



The Effectiveness of IPS-based Contextual Learning to Improve Students Character

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Abstract

This research aims to 1) find the reasons so that the learning of contextual-based IPS is effective to increase the student's character, 2) describes the effectiveness of IPS-based contextual learning to improve students ' character, 3) compare the effectiveness of IPS-based contextual learning with learning conventional IPS in an attempt to improve the character of students. This research uses qualitative and quantitative paradigms (*mixed methods*). The population in this research is grade VIII SMP Negeri in Surakarta (solo) and Boyolali district in Sukoharjo, Karanganyar, Wonogiri, Sragen, Klaten and. Total sample overall as much as 828 students incorporated in 26 classes, classes of experimental group 13 (414 students) and 13 classes of control group (414 students). Data collection technique using the test, questionnaire, interview, observation, and documentation. Data analysis techniques with different test that begins with a test of its homogeneity and normality test.

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INTRODUCTION

IPS Learning undertaken in schools, particularly middle school, there are still many customer driven on conceptual mastery. Learning of IPS more dominant orientation on things that are theoretical. The model is based on learning theory and leaning to the dimensions of knowledge (*cognitive oriented*), tend to be intellectually as well as neglect of character education. Student learning outcome based more on knowledge and skills. Assessment of student achievement override values education and character.

Waiver of values education and character will bring up new issues, namely a drop in values of morality or character. As'aril Muhajir (2011:31) stated that "one of the essential issues that hit Indonesia education world is a question related to the dimension of morality." IPS as part of subjects in the school has a mission in an attempt to shape the character of the child. Therefore it is just right in on subjects, IPS, children enriched with understanding and deployment of educational character.

The importance of character education, emphasized by Charles (in Borba, 2008:1) with statemen as follows: "Make a good mainsait, you will get a good action; Make a good action, you will get a good habit; Make a good habit, you will get a good character; Make a good character, you will get a good benefits. " The intent of the statement that Charles is, that by instilling positive ideas, it will be retrieved from the response in the form of positive action. By giving examples of good, then on the child will grow and come up good habits any way. By instilling good habits in children, then it will grow good character in children.

Planting is done with loyalty and character with interactive pedagogical strategies. This is relevant to the presented by Berkowitz and Bier (2007) in the research entitled *What Works in Character Education*. Research results explain that character education can work effectively when implemented with fidelity, as well as with an interactive pedagogical strategies. If the child already has a good

character, then the parents will not find it difficult to educate.

In this study, the students helped gain new knowledge about the character education: empathy, conscience, self control, respect, and tolerance. By trying to acquire new knowledge about character education, meaning students have done a step called *knowing the good*, knowing and understanding character education. After having acquired the knowledge and understanding of character education, students feel and love of virtue as the *engine* that can make people constantly want to do yourself a favor called *feeling loving the good*. Once accustomed to do good, then the third step is called *acting the good* will turn into a habit. This explanation is reinforced by Suyanto (2010:1), that "character education is done holistically and systematically using the method of *knowing the good, feeling loving the good, and acting the good*."

Klann (2003:3-7) suggests that there are five ways to develop characters with his statement as follows:

The five chapters after that lay out a framework for developing leadership character in an organizational context. I call the framework of the "Five E's" (1) Example, refers to a leader's influence on others through their observation of the leader's behaviors; (2) Experience, refers to developing leadership character by exposing leaders to new and challenging leadership work; (3) Education, refers to providing the knowledge and training to a leader related to leadership character development; (4) Environment, is essentially the organizational culture and its values system, both formal and informal, in which a developing leader functions; (5) Evaluation, there are many ways to apply the feedback, performance appraisal process, and disciplinary practices of an organization to develop leadership character.

Character education to equip students to be able to contribute positively to the environment. Related to the importance of education in its contribution to the environment, Mohamad Tarmizi Borhan and Zurida Ismail in the *Malaysian Journal of Learning & Instruction* (2011:117), against his findings stated that:

The low total mean score on the environmental knowledge component indicated the respondents' lack of knowledge on environmental issues especially in climate change. However, the respondents exhibited high positive environmental attitudes based on their responses to the responses to the relevant attitude items especially on items that related to adopting significant actions. Most of the items in the environmental behaviours component yielded considerably high mean scores which indicated a strong willingness on the part of the pre-service teachers to take a pro-environmental behaviours.

