DEVELOPING INTEGRATED LEARNING MODEL FOR CHARACTER EDUCATION TOWARD THE IMPLEMENTATION OF CURRICULUM 2013 IN ELEMENTARY SCHOOL

Farida F[1], Yullys Helsa[2], Firman[3]
Padang State University
farida_fachrudin5@gmail.com@yahoo.com[1], elsa_khamek@yahoo.co.id[2],
firmanmahmud25@yahoo.co.id

Abstract

Teaching and learning process in curriculum 2013 is thematically integrated for the first to the sixth grade in Elementary school. Otherwise, the first to third grade has been required thematic approach since curriculum2006 which is known as KTSP (Curriculum School Based). So that, the fourth to sixth grade is new for the teachers to acquire thematic integrated approach. Besides, the themes for each process of learning have been appointed in the curriculum. In addition, the other demands of Curriculum 2013 is focusing on students characteristics, through this the implementation of the approach must be in character building which use integrated learning model. The result of analysis shows that in the fourth to sixth grade, the amount of hours for each week are 36 hours, and the courses which is contributed in each theme is eight courses: religious subject, Indonesian Language, Civic courses, Mathematic, Natural Science, Social Science, SBDP, and Physical Sport and Health Course. Each theme is reducing the stated sub-themes, so each sub-theme is taught in one week. This means that every sub-theme consist of six courses. The higher grades level the less themes, means that more sub-themes will be constructed and all characters required are intended to build the students attitude. There are eighteen characters required: religious, honest, tolerance, discipline, good effort, creative, independent, democratic, curiosity, nationalism, respect, achievement, relationship/communication, peace, delighted on reading, environmental and social awareness, responsibility.

Keywords: Integrated Learning, Development Research, and Character Education

INTRODUCTION

Education is necessary in human life. So that, the responsibility of the government to give intensive attention towards educational world since through it all human potency can be developed better. In implementing education, teacher has an important role to make sure the achievement of national education goals. Since education is a guiding process based on awareness to develop any potential to become maximal, culture and characters values of education can be cultivated.

Generally, characters have an important part in human life, individually or as a community because the destruction of the human welfare depend on characters. If the character is good then the behavior is good. However, if the character is bad then the behavior is ruined. Human is a social creature, so that he has to interact amongst others, then the characters have an important part in keeping the relationship. It should be directed to the positive things.

Character education not only touches which one is true and which one is false. More than that, character education seeds the habits. The way to get the character education is from family, educational courses, society, politic society, government, works, and mass media. Moreover, character education is efforts from all teachers and stakeholders through all subjects and educational culture in managing and developing cultural values and National characters towards students through active process in learning process.

Culture and character problems nowadays become the focus. This is about all aspect of life, stated in printed media, interview, dialog, and discourse in any kind of electronic media. Besides in mass media, the head of the society, mathematics educator, and social people talk about culture and character problem in any kid of seminar forum, local, national, and international. The problem which appears in society such as corruption, harassment, sexual harassment, destroying things, fighting, demonstration, consumptive life, unproductive political life, and etc become the main issue in mass media, seminar and any chances. Any alternative solutions are proposed like the regulation about the improvement of any efforts and implementation of law.

Other alternatives are mostly found to cope, at least decrease cultural and characters problems which are discussed relate to education. Education is considered as an alternative which is preventive since education builds better generations. As a preventive alternative, education is expected to develop the quality of youth generations in any aspects which can be shrinks and decreases the cause of cultural and character problems. To be admitted that the result of education will be found in any time but has the more effect in society.

Based on those result, it cannot be ignored that cultural education and character education are absolutely given especially in any educational departments. Because of that, in primary school there are some subject consisting materials which contain application and discussions about cultural and character education. The main aim is to form the characters and awareness of students about culture and moral.

