LEARNING APPLICATION ON CHILD FRIENDLY CHARACTER VALUE CHARGED TO INCREASE STUDENT ACHIEVEMENT SEMESTER III PGSD UNIVERSITY PGRI SEMARANG YEAR 2015/2016

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Abstract

Science education is an important subject. Learning science in elementary school is one component of a series of courses that have an important role in education, especially for students of PGSD. Learning science requires the student to perform psychomotor activities. Where in the implementation of these practices embodied the character values that require students to abide by all rules and regulations. Psychomotor student achievement so needs to be improved so that mastery of the skills can be further increased. So it is necessary to study the use of PTK. With over 2 cycles can be concluded that the implementation of active learning uncharged character values to improve the achievement of students increased. Increase student learning outcomes can be demonstrated value - average in the first cycle was 60.15, 78.90 second cycle. mastery learning students has increased, the first cycle of students who pass the study 25 students and 21 students who did not complete, as well as classical completeness 68%. Cycle II were thoroughly studied 41 students and an incomplete one student, as well as classical completeness 95%. The results of the second cycle competency test better than I. cycle activeness of students also increased, this is shown activeness of students in the second cycle> the first cycle (76.14%> 55.41%),

Key words: character, achievement, child friendly

INTRODUCTION

Patterns of thinking according to Lawson (1995), actually describe the pattern of human thought in general is no different with the mindset of scientists, but because scientists are accustomed or trained to use it then they become skilled at solving problems effectively. Therefore, thematic learning should be directed also to develop the ability to think as usual conducted by scientists.

Lawrence (2001) states that learning science until now dominated by conventional learning systems, such as lectures and drill so it is difficult to face the coming era of the all unknown. This is because elementary school teachers trying to complete the curriculum that have been set to be completed in quarterly as the minimum for a set curriculum in GBPP. If the student can find the thought process IPA since she was in elementary school, meaning critical mindset has begun to form. So it can be ascertained that the students will grow into a human builder diligent, creative, intelligent, responsible and able to solve the problem.

For those reasons, researchers are encouraged to learn about the disaster management simulation is done in science learning. This study researcher specializing in ability, liveliness, and the ability of students in the material Concern for the Environment.

Based on the above background, the formulation of the problem in this research is how the Application of Active Learning Loaded Character Values Can Improve Student Learning Achievement Semester III PGSD University PGRI Semarang Year 2015/2016?

The purpose of this research is to improve Student Learning Achievement Semester III PGSD University PGRI Semarang Year 2015/2016 through Application of Active Learning Charged Character Values

Learning concepts

According to Anni (2004: 2-3) concept of learning has been largely defined by paka psychology, including Gagne and Berliner states that learning is a process in

which an organism to change its behavior as a result of experience. Morgan states that learning is a relative change harvesters that occurred as the result of practice or experience. Gagne states that learning is a change in the disposition or human skill that lasts for a certain time period, and changes in behavior that does not originate dai growth process.

Character building

Character education is not new to the academic community and education personnel University PGRI Semarang. As one of the colleges that receive character education grants, then the implementation of the Tri Dharma University in academic life, culture and the pulpit freedom akademikdilaksanakan guided on character education. This is in accordance with the Strategic Plan and the Statute of the University, LPPM Strategic Plan, and the rector regulations that support the implementation of character education at the University PGRI Semarang. Strengthening the characters contained in the fourth dharma Catur Dharma University PGRI Semarang. Darma imitation to be key in the implementation of character education in education, research, and community service. Development of attitudes and behaviors such as honest, disciplined, diligent, hardworking, responsibility, unyielding, intelligent, creative, lots of friends, and good at seeing opportunities are special characters that are developed in addition to the main character in the word UPGRIS.

Character education is composed of word and character education. Education according to Abu Ahmadi, and Nur Uhbiyati (2015: 71) is defined as a conscious and deliberate effort, as well as full responsibility for the personal formation of students on an ongoing basis. The character according to the Dictionary of Psychology (Gulo, 1982) is the personality to be reviewed from the standpoint of ethical or moral, for example a person's honesty, and is usually associated with the properties are relatively fixed. Characters associated with the concept of moral (moral knonwing), moral attitudes (moral felling), and moral behavior (moral

behavior). Lickona stated that the definition of character education is a deliberate attempt to help a person to understand, pay attention, and do a core ethical values. Suyanto (2009) defines the character as a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, community, nation, and state.

