



Attitude Development of Elementary School Students with the Character Education-based Discovery Learning Model

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ABSTRAK

Perkembangan teknologi membawa pengaruh besar dalam kehidupan anak muslim Indonesia masa kini. Perubahan sikap justru menuju ke arah yang tidak diharapkan. Anak-anak cenderung bersikap negative dalam keseharian. Jumlah anak yang memiliki keberanian dalam menunjukkan sikap kurang sopan semakin meningkat. Bahkan khusus kekerasan terhadap teman sebaya semakin bermunculan di kalangan anak-anak usia sekolah dasar. Maka dari itu penelitian ini bertujuan untuk menganalisis peranan dan pengaruh model character education-based discovery learning terhadap pengembangan sikap anak muslim Indonesia yang berada di sekolah dasar. Tujuan penelitian dapat dicapai dengan melakukan penelitian eksperimen dengan uji two-way ANOVA. Populasi penelitian ini adalah anak kelas empat sekolah dasar. Sampel penelitian diambil dengan random sampling. Instrumen yang digunakan dalam penelitian ini adalah lembar validasi, lembar observasi, wawancara, lembar penilaian, angket respon siswa, dan lembar evaluasi antara lain. Temuan penelitian menunjukkan bahwa model character education-based discovery learning berpengaruh terhadap berpikir ilmiah dan pengembangan sikap tanggung jawab dan peduli anak muslim Indonesia. Peranan model character education-based discovery learning terhadap pengembangan sikap anak muslim Indonesia, yaitu model character education-based discovery learning dapat membangun sikap tanggung jawab dan peduli dalam proses pembelajaran.

ABSTRACT

Nowdays technological developments have had a major influence on the lives of Indonesian Muslim children. The change in attitude is going in an unexpected direction. Children tend to be negative in everyday life. The number of children who have the courage to show disrespect is increasing. In fact, violence against peers is increasingly emerging among elementary school age children. Therefore this study aims to analyze the role and influence of the character education-based discovery learning model on the development of attitudes of Indonesian Muslim children who are in elementary school. The research objective can be achieved by conducting experimental research with a two-way ANOVA test. The population of this research is fourth grade elementary school children. The research sample was taken by random sampling. The instruments used in this study were validation sheets, observation sheets, interviews, assessment sheets, student response questionnaires, and evaluation sheets among others. The research findings show that the character education-based discovery learning model has an effect on scientific thinking and the development of responsible and caring attitudes for Indonesian Muslim children. The role of the character education-based discovery learning model on the development of the attitudes of Indonesian Muslim children, namely the character education-based discovery learning model can build an attitude of responsibility and care in the learning process.

1. INTRODUCTION

The learning process in elementary schools is in an effort to build noble values for students, with the aim of being able to nurture the younger generation in the future. Efforts to build character are listed in the educational goals, namely to develop the potential of students to become human beings who believe and

fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Character building for the fourth grade of elementary school focuses on building spiritual attitudes, honesty, discipline, responsibility, caring, and self-confidence (Djuanda, 2019; Hamriana, 2021; Nugraha, 2020; Safitri, 2020). Building a positive attitude should really be a major concern in the learning process, especially in elementary schools. Moreover, the development period of elementary school-aged children is a time for children to imitate behavior (Handayani, 2017; Safitri, 2020). The elementary school period is a time when children are successful in imitating their environment (Mahlianurrahman, 2017; Purwanti, 2017). What should be imitated by children is positive behavior that has a good effect on children's actions in the community (Lizawati & Uli, 2018; Widyaningrum & Prihastari, 2018).

