

The Correlation Of Students' Character With Scientific Learning Skill (Study On Basic School In Indonesia)

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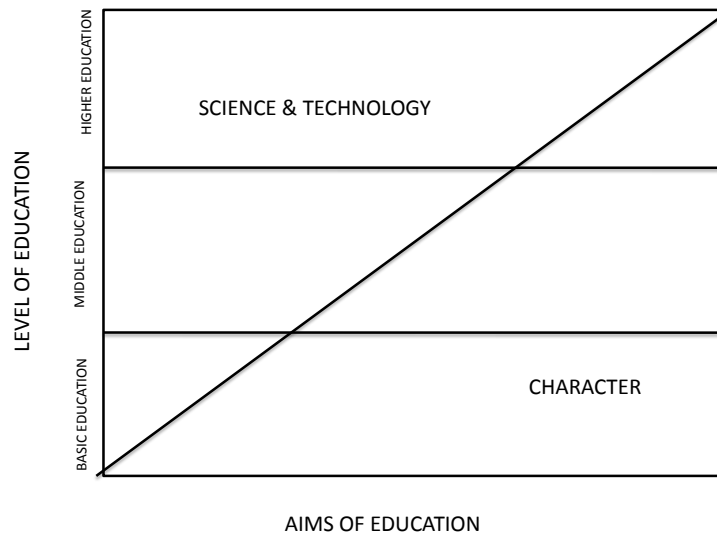
The background of this research was that there was a critique of education in Indonesia about the educational outcomes that can not build the students' character. Through scientific learning is expected graduates are competent and character. This study focused on the character of basic school students' and was associated with the implementation of scientific learning. The aims of the research were: (1) Describe the students' character, (2) Describe the students' scientific learning skills, and (3) Find out the correlation of scientific learning and character. The study was conducted in basic school because it is assumed the basic school has an important role in students' character building. The findings of the research were: the characters are divided into three types, namely personal, nation and state character. The highest average score is the nation character, followed by state and personal character. Simultaneously, basic school students' character is in the medium category 55% and high category 45% of students. The average score of students' scientific learning skill 3.567 of the maximum score 4.000; The highest score was on the skills to classify, followed by to observe 3.80, communicate 3.80, conclude 3.50, and guest 3.20, measure 3.20. The correlation between students' character with scientific learning skill was 0.473 (weak correlation) with the sig. 0.035 (significant). So there should be a research about factors that contribute the character of students; and the impact of the implementation of scientific learning strategy.

Key Words: *Character, Scientific Learning Skills, Basic School*

I. Introduction

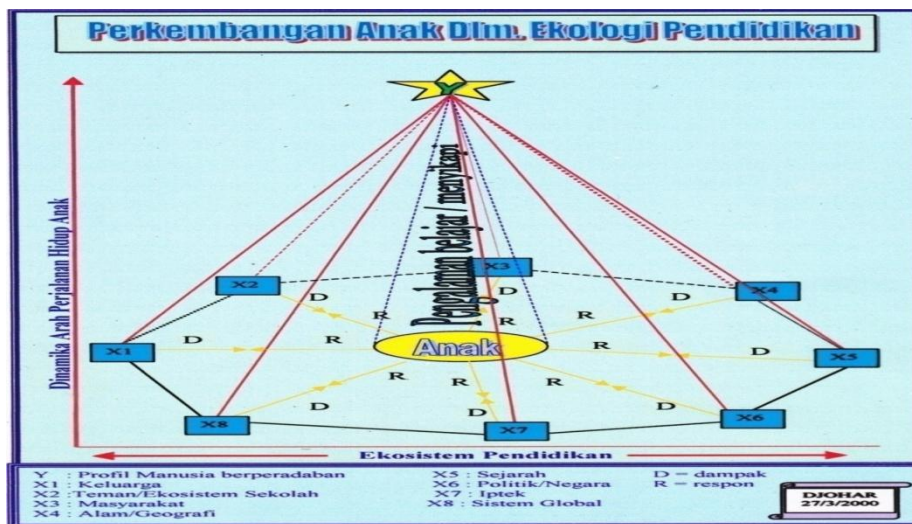
Criticism of education in Indonesia about the educational outcomes cannot build students' character has started answered. The government issued a policy called scientific learning. Through scientific learning is expected that graduates are competent and character. Criticism of Indonesian education is reasonable because the Indonesian people are not smart nowadays. Indicators of nation that is not smart are: there are conflicts, insecurity, not peace, many robbery, murder and other immoral acts. Such situations of a nation is the result or impact of the implementation of education.

