

DEVELOPMENT ANALYSIS OF TRANSDISCIPLINARY-BASED CHARACTER EDUCATION

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Submission date: 28-Jan-2023 02:35PM (UTC+0700)

Submission ID: 2001053016

File name: 2._SYAIFUL,_RUSYDI_ZEBAR_1512021JOGRESS8713.pdf (267.22K)

Word count: 4127

Character count: 23446



DEVELOPMENT ANALYSIS OF TRANSDISCIPLINARY-BASED CHARACTER EDUCATION

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AUTHORS' CONTRIBUTIONS

This work was carried out in collaboration among all authors. Author SAL designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Authors RA and AZ managed the analyses of the study. Author AZ managed the literature searches. All authors read and approved the final manuscript.

Received: 29 December 2020

Accepted: 03 March 2021

Published: 16 March 2021

Original Research Article

ABSTRACT

Many studies on character education are found from various perspectives in the research report, especially from local wisdom, but only few see it from the perspective of science and Islamic integration. This research analyzes the application of transdisciplinary-based character education models with the integration of character education concepts from a science and Islamic perspective. Before being implemented in learning, this research has successfully designed the Teacher's books and the Student's books that have been validated by experts thus design, materials and languages experts who declared that they are feasible and effective to be used in learning process. The research findings show: (1) the developing learning design for transdisciplinary-based character education consisted of five stages, namely: the initial study stage, the pre-development stage, the product development stage, the product trial stage and the final product stage, (2) the feasibility of the teacher's book of learning design product of Transdisciplinary-based Character Education conducted by design experts, content experts and language expert with 85 categories is very feasible, while the feasibility of student book with 86 categories is very feasible.

Keywords: Character education; development analysis; transdisciplinary.

1. INTRODUCTION

Education that forms the character of the nation's children into an inevitability and urgency in order to form a generation that can live and run their lives well. In other words, the character formed through education will provide options for individuals to determine the best in their lives, especially in Indonesia which is multi-ethnic, religions and culture.

There are at least two problems related to the urgency of character education as follows: (1) shift in

moral/ethical values and (2) local wisdom. The most worrying/restless thing that also happens in the world of education is the students' behaviour, bullying, dishonesty in exams such as cheating behavior. Even in the implementation of national examinations (UN), both junior high school and senior high school level in various regions found fraud in its implementation, and what makes it even more concerned is that such behaviors are supposed to be normal.

The urgency of this research is carried out as follows: (1) This learning development product can be utilized as a learning resource that is expected to facilitate

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learners to achieve learning goals; (2) The development of learning design becomes important if we see from the perspective of ease of learning and improvement of learning outcomes of learners because it is developed in order to meet the characteristics needs of students who study in Madrasah Aliyah; (3) The development of this learning design becomes important if we see from the perspective of teachers because there are no transdisciplinary-based character education learning materials available yet; and (4) This development of learning design becomes important if we see from the perspective of institutions that produce products that are in accordance with their characteristics" so as to emphasize the existence of madrasahs as educational institutions that concentrate on Islam

Educational institutions are required to prepare learners scientifically and personally, in the form of individuals who are firm in moral, spiritual and scientific values. Understanding the background, urgency, and basic concepts of Character Education become very important for education stakeholders in order to apply them in accordance with the educational context in their respective schools.

Various studies explained by experts related to character education among them Scerenko (1997), Mulyasa (2011) Sujak (2011), Zubaedi (2012), Samani and Haryanto (2012), Fitri (2012), Gunawan (2012) can be understood that character education is the efforts designed and implemented systematically to instill the values of student behavior related to the Almighty God, ourselves, human beings, environment, and nationality that manifests in mind, attitudes, feelings, words, and deeds" based on religious norms, laws, manners, culture, and customs. In other words, character education is a guide to the learners in order to be fully human beings who have character in their heart, mind, body, taste and intention.

From the above explanation, the effort to prepare the conditions formally, facilities / infrastructure, activities, education, and curriculum that leads to the formation of character and ethics of the nation's young generation has a strong juridical foundation. However, the signal is only realized when there is a moral crisis that hit all the society. To prevent the worsening moral crisis, the efforts are being initiated now, character building through educational pathways.

2. LITERARY REVIEW

There are quite a lot of researches focusing on the development of character education, on local wisdom and on science, for example, Agung and Asmira [1],

Oktarina et al. [2], Zuriyah and Sunaryo [3], Japar [4], Rosmiati [5], Ismawati et al. [6], Lonto [7] and Nasruddin [8].

