
Internalization of Character Values in Learning Process Using MSHR Model

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Abstract: Education is an effort to build character of students through fostering Affective domains to form Good Feeling, Cognitive domain to form Good Knowing, and Psychomotor domain to form Good Acting. Unfortunately, in affective domain learning activities or attitudes tend to be ignored for various reasons. This gives an overview of the lack of awareness of educators to pay attention to the affective aspects of learning. For that, it is necessary to habituate the internalization of character values by educators through a simple strategy, namely MSHR (Motivation, Socialization, Habituation, and Remediation). The goals of this strategy is to help teacher internalize character values in learning activities simply. This type of research is R & D research using the Plomp development model. Validity and practicality tests carried out by experts and practitioners through oral assessment using questionnaire instruments. The effectiveness test is done by asking the student's opinions on learning activities using the MSHR attitude learning model. The internalization can be carried out in the learning time section of the study, at the beginning, mid, or end of activities. The results of the study illustrate that the MSHR model is valid, practical, and effective to be used in learning activities.

Keywords: Learning Instruments, Experiential Learning Models, Cubes and Beams

1. Introduction

Education is basically efforts to build high quality human, people characterless or pleasethnoble. Character many are defined by various versions, but generally all definition referring to the ability to exercise restraint, feel, mind, and actions. Control feeling done with penghayatan on nilai-nilai good; mind done with knowledge; they do with skills. Thus, someone said characterless better if rich liver (good feeling), rich knowledge (good knowing), and rich skill (good acting).

It is going to basically education is about going for two things , promised to supply thinking only of ways to all mankind would have become people who come into close smart and clever as well as be people who come into close good and wise man holds it back. Between the two this purpose , and holy spirit make mankind for good and wise man holds it back had turned out to be the issue that was most difficult .Were not wrong if it is said that the issue of moral is a matter of who is regarded as problems in access to education an acute (Sudrajat , 2011) .The purpose of education can only be reached through a system of a good to hold a character education .Absolute to hold a character education should be introduced at the level of junior of any kind .

Character is the main function of education, the quality of the character of the students shows the quality of education carried out. Judging from this conception, it appears that the quality of our education is still very concerning. The character development action program launched by the government since 2005 turned out to be still limited to discourse, the moral quality of the nation has not shown any improvement. In fact this condition is a warning for Educators, professional assemblies that form the nation's morals.

Kindness is the main reason for doing good, knowledge is a tool for determining what should be done, and skill is a tool to do the right way. People with character will always do good in a smart and sincere manner, called charity. An act is said to be good if it is obedient to the value, said to be intelligent if it is appropriate to the place, time and purpose, and said to be sincere if it is based on good intentions.

There are at least three groups that are responsible for the formation of a person's character, namely the Family, Educators, and Society. Unfortunately, these three parties tend to throw each other responsibility. In fact, it is advisable for each party to take the maximum portion of that responsibility. Because the three parties are actually us together. Everyone is part of the community, part of the family, and everyone can develop their functions as educators, especially those who are given the title Professional Educators.

Characteristic physics learning referred to in this paper is a form of the responsibility of educators in the field of physics in the development of students' character, the point is to contain the three dimensions of personality comprehensively and proportionally, namely Affective, Cognitive and Psychomotor. Since the adoption of the competency-based curriculum in 2003, education experts have actually reminded of the importance of educator's attention to the affective domain, which has always been neglected. Teachers and lecturers seem to be focused on aspects of academic intelligence, so when affective is warned, educators are generally stunned, many do not know what to do to improve it.

Not a few people who argue that through learning the field of study (Science / Physics), students will naturally have a good scientific attitude. The reality is not so, many people have academic intelligence but are still poor in heart. Rich individuals tend to succeed in academics. Points of attitude values summarized in scientific attitudes such as the ability to work together, be humble, diligent, conscientious, hard work, honest, and responsible, for example, are examples of attitudes needed to achieve learning success.

In physics learning, not a few teachers ignore the affective domain to boost students' abilities in the cognitive and psychomotor domains. Material that is considered solid and difficult to be a reason for teachers to override the integration of character values and conduct a thorough evaluation of this domain. Even though the values contained in physics learning need to be developed to support the other two domains. According to Zubaedi (2013) Science, especially Physics can be used as a medium to shape students' personalities. The scientific values contained in Physics are actually character values that need to be developed. Even according to Goleman (1996), 80% of a person's success is influenced by emotional intelligence.