Low level of knowledge about the environment a person shows a lack of concern (empathy) about environmental issues. Some one who has a positive attitude to the environment will be easier for him to adopt neighboring and next take a positive action. The person's behavior in addressing environment will provide the benefit.

In an effort to sustain the process of character education, creativity and activities students become very important emphasized in learning, because in fact learning is a process that is active, either physical or brain activity or mental state. This is relevant to the presented by Wittrock (1990:348) which States that:

The human brain is not a passive consumer of information. Electronically stored information and information processing strategies of cognitive systems interact Conference with sensory information received from the environment, pay attention selectively to the information received, relate it to memory, and actively give meaning to the information.

The meaning of the above statement is that one human being is not a passive information consumers. Stored information and information processing strategies of cognitive systems interact with the sensorial information received from the environment, pay attention to selectively upon the incoming information, tying it with memory, and actively give meaning to the information.

Slavin (2000:255) statement of the importance of strengthen the students to actively build their knowledge and understanding with

states: "One of the most important principles of educational psychology is that teachers cannot simply give students knowledge. Students must construct knowledge in their own minds." One of the most important principles of Psychology one educator's is students trying to build knowledge, concepts, skills, and attitudes linked character education using learning IPS that have been added. The teacher can facilitate this process by using the taught in ways that make the information meaningful and relevant to students.

The basic assumption of the theory of information processing according to Gredler (2011:227) is as follows: '(1) *information processing memory systemis active and organized, (2) prior knowledge plays an important role in learning.* "Gredler Statement about the basic assumptions of this theory of information processing includes two things, namely (1) the system memory information processing is active and well organized, (2) prior knowledge plays an important role in learning. In this case these students actively use his mind to build understanding, i.e. the understanding of character education are embodied in goodness-goodness.

Cultivation of character education in schools, especially in junior high school a try by creating a contextual-based IPS with learning. Development of model learning character education for students of JUNIOR Solo Raya, performed in an attempt to encourage it. IPS-based contextual learning model in relation to increased student based on characters from some reality here.

Mean while, the research results of a questionnaire that authors give to JUNIOR HIGH SCHOOL students before getting treatment is obtained the following data. 1) shows the behavior of the thoughtful, responsible, and caring; of 408 students who responded there is always a 30 (7.35%), sometimes there are 166 (40,69%), never a 180 (44,12%), and there is never a 32 (7,84%). 2) to be have honestly, politely, and confident; of 408 students who responded there is always a 30 (7.35%), sometimes there are 126 (30,88%), 227

(55.64%), and there is never a 25 (6,13%). These data indicate that the behavior is sensible, responsible, caring, honest, courteous, and confident students are urged to immediately improved, so as not to drag leading to more fatal.

The above statement suggests that the role of teachers is supported by personal characteristics and experience of teachers in the community gives support in implementing it in the form of treatment of detained students. It is very linear with a statement a couple of experts as follows:

The role of teachers, both individual teacher characteristics and collective or collegial factors play roles in determining implementation. At the individual level, Huberman (1988), Hopkins (1990), McKibbin and Joyce (1980), and others have found that psychological state of a teacher can be more or less predisposed toward considering and acting on improvements. Some teachers, depending on their personality and influence by their previous experiences and stage of career, are more self actualized and have a greater sense of efficacy, which leads them to take action and persist in the effort required to bring about successful implementation,

The role of the teacher is more or less influenced by two factors i.e. characteristics of individual teachers and groups of organizations that exist around the life of a teacher, that both of these things will play a role in determining the implementation. To understand the role of the teacher in the community, it takes a historical review. This statement is very relevant to that put forward by Richard Arends in his book entitled *Learning to Teach* (2001:5) as follows:

Conceptions of teaching reflect the values and social philosophy of the larger society, and the u.s. these change, so too does society's view of its teachers. To understand the role of the teacher in today's society requires a brief historical review of some of the important changes that have taken place in teaching and schooling over the past three centuries.

Character education at present is being encouraged, particularly was keen in the world of education. Therefore this research seeks a very meaningful contributions in solving the problems of the nation of Indonesia namely, education culture and national character. Based on the description above, then carried out research entitled *the effectiveness of IPS-based Contextual Learning to improve students ' Character.*

METHODS

Research on place and time

This research was conducted in 15 junior high school lies in the Kingdom which includes the city of Solo, Surakarta City, Boyolali Regency, Sukoharjo Regency, Karanganyar Regency, Wonogiri Regency, Sragen Regency, and Klaten Regency. Each school is taken one to two classes with a total overall there are 26 classes. The class of 26, 13 classes as a group of 13 classes and experiments as a control group. Twenty six JUNIOR is shown using a table that is already paired to a group of experiments with the control group. As for the table in question is as follows.