But there are still few focusing on the studies from the perspective of transdisciplinary assessment that is to integrate Character Education from the perspective of science and Islam. This is an opportunity and challenge for researchers to conduct research related to the development of Character Education by designing learning that contains the integration of science and Islamic concepts. In this case the research results in the form of teacher's book products and student books designed based on philosophical values and ethics / scientific morals combined with philosophical and ethical values / morals from an Islamic perspective.

This study is very important and interesting because it has a strong relevance to the implementation of the current curriculum, namely curriculum 2013. Where among the 4 (four) core competencies contained, there are 2 (two) competencies related to the character, namely the core competency of religious attitudes as the first competency and core competency of social attitudes as the second competency.

2.1 Explanation of Terms

To avoid misunderstanding of the concept of variables studied in this study, the researchers gave an explanation of the terms of each variable as follows:

1. Character education is a systematically designed and implemented effort to instill student behavioral values related to God almighty, one himself, human beings, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and deeds based on norms of religion, law, manners, culture, and customs.
2. Transdisciplinary-based character education is the design of character education materials that are not only in general perspective studies but combined with Islamic concepts.
3. Transdisciplinary is an effort to develop a new theory or axiom by establishing links and connectedness between various disciplines of science. In this study, transdisciplinary is to design character education learning by combining theory or science/general concept with Islamic concept of character education.
4. Learning design is a systematic way of identifying, developing, and evaluating a set of materials and strategies geared towards achieving specific learning goals. The end result of learning development in this case is

learning products used in character education learning activities

2.2 The foundation of Learning Design Theory

Smith and Ragan explains that there are four theories that contribute to the design of learning, namely communication theory, system theory, learning theory and study theory. Meanwhile Seels and Glasgow explain three theories that are the basis for learning design: (1) psychology, (2) system approach, and (3) communications [9].

2.3 Learning Design Model

The literature related to the learning design model presented in this chapter is limited to several models only, among which are Dick, Carey and Carey's models [10], Kemp, Marrison and Ross' models [11], Yaumi's models [12], Robert's models [13], Hanafin

and Peck's models [14], Smith and Ragan's models [15], Banathy's models [16], and Muji's and Reynolds' models [17]. The model applied in this paper uses Dick, Carey and Carey's model as shown in Diagram 1.

3. RESEARCH DESIGN

The research method is RnD with the model used by Sugiyono [18]. The research subjects were students of MAN 2 Deli Serdang.

The selection of research subjects was determined based on the needs of the development of learning designs. Products designed were validated for eligibility by design expert, content expert, and language expert. The teacher's book product testing was done by teachers, while student books were carried out through individuals, small groups and field groups.

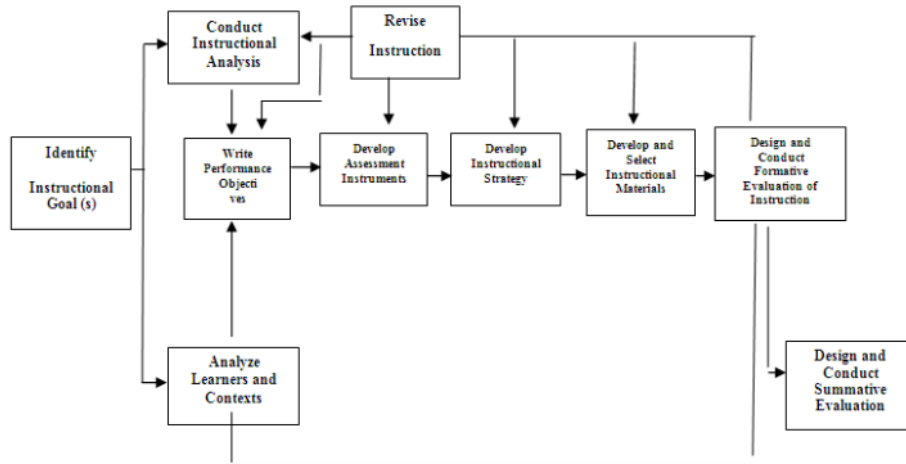


Diagram 1. Learning design model reproduced from Dick, Carey, and Carey (2009)

