School management on the basis of character building in teaching learning process

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School management on the basis of character building in teaching learning process

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Abstract. This study aims at presenting school management model based on character building in teaching learning process. This survey research was conducted for 450 students at elementary schools in Jakarta in Indonesia. Structural Equation Modeling (SEM) was used in analyzing data. Study result found that model hypothesized was a good fit for the data. Other findings confirmed that teaching learning process preparation, teaching learning process, and teaching learning process closing are positively correlated with character building in teaching learning process. The three dimensions consisting of praying, connecting teaching material with good attitude development, and inspecting the student uniform neatness have positive correlation with preparation of teaching learning process. Teaching learning process can be predicted by teaching cooperation in teamwork, encouraging student to ask questions, and paying attention to student attitude. The three dimensions determining closing of teaching learning process are praying, greeting, and reflecting by integrating with character values. It can be concluded that the model of school management focusing on character building in teaching learning process proposed can be used by elementary schools in Jakarta to improve student character building.

1. Introduction
Based on the constitution No. 20 in 2003 about national education system, the goal of national education is to develop competences and shape national character and civilization to educate national lives [1]. The purpose of education at elementary school is related to learner character education. According to Indonesia Republic President Regulation No. 87 in 2017 is that character education strengthening of learners is a responsibility of elementary school [2]. In fact, cognitive aspect still takes priority over any other aspects in teaching learning process at elementary schools in Jakarta. Character values have not been integrated systematically in teaching learning process. It can be shown that there are some elementary schools having excellent accreditation not optimally strengthening character education of learners in teaching learning process.

Character building in teaching learning process was stimulated by teacher presence on schedule, students praying before starting activities in class, inspecting the student neatness and presence, the teacher being a model, the students greeting in the beginning and at the end of the class, implemented the lesson plan containing character values, and professional competences of the teacher to build the student character [3]. Character building in preliminary activities in class was related to integrating character values in class preparation, students’ presence, and apperception. Integration of character values in core activities in class was related to teaching method, two-way communication, student activities, and learning resources. Building character in closing activities in class was related to
concluding activities, giving feedback, making reflection, and following up assignments integrated with character values [4]. Teaching in class will be meaningful if the teacher can develop the student character through teaching learning process. Character values can be integrated through classroom interaction, teaching material, cooperative learning, and instructional media used. The teacher creativity in making best learning design is very important in building student character in class [5]. Using project method in teaching learning process can develop responsibility character by completing the project given by the teacher [6]. Education can develop human’s excellent characters. Elementary school is not only a place to transfer the knowledge, but also to shape the student character [7]. The study conducted at 63 elementary schools in Jakarta in Indonesia found that student character building could be done through extracurricular activities. Character values integrated in extracurricular activities were related to praying together at the beginning and at the end of the activities, coming on time, being discipline, active behavior, teamwork, and independence [8]. Another study found that the student religious character building indicated by carrying out the teachings of one’s religions, the practice of religious tolerance toward others and living in harmony with other religions could be done by providing worship facilities, religious ceremonies, and religious symbols [9]. The other study stated that teaching pattern developed desirable character of the students [10]. However, most studies don’t give a more detail explanation about indicator measurement of character building in teaching learning process.

Character building in teaching learning process may be predicted by preparation of teaching learning process, teaching learning process, and closing of teaching learning process [4]. However, this study doesn’t give indicator detail measurement of teaching learning process preparation, teaching learning process, and teaching learning process closing.