This research was carried out on the odd year semester lesson 2014/2015, i.e. starting in July 2014.

Data Collection Technique

Test

This research data is a value. Value data in this study are grouped into two, namely the value of the results and value of pretest posttest. Therefore, the techniques of data collection conducted using tests. The type of test used is the written test multiple choice-shaped with each of the four alternatives for each grain of matter. The number of reserved in this test there is a 75 grain problem.

Table 1. Sample Research distributed in groups of experiments with control group

Experimental Group				The Control Group			
No.	School	Class	The total number of Students	No.	School	Class	The total number of Students
1.	SMP N 1 Surakarta	8 G	32	1.	SMP N 2 Surakarta	8 C	32
2.	SMP N 12 Surakarta	8 E	30	2.	SMP N 12 Surakarta	8 F	30
3.	SMP N 1 Ngemplak, Boyolali	8 A	32	3.	SMP N 1 Ngemplak, Boyolali	8 B	34
4.	SMP N 1 Mojosoongo, Boyolali	8 A	25	4.	SMP N 1 Mojosoongo, Boyolali	8 B	26
5.	SMP N 2 Teras, Boyolali	8 B	34	5.	SMP N 2 terrace, Boyolali	8 D	36
6.	SMP N 1 Kartosuro	8 C	32	6.	SMP N 1 kartosuro	8 D	32
7.	SMP N 1 Colomadu, Karanganyar	8 C	38	7.	SMP N 1 Colomadu, Karanganyar	8 F	36
8.	SMP N 3 Colomadu, Karanganyar	8 A	32	8.	SMP N 3 Colomadu, Karanganyar	8 B	32
9.	SMP N 1 Selogiri, Wonogiri	8 C	26	9.	SMP N 2 Wonogiri	8 C	26
10.	SMP N 1 Sidoharjo, Sragen	8A	32	10.	SMP N 1 Sidoharjo, Sragen	8 G	34
11.	SMP N 3 Sragen	8A	33	11.	SMP N 3 Sragen	8E	32
12.	SMP N 2 Karanganom, Klaten	8 A	28	12.	SMP N 2 Karanganom, Klaten	8 D	25
13.	SMP N 1 Klaten	8 A	40	13.	SMP N 1 Klaten	8 B	39
The total number of			414	The total number of			414

To provide assurance that the test instrument used is validity and reliability, then do the test validity and reliability test. Validity is a measure that indicates the level of validation or validity of something the instrument. An instrument that is valid or invalid has high validity (Suharsimi Arikunto, 2012:160). To obtain a valid test instrument, used in the study of logical validity by arranging the lattice problem which is good and right. Other than by applying logical validity, researchers also tested

the validity of the instrument through the experience.

To test the correlation between the score line grains/grain group strengthening test of character with a score total used *product moment* correlation of Pearson (Budiyono, 2013; Siswandari, 2011; Eko Putro Widoyoko, 2011).

As for the validity of the test instrument test results by applying the internal validity of the model validity factor can be reported as follows.

- (1) The correlation between the score test grains group the strengthening of character empathy (X1) with a total score of (Y) 0.899 (very high correlation/valid),
- (2) The correlation between the score group grain character strengthening test of conscience (X2) with a score total (Y) of 0.913 (very high correlation/valid),
- (3) The correlation between the score test grains group the strengthening of character self control (X3) with a total score of (Y) 0.889 (very high correlation/valid),
- (4) The correlation between the score group grain character strengthening test of respect (X4) with the total score (Y) of 0.926 (very high correlation/valid),
- (5) The correlation between the score group grain character strengthening tolerance test (X5) and total score (Y) of 0.904 (very high correlation/valid).

After the validity of the test, followed by a test of reliability. Reliability here including internal reliability because every part of the instrument supports the Mission of the instrument as a whole. To perform a test of reliability used Kuder-Richardson Formula 20 and Kuder-Richardson-21 (Sugiyono, 2000: 278).

Reliability test results with the KR-20 retrieved results correlation = 0.920 (very high correlation/reliability) and KR-21 obtained correlation = 0.831 (very high correlation/reliability).

