

The Effectiveness of Karisma Instructional Model in Fostering The Characters and Increasing Students' Learning Outcomes of 4th Gradeelementary School Students

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Abstract

Educational problems require an innovative learning system and research to solve the problems. Research with learning model is line of way to improve the quality of education. The objectives of the research are to describe the way of implementing *Karisma* learning model, to know the difference of character improvement and learning outcomes, and to know the problems that occurred when implementing the *Karisma* learning model in Elementary School. Type of research which was used in the research was experiment, while the data analysis technique which was used was two way variant (two way anava) The result of research of the significance of students' character improvement for factor of student attitude learning model is $0,026 < 0,05$, or $F_{table} = 3,027$ and $F_{count} = 3,683$. Students' learning outcomes generally improved with the average of SD LB score 88, SD MR score 74. SD SM scores 82, and SD DD score 78. The results of study by using *Karisma* learning model are better, that is 83.29, compared with conventional model which is only scored 74.76. Response data shows that students feel active and do discussion with score of 83.2%. Based on the data analysis, schools that implement the *Karisma* learning model have more positive impact when it is implemented.

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INTRODUCTION

Educators need to provide appropriate educational patterns and systems in the early education. Early education is necessary to ensure that the outcome of the education is well-acquired and meaningful. A study by Chou (2014) which is entitled *The Beauty of Character Education on Preschool Children Parent-Child Relationship* presented facts in which early education provides higher values which nurture children's characters

A more structured, systematic, and innovative educational system is important to exist among others are School-based Curriculum of 2016 and Curriculum of 2013. Although the School-based Curriculum of 2016 and Curriculum of 2013 instructional concepts contain several differences, they refer to a same discussion theme. The problem rising from the application of a school-based curriculum in several schools is due to their instructional concept which is still teacher-centered. Despite the fact that the condition of Curriculum of 2013 is already student-centered, there are still some inappropriate processes (Syaifudin, 2017).

Rusilowati (2013) claimed that until recently the teaching-learning activities are still monotonous and classical. Teachers apply very limited number of instructional media which make the instructional activities less attractive. This condition leads the students to easily get bored, not interest, and they eventually do not focus during the teaching-learning process. The initially obtained research data were samples of 4th graders of Labschool UNNES elementary school which showed that 65% of the students earned low scores in items like "the students never litter", "the students are able to classify garbages", and "the students are able to re use of the garbages". Each item scores 3, 2, and 1 respectively. The collected data, which were related to the students' affective aspects on their environmental awareness, show that 23 students of grade 4B relatively are not accustomed to take care of their environment. Based on each classroom observation, the awareness character of the students needs to be fostered.

In order to overcome the above condition, it is urgent that there is an effort to develop an instructional model which is based on character in the level of primary education (Darmayanti, 2010). An effective instructional model which can increase the students' learning outcomes and foster their characters is one which is competent and includes character values.

One of such instructional models is *Karisma*. Instructional model. It involves concepts which integrate characters for the students in the teaching-learning process. The aspects included in the model are inter-related (Hindarto, 2012) like value teaching, curriculum coverage, family functions, and school community functions.

Table 1. The *Karisma* Instructional Processes

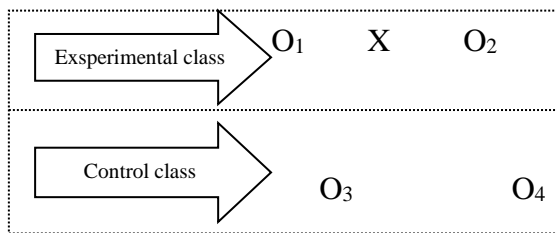
Instructional phase	Teacher's activities	Instructional activities
Phase 1 Introduce	State the instructional objective to motivate students to get involved in determining which characters to shape through learning the teaching materials.	Initial
Phase 2 Relate	Help the students relate the teaching materials with the desired characters	Exploration
Phase 3 Apply	Encourage the students to be cognitively familiar with the characters, affectively understand the values, and apply them in their daily lives.	Elaborations
Phase 4 Feedback	Evaluate the achievement of the instructional objective and help the students conclude and reflect/ give feedback.	Confirmation
Phase 5 Develop	Involve the students to formulate plan of activities following the lessons.	Closing

