

Integration of Character Value Models in Senior High School

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ABSTRACT

Prevention of violations of character values is essential to note. This is an effort to prevent students from committing acts of violating the character values adopted by the community. The instilling of character values in schools has also not had a significant impact. It is proven that there are still students who violate the values and norms in society. This needs to be studied more deeply to find theoretical gaps regarding cultivating character values in schools. This study aims to find and prove the value model of character education in schools. The substance of the problem in this study is the tendency of bad student behaviour, so it requires a more complex and structured model of character values. This study uses a mixed method (qualitative and quantitative) to find ways to integrate character models in senior high school. This research was conducted at a state senior high school in Banjarmasin. There are 36 respondents (32 students and 4 teachers) in this research. The research instrument is the researcher himself as main instrument, a quantitative instrument using a questionnaire. Informant selection by purposive sampling for qualitative data, random sampling for quantitative data, and data collection via interview, observation, questionnaire, and documentation. Reducing, displaying, and verifying data are the first steps in the data analysis process. The results of research on the development of an integrated character value model have been developed at senior high school with the integration of the character value model of knowing, feeling and action in reducing the violation of character values in schools. The pedagogic implication of this research is that school leaders can use character models in an effort to prevent students from violating values and norms.

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1. INTRODUCTION

Character education is currently very developed. The policies of the Ministry of Education, culture, research and technology have designed the development of character education, not only in policy but also in application in all education units (Hendra Noviandi, Neviyarni S, 2020). Character education is developed based on thoughts, feelings, soul and body (Uswatun Khasanah et al., 2022). In 2014 the Ministry of Education and Culture, which is now the Ministry of Education and Culture (2021) planned several character values for character development among students in the school environment. The character values are honesty (thought), intelligence (thought), toughness (sports), and a caring attitude (from taste and intention) (Mithhar & Agustang, 2021). Providing understanding and inculcating character values is not so young, some of the challenges it faces, not to mention various global problems such as disruptions that hinder the movement of policy socialization that has been implemented.

Character education for children should improve them, and good habits will become instincts if instilled in them. But educating children's habits is not easy. Children who are used to doing good may not necessarily be able to apply character's moral values. Therefore, children who already have knowledge of character values, in this case, parents, should be able to foster a sense of the child's desire to do good (Mithhar & Agustang, 2021). Character education has patterns and models that can change and develop anytime. To improve character patterns in children at school, they must choose a model that suits their needs and abilities in integrating character values (Eryani, 2021). Various studies on student behaviour in schools, such as free sex (Lonto, 2015), hedonistic style (Panjaitan et al., 2015), conflict and rules at school (Zaedi & Rizkia, 2019), smoking behavior at school (Zaedi & Rizkia, 2019), using drugs (Zaedi & Rizkia, 2019), and littering ((Zaedi & Rizkia, 2019), based on observations made before COVID-19, namely in 2019 and early 2020 at a senior high school in Banjarmasin, interview data, documentation, from several teachers and staff at school data obtained from students who experienced changes in character such as hedonic lifestyles, clashes between students, smoking, drinking liquor and most often littering. The incident above shows that character education has not been going well. The development of the character model that has been understood long ago is that character knowledge (knowing) does not see any feelings (feeling) on character and personality dimensions towards character attitudes (action) (Dalmeri, 2014). Thus this moral character can be improved and taught in schools so that learning character education is not necessarily learned by individuals but can also be carried out in schools in general so that they have positive personal characters (Kanji et al., 2019). The development of research on the integration of character models is significant in high school.

Research on moral-based character models for students has been carried out by researchers (Rachman et al., 2017), who examined the character education management model. This study only emphasized management patterns, not the shutter of moral values. (Suardi & Nursalam, 2020) only identified character values that emerged through the application of the scientific approach model in schools. (Herdiana, 2015) her research also studies the value of human nature obtained from birth, not the character model. (Wua et al., 2022) Further, this research only focuses on moral values (knowing), specifically on character moral knowledge. (Zaedi & Rizkia, 2019) researched the understanding of the general pattern of morality related to the character of children through Islamic education. It also hasn't touched on the character model pattern in particular. In general, the results of research that have been carried out have not explained in detail the study of character education in substance related to the character values of knowledge (knowing), Character Feelings (feeling), and character attitudes (action). This model of character education based on the moral character is very important to be studied further. This model is in-depth because this model does not only look at individual attitudes but can also be seen as a group and this character model is carried out in an integrated manner which has differences between characters in the previous school environment.