Questionnaire

In addition to using data collection techniques to the test, in this study also used questionnaires in the form of the now to know the character of students. The now used a direct question form-shaped and closed. By now it will be able to dig about strengthening students' character. Before the question form is used, the test has done the validity and reliability.

Tashakkori and Teddlie in the book titled *Handbook of Mixed Methods in Social & Behavioral Research* (2003:581) States:

The two qualities most central to the assessment of the "goodness" of a measurement are its reliability and its validity. Briefly, validity refers to the question of whether or not one's measurement of a phenomenon is true; that is, does it measure what it purports to measure? Reliability, on the other hand, refers to the degree to which a measurement can be replicated; that is, do repeated measurements of the same phenomenon produce consistent results from one time to the next?

To test the validity of the grain question form the development of students' character education, then score-score on the grain/grain group referred to be correlated with the total score. Score grain/grain group now strengthening the character was viewed as the value of X and the total score is viewed as the value Y. An instrument that is valid/invalid has high validity, other wise invalid instruments have low validity.

As for the results of the questionnaire instrument validity test by applying the internal validity of the model validity factor can be reported as follows.

- (1) The correlation between the score group grain strengthening character empathy questionnaire (X1) and total score (Y) of 0.997 (very high correlation/valid),
- (2) The correlation between the score group grain questionnaire strengthening character of conscience (X2) with a score total (Y) of 0.998 (very high correlation/valid),
- (3) The correlation between the score group grain character strengthening self control questionnaire (X3) with a score total (Y) of 0.999 (very high correlation/valid),
- (4) The correlation between the score group grain character strengthening respect questionnaire (X4) with the total score (Y) of 0.998 (very high correlation/valid),
- (5) The correlation between the score group grain character strengthening tolerance questionnaire (X5) and total score (Y) of 0.997 (very high correlation/valid).

Interview, observation, and documentation

Methods of interviewing, observation, and documentation used either at the beginning

or at the time of research the research underway. Interview, observation, and the documentation is done in junior high country in Solo Raya that became the sample of the study.

Data Analysis Techniques

Technique of data analysis used in qualitative research stage is interactive analysis techniques i.e. in the form of *Components of Data Analysis: Interactive Model* (Miles & Huberman, 1984: 23) to the qualitative data. This model consists of three interrelated analysis components with one another simultaneously. As for these three components are (1) *Data reduction* (reduction of data), (2) *Data display* (presentation of data), and (3) *drawing conclusions/verification* (with draw all of conclusion/verification).

At the stage of quantitative research, analysis of the data used is the analysis of Different Test/t test. T test formula used is *separated the variance*. The reason to use the t test with formula *separated variance* is the sum of the sample members $n_1 = n_2$ and homogeneous variance $\sigma_1^2 = \sigma_2^2$ (test of its homogeneity) (Sugiyono, 2012:273).

Before the applied different test/t test, first conducted the test requirements that include two stages namely test normality and its homogeneity test. According to Budiyo (2013:168) that all use of statistical tests on the mean difference, requires the samples come from a Gaussian population. In practice the

actual research, normality was no longer something that is assumed, but something that required.

Before the test is done, the difference must be shown that the sampelnya is taken from a Gaussian population. Test of normality in this study using the method of Lilliefors.

The second requirement of test is the test of its homogeneity. This test to find out if variances of a number of populations are the same or not. One can do in its homogeneity test variance to the test population is k Bartlett (Walpole, 1982:396). In this study, the test is also applied to Bartlett.

RESULTS

Researchers have conducted visits to 15 middle school in Solo, i.e. SMP Negeri in Surakarta City, Boyolali Regency, Sukoharjo, Karanganyar, Wonogiri, Sragen, and Klaten, who became the research sample. The results of the visit which comes with interviews, observation, and documentation suggests the importance of SOCIAL SCIENCE learning with character education for students. In such schools, for while the teachers do the IPS study just emphasize the aspect of knowledge (*cognitive oriented*) and very minimal touching attitude or values.

The results of the analysis of the data as outlined above for more details are shown with multiple tables as follows.

Table 2. Summary of Group's experiments with Normality Test of controls Before the treatment (Pretest) and after Treatment (Postest)

Group	Types Of Tests	Lilliefors count	Lilliefors table	Conclusion
Experiment	Pretes	0.0793	0.0892	Normal
	Postes	0.0729	0.0892	Normal
Control	Pretes	0.0834	0.0892	Normal
	Postes	0.0764	0.0892	Normal

Test summary of normality, L count < L table, good for groups in the postest pretest or experimental or control. Based on these results,

then Ho, so that samples taken following a normal distribution or the samples come from a Gaussian population.