The *Karisma* instructional model is applied as a means to create a more enjoyable and attractive learning atmosphere for the students. Character development is extremely urgent since it plays a decisive role in shaping the future of a nation. In his research which entitled *Bring Character Education into Classroom*, Agboola (2012) presented data which prove that a character education plays an important role in

optimizing the students' behaviors. Favourable characters will bring about a better learning outcome and life success for the students. Learning outcomes are involved in shaping an individual personality who wish to achieve better results. Eventually, they can alter their thinking methods to have a better behavior.

METHODS

There are some criteria for schools where the research took place. The criteria are among others that the schools, either private or state, show good achievements and apply the curriculums the researcher wishes to use for his research. The research samples were students of 4th grade in SDN Sampangan 2, SDN Dadapsari, SD Maranatha and SD Labschool UNNES. The research design was an experimental (Sugiyono, 2008)



Experimental class: a class with treatments

Control class: a class without treatments.

O₁: initial learning outcomes (before treatments)

O₂: final learning outcomes (after treatments)

O₃: initial learning outcomes of the control class

O₄: final learning outcomes of the control class

The variables used in this research are *Karisma* instructional model, characters, students' learning outcomes, and the problems of *Karisma* instructional model. The instruments for data collection are questionnaire, observation sheets, validation sheets, tests, and documentations. The researcher analyzed the data using the validity and reliability tests.

The validity test is a measurement for the validity levels or the validity of an instrument (Sugiyono, 2012). From the result of the validity test, it can be seen the correlation between each indicator shows a significant result. The data analysis technique used in this research is two-

way analysis of variance (two-way anova). The anova technique is used because it facilitates the analysis of several different sample groups with the smallest risk of error.

In relation to the data analysis and processing, the instruments used in the study include, observation, questionnaire, and evaluation grid instruments, teacher observations and observations for student attitude assessment. The instruments can be used after tested with the validity and reliability tests. The obtained data were processed using two-way Anova test. The results of the data are used as a scientific reference from the implementation of *Karisma* instructional model.

RESULTS AND DISCUSSION

The implementation of the research is carried out gradually over different periods. The implementation of *Karisma* Instructional Model is carried out in two stages. The first phase involves the implementation of *Karisma* instructional model and the learning media in the experimental schools. The second phase is teaching using conventional model in the control schools. The research process was assisted mainly by the class teachers from the respective schools. The research process in control and experimental schools focused on several aspects, namely the achievement of the students' character, the learning outcomes and the problems of the application of the instructional model of *Karisma*. The research activities are carried out in accordance with the concepts that have been prepared in the theoretical framework.

Teacher as research subject implements several phases of introducing by conveying learning objectives and motivating students. The next phase, the teacher presents the material to the students. The material presented is then associated with the characters embedded in the material. Teacher implements the applied phase by encouraging students to recognize the characters in the material. The teacher performs a feedback phase by allowing the students to conclude the material they have learned. The teacher provides a brief evaluation and reflection

of the learning implementation. The final phase that is applied is the teacher along with the students develop the future learning plan. Such planning is related to the characters embedded in the material that has been studied.

Students' Character

The learning process provides an opportunity for students to show attitudes and behaviors. The behaviors and attitudes shown by the students are summarized as the supporting student achievement data. The students' character achievement in the learning process that has been implemented contain some differences. The differences including the efficacy, psychological and mental conditions of the students. Based on these factors, it is understood that the condition of each child will have different character attitude changes. The data from the implementation of the research that has been obtained are then calculated using Anova.