Character education became the main destination countries in an effort to prepare the next generation of quality. Character education can be defined as the deliberate us of all dimensions of school life to foster optimal development character. This is a deliberate conscious effort from all the dimensions of life as an effort to build the nation's optimal code generation. In practice, the education code requires a special method that precisely fits the purpose. Several methods are often used in implementing character education is a method of habituation, reward and punishment methods, and methods of imitation.

RESEARCH METHOD

This action research is a classroom action research models Kemmis and Taggart (in Arikunto, Suharsimi, 2002: 83), which is spiral-shaped from one cycle to the next cycle. Each cycle includes planning (plan), action (action), observation (observation) and reflection (reflection). The next step in the cycle is a revised planning, action, observation, and reflection. Before entering the first cycle carried out pre-emptive action in the form of the identification of problems.

This analysis was calculated using:1. To assess replicates or formative tests Researchers conducted the sum of values obtained by the students, which is further divided by the number of students in the class in order to obtain an average of formative tests can be formulated:

$X =$

By: X = average value
   X = Jumlah all grades of students
   N = Number of students

2. For mastery learning There are two categories of mastery learning is individual and secaraa secaraa classical. Based on the

guidelines of teaching and learning the curriculum, 1994 (Department of Education, 1994), that a student has completed study when it has reached a score of 65% or the value of 65, and the class is called thoroughly studied both in class that there are 85% who had reached the absorption of more than or equal to 65%. To calculate the percentage of complete learn to use the following formula:

P = x 100%

3. For the observation sheet activities of teachers and students
To calculate the observation sheet activities of teachers and students used the following formula:

% = X 100% with

X = =

Where:% = Percentage of observations

X = average

x = Total Average

P1 = Observer 1

P2 = Observer 2

Research result

I. Cycle I

In this cycle lecturers to do research about the learning process with the material environment.

1. The observation of student activity during learning, as observed and recorded the level of participation and the activity of each student in the learning process, then the data obtained as follows:

a. Students are ready to sit in a chair on the learning time of 40 people or 100%.

b. Students ready to book a lesson or tool of 40 people or 100%.

c. Students interested in an explanation quiet and peer tutors are 40 people or 100%.

d. Students record material described peer tutor of 40 people or 100%.

e. Students actively ask 15 or 46, 8%.

f. Students answer (respond to) any question of peer tutoring 18 or 56, 2%.

g. Students interested (pleased) using the media in the learning process 40 or 100%.

h. Students happy to carry out the work groups of 40 people or 100%.

i. All students are active in carrying out group work 23 or 56, 2%.

j. Students can work together or connect with other students 23 or 56, 2%.

From the observation above, it can take the average activity of students is 81, 5% with a good category.

2. The observation of student activity during learning as observed and recorded on the level of analysis of the experiments in the learning process, the obtained data is as follows:

a. No effort or motivation to be able to end the automatic right scalar trial 28 or 68, 7%.

b. Students skilled in using automated tools scalar trial of 25 people or 56.2%.

c. Students skilled in the automatic scalar trial of 20 people or 50%.

d. Students skilled in managing cooperation in a group of 23 people or 56, 2%.

From the observation above, it can take the average student experiments analyzing skills at 57, % with medium category.

3. The results of observation reports lecturers during the learning process. After observing the learning process that has been underway, the observers gave a report that basically researchers manage teaching and learning activities is more than enough, but for peer tutors it does not mean more than enough anyway for the students because:

a. In helping students realize the strengths and weaknesses is still lacking.

b. In communicating with students using oral or written expression is less clear.

c. Less stressed students about the purpose and importance of the topic.

d. In carrying out the follow-up are lacking.

e. The sensitivity to error-speaking students are also still lacking.

4. The results of the first cycle test
At the end of the cycle, the students work on the problems achievement test on automatic scalar

xperiments, the results are as follows:

a. The highest value = 10

b. The lowest value = 2

c. Value - average = 7.4

II. cycle II

In this cycle lecturers to do research on learning through peer tutors on the material and the surrounding environment, the experimental tool pendetieksi flood.

