

Improvement of Student Behavior through Implementation of Mobile Web Model on the Basis of Character Value Integration in Teaching Learning Process at History Course

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Abstract:

This study aims at improving student behavior through implementation of mobile web model based on character value integration in teaching learning process. This classroom action research using Kemmis and Mc Taggart Model was done for 30 students at History Course at 31 Public Senior High School in East Jakarta in Indonesia. This mobile web implemented consists of guidance of character values integrated in the beginning, core, and closing activities in teaching learning process. The result of this study suggested that the improvement of student behavior in 3 cycles attained 73 %, 79.5 %, and 85 %. The conclusion is that the application of mobile web model based on character value integration in teaching learning process can improve student behavior for 30 students at History Course at 31 Public Senior High School in East Jakarta in Indonesia.

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1. Introduction

According to Indonesia Republic Constitution Number 30, the function of national education in Indonesia is to develop competences and form people character and civilization with the purpose of developing student potencies to have faith, fear of God, noble morals, health, knowledge, capability, creativity, independence, democracy, and responsibility. Indonesia Republic President Regulation states that character education strengthening is education movement below school responsibility to strengthen the student character involving religious, honest, tolerant, discipline, working hard, creative, independent, democratic,

curious, nationalism spirit, loving motherland, achievement appreciation, communicative, loving peace, loving to read, caring for the environment, social care, responsible values.

Character values integration can be conducted through student activities in theatre (Anggraini, 2016). Character values can also be integrated in the classroom (Fahmy, Bachtiar, Rahim, and Malik, 2015; Marini, Maksum, Edwita, Satibi, & Kaban, 2019; Benninga, Berkowitz, Kuehn, & Smith, 2003). Religious school culture encouraged by school can stimulate the student religious characters (Marini, Maksum, Satibi, Edwita, Yarmi, & Muda, 2019; Marini, Safitri, & Muda, 2018). Teaching style applied in the

classroom can promote the student positive characters (Marini, MS, Maksum, Satibi, Yarmi, & Wahyudi, 2019). However, these previous studies haven't joined character value integration at school with Information and Communication Technology specifically on mobile web.

2. Introduction

Student activities in theatre can encourage student positive characters consisting of obeying rule practicing, being independent, being patriotic, feeling concerned about environment, and willingness to read (Anggraini, 2016). Character building can be conducted in teaching learning process in shaping student discipline (Fahmy, Bachtiar, Rahim, and Malik, 2015). Integration of character values in class can be implemented in preparation, core, and closing of teaching learning process activities (Marini, Maksum, Edwita, Satibi, & Kaban, 2019). Students with positive student character have also high academic performance (Benninga, Berkowitz, Kuehn, & Smith, 2003). Character education in class can be carried out by the students praying at the beginning and at the end of the class, wearing uniform neatly, bravely asking the teacher, maintaining good attitude in class, and not dominating in group assignment (Marini, Maksum, Satibi, Edwita, Yarmi, & Muda, 2019). Obedience in conducting the teachings of one's religion as one dimension of student religious characters is predicted by students fasting during *Ramadhan*, praying five times a day, congregational praying, and regularly doing *infaq* activities (Marini, Safitri, & Muda, 2018). Character value integration in teaching learning process can be encouraged by the teaching providing same chances to the students to participate in class and requesting the students to be responsible in finishing assignments completely (Marini, MS, Maksum, Satibi, Yarmi, & Wahyudi, 2019; Oktarina, Widiyanto, & Soekardi, 2015). However, these studies haven't integrated the character values to the students by merged with Information and Communication Technology on the basis of mobile web.