The calculation is as follows:

Table 2. The Calculation Result of Studnts' Characters

Source	Type III sum of squares	df	Mean square	F	Sig.
Corrected Model	9.823 ^a	2	4.912	3.683	.026
Intercept	36846.564	1	36846.564	27626.857	.000
PB	9.823	2	4.912	3.683	.026
Error	384.112	288	1.334		
Total	37240.500	291			
Corrected Total	393.936	290			

a. R Squared = .025 (Adjusted R Squared = .018)

The result of Anova calculation shows that the number of significance for student attitude model is $0,026 < 0,05$, or $F_{tabel} = 3,027$ and $F_{count} = 3,683$. Because $F_{count} > F_{tabel}$, it means that the probability based on the model variable is 0.000. The data is linear with the percentage rate of student changes during the research process. Students in the experimental class had a high rate of change that is 7 (72-79) and 10 (70-80), while those in the control class only 1 (67-68) and 4 (70-74). The increase in the score is due to a change

in the learning atmosphere. The use of *Karisma* model can boost students' interest in learning. Nearly 70% of students are active in asking and discussing with peers. The data obtained is the actual condition of the students in the classroom during the learning process. Students tend to be attracted to something that makes them interested. The use of the model and the media greatly provide the students with different experiences, so that the character of each student will appear. Based on the comparison data 7-10 > 1-4 proved that the application of character in *Karisma* instructional model is better than that in the conventional instructional model.

Students' Learning Outcomes

Learning outcomes become references that can be used to assess the outcomes of an activity. The ongoing learning process results to outcomes in the form of students' grades. The grades are processed to determine the implementation of the *Karisma* instructional model. The learning outcomes obtained from the process of working on the evaluation problems are then grouped according to respective schools. The data which have been obtained and processed are presented in the following table.

Table 3. The Calculation Result of Anova Gain The Students' Learning Outcomes

Model	Mean	Std. deviation	N
<i>Karisma</i>	83.2909	12.29675	55
Conventional	74.7619	9.10323	42
Total	79.5979	11.76830	97

Based on the Table 3, the learning outcomes using *Karisma* model show a better result which is 83.29 compared that with conventional model which is only 74.76. The data used is derived from student learning outcomes that have been collected by the researcher. In more depth the above data is calculated by using Anova and the learning outcomes become the effect. The data are presented in Table 4

Table 4. Anova Calculation

Source	Type III sum of squares	df	Mean square	F	Sig.
Corrected Model	1732.355 ^a	1	1732.355	14.233	.000
Intercept	594901.015	1	594901.015	4887.639	.000
Model	1732.355	1	1732.355	14.233	.000
Error	11562.965	95	121.715		
Total	627871.000	97			
Corrected Total	13295.320	96			

a. R Squared = .130 (Adjusted R Squared = .121)

The calculation of the significance for the instructional model is $0,000 < 0.05$ or known $F_{table} = 3.94$ and $F_{count} = 14.233$ and $F_{count} > F_{tabel}$ which means that probability based on the instructional model variable is 0.000. The conclusion of the calculation results is that there are differences between the learning outcomes in the experimental class and that in the control classes. The increase in difference from the experimental class is 8 (80-88) and 6 (72-78), while the other class has a difference of 4 (70-74) and (78-82). The data on the students' learning outcomes are references to determine the level of effectiveness of the application of the instructional model. Based on the analyzed data, it is determined that the application of *Karisma* model tends to be more effective and give a good impact.

The Problems of *Karisma* Instructional Model

There are a lot of data obtained during the research process. They are in the form of learning outcomes, comparison of changes in the students' characters, the students' responses related to learning, and teacher skills data. One of the data obtained during the research process in the schools of experiment is the teachers' skill and student response. The teaching learning processes in the target schools were through monotonous lectures that make the students less enthusiastic during the learning process. Through *Karisma* model, the students become more interested in telling someone's success story. The method chosen is more effective because the students can be interested and their curiosity increases. It is proven to be effective and provides students with

opportunities to learn better. The students become interested and focused on what the teacher gives (Girvan, 2015).

The changes in the students' characters are interpreted as phenomena of applying the instructional model, so it needs to be examined and studied more thoroughly. The increased student activities in the learning activities are shown the good category, but there are some problems in the implementation in the schools of experiment. The problems occur due to the large number of students and learning materials. Thus, the percentage of average learning achievement average 72.

Based on the first meeting data, the researcher tried to review the application of the *Karisma* instructional model at the later meetings. The solution implemented for the style material that changes the flow and shape of the objects in the SBC Curriculum is by compiling worksheets that emphasize the enrichment of the material and students' understanding. As a result, during a meeting, the average student grade increased to 78.