The purpose of this research is to test the following hypotheses:

H1. Preparation of teaching learning process is positively correlated with character building in teaching learning process
H2. Teaching learning process is positively correlated with character building in teaching learning process
H3. Closing of teaching learning process is positively correlated with character building in teaching learning process
H4. The teacher asking the students to pray before starting the activities in class is positively correlated with preparation of teaching learning process
H5. The teacher connecting teaching material with developing positive attitude is positively correlated with preparation of teaching learning process
H6. The teacher inspecting the neatness of student uniform is positively correlated with preparation of teaching learning process
H7. The teacher using the cooperative learning method in-group assignments is positively associated with teaching learning process
H8. The teacher encouraging the students to ask bravely is positively associated with teaching learning process
H9. The teacher paying attention to student attitude in class is positively associated with teaching learning process
H10. The teacher asking the students to pray at the end of the class is positively related to closing of teaching learning process
H11. The teacher asking the students to greet with the teacher at the end of the class is positively related to closing of teaching learning process
H12. The teacher asking the students to do reflection by integrating with character values at the end of the class is positively related to closing of teaching learning process

Preparation of teaching learning process, teaching learning process, and closing of teaching learning process estimate character building in teaching learning process [4]. The summary of relationships hypothesized is represented in a model seen in figure 1.
2. **Method**

This research applied the survey method to 450 students at elementary schools in Jakarta in Indonesia. Data collected in this study were related to character building in teaching learning process. Content analysis was utilized to literature of character building in teaching learning process consisting of preparation of teaching learning process, teaching learning process, and closing of teaching learning process [4]. These dimensions were derived into the questionnaire provided to 450 students at elementary schools in Jakarta in Indonesia.

The three aspects of teaching learning process preparation include the teacher asking the students to pray before starting the activities in class, the teacher connecting teaching material with developing positive attitude, and the teacher inspecting the neatness of student uniform. The three dimensions predict teaching learning process are the teacher using the cooperative learning method in group assignments, the teacher encouraging the students to ask bravely, and the teacher paying attention to student attitude in class. The indicators of teaching learning process closing consist of the teacher asking the students to pray at the end of the class, the teacher asking the students to greet with the teacher at the end of the class, and the teacher asking the students to do reflection by integrating with character values at the end of the class.

In this study, data were analyzed using Structural Equation Modeling (SEM) with IBM SPSS Statistics 24 and SPSS AMOS 24 with 2017 Edition. SEM was applied to predict the association of teaching learning process preparation, teaching learning process, and teaching learning process closing with character building in teaching learning process. Data were collected from 450 students at elementary schools in Jakarta in Indonesia inputted in excel utilizing responses with “strongly agree” scored 5, “agree” scored 4, “neutral” scored 3, “disagree” scored 2, “strongly disagree” scored 1 for positive questions, and “strongly agree” scored 1, “agree” scored 2, “neutral” scored 3, “disagree” scored 4, “strongly disagree” scored 5 for negative questions.

3. **Results and discussion**

The goodness of fit statistical analysis results shows that Normed Fit Index (NFI) value attained 0.917 pointing out that the model proposed is good fit. Root Mean Square Residual (RMR) value reached 0.039 meaning that the model offered is good fit. The value of Comparative Fit Index (CFI) reached 0.928 showing that the model suggested is good fit. Incremental Fit Index (IFI) value reached 0.928 indicating that the model is good fit. Relative Fit Index (RFI) value gained 0.875 showing that the model is good fit. Goodness of Fit Index (GFI) value reached 0.919 indicating that the model is good fit. Adjusted Goodness of Fit Index (AGFI) value attained 0.848 pointing out the model hypothesized is good fit. Based on SEM measurement, the model proposed in this study is a fit model.

Based on measurement model test of observed variables seen in table 1 and table 2, it can be shown that preparation of teaching learning process, teaching learning process, and closing of teaching learning
process have positive relation with character building in teaching learning process of 0.930, 1.034, and 0.908, respectively. These values were significant at the 0.05 levels of t statistics. These findings was similar to the study pointing out that preparation of teaching learning process, teaching learning process, and closing of teaching learning process affect character building in teaching learning process [4].

