

Development and Evaluation of Character Education Teaching Guide Book As A Media on Character Education With Resident Assistant (CERA) Model Based Teaching Implementation

Rr. Lis Permana Sari and Sukisman Purtadi

Email : lis_permana@uny.ac.id

Chemistry Education Department, Mathematics and Sciences Faculty, UNY

Abstract

a learning guide book has been developed as a media in implementing CERA in learning. The book was developed based on indicators defined from the needs assessment and the theory of the development of teaching materials . Final assessment results indicate that the book has been developed to have an excellent score in terms of three components , namely components of instructional design, content, and technical design feasibility. The average score for the overall indicator of developing books are included in the category of 4.11 and very good.

Keywords: CERA, character education, teaching guide book, design

Background

The issue of culture and national character has become the public spotlight and stated in various posts in the print media, interviews, dialogue, and talk show in the electronic media (MONE, 2010). In line with that, the government through the Ministry of National Education has developed a guidelines for character education as an alternative on reducing these problems. But it is not an easy way when faced with the practical aspects in school. The lack of teachers understanding in implementing the curriculum has just enacted a separate issue when trying to integrate character education. The problem is more pronounced for science teachers who see the value and character of a more social nature and escape from the material science. In addition, the actual character education is a complex issue (Berkowitz & Bier, 2005) it will be difficult when combined with the material already loaded deemed to be delivered by science teachers. Character education appears to be merely an idea that is difficult to be implemented.

This condition occurs because the character education is placed in a common framework. Chemistry as a part of science has its own characteristics in learning. It is a need to explore the characters are indeed characterized by chemical learning in order to remain effective as a chemistry teacher educators character without feeling getting an additional burden on other

subjects. In addition, guidelines or instructions that are practically indispensable by prospective teachers, so that they are no longer hesitant to develop character education in chemistry teaching.

Planting of character education for students of Chemistry Education as teacher candidates become urgent to be implemented. Synergistically team of lecturers have started to integrate character education in the lecture. At the university level have been given guidelines for the development of the Faculty and Program. But still required the development of educational models of characters (character education) appropriate for each field of study. In this study, it will be developed the model classes to prepare candidates chemistry teacher character through Character Education with Resident Assistant (CERA). This model is implemented character education in the lecture using peer models. Resident Assistant itself in Indonesia, including in UNY, is not well-known. As their counterparts in the Department of Chemical Education known assistant in the lab, while assistant in college yet. Model assisting by a lab assistant is that in this study then developed also in lectures and empowered in the application of the model of character education Character Education with Resident Assistant (CERA). As a support in the implementation of these activities required handbook lecture. Therefore, this article discussed the development and evaluation of the book.

Method

Guide Book Design

Guide was developed with consultation on the theory of the structure of the book is good . The analysis is based on a needs analysis that has been done before . The meeting between data analysis and the theory will bring up parts of the book that will be developed .

Furthermore, the book developed , assessed at media specialists and materials experts to get feedback and criticism . These results are used to make the first revision . The second appraisal carried out by the students as users . The final result of the value that indicates the quality of the book developed

Data Collection And Analysis

There are two kinds of data collected. The first is a description from the expert assessment of materials and media . The second is the score given by materials experts , media experts , and students as users .

Descriptive data will be compiled and then used to make revisions . This data was obtained from one person and one person ahi media expert material. Numbered data were analyzed with descriptive statistics figures to determine the category of each indicator in the book component . Assessment conducted by media experts , materials specialists , and 7 students .

Result and Discussion

Evaluation of Guide Book

Based on this assessment, the guidebook has been assessed to be feasible to be used as a guide for the implementation of CERA in the lecture. This judgement based on the end result of each component those can be described as follows

Instructional Design

Instructional design as a whole was assessed by 20 indicators. This indicator is divided into three sub-categories. Overall in terms of instructional design in the category very well. For each sub-category, namely the objectives, rationale, pre-tests, material-interactivity, posttest, and further reading can be described as follows.