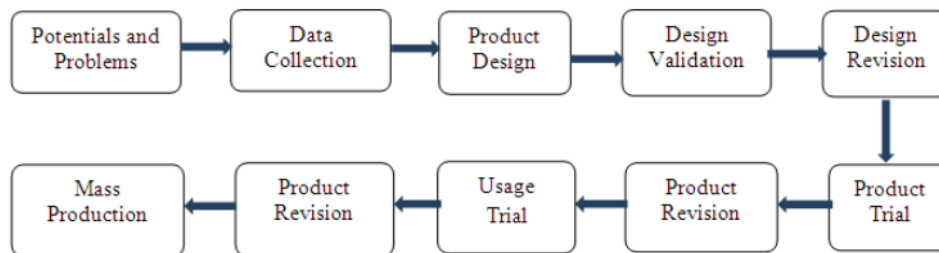


Diagram 2. Stages of R&D research model by Sugiyono

This developmental research was carried out/done by adopting the Sugiyono model (ibid²⁵ which began by investigating the real condition of the implementation of Character Education in madrasahs. The subjects used in this study were students of MAN 2 Deli Serdang. The object of the investigation focused on this research is the availability of learning tools used by teachers and students. In general, the components of learning devices include model books, lesson implementation plans, teacher's book, student's book and student's worksheets. But the investigation and the design in this research are focused on teacher's and student's books. Furthermore, both devices are analyzed the completeness of the elements whether it has fulfilled in terms of structure, arrangement and content so that³⁰ is feasible to use. The next step is the design of Teacher's book and Student's book by integrating the concepts of science and Islam in the device. Each component is assessed by an expert (validator) by using indicators that have been developed as follows:

The research is RnD using Sugiyono's (2017) model. The subjects were students of MAN 2 Deli Serdang and they were selected on the basis of the needs of learning design development. Products designed in feasibility were validated by design experts, such as, Mardianto, by material expert Syamsu Nahar, and by language expert Eddy Setia. The testing of teachers' handbook products were conducted by three teachers, while the students' handbooks were tested through individual stages (three Students), small groups (ten

students) and field groups (30 students). Effectiveness of testing was carried out using N-Gain.

The validation instruments by Design Experts to the Teachers' Books might include the following instructions:

1. Please provide an assessment using square root ($\sqrt{\quad}$) in the columns provided and in the assessment scale figures in the available lanes.
2. Meaning of the assessment scale figures is given in the following values:
 - Value 4 states very precise / very appropriate / very clear / very good / very interesting / very effective condition.
 - Value 3 states the right / appropriate / clear / good / interesting / effective condition.
 - Value 2 states the situation is not correct / less appropriate / less obvious / less good / less attractive / less effective condition.
 - Value 1 states the wrong / distorted / blurry / bad / boring / ineffective condition.

4. RESULTS

a. Teacher's Book Eligibility

The results of the expert design validation towards teacher's book are shown in Table 3.

Table 1. Expert's validation on teacher's book assessment instruments

Types of Instruments	Assessment Aspects	Number of Items
Design Expert's Validation on Teacher's Books	Teacher's Book Appearance	5
	Teacher's Book Completeness	11
Content Expert's Validation on Teacher's Book	Teacher's Book Usage Guide	5
	Learning Objectives	7
	Learning Activities	5
	Learning Evaluation	6
Language Expert's Validation on ²⁶ Teacher's Book	Language Rules	10
	Readability	10

Table 2. Expert's validation on student's book assessment instruments

Types of Instruments	Assessment Aspects	Number of Items
Design Expert's Validation on Student's Books	Student's Book Appearance	5
	Student's Book Completeness	4
	Description of Student's Books Content	6
Content Expert's Validation on Student's Book	Student's Book Appearance	5
	Student Book Completeness	4
	Description of Student's Books Content	4
Language Expert's Validation on Student's Book	Language Rules	10
	Readability	10

Table 3. Assessment criteria for teachers' book layout and teachers' book completeness

No	Assessment Criteria	Assessment Scales			
		4	3	2	1
Teachers' Book Layout					
1	Teachers' book cover is interesting				
2	Appearance of book design is attractive				
3	The printout is clear				
4	The letter forms are interesting				
5	The font size is readable.				
Teachers' Book Completeness					
6	Preface and table of contents are available				
7	Information on the teacher's manual is clearly stated				
8	Explanation related to the rational character education is clearly stated				
9	Explanation related to values characters and indicators are available.				
10	Model for character education implementation is clearly stated				

Table 4. Design expert's validation on teacher's book

No	Assessment Aspects	Score
1	Teacher's Book Appearance	70
2	Teacher's Book Completeness	86
3	Description of Teacher's Book Content	81
Average		79

Table 5. Material/Content expert's assessment on teacher's book

No	Assessment Aspects	Score
1	Teacher's Book Appearance	90
2	Teacher's Book Completeness	92
3	Description of Teacher's Book Content	81
Average		88

Based on the above Table 3 it can be seen cumulatively the feasibility assessment of transdisciplinary-based Character Education learning design teacher's book by design expert is a score of 79 with a feasible category without revision. Furthermore, if it was described in detail for each aspect of the category, namely: (1) the appearance of teacher's book with a score of 70 feasible categories without revision, (2) the completeness of teacher's book with a score of 86 categories very feasible, and (3) the description of the content in the teacher's book with a score of 81 categories very feasible. The result of Content Expert's Validation on the Teacher's Book can be seen in Table 4.