Students activities start from elementary education to high school education are involved exercises problems and homework. Students are forced to solve problems from textbooks which sometimes are irrelevant with their daily life. Students' achievement in following learning process can be measured from the grades. It will be contradictory if it is related to the third section of 20/2003 regulation about national education system, it is stated that national education system aiming at developing ability, forming ration and civilization in order to educate society life, aiming at developing student' potency to become people who believe and obedient towards God, have better morals, healthy, clean, creative, independent, and respect also responsible. Students who behave based on the aim of national education are the characterized students. One way to develop students' characteristics is through formal education at school. School together with parents, and society should be able to build new habits and new skills without changing the existing curriculum. The habits and the new skills are the requirements that have to be fulfilled (*condition sine qua non*) to gain students' achievement

RESEARCH METHODOLOGY

This present study is a kind of developmental with processing data by combining the design (Concurrent Embedded) which is categorized as a comparative research. As stated by Sugiyono (2013:594) "Concurrent Embedded can be used to developmental research, development of effective actions through action research and development of product through Research and Development (R&D)" aim at develop integrated learning model towards primary school learning, developed by using Kemp theory (Ibrahim: 2003). It is suitable with *KKNI* concept that learning in primary school delivered thoroughly while concept materials still focus on *KTSP*. The study is held towards integrative *tematik* of integrated learning model which is a development of learning in primary school.
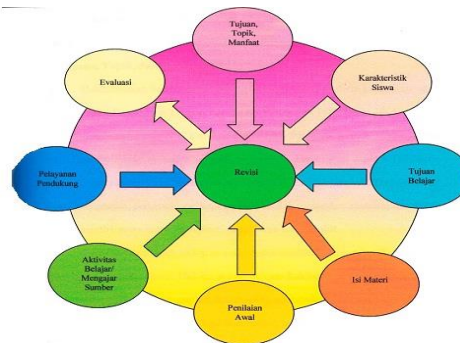

Figure 1: Development of Integrated Learning model with integrative *tematik* approach based on Kemp theory.

RESULT AND ANALYSIS

The result of 2013 curriculum analysis in lower grade in primary school namely grade 1, 2, and 3 shows that a subject which consists of two groups, namely main group (group A) with different numbers of hours, the distribution can be seen as follow, religion (4 hours per week), *PKn* (5-6 hours per week), *Bahasa Indonesia* (8-10 hours per week), and Mathematics (5-6 hours perweek), mean while there are two supporting subjects namely *SBK* (4 hours per week) and *PenjasOrkes* (4 hours per week). All classes were conducted as integrative *tematik*in 35 minutes per hour. For grade I, it is 30 hours lesson per week, grade II it is 32 hours lesson per week and grade III it is 34 hours lesson per week. Subjects of *IPA* and *IPS* are integrated into *Bahasa Indonesia.*

The result of curriculum analysis shows that main competence (*KI*), and basic competence (*KD*) have already been structured permanently from grade I to grade VI for all subjects as drawn as follow, KI 1: suggestion to cultivate anything related to religious problems, KI 2: social life, KI 3: concept of knowledge, and KI 4: implementation of knowledge. So, it can be concluded that KI 1 and 2 are the form of behavior, KI 3 is about knowledge cognitive, and KI 4 is about skill.

If it is seen from the distribution of subjects in primary school, there is the result of teachers' book analysis that each theme consists of 4 sub theme, and each of sub theme consists of 6 lessons, and each lesson is conducted one day full, where one day for grade I and II. The learning process is held during 3 hours (180 minutes), and grade III is about 4.5 hours of lesson (270 minutes). The result of curriculum analysis is shown in Appendix I.

In the research is held analysis to develop honest character using some approaches, namely direct learning approach, problem solving approach, process skill approach, scientific approach, TGT, and contextual approach.This present study also develop interactive multimedia learning tools using QuickTime, and macromedia 8 and the one that was tried out was macromedia 8.

The result of the trial which had been analyzed shows that the learning process to develop hones character using some approaches, namely scientific approach in grade I, TGT for grade II, PBL for grade III, and for the interactive multimedia trial was held in grade III. The following are the result of the trial.