Another finding of the implementation of the *Karisma* model in the schools where the experiment carried out is the student's response to the learning activities. The students feel active in the learning activities and in the group discussions with percentage of 83.2%. 48.8% of the students agreed if they felt active in the learning activities and 34.4% of the students strongly agreed if they felt they could be active during the lesson. The percentage of students' response rate from the 8 indicators.

Table 5. Students' Response Percentage

Average	Students' Responses (%)			
	Strongly disagree	Disagree	Agree	Strongly agree
	1.9	8.6	47.8	42.1

Students' response from the implementation of the model can be used as the supporting documents. The implementation of the model in the schools gives a positive impact to the educational atmosphere there.

The implementation of the learning process is carried out by several phases. The phase of introducing, linking, applying, feedback,

and developing is conducted well during the learning process. This phase is in accordance with students' cognitive, affective, and psychomotor abilities. The phase implemented by the teacher adapted to the environmental conditions of the school. The environment is highly relevant and effective when it is used as a supporting component for character education (Pane, 2016).

The implementation of phases of *Karisma* learning model requires the professionalism of teachers by adjusting students' condition and using the media. The teacher has a role in the learning process by preparing instruments in accordance with the character to be achieved and learning materials that have been selected because it can support learning at each phase of the scientific approach (Nuvitalia, 2016). The use of media is conducted in linking and applying phase during the learning process in the classroom.

Learning activities can be meaningful if the media are appropriate. It is a good start for the underlying readiness of teachers in implementing character education in schools (Hindarto, 2015). Vescio (2008) in a research entitled "A review of the research on the impact of the learning community learning on teaching practice and student learning", School of Teaching and Learning. He writes that in the success of a good education system. It must have several aspects, collaboration, a focus on student learning, teacher authority, and continuous teacher learning.

The learning process runs well and obtains data in the form of students' achievement and students' learning outcomes. The data presented about the achievement of students' character shows a good improvement. The existence of the conveying and applying phases in the learning process makes it easier for students to understand the material and apply the characters that have been determined by the teacher at the beginning of the planning process. It is necessary to establish a link between the character that the teacher wants to achieve with the model that will be used. The Relationship of Character Education Implementation and Academic Achievement In Elementary School (Beningga, 2003). The

Karisma learning model in accordance with the school conditions used for research. The impact besides the achievement of student character, students learning outcomes are also improving. Students' convenience in the learning is the key to a successful learning. Such characters can affect the enthusiasm and liveliness of other students. Other students will tend to be more disciplined with the provision good motivation (Gitome, 2013).

Students learning outcomes in the implementation of *Karisma* learning model shows good results. The learning outcomes have a good correlation with the students' future progress (Hindarto, 2007). Students will have confidence and a fighting spirit in achieving goals. Results of learning in accordance with the ability of students will be very helpful for students in determining the maturity of thinking.

All forms of achievement of learning outcomes and students' character cannot be separated from a product of learning model that provides habituation for students to be more innovative. Learning process in developing children's confidence will be successful if it is done repeatedly so that the children will get used to have self confidence. Basically, the study and learning process conducted among children is habituation (Dewanti, 2017).

CONCLUSION

Through the research of the use of the *Karisma* learning model, it can improve the students' character and learning outcomes. Implementation of *Karisma* learning model in experimental school runs in accordance with the theoretical framework that has been arranged. The integration process of a learning, theme, and developed character can produce a good learning achievement. Students' characters can be known during the learning process. Student enthusiasm during learning process is very good.

Positive processes give an excellent impact on students' learning outcomes. The data of learning outcomes of SD LB of 82% get a very good score and the rests are moderate. The data which are almost the same is obtained from the

process in SD DD of 74% of students complete with good results. Based on the data that has been obtained, it can be concluded that the implementation to the *Karisma* learning model gives the positive impact for students and school. The *Karisma* learning model can to be a solution of the learning process problem. There is no best or worst model, but every teacher needs to develop to implement interactive and interesting learning models in the learning process (Dewi, 2014).

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