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Vol. 8 No. 1 (2020): February 2020

Published: 2020-02-21

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Learning Model Based Character

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**Learning Model Based Character on Archipelago and Plurality
in Elementary School on Ternate, North Maluku**

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ABSTRACT--- *Research development with the aim of producing (output) a character-based learning model archipelago and pluralism in an elementary school in Ternate. This study is an effort to implement the curriculum in primary schools in 2013 through the design study model by integrating the values of cultural character and diversity of island communities. This research was conducted in three elementary schools in Ternate, which Akemalako State Elementary School, Elementary School 2 Gambesi and Tubo Presidential Primary School. The three schools were chosen by purposive sampling. This research resulted in two products based instructional video recording of characters in the first semester of the fifth grade with the theme of "objects in the environment" at the three pilot schools and has been validated. The tests showed that the character-based learning model is used as a model worthy of thematic integrative learning in high grade in the implementation of Curriculum 2013.*

Keywords--- learning models, characters, islands, plurality.

1. INTRODUCTION

Learning is central to the character of Curriculum 2013. But how to implement it for the purpose of learning character development as a basic part of human formation Indonesia is touted as the Golden Generation in 2025 can be achieved, it is necessary to design a model of learning that is aligned-line (compatible) with spirit 2013. Penelitian curriculum development aimed at designing a model of learning becomes an important character because remember three important things. First, the difficulty of teachers in changing styles and new learning models. Second, the content or learning materials should be developed based on the themes and integrate. Thirdly, where the learning approaches that are relevant to the needs of the theme and the integration of teaching materials. Karakter learning model so that the solid-aligned, research is needed character development learning model through stage trials, validation, maturation, and implementation efforts models.

Pesireron (2010); Pakpahan, (2011) stated this modeling becomes important to ensure learning models right character in elementary schools in the implementation of Curriculum 2013, became the basis for the development of models of community learning islands characterized in elementary school and a reference to the Department of Education in determining policy associated with efforts to improve the quality of education through learning models distinctive character that bersebar people of North Maluku islands and multiethnic.

The learning model is a framework that serves as a guide for teachers to implement and develop learning in the classroom (Nuryani, 2007). Therefore, the learning model should have a strong theoretical pedestal, syntax, and classroom management necessary for ongoing learning model (Salami, 2012). However, none of the learning model that can be used for all kinds of knowledge membelajarkan equally well. All membelajarkan learning model developed for certain types of knowledge. Hence also, specific learning model will only be suitable to use to membelajarkan certain types of knowledge. For example, procedural learning model is suitable for the type of knowledge skills, but is not suitable for any other kind of knowledge membelajarkan (Wilson, 2012). In addition, the learning models usually only good for achieving certain goals and not good enough to achieve other goals. Modeling study or preparation of the learning model into a "tool" is important not only make learning into a dynamic, creative, and exciting, but also provides the opportunity for students to experience and gain new experiences as an important part of the formation karakter the "spirit" Curriculum 2013.

The meantime, in reality, today, the organization of learning in primary school is still "stuck" in a study that focused transmission of knowledge and the neglect of character education. This type of learning can indeed provide cognitive skills, but students lost the opportunity to gain experience of goodness, solidarity, respect for otherness-kearagaman, mutual-help,

and love the environment. In fact, ignorance of the value of good character is slow-sea massively (will) dehumanise man (read: the learner), his form as described Akbar (2011); Suyata (2007): (1) many people increasingly distant from his Lord, (2) many people increasingly distant from other humans, (3) a lot of people increasingly distant from the natural environment where life, (4) a lot of people increasingly distant from himself, and (5) a lot of Indonesian people whose behavior deviates from the values of Pancasila.

Learning characters into the spirit of national education reform adopted Kurikulum 2013, and is now being implemented in phases and stages in the schools, of course, require important changes in the paradigm of learning (Jalal, 2011). Learning model designed in 2013 characterized the thematic curriculum by integrating sub-theme is "sampled" from subjects into a learning event to achieve a holistic knowledge and experience, of course, require new learning models that actually can be done effectively. Thematic-integrative learning seeks to contextualize the content and spirit of learning-based search, evidence, and understanding of the study on the social and physical environment in the Area to form the character of the learners regarding respect fellow creatures of God, respect for difference and diversity, and love the environment. Thematic-integrative learning seeks to contextualize the content and spirit of learning-based search, evidence, and understanding of the study on the social and physical environment in the Area to form the character of the learners regarding respect fellow creatures of God, respect for difference and diversity, and love the environment.

