

Development and Student Creativity: The Development of the Integrated Model Learning Tool to Train the Fourth Grade Students Creativity in Elementary School

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Abstract: This study aims to develop an integrated model learning tool to trace the elementary student's creativity. The development design used is following the 4D Model which is adapted to 3D (without implementing the disseminated). Design used is one group pretest-posttest design. The feasibility of learning tools developed is analyzed descriptively. The results obtained show that the developed device is declared valid, the implementation of learning tools is very good, student activities during the learning process follow the integrated learning steps integrated model well, student responses to learning tools and positive integrated models, student's creativity results have improved in aspects of flexibility, originality and elaboration. Based on the results of data analysis, it is concluded that the integrated learning model tools that have been developed valid, practical and effective are used to train student's creativity.

INTRODUCTION

Each institution conducts character education. Implementation of character education by each institution in because moral children of the nation today that has been out of the existing norms such as brawl between students and not a few drugs.

In addition, students are also often reported in print and electronic media about elementary school students do violence against his fellow friends. The condition has given negative impacts for both the students themselves and the impact on the social and cultural environment of the nation.

Character education is not a taboo for all of us, especially in education. Parents introduce character education in children in the family environment such as the introduction of norms, manners and values of decency. Character that will be in thick when the children are

educated in educational institutions. According to Dewantara states that education is an effort to foster character, mind and body of children. It is a part that cannot be separated because it is interrelated to be able to encode a child of character. We can draw the conclusion that character education and manners are an important part of national education goals. According to the Law of National Education System No. 20 of 2003 which states that, education is a conscious and planned effort to actualize atmosphere learning and learning process, so that learners are actively developing the potential of himself has spiritual strength, self-control, personality, intelligence, noble character as well as the skills that he needs, society, nation and state.

According to Raka the consequences of this policy diminished from the attention of schools or educational institutions to planting budi pekerti of learners. Moreover, formal education is very limited in providing moral

education, both in terms of allocation of time and other technical problems such as the relationship of teachers and students are formalistic. Policies made often do not see the impact of the policy itself on society but these are all factors driving people to reach high levels of competence. People who have high potency without being accompanied by good character, then he could endanger himself and even his environment.

Currently, schools are applying these character education lessons as the application of character education. The application of character education by the school is the only one is due to demoralization of the nation's children today. Therefore, every education provider is encouraged to be able to carry out character education one of them in SD No. 11 Jimbaran. This school is a model school in the implementation of character education in Badung regency of Bali Province. SD No. 11 Jimbaran has some uniqueness of the students as the object of the implementation of education and the organizers of character education along with the means and infrastructure for the implementation of character education. In view of what schools have done to students through school programs both in the classroom and outside the classroom, schools always prioritize the activities of planting or strengthening the education of the students. Of the uniqueness of SD No. 11 Jimbaran we can draw a formulation of the problem like the application value of characters in learners, policies related to character education, character education design and character education. The purpose of this research is to know the cultivation of the character's value in the learner to know the school policy related to the character education of the learner to know the design made by the school for the implementation of character education for the students and to know the character education in the learner. From my research, there are several benefits of research that is to provide knowledge to educators and the community in developing character values in children as a source and guidance in character education of children in school and home this research is expected to make reference for the educators in primary school level in actualizing and optimizing character education for primary school children, contributing to educators about the implementation of character education.

Literature review: Based on the research of the researcher there are some views on the meaning of the character education implementation. However, the essence of education itself is according to Mubarak (2009) states that in terms of language, education can be interpreted deeds of education or maintenance. According to the National Education System (Article 1 Act of RI Number 20 of 2003) stated that education is a conscious and planned effort to create an atmosphere of learning and

learning process so that learners are actively developing their potential. Education according to Samani (2012) is an effort to help learners to develop all its potential as the future. According to Albertus states that education is a conscious effort that is shown to develop human intactself, through various dimensions. Form view of education that can be drawn a conclusion that education is an activity in order to change, bring out and grow the ability of learners.

There is an understanding of the character of Dharma (2011) states that the character is a value embodied in the form of behavior. While Suyanto (in Zubaedi, 2011) states that the character is a way of thinking and behaving that characterizes each individual to live and work together. Furthermore, Samani (2012) reveals that the character is interpreted as the basic value that builds a person. In line with that, Masnur (2011) states that the character is the value of human behavior associated with God Almighty, self, fellow human beings, environment and nationality. From the understanding of the above characters can be concluded that the character is a moral meaningful collection of good or bad, inappropriate or inappropriate behavior adopted by the community.

The notion of character education as according to Masnur (2011) reveals that character education is a system of planting the values of character to the citizens of the school. Samani (2012) convey that character education is the process of giving guidance to learners to become a whole person. Dharma (2009) defines character education as learning that leads to the strengthening and development of children's behavior as a whole. Doni (2009) argues that character education is the overall relational dynamic between the person with various dimensions, both from within and from outside himself. Zubaedi (2011) also explains that character education is understood as an effort to cultivate intelligence in thinking, appreciation in the form of attitude and practice in the form of behavior in accordance with noble values. Based on some sense of character education can be drawn conclusion character education is a conscious effort to instill values or attitudes for learners so that can be actualized in everyday life.