This research employed 4 students teacher namely Subhanadri (NIM 1204014), Putri Reno Vella (NIM 1203986), YenniFitra Surya (NIM 1203970) and Ade Sri Madona (NIM 1203989). The focus of the research for every student is conducting the field test. Three students tried the product as an experimental research, namely comparing an active learning model in conventional learning. It consists of comparing a class used scientific approach with another class used conventional approach, and then using Teams Games Tournament approach with a class used conventional approach. Another experimental research is comparing Problem Based Model and conventional approach. Last is student teacher who research interactive multimedia. All four researches started on Mei 2013 and finished on November 2013, researchers are the supervisors for each student.

At the beginning, students designed a proposal using direct learning model, however during the seminar of proposal the first contributor namely Prof. Dr. Ahmad Fauzan, M.Pd., M.Sc. and secon contributor namely Dr. TaufinaTaufik, M.Pd suggested to change the model or approach. It is because the drawback of direct learning model is like explaining model. Through discussion and consideration of researcher (as supervisors) then it is used scientific approach.

Based on the discussion, the SBH redesigned the proposal focusing on scientific approach. In the refinement process, SBH faced some hindrances about the relevant research since in the beginning SBH has not found the suitable research. Through guidance, finally SBH found the relevant research and can be used as a guidance of relevancy research. Another hindrance is a statistical concept that has not been mastered by SBH, although this student has already learnt it in the subject of educational statistics in bachelor degree and statistics in undergraduate degree, to be more exact in two ways ANAVA and interactions. The same thing also happened for students teacher PRV and YFS, they has not mastered yet the statistics which is needed as a basic in analyzing the research since the three of them use an experimental research. According to this problem, researchers took step namely guide the three students teacher through the member of the research namely YullysHelsa, M.Pd, young lecturer of PGSD FIP UNP takes mathematics education and statistics. Table I tells about SBH activity through logbook during the research.

The result of SBH's research is titled "*Pengaruh Pendekatan Ilmiah (Scientific Approach) terhadap Motivasi dan Hasil Belajar Tematik Terpadu di Kelas I Sekolah Dasar Negeri 01 Benteng Atas Bukittinggi,*" is divided into two kinds of data analysis namely about motivation and learning evaluation.

The analyzing data of character result for two classes (experiment and control) was conducted by counting the result of questionnaire in scoring, scaling from 1 to 160 (the number of problems are 40 and the highest grade is 4, also the lowest grade is 1 for every possible answer) and it was converted into grade scale 1-100. The result of motivation score for sample class (experiment and control) was gained by finding the average, deviation standard, variant for two classes of sample, as stated in the table below,

Table 1: Data of Character Questionnaire (Raw Score)

Descriptions	Group	
	Experiment	**Control**
Average	**127,75 (value 79,94)**	**123,63 (value 77,37)**
Lowest score	**110 (value 68,75)**	**101 (value 63,13)**
Highest score	**137 (value 85,63)**	**158 (value 98,75)**
Deviation standard	**6,37**	**12,38**
Variant	**40,58**	**153,19**

Normality test was conducted in two classes (experiment and control) by pointing to the character score of questionnaire from students. The test used $\alpha = 0,05$. The summary of the normality test of character score can be seen from the table below

Table 2: The summary of normality test of honest character students

	Class	Learning Model	X^2 count	X^2 table	Add Info
1	**Experiment**	**Scientific approach**	**0,079**	**0,153**	**Normal**
2	**Control**	**Conventional**	**0,081**	**0,161**	**Normal**

The test of students learning character hypothesis which implemented scientific approach at SD N 01 *Benteng Pasar Atas Bukittinggi* has significantly different towards students learning character who implemented the conventional approach. The average score of students in class which implemented conventional approach is lower than students motivation score in class which implemented the scientific approach. It can be caused by two main factors namely intrinsic factor and extrinsic factor.

The greatness of motivation in students can be seen from effective acts from all independent variables together (R^2). While effective acts for each independent variable can be counted by using formula multiplying standard regression coefficient (Beta) with product moment or zero order correlation (Hasan, 1993 inLufri, 2003). The effective acts for all independent variables together in experiment class (R^2) is 84,5% (51,83% intrinsic motivation and 32,66% extrinsic motivation), while effective acts for all independent variables together for control class (R^2) is 90% (34,31% intrinsic motivation and 55,62% extrinsic motivation).

