focusing on student affective aspects stimulates character value integration in teacher learning process activities (Marini, Maksum, Satibi, Edwita, Yarmi, & Muda, 2019). However, these studies haven’t focused on combining character education and Information and Communication Technology (ICT) specifically for the website.

3. Method

This research method used classroom action research consisting of planning, acting, observing, and reflecting steps in the spiral model as proposed by Kemmis and McTaggart to improve student character. In the stage of planning, plan is developed related to implementing web-based character building model for 34 students at Study Program of History Education in Universitas Negeri Jakarta in Indonesia. In the stage of acting, web-based character building related to character value integration in school culture. In the stage of observing, improvement of student character related to student love of learning, perseverance, and prudence was measured due to the effect of web-based character building model application. In the stage of reflection, evaluation was made related to the success of student character improvement caused by implementation of web-based character building and this research was continued to the next cycle if the target of student character improvement established 80% not achieved. The cycle done in this research can be seen in Figure 1.

4. Results and Discussion

In the stage of planning, lesson plan is developed related to implementing web-based character building for 34 students at Study Program of History Education in Universitas Negeri Jakarta in Indonesia. The character value integration in school culture on web-based character building model consisted of religious, honest, discipline, clean and healthy, tolerant, working ethos, and nationalism school culture. Religious school culture was applied into the activities of the teacher motivating the students to pray, respect other religions, and cooperation between religions. Honest school culture was implemented into the activities of the student presence using honesty watch in class and the teacher giving the rules to prohibit cheating in doing exam. Discipline school culture was applied into the activities of the students wearing complete uniforms, giving rewards to disciplined students, and the students being present on time to class. Clean and healthy school culture was applied into the activities of the teacher inspecting the student cleanliness of clothing and nails, and the teacher motivating the students to pick up trash and putting it in the trash in class. Tolerant school culture was implemented into the activities of the teacher making class decisions together through deliberation and consensus, the teacher motivating the students to respect other opinions, give other friends opportunity to express their opinions, and not to dominate in discussion groups. Working ethos school culture was realized into the teacher creating healthy competition atmosphere and challenging classroom atmosphere to work hard, and the teacher displaying student achievement awards. Nationalism school culture was implemented into the teacher asking the students to sing a national song before starting the lesson and energy saving habitation activities in class.
In the stage of acting, web-based character building model related to character value integration in school culture including religious, honest, discipline, clean and healthy, tolerant, working ethos, and nationalism school culture. Religious school culture was implemented. In the stage of observing, improvement of student character related to student love of learning, perseverance, and prudence due to the effect of web-based character building model application was recorded. The student love of learning was measured by the students doing homework, doing assignments, and listening to the teacher explanation. The student perseverance was indicated by the students finishing homework completely, being diligent to learn, and defending their argument in class debate. The student prudence was estimated by the students being happy to learn from other students, thinking thoroughly before doing something, and trying as much as possible to prove the truth of information.

In the stage of reflection, evaluation was made related to the success of student character improvement caused by application of web-based character building model. In cycle 1, 2, and 3, the
student character related to the student love of learning specifically for activities of the students doing homework, doing assignments, and listening to the teacher explanation reached 70%, 73%, and 85%. The student perseverance specifically for activities of the students finishing homework completely, being diligent to learn, and defending their argument in class debate attained 63%, 72%, 82%. The student prudence specifically for the students being happy to learn from other students, thinking thoroughly before doing something, and trying as much as possible to prove the truth of information arrived at 72%, 76%, and 83%. As a whole, the student character in cycle 1, 2, and 3 achieved 68%, 74%, and 83%. Due to, the student character in cycle 3 has already reached the target, so this research was stopped in cycle 3.

5. Conclusion

It can be concluded that implementation of web-based character building model related to character value integration in school culture including religious, honest, discipline, clean and healthy, tolerant, working ethos, and nationalism school culture can improve the student character related to student love of learning, perseverance, and prudence for 34 students at Study Program of History Education in Universitas Negeri Jakarta in Indonesia.

Acknowledgements

This research was funded by Universitas Negeri Jakarta.

References

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