Based on the above Table 4 it can be seen cumulatively the feasibility assessment of transdisciplinary-based Character Education learning design teacher's book by material experts is a score of 88 with a very feasible category. Furthermore, if it was described in detail for each aspect of the category, namely: (1) the appearance of teacher's book with a score of 90 categories very feasible, (2) the completeness of teacher books with a score of 92 categories very feasible, and (3) the description of the material in the teacher's book with a score of 81 categories very feasible. The results of language expert's validation on the teacher's book are shown in Table 5.

Table 6. Language expert's assessment on teacher's book

No	Assessment Aspects	Score
1	Language Rules	88
2	Readability	83
Average		85

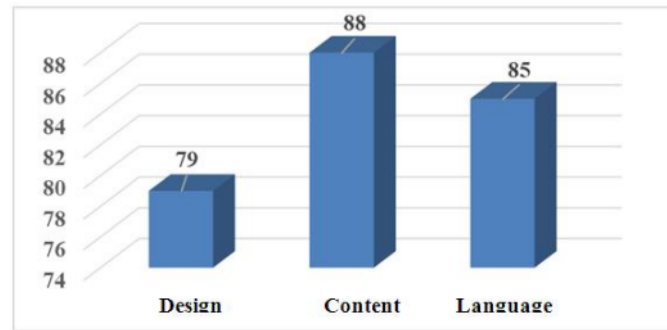


Fig. 1. Teacher's book feasibility recapitulation

Table 7. Design expert's assessment on student's book

No	Assessment Aspects	Score
1	Student's Book Appearance	75
2	Student's Book Completeness	81
3	Description of Student's Book Content	88
	Avarage	81

Table 8. Expert's assessment on materials of student's book

No	Assessment Aspects	Score
1	Student's Book Appearance	90
2	Student's Book Completeness	100
3	Description of Student's Book Content	75
	Avarage	88

Table 9. Linguists' assessment on student's book

No	Assessment Aspects	Score
1	Language Rules	93
2	Readability	88
	Avarage	90

Based on the above Table 5 it can be seen cumulatively the feasibility assessment of transdisciplinary-based Character Education learning design teacher's book by linguists is a score of 85 with a very feasible category. Furthermore, if it was described in detail for each aspect of the category namely: (1) language rules with a score of 88 categories very feasible, and (2) readability with a score of 83 categories very feasible. Recapitulation of Expert's Validation Results towards teacher's book is displayed in Fig. 1.

b. Student's Book Eligibility

The validation from design expert for the student's book is shown in Table 6.

Based on the above Table 6, it can be seen cumulatively the feasibility assessment of the student's book design of transdisciplinary-based Character Education learning by design experts is a score of 81 with a very feasible category. Furthermore, if it was described in detail for each aspect of the category, namely: (1) the display of a student's book with a score of 75 eligible categories without revision, (2) the completeness of the student's book with a score of 81 categories very feasible, and (3) the description of the material in the student book with a score of 88 categories very feasible. The results of validation of expert material towards the student's book is as follows:

Based on the above Table 7 it can be seen cumulatively the feasibility assessment of the student's book design of transdisciplinary-based Character Education learning by material experts is a score of 88 with a very feasible category. Furthermore, if it was described in detail for each aspect of the category, namely: (1) the display of a student's book with a score of 90 categories is very feasible, (2) the completeness of the student book with a score of 100 categories is very feasible, and (3) the description of the material in the student book with a score of 75 categories feasible without revision. The results of validation of linguists towards student's book is as follows:

Based on Table 8 It can be seen cumulatively the feasibility assessment of the student's book transdisciplinary character education learning design by linguists is a score of 90 with a very feasible category. Furthermore, if it was described in detail for each aspect of the category, namely: (1) language rules with a score of 93 categories very feasible, and (2) readability with a score of 88 categories very feasible. The recapitulation of Expert's validation results to the student's book is displayed in Fig. 2.