The importance of character education to human life, especially on learners. Judging from the many injustices and lies committed by our society. Even at the higher level itself, the government that no longer recognizes a character of himself as God and social beings. The Indonesian nation is known as a nation that is friendly, polite, helpful, hardworking, tolerant, honest and uphold sincerity. These values have been owned by the Indonesian people since the first, every parent always advised that his children avoid the arrogant, arrogant and acts of violence and appreciation of cultural values that

are inherited from our parents have faded these circumstances caused the nation of Indonesia slumped in all field. Therefore, it is necessary to re-strive character development of the nation's children even though the effort needs a long process and a big cost (Amin, 2011).

The basis of the implementation of character education to learners. The foundation related to character education such as Pancasila and the 1945 constitution. Pancasila as the land of character education due to Pancasila is the nation's life view. While the 1945 constitution became the foundation of character education because it has been contained in it in Article 30 paragraph 3 that the government holds a national education system which increases faith and piety and morality in order to educate the nation's life regulated by the Act.

The values contained in character education namely the religion, pancasila, culture and goals of national education. Character education design that is made referring to the gren design made by the government. Gren designs developed by the government explain that the psychological and socio cultural character of character building in the individual is a function of all human potential (cognitive, affective, conative and psychomotoric) in the context of cultural social interaction (in family, school and community) and lasts for life.

Configuration of characters in the context of the totality of psychological and socio-cultural processes can be grouped into: Spiritual and emotional development, intellectual development, physical and kinesthetic development and exercise and karsa And Creativity development) that are diagrammatically. Character education design or design should be implemented by several parties as implementers for the formation of characters such as school, family.

MATERIALS AND METHODS

This research uses qualitative approach, research design made case study and type of research conducted descriptive research. Stages of research conducted are pre-field stage, field worker stage, data analysis phase, reporting stages. Place of study at SDN No. 11 Jimbaran Jimbaran village of South Kuta District Badung Province Bali Province. Sources of data can be obtained from principals, teachers, guardians and students. Data collection techniques through interviews, observation and documentation. The research instrument is the researcher himself by making an observation sheet. Validity checks are performed with extension of observation, increasing perseverance, triangulation, negative case analysis, using reference materials and holding checks. Data analysis techniques performed with data reduction, data presentation, conclusion drawing.

RESULTS AND DISCUSSION

The result of the research that can be carried out is related to the planting of values that is implemented by inculcating the religious values, honest, tolerance, discipline, hard work, creative, independent, democratic, the curiosity, the spirit of nationalism, the love of the homeland, the appreciation of achievement, love to read, caring environment, caring environment, social care and responsibility. The some reasons for the school to instill all the existing character values that is the value of the characters that are held to eighteen is the implementation of the vision and mission of SD No. 11 Jimbaran, Eighteen existing character values are a requirement of every student in elementary school. 11 Jimbaran, the value of existing characters interrelationship between the values of one character to another, the value to eighteen characters is a reference of the implementation of curriculum that schools implement the school implement the curriculum 13. The observation of the value of the planting is directly proportional to what is expressed by the head School that the value grower is done in several ways and places. The way characterization of character values is done with various activities that are routine activities, spontaneous activities, exemplary and conditioning. Seen from the place of execution character education is divided into two places, namely in the classroom and outside the classroom. As for examples of activities undertaken on the basis of the appropriate way premises of the implementation of the routine activities carried out in the classroom such as praying together to instill religious values, reading five minutes before class starts to instill the value of reading, implement group learning to give value of cooperation, tolerance and loyal friends, making different evaluation questions to instill honesty values in students. Spontaneous activities are done in the classroom as advised students who do not listen to the teacher's explanation. Exemplary activities of teachers show the learners of the dress and good behavior so that the side of the model follow the behavior of a good teacher. The conditioning activities make the classrooms always clean this conditioning to instill environmental cares in the learners. Activities conducted outside the classroom through routine activities such as flag ceremonies every Monday to instill the value of love the homeland, carrying out gymnastics together to instill the value of love the environment, carry out hygiene activities by hygiene team to instill the value of environmental love. The spontaneous activity undertaken advises the side who does deviate from the school rules. Good activities are done to give a good example to the side of every behavior and act outside the classroom. Conditioning activities carried out with activities to make the school environment is always clean to give value of care for the environment.

Based on the activities undertaken in the outside the class, other some activities are in the form of extracurricular, co-curricular. Based on data obtained from interviews and observations can be proven also through the data through the documentation of activities and documentary from supporting activities such as schedule activities, program activities.

The implementation of the character values performed by the school to the students can not be separated from the policy issued or made by the school. The policies that make schools have policies implemented in the classroom and policies implemented outside the classroom. Viewed from the policy executive that the policy is intended by the side and the policy designated by the educator. The policies implemented in the classroom are for students as well as students should always keep the class clean, students do prayers together, students be friendly to each other and polite to the father of the teacher. Policies that are made to be implemented outside the classroom as well as carrying out flag raising ceremonies, using custom clothing every full moon, visiting libraries on a scheduled basis, conditioned the school environment to keep it clean and policies in which students are required to follow extracurricular activities organized by the school.