The current national character is the influence of some aspects namely the character of the individual and the system implemented within a government. For education in Indonesia, the character is a major challenge since a few years ago and it has begun to think about. One effort to build character through formal education. This study assumed that the learning process has an important role in building the character of students. Basic and secondary education have a greater responsibility than higher education about character. Basic and secondary education units responsible to the nation's cultural awakening. Higher education tend to be responsible for the establishment of a culture of science and technology. Based on the above reason, the study of character and more specifically about character building is very suitable carried out at a basic school. The following chart is a character education portion in formal education.



Picture1. Education's Aims on each level (design by Istiningsih, 2013)

This study realized that a person's character is not only built by one environment, according to Djohar (2000) there were eight environment that affects a person's character, they are family, school ecosystems, society, geography/nature, history, political state, science and technology, global system. The reason 'why school is important in character building' because the reality most of students' time is spent in the school environment. They are in a school environment approximately eight hours each day. Some communities are also very much hope that the school cares and capable in character building for the children of the nation.



Picture 2. Ecology Education (Design by Djohar, 2000)

The aims of the research were: (1) Describe the indicators of students' character, (2) Describe the students' scientific learning skills, and (3) Find out the relationship between character with scientific learning. Students' character include: personal character, nation and state. Scientific learning skills include: basic skills and integrated skills. Due to the research conducted at the basic school, then a basic skill was observed, that were include: ability to observe, measure, classify, communicate, guest, and conclude.

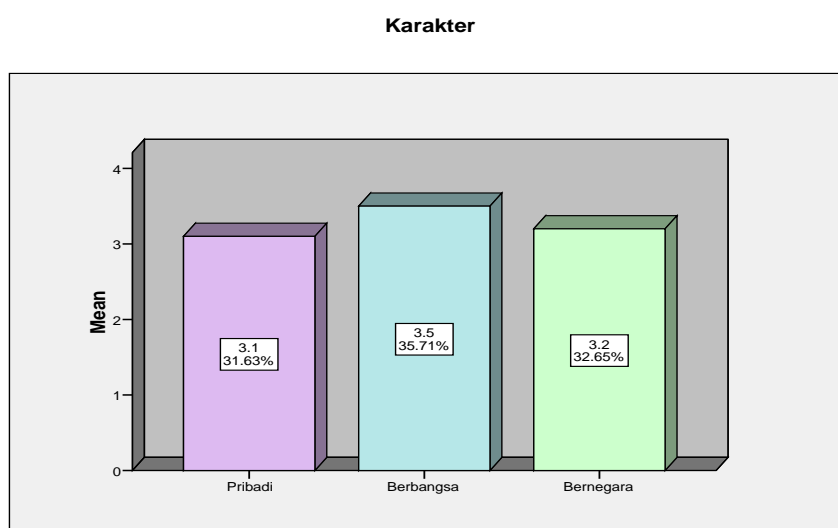
Students' Character

Indonesia is called a nation country, therefore this study reveal the character of the students into three types of characters namely personal, nation, and state characters. Indicators of (1) the personal character are:

honesty, discipline, order, humility, tolerance, intelligence, have the foresight, good behavior, the spirit of hard work, self-reliance, creativity, democratic nature, curiosity, patience, openness, personality, responsibility, good berketuhanan, likes to read and emnulis; (2) the nation character are: a sense of community with others, do good to anyone, helpful and giving, siding with the weak, responsible humanity, appreciate the achievements and successes, peace-loving nature, matter; (3) the state character are: respect the flag of the republic of Indonesia namely red and white flag, behave Pancasila, and felt it was important about the existence of the Constitution '45 for the Indonesian nation.

The results showed that the character of the students as follows: personal character, average score 3.1 with a maximum score 4 for 31.63% of the students. Nation character, average score 3.5 for 35.71% of the students. State character, average score of 3.2 for 32.65% of the students. Simultaneously, students' character are at a medium category 55% and high category 45% of students.