Ternate is the island city and its citizens from different social background and ethnicity, whether originating from diverse ethnic in North Maluku and of various ethnic groups in Indonesia, the learning character that introduction into the themes studied thematic-integrative need membelajarkan physical reality of the islands and social reality of diversity. Because of the characteristics of learning adopted in Curriculum 2013 is not only explore and develop human character both universal, but also tried to put the learner in the context to understand and appreciate the social and physical environment in the vicinity, the themes of learning contextually, about the islands and the plurality of Ternate, need to be introduced and dipahamkan to learners early in elementary school in Ternate. In the perspective of familiarization character, learning about planting understanding of the environment and diversity of the islands of North Maluku Ternate and become an important basis for the establishment of Indonesian citizens who are literate maritime matters and pluralism in Indonesia.

2. OBJECTIVES

The objectives of this study are: 1) carry out socialization of character education for elementary school teachers; 2) develop a learning model characterized by the implementation of an integrated thematic approach in community-based primary schools in accordance with the potential of the archipelago; and 3) develop planning strategies characters learning effective and efficient and which can be implemented through a variety of learning approaches in accordance with the conditions and the state of learners.

3. METHODS

This study was conducted in an elementary school in the city of Ternate, by taking a sample Elementary School 2 Gambesi to represent District of South Ternate, State Elementary School Akemalako to represent the Central District of Ternate, and the Inpres Primary School Tubo to represent District of North Ternate. Procedure development research community-based learning model character of these islands are as below:

I. Step Design Manufacture and Testing Limited (Year I)

At this stage the researchers developed a model of learning characters in primary schools in 2013 with the adaptive curriculum-integrated thematic approach and the application of scientific approaches (scientific approach) in the classroom. Researchers with the teachers design learning device models with the integration of the island and a plurality of character values in the learning curriculum 2013 that will serve as a model. Furthermore, researchers facilitate the implementation model for the teacher in the classroom naturally and documented (video) as a product development model school model. Further validation and product revision.

II. Step Pilot Project (Year II)

At this stage, the researchers developed a video learning model based character islands and plurality in several districts of the city remote, disadvantaged and outermost (3T) by integrating the value of the character islands and diversity in learning device Curriculum 2013 thematically-integrated with applying a scientific approach, both in the classroom high or low grade. Furthermore, the product dissemination and publication of research results.

Data collection techniques used in this study refers to data collection procedures in research development, in which the data obtained in the form of quality and feasibility of the product. In this study, the data obtained through the questionnaire instrument validation study video products as well as comments and suggestions validator. To obtain accurate data in this study, use of instruments such as: 1) Product video design study model validated 2) Questionnaire responses validator products by elementary school teachers 3) Questionnaire responses validator by lecturer Elementary School Teacher Faculty of Teacher Training and Education Khairun University. Data analysis was performed calculating the percentage value through the results of a questionnaire with as below steps:

1. Calculate the percentage of data using a formulation of the following formula:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

Where:

P : Percentage
 $\sum x$: Number of answers assessment
 $\sum x_i$: Number ultimate answer

2. Having obtained the percentage value is interpreted in the sentence as proposed by Arikunto (2006) as the following table:

Table 1. Criteria validation

Percentage	Criteria validation
76-100	Valid
56-75	enough Valid
40-55	Less valid (revisi)
0-39	Not valid (revisi)

4. RESULTS AND DISCUSSION

Data from the assessment of video learning model is derived from the validator of five lecturers Elementary School Teacher FKIP Khairun University and three Principal research site in Ternate, the State Elementary School Tubo (North Ternate), State Elementary School Akemalako (Ternate Central), and Primary Nenegeri 2 Gambesi (South Ternate).

Data assessment results in the form of criticism, comments, suggestions, feedback, and assessments are used to revise the learning device.

1. Quantitative Data

Quantitative data assessment instructional video at State Primary School Akemalako of the numbers 4, 3, 2 and 1. The result of the validation of learning assessment tools are developed, are presented in Table 4. 1 below:

Table 2. Data validation Assessment Video Learning characterless developed

Aspects Assessed	Criteria	Item Number Question	Answer Options				Percent Average (%)	Description
			4	3	2	1		
Initial activity	Prepare physically and psychologically learners in learning activities initiated by inculcating character	1	8				100	Valid
	Associating learning materials are now with the experience students by presenting to the observed phenomena	1	1	7			78	Valid
	Asking questions related to themes and phenomena presented	1	8				100	Valid
	invites students to do something related to the Dynamics activities of matter / theme to instill character values	1		8			80	Valid
	Delivering the learning objectives that integrates aspects of attitudes, skills and knowledge	1	8				100	Valid
Main activity	Conduct learning according to the competencies achieved	1	8				100	Valid
	Implement systematic study (from easy to difficult)	1	8				100	Valid
	mastering the material	1	2	6			75	Valid
	Mastering class	1	8				100	Valid
	Implement Scientific approach (reasoning, associate and communicate)	1	2	6			75	Valid
	Implement contextual learning (islands and plurality)	1	1	7			75	Valid
	Implement an authentic assessment (learning process and results)	1		2	6		56	Enough Valid
	Using media that matches the theme	1		7	1		68	Valid
	Cultivate the active participation of students through the teacher-students interaction and learning resources	1		7	1		68	Valid
	Responded positively to student participation	1		8			80	Valid
Using spoken language and writing smoothly	1	8				100	Valid	

	Delivering the message and style to fit the character of the islands and pluralism	1	8				100	Valid
final activity	Reflect and make conclusions learning	1	8				100	Valid
	Carry out follow-up by giving direction or motivation activities of life as well as the task of self-development or remedial and enrichment	1	8				100	Valid
	Conclusion							Valid

Video data above model shows that model teacher Mohammed Iqbal, S.Pd. School Elementry state of Akemalako has been implementing measures learning model with good character at the start of activities, the core activities, and activities end. Even so, not show authentic assessment activities. In general, learning model which is shown in the video is good or valid category. Quantitative data assessment instructional video on the School Elementry state of Gambesi 2 of the numbers 4, 3, 2 and 1. The result of the validation of learning assessment tools are developed, are presented in Table 3 below:

Table 3. Data from the validation assessment of learning videos developed character

Aspects Assessed	Criteria	Item number Question	Answer options				Percent Average (%)	Description
			4	3	2	1		
Initial activity	Prepare physically and psychologically learners in learning activities initiated by inculcating character	1	8				100	Valid
	Associating learning materials are now with the experience students by presenting to the observed phenomena	1	8				100	Valid
	Asking questions related to themes and phenomena presented	1	8				100	Valid
	invites students to do something related to the Dynamics activities of matter / theme to instill character values	1	6	2			78	Valid
	Delivering the learning objectives that integrates aspects of attitudes, skills and knowledge	1			6	2	55	Less valid
Main activity	Conduct learning according to the competencies achieved	1		8			80	Valid
	Implement systematic study (from easy to difficult)	1		8			80	Valid
	mastering the material	1	8				100	Valid
	Mastering class	1	8				100	Valid
	Implement Scientific approach (reasoning, associate and communicate)	1	8				100	Valid
	Implement contextual learning (islands and plurality)	1		8			80	valid
	Implement an authentic assessment (learning process and results)	1		2	6		55	Less valid
	Using media that matches the theme	1	8				100	Valid
	Cultivate the active participation of students through the teacher-students interaction and learning resources	1	8				100	Valid
	Responded positively to student participation	1	8				100	valid
	Using spoken language and writing smoothly	1		8			80	valid
	Delivering the message and style to fit the character of the islands and pluralism	1		7	1		67	Enough valid
	final activity	Reflect and make conclusions learning	1	8				100
Carry out follow-up by giving direction or motivation activities of life as well as the task of self-development or remedial and enrichment		1	8				100	Valid
	Conclusion							Valid

Video data above model shows that the model teacher Malik, S. Pd, of School Elementry state Gambesi has also taken steps systematic learning with thematic-integrative approach and scientific, but has not submitted a model teacher learning objectives, and authentic assessment has not yet appeared in step -step learning. In general, video learning model of School Elementry state 2 Gambesi is good and valid category. Quantitative data assessment instructional video in School

Elementary Presidential Tubo of the numbers 4, 3, 2 and 1. The result of the validation of learning assessment tools are developed, presented in Table 4 below:

Table 4. Data Validation results of assessment of learning videos developed character

Aspects Assessed	Criteria	Item Number	Answer Options				Percent Average (%)	Description
			4	3	2	1		
Initial activity	Prepare physically and psychologically learners in learning activities initiated by inculcating character	1	2	6			65	Enough valid
	Associating learning materials are now with the experience students by presenting to the observed phenomena	1		2	6		55	Enough valid
	Asking questions related to themes and phenomena presented	1		7	1		56	Enough valid
	invites students to do something related to the Dynamics activities of matter / theme to instill character values	1			8		53	Less valid
	Delivering the learning objectives that integrates aspects of attitudes, skills and knowledge	1		4	4		55	Less valid
Main activity	Conduct learning according to the competencies achieved	1		4	4		54	Less valid
	Implement systematic study (from easy to difficult)	1		8			80	Valid
	mastering the material	1		6	2		70	Enough valid
	Mastering class	1		8			80	
	Implement Scientific approach (reasoning, associate and communicate)	1	3	5			81	Valid
	Implement contextual learning (islands and plurality)	1		5	3		61	Enough valid
	Implement an authentic assessment (learning process and results)	1			8		51	Less valid
	Using media that matches the theme	1		5	3		60	Enough valid
	Cultivate the active participation of students through the teacher-students interaction and learning resources	1		5	3		60	Enough valid
	Responded positively to student participation	1		6	2		58	Enough valid
	Using spoken language and writing smoothly	1		6	2		58	Enough valid
	Delivering the message and style to fit the character of the islands and plurality	1		4	4		58	Enough valid
	final activity	Reflect and make conclusions learning	1		8			80
Carry out follow-up by giving direction or motivation activities of life as well as the task of self-development or remedial and enrichment		1		8			80	Valid
	Conclusion							Enough valid