It is a very sad thing to happen today. The nation's character is experiencing moral decadence, such as increasing promiscuity and drug abuse (Putra, 2018; Wibowo, 2020). Elementary school-age children have been preoccupied with technological developments (Annisa et al., 2020; Nuswantari, 2018). Various advanced facilities have existed since the alpha generation was born. Because of this, children have been presented with technological developments (Ngatiman & Ibrahim, 2018; Purwanti, 2017; Suriadi et al., 2021). This is actually a positive development. However, technological developments also bring a new culture to the development of children's behavior (Hendriana & Jacobus, 2017; Sumiati et al., 2020). The new culture brought not only positive actions but also negative actions. The negative effects begin to be felt by parents, friends, and the surrounding community (Giri, 2020; Utoro et al., 2020; Widodo, 2019). Various cases of violence against peers at the age of elementary school children began to occur and emerge. There was even no defense from other friends against the victim when the violence took place. Such is the case in the city of Bukittinggi (Rafikah & Rahmawati, 2015). The same case also occurred in different areas. An 11-year-old student at the public elementary school 09 Pagi-Makassar Jakarta was beaten by a classmate for hitting his senior's ice glass. Then, a fourth-grade elementary school student in Muara Enim died with bruises on her body. A first-grader at an elementary school was beaten by three of his friends in Makassar and died (Hasanah & Raharjo, 2016; Muarifah et al., 2020; Risma et al., 2020; Suryahadikusumah & Dedy, 2019; Widianto et al., 2019).

The increase in violence among children shows that the attitude of responsibility and care has not yet been developed (Adriansyah et al., 2019; Irawan et al., 2021; Muthmainah, 2020; Salsabila, 2021). In addition to the findings of previous studies, the findings of the preliminary analysis with observations and interviews show that there are various problems of student social interaction, such as low competence in terms of (1) the ability to respect others, (2) willingness to accept differences, and (3) the ability to resolve conflicts peacefully (Labudasari & Rochmah, 2019; Nuswantari, 2018). In addition to the other previous study, students have weak social attitudes, Indonesia also rarely familiarizes children with scientific thinking. The problems encountered did not only occur in West Sumatra, but also found almost similar problems in other parts of Indonesia (Septine et al., 2019).

One of the solutions offered in this research is to apply to learn using a character education-based discovery learning model. The character education-based discovery learning model is a learning model that familiarizes children with scientific thinking, discovery, and positive character development. The character education-based discovery learning model dikembangkan berdasarkan teori discovery learning model (Dharma & Siregar, 2015; Fadzilah et al., 2020; Ramadoni et al., 2019; Sekarwati, 2020). Discovery learning model is a learning process that teaches children to find themselves but still under adult guidance. An iterative process of discovery, discovery learning model trains children to think creatively and critically. The learning process is designed to be more meaningful for children. Because learning is done according to the child's development (Bakker, 2018; Fadlilah et al., 2020; Ilhan & Ekber Gülersoy, 2019; Roza et al., 2018; Siregar et al., 2020). The novelty offered to overcome the problems in the research is the development of a character education-based discovery learning model. Character education must be embedded in the learning process. Character education is a very urgent need today to avoid violent behavior against children in the future.

The purpose of researching the development of a character education-based discovery learning model is to produce a learning model that pays attention to the development of children's character. Because character education has complete benefits. The advantage of being novelty in the character education-based discovery learning model that is developed is that children are accustomed to scientific thinking, problem solving, and critical thinking (Fadlilah et al., 2020; Ilhan & Ekber Gülersoy, 2019; Roza et al., 2018; Siregar et al., 2020; Winarni et al., 2020). Children are trained to behave positively, especially focusing on the attitude of responsibility and care for primary school education (Djuanda, 2019; Hamriana, 2021; Nugraha, 2020; Safitri, 2020). Character education can optimize the development of children's dimensions cognitively, physically, socially-emotionally, creatively, and spiritually. Character education aims to shape and build Indonesian people who are devoted to God Almighty, obey the applicable laws,

carry out intercultural interactions, apply the noble values of the nation's culture, and strengthen the spiritual, moral, and ethical foundation as the pride of the Indonesian nation. Getting used to good things can become a culture with children's thoughts, feelings, and actions in everyday life (Ngatiman & Ibrahim, 2018; Safitri, 2020).

2. METHOD

Research on the development of a character education-based discovery learning model is to produce a learning model using the Plomp R&D model approach: preliminary research, prototyping phase, and assessment stage (Tjeerd Plomp, 2013). The preliminary research determines and defines the requirements needed in the development of the learning model. The activities carried out were analyzing aspects of product development, namely: curriculum aspects, concept analysis, student needs analysis, teacher books, student books, and lesson plans. In the prototyping phase, prototype design, evaluation, and revision are carried out to produce high-quality textbooks in the form of student books and discovery learning implementation plans for fourth-grade elementary school students. At the assessment stage, the effectiveness of the resulting product is tested. Product effectiveness means a measure that states whether or not there is an effect or influence of the developed product on the user. The aspect of effects observed in the learning process by using integrated thematic textbooks for character education using the discovery learning model is the assessment of student character. At this stage, an evaluation is carried out to find out whether the textbooks designed are effective for the character of students.

