PROCEEDINGS
INTERNATIONAL SEMINAR
EDUCATIONAL AND CHARACTER DEVELOPMENT THROUGH THE ARTS AND CULTURE

Editor:
Dr. Subaryana, M.Pd.
Dr. Drs. YB. Jurahman, M.Pd.
Dr. Muhammad Jumarin, M.Pd.
Dr. Lue Sudiyono, M.M.
Atika Dwi Evitasari, M.Pd.
Anita Dewi Astuti, M.Pd.
Dra. Anggar Kaswati, M.Hum.

Pusat Penelitian dan Pengabdian Pada Masyarakat IKIP PGRI Wates

WS

WIDYA SARI PRESS
(Anggota ISBN Perpustakaan Nasional)
Perum Sraten Asri A/10, Sraten, Tuntang
Kabupaten Semarang
Educational and Character Development ...

Subaryana, dkk.

@ 2016, pada Penulis
Diterbitkan oleh Widya Sari Press Salatiga


Penerbit : Widya Sari Press Salatiga
Hak Cipta : Pada Penulis
Dicetak : Widya Sari Press Salatiga
Cetakan I : Januari 2016

SAMBUTAN PENERBIT

Upaya untuk menginventarisasikan pemikiran-pemikiran seseorang dalam wujud buku merupakan upaya serius yang perlu dikembangkan, sebab pemikiran seseorang tidak akan dapat diwariskan secara otomatis. Salah satu upaya pewardisan pemikiran yang efektif dan memiliki daya jangkau yang luas adalah melalui buku.

Berdasarkan pemikiran di depan, maka penerbit Widya Sari Salatiga, berusaha untuk menghimpun buah pikir yang layak diinventarisasikan dalam wujud buku.


Kiranya upaya sederhana ini dapat berguna bagi pengembangan ilmu pengetahuan, teknologi dan seni untuk kesejahteraan manusia.

Salatiga, Januari 2016

Widya Sari Press
SEUNTAI KATA

Puji syukur kehadirat Tuhan Yang Maha Kuasa, atas berkat dan karunianya kolerarei tiga Program Studi: PGSD, Bimbingan dan Konseling, dan Pendidikan Sejarah IKIP PGRI Wates dapat bersama-sama menyelenggarakan Seminar Internasional dengan Tema: "Pengendalian/Pengembangan Pendidikan dan Karakter Melalui Seni Budaya".

Dalam era globalisasi saat ini menjadikan dunia semakin datar, sehingga antara individu yang satu dengan individu di belahan dunia lainnya sudah tidak ada sekait lagi. Mereka mampu untuk saling berinteraksi dan berhubungan secara langsung dengan alat komunikasi. Adanya kemudahan komunikasi, memudahkan masuknya budaya asing tanpa tersaring yang nantinya dapat mengancam identitas nasional bagi generasi muda di Indonesia.

Pendidikan memiliki peranan penting dalam mengendalikan berkembangnya budaya asing yang berdampak negatif. Mengingat keadaan tersebut, maka pendidikan karakter sangat penting untuk diberikan secara berkelanjutan di semua jenjang pendidikan. KI Hajar Dewantara menyatakan bahwa pendidikan yang memerdekakan dilaksanakan dengan Sistem Among: "Ing ngarsa sung tuladh, Ing madya mangun karsa, dan Tut wuri handayani". Sedangkan Mahatma Gandhi memperingatkan bahwa "education without character" (pendidikan tanpa karakter) merupakan salah satu dari tujuh dosa fatal dalam pendidikan.

Tujuan diselenggarakannya seminar internasional ini adalah untuk meningkatkan pentingnya pendidikan yang berkarakter dalam menyiapkan manusia yang unggul, berkeadaban serta meningkatkan kesadaran bahwa budaya dan seni merupakan faktor penting dalam pengembangan pendidikan dan karakter.


Dalam seminar internasional ini, kami menghadrirkan dua pembicara utama yang kita kenal memiliki reputasi sangat baik di bidangnya, yaitu: Prof. Madya Hj. Zainal B. Abd. Latiff, M.Sc. Ed. Ph.D. (Guru Besar Madya Universiti Malaya Malaysia) dan Prof. Dr. Husein Haikal, MA. (Guru Besar Universitas Negeri Yogyakarta). Pemakalah dalam Diskusi Panel: 1. Dr. Subaryana, M. Pd (IKIP PGRI Wates); 2. Dr. Drs. YB. Jurahman, M. Pd (IKIP PGRI Wates); 3. Oscar Ndayizeye (Mal); Makan Sacko (Burundi)

Seminar ini diharapkan menjadi wadah yang tepat bagi para paker, para pemerhati dan praktisi pendidikan dalam memberikan sumbang saran dalam pengembangan pendidikan dan karakter peserta didik. Selain itu, seminar ini menjadi ajang pertemuan para ilmuwan dari berbagai negara, sehingga menjadi sarana dan komparatif dalam pendidikan karakter.

