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Management Model for Integrating Character Education Training in School Learning with the Spiral System

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Abstract

The implementation of the integration of character education in learning in schools in general has not shown the results of changes in student behavior as expected. This study aims to obtain a training management model for teachers in integrating character education in subjects with a spiral system. The design of the spiral system training model activities with the stages of planning, implementing and evaluating and reflecting the deepening of the concept. Likewise, repeated in depth like a spiral shape. The scope of this research and development research is teachers in the city of Semarang by sampling 20 teachers of various levels. The focus of research is the ability of teachers to integrate character education in subjects. Data was taken by observation, interviews and questionnaires and processed descriptively. Preliminary observation results obtained from factual models, where the teacher only attaches the character items to the syllabus and the learning design and evaluates the character evaluation after completing the learning by filling in the character list. Hypothetic model is obtained by planning which starts with needs analysis, setting goals, preparing learning tools by integrating each one of the Basic Competencies in learning 3 to 4 times face to face with the integration of focused one character value. Final evaluation is done by observing the implementation of learning that focuses on one character value. In this process reflection is done to improve and deepen the material such as a spiral system. The model test results are an example of a learning device that is valid (score 4.4 of the maximum score of 5), and the feasibility test in terms of the teacher's ability test before and after the training has increased (Gain score 1). Thus, before teaching the concept material, the teacher really needs to integrate one character value from the fc ocus and evaluate and reflect.

Keywords: Training model, spiral system, character integration

1. Introduction

The implementation of character education integration in high school learning until now has not shown changes in student behavior as expected. The lack of socialization of integrating character education is one of the causes. Basically, 86.7% of teachers agreed to the principle of integrating character values into subjects. The obstacles

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are the absence of guidelines and evaluation systems to measure the achievement of character values; it makes a difference in teachers understanding. The purpose of this study is to find a management model for training the integration of character education into subjects with spiral systems.

The effort to socialize the character education is to provide training for teachers. Training is part of education that describes a process of understanding, exploring, rearrange attitudes, and practicing cognitive, affective, and psychomotor aspects, which aims to increase the competencies that have been owned (Sutarto, 2013: 2). There are two main objectives of training, namely training and developing abilities for efficiency and work effectiveness (Handoko, 2012: 103).

The spiral system training, that is used, comes from the concept of spiral models (Boehm, 1988) combined with the Critical Events Model or CEM training model (Nedler, 1982) with a participatory training model (Sudjana, 2005). The management spiral training system steps begin by determining: organizational needs, specification of task implementation, participant needs, objectives, curriculum (Puskur, 2010), learning strategies (Depdiknas, 2006), learning resources, and training. The next step is to review the requirements as an evaluation material for achieving the goals (Dibiasio, D, 1999 and Harden, R.M, 2009).

The activity begins by coordinating data sources by discussing and sharing through personal approach to find out the training participant requirements. The results of the training are discussed in the forum discussion group (FGD) with experts and practitioners to test the feasibility of training management models. The Gain Test is used to find out whether or not there is increasing knowledge and skills of teachers before and after training.
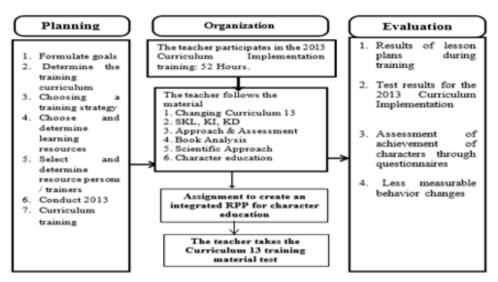
2. Research Methods

Management according to Terry (2003) is stated as a way to achieve the goals set through the efforts among others. This management model training is the type of research and development (R&D) of Borg and Gall (2007: 589), *namely* research to develop a new product or to perfect a product in the form of hardware or *software.* The ten steps of R&D from Borg and Gall can be shortened into three steps (Sugiyono (2014). Test the limited implementation with experts and practitioners in the FGD in the Delphi validation test to obtain the Final model (Putra, N, 2105).

The Gain Test was conducted to determine the teacher's ability to integrate education before and after training.
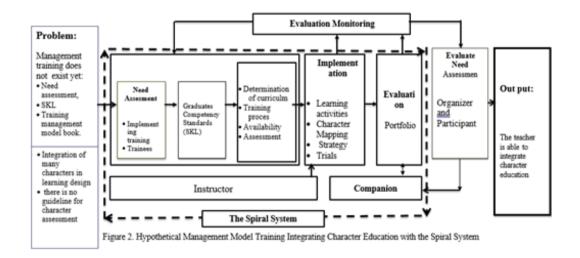
3. Research Results and Discussion

Based on the results of interviews, discussions and sharing experiences with competent sources, then the Factual Management Model of training in integrating character education in the city of Semarang as shown in Picture 1.

Picture1. The Factual Management Model of training in integrating character education

After the integration training with the spiral system, resulting management Hypothetical training model for teachers integrating character education with spiral systems can be seen in Picture 2.

Figure 2. Hypothetical Management Model Training Integrating Character Education with the Spiral System

The hypothetical model that is produced, validated the feasibility of the model through Forum Group Discussion (FGD) with experts and practitioners. The results of making

learning devices (RPP) obtained a score of 4.4 of the maximum score, valid. The Gain Test is conducted to measure the level of effectiveness of the teacher's ability to integrate character education before and after training. The result is an increase of 0.35; 0.62, and 1.0, meaning that it is very effective (effective limit> 0.70). The Final Model in Picture 3.
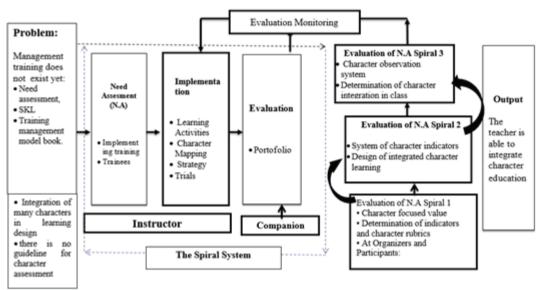

Figure 3. Final Model Management Training Integrating Character Education with a spiral system

Management of the training model by stages are: 1) Planning (analyzing the needs of organizers and trainees, determining Graduates Competency Standards, curriculum material, training methods, instructors, schedules, training facilities); 2) Organizing the implementation of training; 3) Implementation (organizing training with instructors and mentoring); and 4) Evaluation (assessment and follow-up). The steps implemented have met the theory of Sugiyono (2014) which states that the ten steps of Borg and Gall can be simplified into three main steps, namely: (1) Preliminary Study and model design, (2) Model Development, and (3) Model Validation.

4. Conclusion

The management model of training in integrating character education for teachers in the city of Semarang has been theoretical, have not analyzed the needs, and have not reviewed needs. The system of integration is still administrative fulfillment in the learning design.

The development of training management models for integrating spiral system character education for teachers is carried out in stages: Planning (needs analysis, SKL, determination of material, training process, facilities, and assessment); Implementation

(mentoring assistance, character value mapping); and Evaluation (evaluation of the implementation and evaluation of character assessment guidelines) The feasibility test of the model in the Discussion Group Forum (FGD) is stated as a feasible Final model. Test participants' abilities before and after the integration training Character education obtained a final score of Gain Test of 1.00 with effective criteria.

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