The effectiveness test the research used is a two-way ANOVA test. The experimental class uses a character education-based discovery learning model. The control class uses a conventional model. The research subjects were Muslim fourth-grade elementary school students. The research population, namely fourth-grade Muslim students of elementary schools in the city of Padang. The research sample, namely fourth-grade Muslim students at the Adzкия integrated Islamic elementary school in the city of Padang, West Sumatra province, Indonesia. The independent variable in this research is the character education-based discovery learning model. While the dependent variable in this study is scientific thinking, an attitude of responsibility, and a caring attitude. The research samples involved were 15 experimental class students and 15 control class students. Research Design The development of a character education-based discovery learning model is used to produce a learning model, as shown in Figure 1.

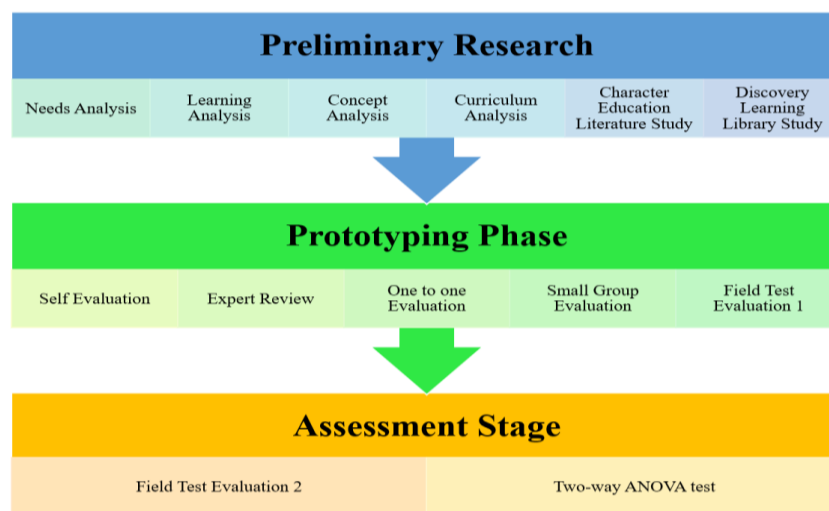


Figure 1. Research Design Development of character education-based discovery learning

Base on figure 1 the research procedure of effectiveness test was carried out, namely, the experiment was carried out in the experimental class using the character education-based discovery learning model, and the experiment was carried out in the control class using the conventional model. The research findings were analyzed with the help of IBM SPSS statistical base 22.0 software. Conclusions based on significant values. The instruments used were observation sheets, test sheets, and structured interview guide sheets. The instruments used in this study for data collection were using validation sheets/validation formats, observation sheets, interviews, assessment sheets, student response questionnaires, and evaluation sheets among others. The instrument grid can be seen in Table 1.

Table 1. Research Instrument Grid

No.	Instrument	Rated aspect
1	Learning Implementation Plan Assessment Validation Sheet	Learning Implementation Plan Components Learning Activities
2	Student Book Assessment Validation Sheet	Didactic Contents Language Presentation
3	Interview Sheet	The time required to use the learning model Ease of use of the learning model Benefits of using learning models
4	Observation sheet	The time required to use the learning model Ease of use of the learning model Benefits of using learning models
5	Student Character Assessment	Responsibility Care

The data analysis technique was carried out with the help of IBM SPSS statistical base 22.0 software. The basis for making decisions on normality and homogeneity tests is carried out with the following data. If the value of sig. > 0.05 then the data is normally distributed and homogeneous. If the value of sig. <0.05 then the data is not normally distributed and homogeneous. The decision-making basis for the two-way ANOVA test is carried out with the following data. If the value of sig. <0.05 then there are differences in learning outcomes based on the model used. If the value of sig. > 0.05 then there is no difference in learning outcomes based on the model used.

3. RESULT AND DISCUSSION

Result

The results of the research findings are differences in the use of character education-based discovery learning models with conventional models on scientific thinking skills, development of responsible attitudes, and development of caring attitudes for Indonesian Muslim children in the city of Padang. The average scientific thinking skills, development of responsible attitudes, and development of caring for Indonesian Muslim children in the city of Padang can be seen in [Table 2](#).