1) Objectives

Results of the assessment objective component of the guidebook is chategorized as excellent the value of each component of the destination can be seen in the table 1. All indicators on this component is chategorized as excellent. With this assessment, can be said to be not necessary to be revised.

Table 1. Assessment Result of Objective Component

No	Indicator	$\bar{X}$	category
1	lies the purpose of writing the guidebook	4,11	Excellent
2	statement of objectivewritten based on learning hierarchy	4,22	Excellent
3	conformity with the objectives guidebook coverage	4,44	Excellent
4	clarity and accuracy of statements	4,11	Excellent

1) Rationale

Rationale

Assessment results guide the rational component is excellent. Score of every indicator of rational component can be seen as follows.

Table 2. Assessment Component Rational handbook

No	Indicator	$\bar{X}$	category
5	clarity statement of the reason for the use of the manual	4,11	Excellent
6	clarity summary of the content and connectivity between chapters	3,89	Very Good
7	clarity learners targeted	4,22	Excellent
8	clarity of the instructions for use manuals	4,00	Very Good

The statement of the reason for the use of the guidebook is not explicitly shown. Although not shown in a separate section, this statement will be clarified in the use of the guidebook.

2) Matter-Interactivity

Results of the assessment component of the guidebook purpose is excellent. For each indicator of interactivity component material can be seen in Table 3. Reexamination is even more necessary in the presentation of the material in attracting the interest and motivation of the learner and the learning hierarchy in learning activities, as well as the adequacy of the sample, test, and feedback. These three components are already considered good but still low value given. Therefore some suggestions such as the use of language that is not too stiff, and instructions for learning will be corrected before further use.

Table 3. Assessment Material Component-Interactivity handbook

No	Indicator	$\bar{X}$	Category
9	conformity of the material with the aim handbook	4,22	SB
10	variety of learning strategies suggested in the guidebook	4,11	SB
11	users the freedom to choose teaching materials	4,11	SB
12	instruction that learners interact with other learners	4,22	SB
13	presentation of the material in the interest and motivation of the learner	4,00	B

14	feedback given	4,22	SB
15	clear instructions to master the process of learning material provided	4,22	SB
16	hierarchy of learning in learning activities	4,00	B
17	clarity example given	4,22	SB
18	variety of language used in describing materials	4,11	SB
19	form suggested continued activity of	4,11	SB
20	Adequacy of sample, test, and feedback	3,89	B

Feasibility of Contents

Components of the overall feasibility of the contents was assessed by 8 indicators. These indicators are divided into four components. The overall feasibility of the contents in the excellent category. For each component, namely relevance, accuracy, currency, and accompanist competence can be seen as follows.

1) Relevansi

Results of the assessment component of the relevance of the guidebook is excellent. Score of each indicator of the relevance of the components can be seen in Table 4. The relevance of the material aspect has been considered very good. With this result is not actually necessary repairs or revisions terhadap relevance of the material. However, the proposal for the addition of examples for several other subjects will continue to be implemented prior to the use of this manual as guidance CERA.

2) Accuracy

Results of the assessment component of the accuracy of the guidebook is very good. The value of each indicator of the accuracy of the component can be seen in Table 5. In terms of accuracy to be considered by the developer handbook here is the accuracy of chemical material developed in the guidebook. This may be because the manual is not very detailed offending chemical material that is used as an example.

Tabel 4. Accuracy

No	Indicator	$\bar{X}$	Category
22	How the accuracy of character development material chemists and chemical educators	4,56	SB

3) Recency

Results of the assessment component sangat. Nilai recency handbook is any indicator of recency components can be seen in Table 15. Component recency assessed with very low baik. Nilai of this component is "how the material invites users to think and act globally". Part it was rather difficult to pedoman. Beberapa suggestions outlined in the book to include cases of global problem-solving might be considered which need to be considered in the improvement of this handbook further.