In table 1 and table 2, it can be seen that the teacher asking the students to pray before starting the activities in class, the teacher connecting teaching material with developing positive attitude, and the teacher inspecting the neatness of student uniform have significant positive association with preparation of teaching learning process activities of 0.234, 0.406, and 0.918, respectively. This results was in line with the study found that character building in teaching learning process was influenced by students praying before starting activities in class and inspecting the student neatness and presence [3]. These findings were also the same as the study showing that character building in preliminary activities in class was related to apperception [4].

| Table 1. Measurement model test (Regression weights: Group number 1 – Default model). |
|---|---|---|---|---|---|
| Estimate | S.E. | C.R. | P | Label |
| PTLP ➔ CBTLTLP | 0.801 | 0.029 | 27.451 | *** |
| TLP ➔ CBTLTLP | 0.814 | 0.025 | 32.787 | *** |
| CTLP ➔ CBTLTLP | 1.000 | | | |
| CB3 ➔ PTLP | 0.325 | 0.038 | 8.465 | *** |
| CB1 ➔ PTLP | 0.151 | 0.032 | 4.783 | *** |
| CB6 ➔ TLP | 1.000 | | | |
| CB5 ➔ TLP | 1.268 | 0.057 | 22.312 | *** |
| CB4 ➔ TLP | 0.415 | 0.039 | 10.513 | *** |
| CB9 ➔ CTLP | 1.000 | | | |
| CB8 ➔ CTLP | 0.229 | 0.035 | 6.542 | *** |
| CB7 ➔ CTLP | 0.255 | 0.029 | 8.751 | *** |

Source: AMOS Results 2019

| Table 2. Measurement model test (Standardized regression weights: Group number 1 – Default model). |
|---|---|---|---|---|---|
| Estimate | |
| PTLP ➔ CBTLTLP | 0.930 |
| TLP ➔ CBTLTLP | 1.034 |
| CTLP ➔ CBTLTLP | 0.908 |
| CB3 ➔ PTLP | 0.918 |
| CB2 ➔ PTLP | 0.406 |
| CB1 ➔ PTLP | 0.234 |
| CB6 ➔ TLP | 0.907 |
| CB5 ➔ TLP | 0.779 |
| CB4 ➔ TLP | 0.461 |
| CB9 ➔ CTLP | 1.013 |
| CB8 ➔ CTLP | 0.305 |
| CB7 ➔ CTLP | 0.408 |

Source: AMOS Results 2019

Notes:
- PTLP = Preparation of teaching learning process
- TLP = Teaching learning process
- CTLP = Closing of teaching learning process
- CBTLTLP = Character building in teaching learning process
- CB1 = the teacher asking the students to pray before starting the activities in class
CB2 = the teacher connecting teaching material with developing positive attitude
CB3 = the teacher inspecting the neatness of student uniform
CB4 = the teacher using the cooperative learning method in group assignments
CB5 = the teacher encouraging the students to ask bravely
CB6 = the teacher paying attention to student attitude in class
CB7 = the teacher asking the students to pray at the end of the class
CB8 = the teacher asking the students to greet with the teacher at the end of the class
CB9 = the teacher asking the students to do reflection by integrating with character values at the end of the class

Table 1 and table 2 pointed out that the teacher using the cooperative learning method in group assignments, the teacher encouraging the students to ask bravely, and the teacher paying attention to student attitude in class have significant positive connection with teaching learning process activities of 0.461, 0.779, and 0.907, respectively. These results were the same as the study found that integration of character values in core activities in class was related to teaching method, two-way communication, student activities, and learning resources [4].

In table 1 and table 2, it can be shown that the teacher asking the students to pray at the end of the class, the teacher asking the students to greet with the teacher at the end of the class, and the teacher asking the students to do reflection by integrating with character values at the end of the class have significant positive association with closing of teaching learning process activities of 0.408, 0.305, and 1.013. These findings were similar to the study found that building character in closing activities in class was related to concluding activities, giving feedback, making reflection, and following up assignments [4]. The structural model is shown in figure 2.

Figure 2. The structural model.

4. Conclusion
Model of school management on the basis of character building in teaching learning process proposed in this research is a fit model. Teaching learning process preparation, teaching learning process, and teaching learning process closing are positively associated with character building in teaching learning
process. It can be concluded that the model of school management focusing on character building in teaching learning process proposed can be used by elementary schools in Jakarta to improve student character building.

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