Table 2. Descriptive Statistics

Learning Model	Ability	Mean	Std. Deviation	N
CEBDL Model	scientific thinking	85.07	4.464	15
	responsible	85.47	3.270	15
	care	86.27	2.963	15
	Total	85.60	3.576	45
Conventional Model	scientific thinking	76.40	4.388	15
	responsible	71.93	4.935	15
	care	72.87	3.114	15
Total		73.73	4.555	45

The results of the pilot study of the character education-based discovery learning model on scientific thinking skills and the development of responsible and caring attitudes for Indonesian Muslim children. The normality test of the character education-based discovery learning model can be seen in [Table 3](#).

Table 3. Descriptive Statistics

Statistics	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Results	0.054	90	0.000	0.991	90	0.781

Based on [table 3](#) tests of normality, it can be stated that because of the value of sig. 0.781 > 0.05 then the data is normally distributed. Furthermore, a homogeneity test was carried out. The results of the homogeneity test for the normality of the character education-based discovery learning model can be seen in [Table 4](#).

Table 4. Levene's Test of Equality of Error Variances^a

F	df1	df2	Sig.
1.356	5	84	0.249

Based on [Table 4](#) it can be stated that because the value of sig. 0.249 > 0.05 then it can be stated that the data is homogeneous. Next, a two-way ANOVA test was carried out. The results of the two-way ANOVA test can be seen in [Table 5](#).

Table 5. Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3346.133	5	669.227	43.313	0.000
Intercept	571210.000	1	571210.000	36969.622	0.000
Model	3168.400	1	3168.400	205.064	0.000
Ability	62.467	2	31.233	2.021	0.139
Model * Ability	115.267	2	57.633	3.730	0.028
Error	1297.867	84	15.451		
Total	575854.000	90			
Corrected Total	4644.000	89			

Based on [Table 5](#) it can be stated that because the value of sig. 0.000 < 0.05, it can be concluded that there are differences in student learning outcomes based on the model used. The research findings indicate that there are differences in the learning outcomes of Muslim students between using the character education-based discovery learning model and the conventional model. The average research findings can be observed in the [Figure 2](#).

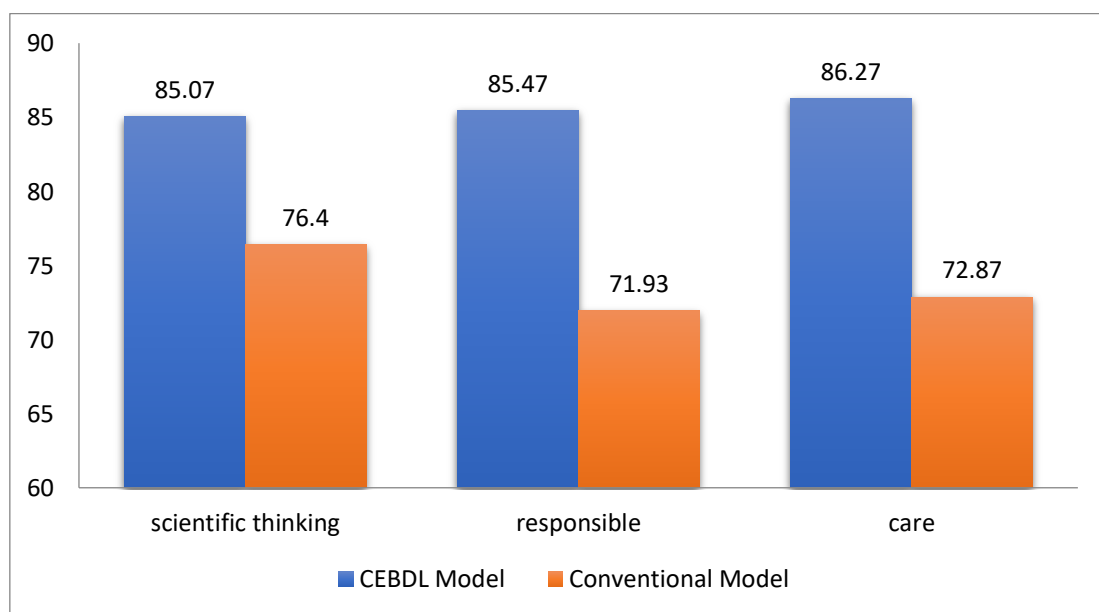


Figure 2. The Difference in the Average Learning Assessment Using the Cebdl Model With the Conventional Model