Table 5. Assessment Component Recency

No	Indicator	$\bar{X}$	Category
22	contemporary materials developed in the handbook	4,22	SB
23	contain the material that is in the user's environment	4,11	SB
24	material invites users to think and act globally	4,00	B

4) Nurturant competence (Followup)

Results of the assessment of competence components guidebook is a good accompaniment. The value of each indicator of competency component accompanist can be seen as follows.

Table 6. Assessment of Nurturant Competence Component

No	Indicator	$\bar{X}$	Category
26	material can build equality users including users with special needs	4,00	B
27	material can build confidence trainee	4,22	SB

28	material can build interaction and cooperation among the participants	4,22	SB
----	---	------	----

Some components accompanist serve as indicators of the development of the guidebook as well as assessment indicators, such as how the material can build equality users including users with special needs, to build the confidence of participants, and build interaction and cooperation among the participants. The first indicator of this indicator scored three good. This it was rather difficult to implement it in buu general guidelines. Therefore, it will be studied more in depth on the matter.

Technical Design

The overall technical design components assessed 12 indicators. This indicator is divided into 4 komponen. Over all of the design in the category very good. For each component, namely the reference, layout, typography, and graphics can be seen as follows.

1) Reference

Results of the assessment component of the reference handbook is very good. Each indicator of the component reference can be seen in Table 7 below. Component reference received excellent. On the initial assessment, some references have not been written in the reference list. Revision was carried on this writing references. The use of APA rule was set because during this time, the rules are often used in writing scientific papers in the Department of Educational Chemistry, especially in the field of Chemical Education is the APA.

Tabel 7. Assessment Reference Component

No	Indicator	$\bar{X}$	Category
29	consistent use APA style rules in the citations and references in the text references	4,11	SB
30	conformity bibliography with libraries used in the handbook	4,33	SB
31	consistent use APA writing style rules bibliography	4,22	SB

2) *Layout*

Results of the assessment component layout is excellent. Grade of guidebook indicator of component layout can be seen in Table 8. Overall indicator of the component layout has a high value, and in the category very . It shows that the layout used in the development of this handbook have no need to be revised significantly.

Table 8. Assessment Component Layout

No	Indicator	$\bar{X}$	Category
32	text alignment to be used by users	4,44	SB
33	spaces are used to guide the user legibility	4,44	SB
34	empty space in the guidebook for the purposes of writing	4,11	SB
35	consistency of space for text, headings, and headings	4,33	SB

3) *Typography*

Results of the assessment component of the guidebook typography is very baik. Nilai every indicator of typography component can be seen in Table 9. As with component layout, typography component also has a high value.

Table 9. Assessment Component Typography

No	Indicator	$\bar{X}$	Category
36	form letters are used to guide the user legibility	4,33	SB
37	Font size e size of the letters used for readability by the user handbook	4,11	SB
38	variations of font used for text, headings, and heading towards the legibility of the handbook by	4,44	SB
39	shape and consistency of numbering used to legibility user manuals by	4,22	SB
40	consistency fonts used for text, headings, and heading towards the legibility of the handbook by	4,22	SB

4)Graphic

Results of the assessment graphical components guidebook is very good. Each indicator of graphics components can be seen in Table 10.

Table 10. Assessment Component Graphics

No	Indicator	$\bar{X}$	Category
41	colors used in the image	4,11	SB
42	the size of the image that is used along with the text of	4,11	SB
43	laying image of the visual comfort of users	4,22	SB
44	comparison of images with text	4,11	SB
45	connectedness images with text	4,00	B

Indicators that have good value in the component only on connectivity teks. Penyebaran images and pictures in this manual is uneven. There are several chapters that do not have a picture, on the contrary there is a chapter that has a lot of pictures. This criticism be considered and carried out repairs associated with the image in the guidebook. Images are displayed also is only a comical illustration.