The learning process which can be develop students' motivation like scientific approach can caused the learning becomes enjoyable, information gained by students can be more during the questions with teacher and other students. Hypothesis testing of learning result shows the implementation of scientific approach has significant difference towards conventional approach. Students' result in conventional class is lower than in scientific class. The height of students' result who implemented scientific approach was caused by the development of character in students. If someone is motivated then he always tries to do something to reach the goal, namely understanding concept, which can be seen in students result.

The low of the character and students' result in conventional class can be seen from the average value of quiz for each meeting. Students who are motivated can absorb and remember materials fast and can keep it long in mind. It can be measured by giving a test for each meeting. The low of the pos test in the end of the lesson can affect the low of students' final test. It is caused students cannot have enough packs to do the test since students tend to remember without knowing the important concept of materials. The learning which needs to be remembered in short time can cause students easily trap in solving problem. In other words, understanding concept can make students become more able to handle the problem.

Not different from SBH research, PRV also faces some problems such as the use of statistics formula. This student teacher has not understood yet how to determine the variable and also has not had ability to run SPSS. Researcher then bought some books which can support the statistics. PRV's activities in analyzing data together with SBH and YFS were held in library of Graduate building of UNP. PRV usually discussed with supervisors through email and phones. In discussing usually PVR asks about Chapter III and Chapter IV. The suggestions from some contributors in proposal seminar are designing hypothesis in statistics, explaining the independent and dependent variable, and strengthen the research methodology. The result of the research was about data description of questionnaire of students willingness and students learning result.

Based on the result of the research, students activity and students' learning result using problem based learning model is better than that in conventional model. Below explained about the implementation of problem based learning model, learning activity and students' learning result during the research.

The observer result towards students activities consists of 5 activities can be seen as follow:

Analyzing
In the beginning of learning in experiment class, students were given problems that should be solved and then students were asked to seek information to solve the problem given. Those information have to be analyzed by students to get the conclusion. Therefore, analyzing ability towards information becomes better. It is suit from what Ronis (2001) said, in problem based learning model activity of analyzing information is a apart of solving problem.

Solving problem
This activity is a dominant activity conducted by the students in experiment class. It is match with one characteristic of problem based learning model, stated by Trianto (2009) namely helping students to develop thinking skill and problem solving skill.

Asking
Ask is an important ability that has to be attained by the students since while asking students get the new knowledge. In this phase, students are trained to ask through problem based learning model, students are trained to ask and tell others.

Stating argument
Cooperation in groups is relating to the role of communication amongst students which involving thinking and stating argument. At the learning process in class, teacher maximizes the activity of students to state their opinions, in starting phase (problem identification). This can be train students ability to state opinions.

Writing
In the beginning of learning using problem based learning model, students are directed to make preparation of problem solving which will be done in groups. This activity asked students to write down any valuable information since it is needed when conducting problem solving. Writing activity is an important activity for students to achieved the valuable information.

The effect of problem based learning model towards students' learning result.
Based on data analysis after research, students' learning result in PBL model class is better than conventional class. It can be seen in the pos test of students in experiment and control class. Learning result is the main source that can be used to determine the level of success students in understanding materials. It is said by Nana Sudjana (2006) .

Learning result in the two classes can be seen in the pos test of student which is done individually. Based on data analysis result, the average of learning score in experiment class is 78,28 and the average score in control class is 59,68. Thus, it can be concluded that the result of learning in PBL class is better than conventional class.

CONCLUSION AND SUGGESTIONS
The result of the development of integrated learning model which is attained is learning using integrative *tematik* approach and all the means supported the learning. The trial result shows students grade I primary school using direct learning model is 79,84 better in motivation, activity compared with scientific approach 77,27. For grade 2 student primary school motivation is better using TGT 70,73, while conventional is 58,56, grade 3 students using PBL model is 83,52 and Multimedia.

From the conclusion above shows that implementation of scientific approach can develop character and improve students' learning result. Scientific approach can be used by teachers as an alternative approach, especially in developing character and students learning result with self activity theme.

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