Discussion

Learning outcomes in the form of scientific thinking skills, developing an attitude of responsibility, and developing a caring attitude can be improved by using a character education-based discovery learning model. The character education-based discovery learning model produces a higher value when compared

to using conventional learning models. This is because the character education-based discovery learning model does pay attention to the development of children's scientific thinking skills. In addition to paying attention to the development of children's scientific thinking skills, the character education-based discovery learning model also pays attention to the development of children's positive attitudes. In accordance with this statement, the research findings state that the attitude of responsibility and caring attitude can be increased and steal special attention by using the character education-based discovery learning model.

Indonesian Muslim students experienced an increase in social skills. Students have (1) the ability to communicate with other students, (2) establish friendships with peers, (3) listen to friends' opinions, (4) give and receive criticism from others, and (5) give or receive feedback (Sriwulan, 2018). Social skills bring Indonesian Muslim children to a moral civilization. Moral values are still relevant to people's lives today (Masyhudi et al., 2020; Muhammadiyah et al., 2018; Ramdan & Fauziah, 2019; Santosa, 2018). Moral values can be applied in formal and informal learning processes such as extracurricular activities (Aprily, 2019; Santosa, 2018; Yuniyanto et al., 2020). The child's attitude of responsibility can be seen based on the child's daily life in completing tasks on time, working in groups to help complete assignments, and organizing groups (Febriani & Ghozali, 2020; Juwantara, 2019). The inculcation of an attitude of responsibility and a caring attitude has a positive impact on increasing student achievement.

The character education-based discovery learning model is a learning model developed from the discovery learning model and combined with character education. The character education-based discovery learning model plays a role in building scientific thinking skills, responsible attitudes, and caring attitudes in the learning process. The character education-based discovery learning model also plays a role in the development of other positive attitudes and critical thinking skills (Arlis et al., 2020; Mediartika et al., 2018; Putri & Djamal, 2017; Septine et al., 2019).

The research findings show that the education-based discovery learning model is more effectively applied in elementary schools in developing scientific thinking skills, responsible attitudes, and caring attitudes. This finding shows that the children's abilities are improved not only in terms of character but also in terms of children's thinking abilities. This finding is different from other research findings. Other studies also discuss the development of character learning models. It's just that the findings described are still in the form of identifying the values of character education and finding the supporting and inhibiting factors of character education. The research has not yet reached the stage of implementing the model with promising results (Hidayat & Sukitman, 2020). In addition, other research findings show that the 21st century character learning model is still at the stage where it is feasible to be tested (Amran et al., 2019). Next, research on the development of religious humanist learning models in character education was declared effective for use in character education in elementary schools. However, these findings are still with general results. The findings have not been detailed for the characters developed (Jumarudin et al., 2014). While the research findings on the development of character education-based discovery learning models are clearly focused on building scientific thinking skills, responsible attitudes, and caring attitudes in the learning process.

The research contributes to the development of character education-based discovery learning models in the learning process in elementary schools, namely: (1) Improving children's scientific thinking skills, (2) Developing children's positive characters (responsible attitudes, and caring attitudes). (3) Assisting teachers in developing children's character. (4) Improving the professionalism of teachers by implementing character education-based discovery learning models in elementary schools. (5) Resources for school principals in developing school quality with character education. (6) New references for other researchers to research the development of character education-based discovery learning models with different subjects and populations. There are limitations in applying research on the development of character education-based discovery learning models. The limitations of the research on the development of character education-based discovery learning models are: the research is still within the scope of the city of Padang. so it is necessary to conduct further research in other cities with different environmental characteristics. This research has not been tested on non-Muslim students or students who are in Muslim and non-Muslim environments, so further research needs to be done. Research on the character education-based discovery learning model has not yet tried the development of local wisdom-based moral values.

4. CONCLUSION

The education-based discovery learning model developed is effective to improve scientific thinking and the development of responsible and caring attitudes toward Indonesian Muslim children. The role of the character education-based discovery learning model in the development of the attitudes of Indonesian Muslim children, namely the character education-based discovery learning model can build an attitude of responsibility and care in the learning process.

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