Conclusion

Lectures produced handbooks and guidelines for character-based chemical assessment that tested the feasibility. The handbook has been developed in accordance with pre-established indicators. This book can be used as handbook in implementing the lecture-based CERA

Acknowledgement

Researchers would like to thank to the Higher Education which has been supporting funds for this research by the contract number : 062/SP2H/PL/Dit.Litabmas/II/2015.

References

- Berkowitz, M.W., & Bier, M.C. (2005). Character education: Parents as partners. **Educational Leadership**. September 2005 64 – 69
- Billig, S.H., Jesse, D., Grimley, M. (2008). Using service-learning to promote character education in a large urban district. *Journal of Research in Character Education*, 6(1), 2008, pp. 21–34

- Fairbrother, G. P. (2011). Forging consensus for implementing youth socialization policy in northwest China. *International Journal of Educational Development*, 31(2), 179-186.
- Frye, M. (2002). *Character Education Informational Handbook and Guide*. Ncpublicschools: North Carolina ncpublicschools.org
- Healea, C.D. (2006). Character education with resident assistants: a model for developing character on college campuses. **The Journal of Education** 186.1. 65 – 77
- Kemendiknas (2010). *Desain Induk Pendidikan Karakter Kementerian Pendidikan Nasional. Badan Penelitian Dan Pengembangan Pusat Kurikulum: Jakarta*
- Kemendiknas (2010). *Pengembangan pendidikan budaya dan karakter bangsa: Pedoman sekolah. Kementerian Pendidikan Nasional. Badan Penelitian Dan Pengembangan Pusat Kurikulum: Jakarta*
- Kemendiknas. (2010). **Pengembangan pendidikan budaya dan karakter bangsa**. Bahan Pelatihan. Penguatan metodologi pembelajaran berdasarkan nilai-nilai budaya untuk membentuk daya saing dan karakter bangsa. Kementrian Pendidikan Nasional. Badan Penelitian dan Pengembangan. Pusat Kurikulum.
- Kompas, (2010). Pendidikan karakter bangsa. [online] diakses lewat <http://edukasi.kompas.com/read/2010/10/28/13454469/Pendidikan.Karakter.Bangsa> diakses pada tanggal 18 September 2011
- Lickona, T (1999) Character Education: Seven Crucial Issues, *Action in Teacher Education*, 20:4, 77-84,
- Reid, N. (2006)'Thoughts on attitude measurement',**Research in Science & Technological Education**,24:1,3 —27
- Revell, L & Arthur, J. (2007). Character education in schools and the education of teachers.**Journal of Moral Education** Vol. 36, No. 1, March 2007, pp. 79–92
- Rimanews. (2011). Gawat, pendidikan karakter di Indonesia makin tidak jelas! [online] diakses lewat [http://rimanews.com/read/20110518/28426/ Gawat-pendidikan-karakter-di-indonesia-makin-tidak-jelas](http://rimanews.com/read/20110518/28426/Gawat-pendidikan-karakter-di-indonesia-makin-tidak-jelas) diakses pada tanggal 18 September 2011
- Skaggs, G., & Bodenhorn, N. (2006). Relationships between implementing character education, student behavior, and student achievement. **Journal of Advanced Academics**, 18, 82–114.

Sukisman Purtadi (2013). Pengembangan Media Pelatihan Interaktif Berbasis Internet Untuk Meningkatkan Kemampuan Inkuiri Dan Scaffolding Guru Kimia. Laporan Hibah Doktor. Tidak diterbitkan

Susan Fitrihari. 2011. Memanusiakan Manusia Melalui Pendidikan Karakter. Dalam: Pendidikan Karakter: Nilai Inti Bagi Upaya Pembinaan Kepribadian Bangsa, Editor: Dasim Budimansyah & Kokom Komalasari. Bandung: Universitas Pendidikan Indonesia Press.

Williams, M.M. (2000). Models of Character Education: Perspectives and Developmental Issues. *Journal of Humanistic Counseling, Education and Development*, 39 (1), 32-40