2. METHODS

The study employed a mixed-method concurrent embedded framework. This combined approach can glean information pertinent to the data being studied (Creswell, 2013). In order to be more objective and comprehensive, as well as to provide valid qualitative and quantitative data information, the

concurrent embedded model makes use of a combination method (mixed-method) to examine the differences in each subject matter of the researcher, the use of each different method, the balance in taking data from various stages of data collection, and the completeness of qualitative and quantitative data (Sugiyono, 2013). This investigation takes place in a public senior high school in Banjarmasin. There are a total of 36 respondents in this study (32 students and 4 teachers).

The researcher acted as the qualitative instrument in this study by conducting interviews and documenting his findings with the help of a camera and a recorder. Researchers interviewed students they felt could give them honest answers in order to collect qualitative data. The distribution of the approved questionnaire serves as the quantitative instrument used. Researchers collected quantitative information by having students fill out questionnaires tailored to their unique experiences. Purposive sampling and proportional stratified sampling are used to select interviewees and determine sample sizes. We may distinguish between primary and secondary sources of information by remembering that primary data comes from firsthand accounts like interviews, observations, and survey responses, while secondary sources draw from written records. Two common methods of collecting information are the use of questionnaires given to respondents and restricted, full, and distant observations. Approach 3: Conduct in-depth, guided interviews based on a predetermined problem statement. Fourthly, records being photographs, policies, and rules in place. Finally, the researcher analyzed the quantitative data by checking the questionnaire's accuracy (reliability) and truthfulness (validity) and exhibiting the results (Sugiyono, 2013). After compiling a list of keywords from the previous researcher, we elaborate on quantitative and qualitative data.

3. FINDINGS AND DISCUSSION

Character education is taught and developed to students to overcome various violations of character values and social deviations (Suardi et al., 2019) committed by students of a state senior high school in Banjarmasin. Some of the behaviour violations include smoking in the school area, not smoking in the school (Kanji et al., 2019), doing brawls, peace between students (Nur et al., 2021) halal drinks, not drinking liquor (Setiawan, 2013), cheating during exams, not cheating during exams (Agustang, 2020), throwing trash in its place, not littering (Lonto, 2015), skipping class during class hours.

Based on the interview with students, information was obtained "I sometimes cheat in exams, but after cheating, I feel guilty. But if I don't cheat, I'm afraid I won't pass." The respondent's answer shows a moral dilemma, so that there is a need for follow-up to be able to grow students' self-confidence when carrying out activities at school.

The development of understanding of morals from the findings of research conducted at senior high school has moral knowledge related to character values that have been carried out by students at enior high school and can be seen sharing violations committed even though not all levels of Knowing values can be known by related students with personal understanding. The following is a diagram of the percentage of students who have the Knowing character value from 36 respondents consisting of students and teachers.

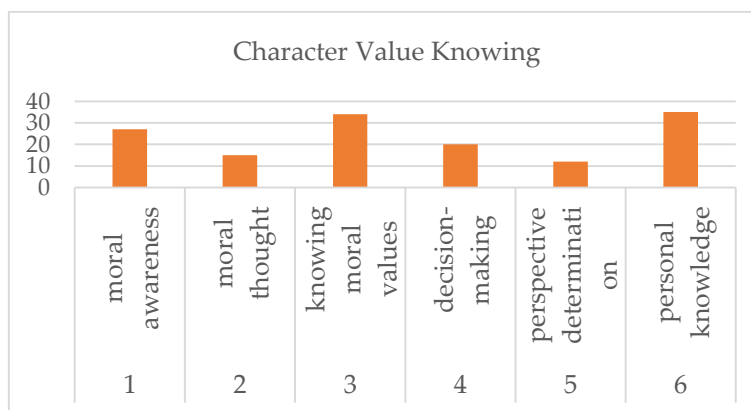


Figure 1. Knowing Student Violations of Character Values

Based on students' answers, the information obtained is "students understand the character values that students must have, but when implementing the values under certain conditions, it is inconsistent because of the perceived dilemma. One of them is when making strategic decisions." This dilemma is possible because the feelings of students are still unstable and have not been consistent in implementing their knowledge of character values with the behaviour patterns that are carried out around them. So, there is a need for assistance from teachers, facilitators, and stakeholders to be able to direct students to uphold character values.

The development of an understanding of morals from the findings of research conducted at senior high school related to the value of feeling character. Having moral knowledge related to character values that have been carried out by students of senior high school, various violations committed can be avoided from the level of feeling values (Feeling). In this case, by maximizing excessive emotional control, the following is a diagram of the percentage of feeling character values from 36 respondents consisting of students and teachers of senior high school.