5. DISCUSSION

a. Teacher's Book

The results of expert's feasibility assessment towards transdisciplinary-based Character Education learning design teacher's book products with a cumulative score of 84 categories very feasible. These results suggest that this product is feasible to be used as a learning resource, but of course after being accommodated by the suggestions of improvement submitted by experts, this becomes important to do because the teacher's book product is a guideline used to carry out learning as a learning resource for teachers.

In the perspective of learning resources, the product of a transdisciplinary-based Character Education learning design teacher's book is a planned learning resource (by design) in the form of printed materials. Related to this, AECT (1986) explained that learning resources can be grouped into two parts, namely: (1) planned learning resources (by design), namely all learning resources that have been specifically developed as components of the learning system to provide targeted and formal learning facilities; and (2) learning resources because they are utilization that are not specifically designed for learning purposes but can be found, applied and used for learning purposes.

Utilization of teacher's book products in the implementation of Character Education as an effort to improve the quality and success of students, in this case the real learning must be able to make students able to construct or build their knowledge not only obtain the transfer of knowledge from teachers. To achieve this, the learning carried out in the classroom is an activity that is deliberate or designed by the teacher to the students to achieve certain objectives in the form of competencies that are expected after following the learning. This supports the findings of previous research conducted: Sertkahya (2015) and Akinoğlu (2016).

b. Student's Book

The expert's feasibility assessment result towards the student's book product transdisciplinary character education learning design cumulatively score is 86 with a category very feasible to use in learning. Although the validation results showed feasibility, it was revised based on the expert's suggestions. The purpose of accommodating the suggestions of improvement submitted by the design experts towards the product of the student's book transdisciplinary character education learning design is that besides the main function of the learning product contains the scientific of character education it is also expected to have the value of attractiveness and usefulness for students to learn it. Because the interest and benefit learning materials products can develop and increase the interest and motivation of the students' learning as the users of this learning material product.

The improvement of the student's book product, transdisciplinary character education learning design in accordance with the advice submitted by the expert. It is important that the product of this student book becomes a guideline in carrying out character education learning in MAN 2 Deli Serdang especially from the perspective of students in understanding the learning material. In other words, the product of the student book transdisciplinary character education learning design can be a source of learning for students in following the implementation of character education learning.

The function of the transdisciplinary character education learning design student's book as a learning resource for students which helps the students to find learning resources that can be learned by the students so that with the availability of learning resources students are expected to achieve optimal learning outcomes.

In other words, the product of the student's book becomes an important part because it is a learning

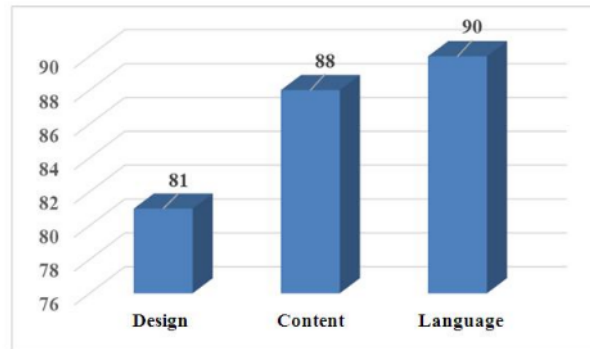


Fig. 2. Student's book eligibility recapitulation

material that can be a reference for students in constructing knowledge. Related to this Muijs and Reynold (2008) explained that all students construct knowledge for themselves, it means that not all the knowledge that comes from the teacher was fully absorbed by the students [17]. Therefore, learning done by te students is an active process, learning is the process of searching the meaning and learning deeply/seriously is constructing knowledge thoroughly by exploring.

6. CONCLUSIONS

The analysis of the character education development has been done by integrating the science and Islamic concepts and expected to achieve and increase the students' knowledge and attitudes. Before being implemented in learning, ³is research has successfully designed both teacher's book and student's book that have been validated by exper³. Based on the data obtained, it is known that the teacher's book and the student's book designed are declared feasible. The validity results of design experts, material experts and linguists for teacher's book design are 79; 88; and 85 with a cumulative score of 85 with a very feasible category. Next for the draft of student's book the score is 81; 88; and 90 with a cumulative score of 86 with a very feasible category. Based on the results obtained from the design of teacher's book and transdisciplinary-based student's book, it can be stated that the device is very feasible to be applied to character education learning in madrasahs.

⁴COMPETING INTERESTS

Authors have declared that no competing interests exist.

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