3. Method

The method of this research conducted classroom action research involving planning, acting, observing, and reflecting steps in the spiral model promoted by Kemmis and McTaggart in order to enhance student behavior. In planning step, plan is made associated with applying mobile web model based on character value integration in teaching learning process for elementary school students in North Jakarta in Indonesia for 30 students at History Course at 31 Public Senior High School in East Jakarta in Indonesia. In acting step, mobile web model based on character value integration in teaching learning process related to character value integration in preparation, core, and closing activities. In observing step, student behavior enhancement is related to achievement behavior, motivational behavior, social-emotional behavior, and relational behavior was measured due to the effect of mobile web model based on character value integration in teaching learning process application. In reflection step, evaluation was made related to the success of student behavior enhancement caused by implementation of mobile web model based on character value integration in teaching learning process and this research was continued to the next cycle if the target of student behavior enhancement established 80 % not achieved. The cycle done in this research can be shown in Figure 1.

4. Results and Discussion

In planning step, lesson plan using mobile web model based on character value integration in teaching learning process was made. The steps of mobile web model based on character value integration in teaching learning process implemented in this research can be seen at URL: <https://webpanduan.8b.io>. Character building in this mobile web model consisted of character value integration in preparation, core, and closing activities of teaching learning process.

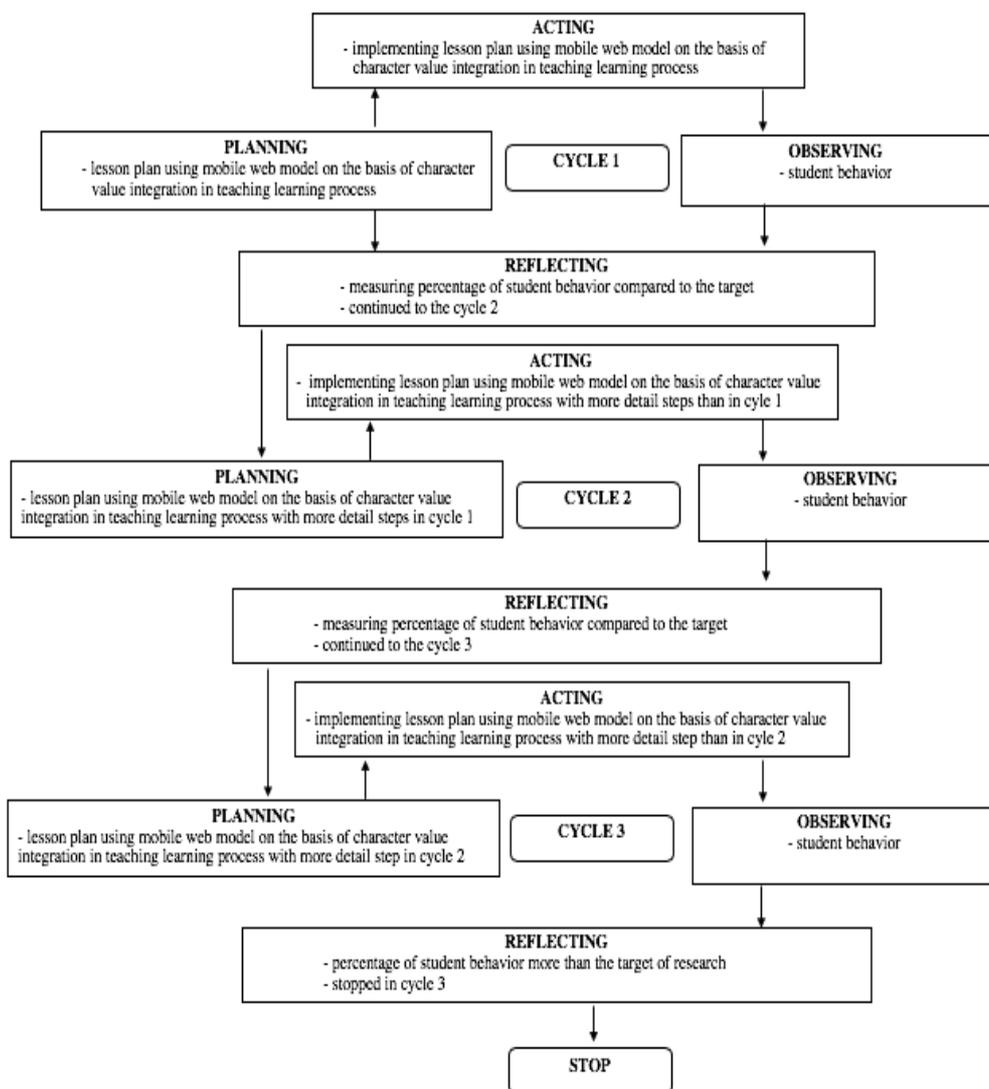


Figure 1. The cycles of research

In acting step, mobile web model based on character value integration in teaching learning process consisting of preparation, core, and closing activities. Integration of character values in preparation of teaching learning process was implemented into activities of teacher presence on time, guiding students to pray, checking the present and absent students in class, inspecting the student neatness, the teacher and students greeting each other, the teacher encouraging students to start learning, motivating students to study hard, preparing lesson plan incorporating character values, asking students to sing ‘Garuda Pancasila’ to instill nationalism values, the conveying learning objectives by integrating relevant character values,

and putting learning media so that students can see it to improve their learning motivation. Character value integration in core of teaching learning process consists of activities of the teacher linking student competency standards and basic competences achieved with relevant character values, modifying teaching material by entering relevant character values, giving the opportunity to ask all students equally, giving questions requiring open answers to improve student creativity, giving equal attention to all students, grouping students in order to improve cooperation competences, the teacher maintaining that there are no students dominating in group discussion, not giving final answers to student questions, being facilitator and