1. The observation of student activity during learning, as observed and recorded the level of participation and the activity of each student in the learning process, the obtained data is as follows:
a. Students are ready to sit in a chair on a science lesson number 40 or 100%
b. Students prepared with a book or learning tool 40 or 100%.
c. Students interested in an explanation quiet and peer tutors 40 people or 100%.
d. Students record material described peer tutor some 40 people or 100%.
e. Students actively ask 23 people or 56.2%.
f. Students answer (respond to) any question of peer tutors 28 people or 62.5%.
g. Students interested (pleased) using the media in the learning process 40 or 100%.
h. Students happy to carry out work group 36 people or 96.8%.
i. All students are active in carrying out the work group of 29 people or 87.5%.
j. Students can work together or connect with other students number 24 or 56, 2%.
From the results of the above observations, it can be the average activity of students is 83.4% with a good category.
2. The observation of student activity during learning as observed and recorded on the level of skill to count every student in the learning process, the obtained data is as follows:
a. No effort or motivation to be able to terminate the experiment correctly flood detector 31 children or 81.2%.
b. Mahaiswa skilled in using props flood detector 29 people or 78.1%.
c. Students are skilled in analyzing materials and environmental disaster some 29 people or 78.1%.
d. Students skilled in managing cooperation in a group of 24 people or 56, 2%.
From the observation above, it can take the average skills of analyzing student is 73.4% with both categories.
3. The results of observation reports lecturers during the learning process. After observing the learning process has been ongoing, the results can be reported observer:
a. In helping students realize the strengths and weaknesses have been increased.

b. In communicating with students using oral or written expression clearly.
c. Already stressed students about the purpose and importance of the topic.
d. In carrying out the follow-up are lacking.
e. Sensitivity to errors speak good student.
4. The results of the test cycle II
At the end of the second cycle, the students work on the problems test results to learn about the environment and its surroundings in sub POKO discussion of natural disasters, by using a flood detector, obtained the following results:
a. The highest value = 10
b. The lowest value = 4.6
c. Value - average = 8.8

RESULT AND DISCUSSION
1. First cycle
From the findings, it seemed that the average student liveliness 60.1 5%, on average 57.7% of students counting skills and learning outcomes on average 7.4 so that research can be said to have not been successful because the average student the skills to analyze problems still under the indicators set. This is caused by :
a. Factors student.
(1) Students are still dependent on her clever.
(2) Students can solve problems without having to use practical tools flood detector.
b. Factors peer tutors.
(1) less than the maximum peer tutors to help students realize the strengths and weaknesses.
(2) Expression of peer tutoring orally or in writing is less clear. Weaknesses of students and peer tutors above is considered as things - things that lead in the first cycle is not successful and not in accordance with the indicators expected, so the need to proceed to the second cycle by paying attention to the weaknesses in cycle I. However, the results are already No increase when compared with the average value of the previous semester student learning outcomes increase of 6.5 to 7.4 while the performance of peer tutors in learning activities 7, 56.
2. Cycle II
By looking at the results of the evaluation, it is known that the activity of the student

reaches 83, 4% and 8.8 student learning outcomes that can be said to be an indicator for the activity of learning the student has been reached and the average value of student learning outcomes have been achieved. For mahaasiswa skills have not reached the expected indicators in spite of the weaknesses of students and teachers in learning activities is minimized. The learning activities are already better the second cycle and can be seen from the average value of the skills students are 73, 4% in both categories and the performance of peer tutors in learning activities with the category of 7.75 is more than enough.

CONCLUSIONS AND SUGGESTION

Increase student learning outcomes can be demonstrated value - average in the first cycle was 60.15, 78.90 second cycle. mastery learning students has increased, the first cycle of students who pass the study 25 students and 21 students who did not complete, as well as classical completeness 68%. Cycle II were thoroughly studied 41 students and an incomplete one student, as well as classical completeness 95%. The results of the second cycle competency test better than I. cycle activeness of students also increased, this is shown activeness of students in the second cycle> the first cycle (76.14%> 55.41%),

Based on these results, it can be concluded that:

1. The use of props in science teaching was able to increase the activity of students in science learning material and the surrounding environment.

2. The use of props in science teaching was able to improve the skills mengalisis about the student.

3. The use of props IPA can improve student results in solving problems that are considered difficult.

Suggestion

Based on the above conclusions can be proposed some suggestions:

1. The use of props in science learning needs to be followed up as an alternative teaching methods for prospective elementary school teachers.

2. For certain topics or materials prospective teachers can use props in science learning so that tudents better understand the course material.

3. Prospective teachers must be creative in making props that will be presented, pursued the materials used are simple, inexpensive and safe to use.

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