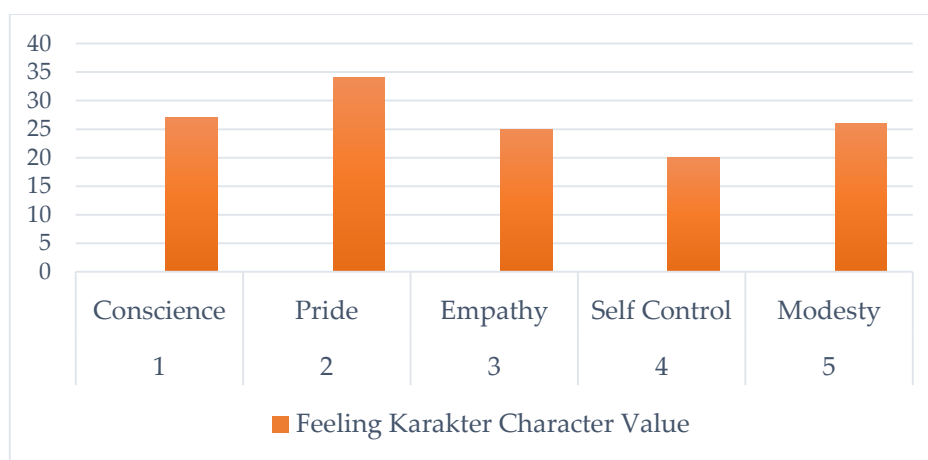


Figure 2. Student Feelings in the Learning Process

The development of moral understanding from the findings of research conducted at senior high school related to the value of character action has knowledge related to character values that have been carried out by students of senior high school, various violations committed can be avoided from the value of action (action), by understanding the problem solving of various problems fairly. of 36 respondents consisting of students and teachers.



Figure 3. Student Action in the Learning process

Regarding the level of character value development in senior high school, this character model refers to the level of character education (Licnoa, 1991), which consists of Knowing, Feeling, and Action.

This model of character value development can not only be done on a small scale but will be carried out on a large scale, namely at the level of a wider community group as an indicator to measure the level of character values.

The first level in learning to understand character values at senior high school is the cultivation and prevention of the norms and values of Knowing character, which consists of moral awareness, moral thinking, knowing moral values, decision-making, determining perspective and personal knowledge. From several stages of knowing, senior high school students can know good and bad, see the truth and be able to distinguish right and wrong, students can see the good points of view that other people have done, and students can decide everything related to the problems they face. The value of knowing teaches kindness, positive attitudes, and character towards students (Kanji et al., 2020). Knowing is very much needed by students in order to be able to distinguish the rules that exist at school, but an understanding of knowledge is still lacking for students because students still need to feel valued.

The second level in learning to understand character values at senior high school is a feeling value model consisting of several parts, including conscience, self-esteem, empathy, self-control, and humility. Students are required to have knowledge of good and correct understanding, to avoid something bad, to have an attitude of life and sharing, to be able to control excessive emotions and to have open attitudes and behaviours. Feeling provides knowledge to students regarding sensitive, positive, and moral attitudes and behaviour towards things that are good, positive, and moral (Nur et al., 2021). Feeling character values are an advanced stage of knowing character values which are rationally integrated into the development of student character values in schools (Kanji et al., 2019).

The third level, or the last stage of character value development, is the action model. This model consists of several parts: competencies, desires, and habits. At this level, students are required to provide problem-solving skills fairly, distinguish between good and bad things, and students can understand and accept all positive habits. Making good habits repeatedly and not violating existing rules. Action values provide understanding to students to have a positive attitude and good morals (Kanji et al., 2020). Action character values are a continuation of the character values of knowing and feeling which are rationally integrated into the development of student character values in schools.

Table 1. Character Model Integration (Knowing, Feeling, Action)

Integrative	Level
Knowing	Have knowledge value
Feeling	Have feelings value
Action	Students behave according to morality

The development of character values occurs not only at the level of knowledge but also at the level of feeling and action. The prevention and avoidance of various things related to the violation of character values that have been carried out by students of senior high school has been made possible as a result of the development of a character value model that includes value integration. The teachers and the overall atmosphere of the school are responsible for instilling moral principles in their students rather than the students themselves.

4. CONCLUSION

A character model for values was developed at senior high school, which is integrated with the values of Knowing, Feeling, and Action. As a unit in the integration of the cultivation of character values in preventing any violations that exist in these character values. The character values at senior high school are part of the right learning development to increase understanding of character values which have advanced stages. Each stage is integrated with the personality, abilities, cognitive and psychomotor in students so that the values of knowing, feeling, and action can be seen clearly and applied to every student and teacher in the school environment. The pedagogical implication of this

research is that school leaders, facilitators, and stakeholders can direct students to uphold character values through appropriate programs, such as providing opportunities for students to enter the community through assignments given by the teacher. Further research is recommended to be able to develop school programs to improve understanding of character values and be evaluated when students implement these values during activities in school and society.

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