Video data above model shows that the model teacher bangs from School Elementary Inpres Tubo still not up to implement measures of learning good character initial activity, the phenomenon is still not visible linkage with the theme, learning objectives are also not delivered as well as the less dynamic role in the initial activity. At the core activities of teachers have yet to implement authentic assessment and not maximized in integrating message and character styles.

2. Qualitative Data

Qualitative data validation results or responses in the form of comments and suggestions from the validator to video learning model was developed. Comments and suggestions are divided into two parts, namely the comments and suggestions that are specific and general comments.

Special Comments and Suggestions.

Data validation results comments and suggestions that are specific to the video learning model developed as in Table 5 below:

Table 5. Special Comments and Suggestions

Video	Activity	Aspect	Comments and suggestions
School Elementry state Akemalako	Pra activity	Less contextual with the theme	<ul style="list-style-type: none"> • Should Use media appropriate to the theme • The learning objectives must be submitted
	Main activity	assessment	Must appear the process of assessing and responding to student activity assessed
	End activity		-
School Elementry state 2 Gambesi	Pra activity		The purpose of learning is less clear
	Main activity		Authentic assessment is not clearly implemented when students are already active
	End activity		-
School Elementry Presidential Tubo	Pra activity		Less inspire students and motivate students to grow the value of character, pray also not coordinated
	Main activity		Teacher center is still visible in the discussion
	End Activity		-

Based on the above data, it can be seen that although there are some items that are not optimal, in particular the steps instructional video learning model has been implemented in thematic integrative approach scientific.

General Comments and Suggestions

Feedback General comments and suggestions of a general nature contains video as a learning model as shown in Table 6 below.

Table 6 General Comments and Suggestions

No	Section Learning Tool	Comments and suggestions
1	The attractiveness of the product	Video that was developed as a product research all attracted by the style and condition of each school. This instructional video is already able to apply learning in a high-class integrative Thematic Video learning model has been able to integrate scientific approaches in the classroom.
2	Product Eligibility	video 1 and 2 should become a model by editing a song.

Based on the above data it can be seen that the product developed is quite feasible to use as a character video learning model in the implementation of Curriculum 2013. Discussion of Results Development Results of the validation of teachers and lecturers validation against product video learning model generated character is good and valid or worthy category used as a character video learning model in the implementation of Curriculum 2013. The results of the validation study of character-based video products with an average value of validation at the initial stage of activity (observe and ask), the core activities (reasoning, association and communication), cover activities (evaluation and follow-up) for video models of School Elementry state Akemalako is 89% with good qualifications and a valid and feasible to use as a model. Average value of the validation School Elementry State 2 Gambesi 86% is also good and decent category, while the instructional video from School Elementry Presidential Instruction Tubo still need to be improved at every stage of learning with good enough qualifications. These results indicate that the development of video-based learning model the character of the islands and pluralism developed by a team of researchers in implementing Curriculum 2013 is generally good and there are elements of innovation and natural conditions are displayed each teacher models by applying the approach of scientific and thematic integrative class high as the implementation of Curriculum 2013 with the integration of the value of the character of coastal communities in the city of Ternate in North Maluku.

5. CONCLUSION

From the research results can be summarized as follows: 1) There are two products based learning video class character V the first half with the theme "The objects in the environment" has been tested in three elementary schools in Ternate and validated with a valid and viable category used as a thematic integrative teaching model in high grade in the

implementation 2013 Curriculum. 2) Product videos thematic integrative model of learning in class V at 2 video models still need to be corrected and edited again for the improvement of product quality.

6. SUGGESTION

Based on these results, it may be advisable matters as follows: 1) Need to do similar research to design learning model with a scientific approach to the implementation of Curriculum 2013. 2) Undertake research character development curriculum learning device 2013.

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