motivator, creating a pleasant and conducive classroom atmosphere, giving appreciation to students replying the questions correctly, giving educative punishment to students, providing opportunity for students answering other student questions, and using learning media improving student participation. Character building in closing of teaching learning process includes activities of the teacher displaying student works to improve student enthusiasm, the teacher and students together concluding the learning done by integrating relevant character values, the teacher not only giving cognitive, but also affective and psychomotor evaluation, and the teacher giving the students opportunity to do self-assessment.

In observing step, student behavior enhancement connected with achievement, motivational, social-emotional, and relational behavior caused by the effect of mobile web model based on character value integration in teaching learning process was recorded. Achievement behavior was indicated by the students working slowly, creating something beautiful, and finishing the task completely. The student motivational behavior was measured by the students interested in listening to the teacher, actively participate in group discussion, and showing good work ethic. The student social-emotional behavior was estimated by the students obeying the rules in class, being able to cooperate in group task, and listening to other opinions in group discussion. The relational behavior was measured by the students communicating nicely with others, assisting others who are struggling, and respect the feelings of others.

In reflection step, evaluation was conducted to measure the success of student behavior improvement caused by application of mobile web model based on character value integration in teaching learning process. In cycle 1, 2, and 3, the student behavior associated with the student achievement behavior specifically for activities of the students working slowly, creating something

beautiful, and finishing the task completely reached 74 %, 82 %, and 85 %. The student motivational behavior specifically for activities of the students interested in listening to the teacher, actively participate in group discussion, and showing good work ethic attained 71 %, 79%, 83 %. The student social-emotional behavior specifically for activities of the students obeying the rules in class, being able to cooperate in group task, and listening to other opinions in group discussion attained 72 %, 77%, 87 %. The student relational behavior specifically for the students communicating nicely with others, assisting others who are struggling, and respect the feelings of others arrived at 75 %, 80 %, and 85 %. Entirely, the student behavior in cycle 1, 2, and 3 achieved 73 %, 79.5 %, and 85 %. Owing to the percentage of student behavior in cycle 3 has been more than the target, so this research was stopped in cycle 3.

5. Conclusion

The conclusion of this research is that application of mobile web model based on character value integration in teaching learning process related to preparation, core, and closing activities can improve the student behavior consisting of achievement, motivational, social-emotional, and relational behavior for 30 students at History Course at 31 Public Senior High School in East Jakarta in Indonesia.

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