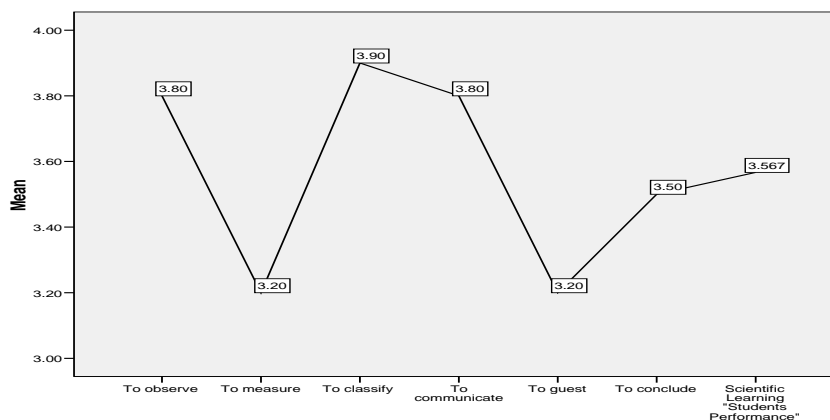
From the results of data analysis showed that the character of basic school students in Indonesia, mostly in the category quite good. If there are students who lack good character that only a small fraction are likely to be exposed in the media, so it is considered as the real character of the nation. The condition of the character (quite good) is a very good capital when they will be in secondary or high school or adult. Although it is still a question whether the conditions existing characters in basic school student (read: quite good) is the result or impact of scientific learning?. There needs to be researched on the impact of the application of scientific learning. The study was categorized as the beginning one (the theme 'the correlation between the characters with scientific learning'). In addition there needs to be researched on what are the aspects that are able to build the character of students?. Results of the data analysis found that the character of the nation highest score, followed by state and private character.



Picture 3. Description of Character

Students' Scientific Learning Skills

According Wiwi Isnaeni (2014) there were two groups namely basic and integration scientific learning skill. Because the study was conducted in basic school students so it took basic scientific learning skill. Indicator of basic scientific learning skill are: ability to (1) observe, (2) measure, (3) classify, (4) communicate, (5) guest, and (6) conclude. The result showed that the scientific learning skills of basic school students in Indonesia as follows. Skills to observe with an average score of 3.80 for 17.76% of students, measure 3.20 for 14.95% of the students, classify 3.90 for 18.22% of the students, communicate 3.80 for 17.76% of the students, guest 3.20 of 14.95% of the students, conclude 3.50 for 16.36% of the students. Globally average score 3.567 (maximum score 4.000) with medium category 25% of the students and high 75% of the students. To clarify the description, it is illustrated below.



Picture 4. Description Students' Scientific Learning Skill

The Correlation between Character with Scientific Learning

The result of data analysis showed that the relationship between character with scientific learning skill is 0.473 (the strongest is 1.000). It means that the relationship between character with scientific learning is not strong. It can be explained that according Ki Hadjar Dewantara and modified by Djohar (2000) the character of a man is contibuted by ecology education that cover family, school ecosystem, society, geography, history, politic, science and technology, and global system environment. There are eight aspects that influence the character building. Based on the theory, school environment contributes about one eighth only. The research find out that the school ecology contributes more than 40 percents. It means that basic school in Indonesia success in character building. The questions are (1) how to maintance the students' character later when they are in high school or university; (2) is the students' character result of scientific learning?, (3) how is the impact of scientific learning skill to character?

Tabel 1. Correlation between Character and Scientific Learning

		Character	Religious Consciousness	Scientific Learning Performance"	"Students
Character	Pearson Correlation	1	.058	.473(*)	
	Sig. (2-tailed)		.808	.035	
	N	20	20	20	

The world of education has known Bloom theory which stated that the results of education and learning are cognitive, affective, and psychomotor. When a character is assumed as part of the domain of affection, then scientific learning contributes to the affective domain as much as about 45%. Whether the remaining approximately 55% is achieved by cognitive and psychomotor domain? When the analysis is like this, then scientific learning contributes greatly to the affective domain. However, when it is analyzed partially that the correlation between scientific learning with character approximately 45% then it can be interpreted that the correlation of the two less powerful. Therefore, further research related to the correlation of the two needs to be done. Research questions that can be designed are (1) whether there is influency bewteen scientific learning to character?, (2) how much influence scientific learning to character ?, (3) whether the hypothesis 'scientific learning affect the character' is acceptable ?, (4) how is the impact of the implementation of scientific learning?, (5) what are the factors that build students' character? and so forth (read: research on the theme of character and scientific learning).

II. Conclusion

1. Basic education in Indonesia for the formal one has been success in character building.
2. Based on theory, the school environment contributes only one-eighth part in character building, but the reality basic school in Indonesia is able to contribute nearly 40 per cent.
3. The strategy that build character that has been happen in formal education (basic school) in Indonesia needs to be conceptualized.
4. The character of basic school students in Indonesia in the category good, if there is information that conversely, it was just a small part of the accidental exposure through mass media.
5. In addition, the students should have scientific learning skills, so teachers should have anyway.
6. Program to enrich the teacher's scientific learning skill should be the focus for education field.

7. Scientific learning is not a strategy that ensures the success of the achievement of the student's character.
7. There should be a study on the impact of scientific learning strategy.
8. There should be research on the factors that influence the character building.

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