Table 3. A summary of its homogeneity Test Group experiments with Controls Before the treatment (Pretest) and after Treatment (Postest)

Group	Types Of Tests	χ^2 count	χ^2 table	Conclusion
Experimental and control	Pretest	0.860	3.841	Homogeneous
Experimental and control	Postest	1,464	3.841	Homogeneous

Test summary Of its homogeneity, χ^2 count < χ^2 the table, good for groups in the postespretes or experimental or control. Based on those results, then Ho accepted (variance population is homogeneous).

Table 4. Summary trials of Different Group experiments with Controls Before the treatment (Pretest) and after Treatment (Postest)

Group	Types Of Tests	t count	t table	Conclusion
Experimental and control	Pretes	0.038	1.960	There is no significant difference
Experimental and control	Postes	8.229	1.960	There is a significant difference

Of different test summary on pretes, t count < table, then Ho accepted; HO: $\mu_1 = \mu_2$ (Student groups and a control group experiment the same ability); where as in calculating t count > t table, then the alternative hypothesis is accepted; H₁: $\mu_1 \neq \mu_2$ (students experiment and control groups was not the same ability).

DISCUSSION

Learning in school as long as it is implemented in particular subjects, *IPS* is still focused on the cognitive aspects (*cognitive oriented*). Unsuccessful in values education resulted in people being a barbarian, amoral, and less civilized. This fact is relevant to the presented by Cheng, Chao-Shun (2007). These studies provide input the importance of character education for talented students who will help raise awareness, behavior, character, and common sense. The results of this study concluded that character education has been shown to have a significant relationship with the characters, the ability of fostering community, i.e., with the character then people's lives for the better and the development potential of each individual goes well anyway.

Character education with a change of behavior there is a close relationship. This statement is relevant to the results of research conducted by Mattar and Khalil (2010), with the title: "*Character Education Seeking the Best of Both Worlds: A Study of Cultural Identity and Leadership in Egypt.*" The results of research conducted by both showed a significant relationship between character education with a change of behaviour.

Goleman (2001) States that learning only to the *intelligent quotient* quite yet, but it must be coupled with *emotional quotient* and *spiritual quotient*. Learning doesn't stop at the cognitive level, but it should be up to touch on internalization and experience real life learners in schools, families, and communities. Associated with the experience of the student, then teacher *IPS* also need to convey folk stories. Virtue and Vogler in The article titled *The Pedagogical Value of Folk Literature as a Cultural Resource for Social Studies Instruction: An Analysis of Folktales from Denmark*. Dthe article ari obtained information that the *IPS* teachers usually use folklore as a source of cultural information in class to their use as a mirror which describes the characteristics of cultural groups in which they originated. The pedagogical value of folklore is the source culture in class *IPS*.

In a good learning, in particular learning IPS, teachers should encourage students to always actively participate upon learning and go into it. This statement is relevant to Gagne, R.M. and Driscoll, M.P. (1989:63) which suggests that the motivation or encouragement that most fundamental for a student is the desire to enter into a learning situation. The motivation of the teachers can be grown to a child at the time the learning process and all used for the cultivation of character.

This statement is relevant to the submitted. Smith (2004:1) i.e. "*The process of retrieval of information leads to changes in behavior. Behavioral changes that occur women only in students is the result of learning.*" Information retrieval Process causes a change in behavior. Change in behavior that occurs on the learners are the result of learning.

Different test results with the formula *separated variances* for value postes (after is *treatment*) Group of experimental results obtained with the control group tobsor t calculate = 8.230 while t = table 1.960; so t count is greater than the t table. Because t count greater than t table, then the decision of the est: Ho is rejected, and H₁ accepted, so that it can be concluded that the IPS-based contextual learning better than conventional Social Science learning.

CONCLUSION

The conclusions from the results of this research can be presented as follows. A number of reasons so the IPS-based contextual learning effectively improving students ' characters are as follows. 1) contextual learning, holistic nature (throughly), students can learn through experience in a natural environment, and learning more meaningful. 2) IPS-based contextual learning is very effective to improve the character of students. 3) contextually-based IPS Learning is more effective in improving student learning rather than the character of IPS. Application of IPS-based contextual learning is highly effective in increasing student understanding about the character education

and effective in improving students ' character itself.

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