The character of a child the people recently which gradually and man is progressively decaying and encourage education world to for the event and really concerning the aspect of affective or character education as a necessity .Educational institutions that during was believe to handle every problem character in fact have not been able to do much .This is caused by the lack of consciousness for educators to teachers have noticed how much character in the importance of

education .According to setiawan (2013) , the character of having a very broad and multiaspek urgency .Character education have to actualized significantly in the form of the action .Done through socialization character , enkulturasi , and internalization .As for the purpose of this research is to develop a strategy character education simple help educator menginternalisasikan values character in learning activities on school tuition through a strategy of motivation , socialization , habituation , and remediasi (MSHR)

2. Methodology

The type of this research is research and development (R & D) or development research. This study uses a Plomp development model consisting of three stages, it is 1) the preliminary phase, 2) the prototyping or development stage, and 3) the assessment phase. The research data was obtained through questionnaire validation, practicalities, and effectiveness sheets. The data analysis technique used is descriptive analysis to explain the results of the analysis, validity, practicality, and effectiveness of the MSHR character education model.

Validation and practicality tests are carried out through Desk evaluation. Validation tests and practicalities are carried out by experts and practitioners. Experts and practitioners as validators are also contributors. Experts and practitioners give opinions about learning models that are developed orally by answering the interview questions given. Effectiveness is done using interview questionnaires to students in a Focus Group Discussion (FGD) group. Oral effectiveness assessment is needed to get students' impression of attitude learning activities carried out using the MSHR model.

3. Result and Discussion

The value item analysis model is developed by referring to the standards of the affective learning process, which includes five stages of activity, namely receiving, running, appreciating, living and practicing. These five stages correspond to the concept put forward by Lickona (2004), namely the understanding of moral concepts (moral knowing), appreciation of moral values (moral feeling), and habituation to practice moral values. In the item value analysis model, the internalization of items of value is carried out through four stages of activity, namely Motivation, Socialization, Habituation, and Remediation. The stages of the intended stages are summarized as follows.

1. Motivation

Promotion is defined as an effort made so that people are interested and feel they need something that is promoted, or called motivation. Motivation is the initial driver of value internalization. The promotion was carried out through the example of educators and other charismatic figures. Because characters tend to be in the area of the heart or feeling, the promotion of value is recommended through illustrations that relate to feelings that arouse feelings.

2. Socialization

Socialization is done so that students receive the full answer to the three main questions about the concept of value, namely what, why and how. What questions connote to the meaning or

meaning of a value item. In the development guide book for SMP character education it is stated that it is not wise if students are told to do something without understanding the meaning of what they are doing.

The question why connotes the benefits that can be obtained by individuals if they practice certain values. An understanding of the benefits of an action, both for themselves and their environment will foster respect, a sense of love and love for the intended value, which in attitude learning is called value appreciation.

The next step is the question of how, which connotes the forms of behavior that are in accordance with the item of value. Identifying these obedient values is one of the important aspects, both as a reference for practicing values (running) and for developing evaluation tools.

In the concept of modern learning, students are expected to be facilitated to explore, elaborate and confirm these three components of value wisely, actively and creatively, not solely from educators.

3. Habituation

Habituation is an effort to habituate the implementation of values-compliant behaviors. Educators as much as possible develop certain conditions to stimulate students regarding internalized values.

4. Remediation

Remediation is intended to strengthen or modify the behavior of students in implementing a value. Actual education or learning is for everyone, so that people whose attitudes have not been good become good, the better becomes better, and so on until the establishment of noble character, everyone's dream. If the character or character is personally unique, noble character is general. When, where and anyone, if he is noble is the same, that is kind, smart and skilled.

The results of validation interviews and practicalities carried out by experts and practitioners provide an overview of the results that according to experts and practitioners this model is well used in learning. During the validation the experts also provided input on the development of this model, thus experts besides being validators also became contributors. Practicality is also carried out using interview instruments conducted by experts where experts are of the opinion that the model is developed practically. Effectiveness is done by asking students' responses to assess the effectiveness of learning using the MSHR model.

4. Conclusion

Internalization of value points is done through four stages of activity, namely Motivation, Socialization, Habituation, and Remediation. Motivation is an effort made so that people are interested and feel in need. The socialization was carried out so that students received the full answer to the three main questions about the concept of value, namely what, why and how the character was implemented. Habituation is an effort to habituate the implementation of values-compliant behaviors. Remediation is intended to strengthen or modify the behavior of students in implementing a value. Internalization can be carried out on a part of the learning time in the

field of study, namely at the beginning, middle, or end of the activity, the important thing must be done systematically and planned.

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