Schools in making policies and to be able to carry out character education do not deviate from the design of character education in its design. Designs made by schools refer to designs created by governments whose purpose is to establish noble values in learners. The value of noble formed must have the foundations of the value contained therein. The basic foundations of noble values are religion, UUD 1945, UU no 23 year 2003 about sisdiknas, educational theory, psychology, norma, social culture, best experience. The stages in the application of educational design character SD. 11 Jimbaran is done by establishing character education in schools, planning character education in schools, preparing human resources in the application of character education, conducting character education first phase as the basic stage of introducing the character that needs to be carried out next in carrying out second character education as a stabilization strategy implementation of education character in school and implement the third stage of continuous development, carry out monitoring and evaluation, redesigning for the sustain ability of character education conducted in schools.

Implementation of character education conducted by SD No. 11 Jimbaran well done and according to what is in hope by the vision of the school mission. Such execution is evident from most student attitudes that reflect the values of character expected by the government. Behavior in the students by what researchers have observed that the behavior is not only implemented

once only but the behavior is carried out continuously both when in the classroom and when outside the classroom. The behavior of the character of the students is not only done in school but the behavior is brought to the house with the evidence that the results of interviews conducted by researchers from bebrapa guardians that the behavior of his son son is very appropriate what is expected by the parents of students. Of the success of schools in shaping the character of students is not only done by the school but all the existing stakeholders participate in shaping the character of students in SD No. 11 Jimbaran.

CONCLUSION

It can be concluded that the cultivation of character values in SD No. 11 Jimbaran that is inculcate in religious values, honest, tolerance, discipline, work hard, creative, independent, democratic, curiosity, the spirit of nationality, love the homeland, appreciate achievement, friendly, love peace, love to read, caring environment, caring environment, caring Social and responsibility. The policies that schools create are two policies: policies for students and policies for educators and educators. According to the implementation of the policy is divided into two policies on the learning process and activities outside the learning process. Schools create a character education design in accordance with the design made by the government in order to form a characteristic behavior on the students through the formation of noble values with the process of culture and supporting facilities that exist. In the implementation of the character education design created by SD No. 11 Jimbaran there are stages of doing declaration, planning, implementation, assessment and development of design or redesign. The implementation of character education in SD No. 11 Jimbaran is very well done. The implementation of character education in SD No. 11 Jimbaran is implemented through learning activities, extra-curricular and supported by facilities and infrastructure related to character education. There are suggestions for some parties related to the implementation of character education in SD No. 11 Jimbaran this school is expected to open more schools in interacting with the guardian for guardian Students pay more attention to the behavior of children at home so as to support the application of character education in schools. Government and other educational institutions are expected by government and other educational institutions to adopt policies to conduct children character education in schools, using an integrated approach, an approach involving all components of education in schools and parents at home in the development of character education. The next prospective researcher is expected that the next research can be more focused on the

character development management education model in an effort to form one of the basic characteristics of the child in order to produce more in-depth findings such as the management of religious character development, self-relating characters and Etc. Parents are expected to enhance their roles and responsibilities in shaping the character of the child, both at school and at home by improving child monitoring, good exemplification and the creation of an educative environment in the family.

From the research that researchers do there are some research findings related to the inculcation of the character education value in the students at SD No. 11 Jimbaran, the policy related to the character education in SD No. 11 Jimbaran, the character education design at SD No. 11 Jimbaran, the character education in SD No. 11 Jimbaran. Basic character of elementary school students No. 11 Jimbaran is a character that comes from values that include: values of character in relation to God or religious, values of character in relation to self, value of character in relation to others, values of character in relation to nationality. Background on the emergence of policy due to the commitment of character education Implementation in SD. 11 Jimbaran. SD commitment No. 11 Jimbaran in the formation of student character is based on the vision and mission of the institution that is, the realization of the school as a reinforcement and developer of human resources as a whole, both in terms of science, personality and expertise. 11 Jimbaran as well as a common concern on the demoralization of the above, elementary no. 11 Jimbaran builds a re-commitment of character education and raises school policies in an effort to ensure that students have good character and avoid any behavior that is contrary to religious and social norms. In addition also to provide a foundation and the basis of strong behavior to students to face the globalization and information technology that sometimes have a negative impact on children. Design made by SD No. 11 Jimbaran in the implementation of character education in the design of character education education there are principles that must be considered. Principles of character education that are used as the foundation and guidance for principals,

teachers and staff in SD. 11 Jimbaran in carrying out character education in order to run effectively and efficiently as expected jointly is to launch, plan, implement, monitor, redesign.

The implementation of character education in elementary school No. 11 Jimbaran there is a pattern of character education characterization is the development of school programs and policies, the integration of character education in every subject, school culture, partnership with child guardian. In efforts to develop character education that has been implemented previously required the role of responsibility the maximum of all components of education in schools, namely principals and teachers or employees and parents at home. These roles and responsibilities have been well implemented by school principals, teachers and parents.

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