Akhir kata, kami mengucapkan terima kasih dan penghargaan yang tinggi kepada segenap anggota panitia serta paramahasiswa yang telah bekerja keras demi kelancaran
pelaksanaan seminar ini. Semoga usaha murni ini dapat memberikan manfaat kepada bangsa Indonesia dan antarbangsa dalam pengembangan pendidikan karakter.

Dr. Drs. YB. Jurahman, M.Pd
NIP. 19591102 198602 1 001
Ketua Panitia Seminar Internasional.
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEUNTAI KATA</td>
<td>iv</td>
</tr>
<tr>
<td>RUNDOWN ACARA SEMINAR INTERNASIONAL</td>
<td>vi</td>
</tr>
<tr>
<td>ANALISIS HASIL SEMINAR DAN REKOMENDASI</td>
<td>vii</td>
</tr>
<tr>
<td>DAFTAR ISI</td>
<td>xii</td>
</tr>
<tr>
<td>PENDIDIKAN SENI DAN DRAMA SEBAGAI MEDIA PENGEMBANGAN PENDIDIKAN DAN KARAKTER PESERTA DIDIK</td>
<td>1</td>
</tr>
<tr>
<td>REBUILDING SIKAP KEBANGSAAN</td>
<td>9</td>
</tr>
<tr>
<td>CONTRIBUTION OF POSTCOLONIAL LITERATURE IN NATIONAL CHARACTER BUILDING</td>
<td>23</td>
</tr>
<tr>
<td>TEACHING MATERIAL DEVELOPMENT OF SOCIAL STUDY TO STRENGTHEN THE STUDENTS CHARACTER</td>
<td>32</td>
</tr>
<tr>
<td>BENTURAN ANTAR PERADABAN: MITOS ATAU REALITAS?</td>
<td>45</td>
</tr>
<tr>
<td>MEMBENTUK KARAKTER SISWA MELALUI PENDIDIKAN IPS BERBASIS KEARIFAN LOKAL JAWA DI SEKOLAH DASAR</td>
<td>57</td>
</tr>
<tr>
<td>MENANAMKAN PENDIDIKAN KARAKTER MELALUI CERITA RAKYAT</td>
<td>68</td>
</tr>
<tr>
<td>BELAJAR IPS MELALUI NILAI-NILAI SIMBOLIK PADA BANGUNAN SITI HINGGIL KERATON KASEPUHAN CIREBON</td>
<td>77</td>
</tr>
<tr>
<td>NILAI-NILAI KARAKTER DALAM TOKOH WAYANG</td>
<td></td>
</tr>
<tr>
<td>“PANDAWA” SEBAGAI MODEL PENGEMBANGAN PENDIDIKAN DAN KARAKTER MELALUI SENI BUDAYA</td>
<td>91</td>
</tr>
<tr>
<td>LOCAL CULTURE OF PENCAK SILAT FOR GOOD CHARACTER</td>
<td>100</td>
</tr>
<tr>
<td>THE USE OF GENERATIVE LEARNING METHOD THROUGH PEER LESSONS FOR BUILDING THE ELEMENTARY SCHOOL STUDENTS CHARACTER</td>
<td>110</td>
</tr>
<tr>
<td>PAGELARAN WAYANG KULIT SEBAGAI MEDIA PEMBELAJARAN KARAKTER KAUM MUDA</td>
<td>117</td>
</tr>
<tr>
<td>INTEGRASI NILAI-NILAI KEARIFAN LOKAL DALAM BUDAYA SEBAGAI UPAYA MEMPERKUAT KARAKTER SISWA SEKOLAH MENEGAH ATAS DAN KEJURUAN</td>
<td>130</td>
</tr>
<tr>
<td>PENDIDIKAN NILAI MORAL DAN BUDAYA PADA ERA GLOBAL</td>
<td>138</td>
</tr>
<tr>
<td>MEMBANGUN KARAKTER SISWA MELALUI PENDIDIKAN “UNGGAH UNGGUH” DI SEKOLAH</td>
<td>152</td>
</tr>
<tr>
<td>PERANAN PENDIDIKAN SEJARAH DALAM MEMBANGUN KARAKTERBANGSA</td>
<td>161</td>
</tr>
<tr>
<td>SISTEM NILAI BUDAYA DAN PEMBANGUNAN BANGSA</td>
<td>171</td>
</tr>
<tr>
<td>PENANAMAN PENDIDIKAN DAN KARAKTER POSITIF PADA PROSES PERKEMBANGAN ANAK</td>
<td>183</td>
</tr>
</tbody>
</table>
MEMBANGUN KARAKTER GENERASI MUDA MELALUI BUDAYA BANGSA DALAM ERA GLOBALISASI ................................................................. 192

BATIK GEBLEK RENTENG DALAM BUDAYA KREATIF TANTANGAN TERHADAP PASAR GLOBAL .......................................................... 205
TEACHING MATERIAL DEVELOPMENT OF SOCIAL STUDY TO
STRENGTHEN THE STUDENTS CHARACTER

Warsito¹, Asrowi²

(Postgraduate Program (S3) of Education Science
University of Sebelas Maret Surakarta)
e-mail: ronggo_warsito@umwidha.ac.id’ asrowi@yahoo.com²

Abstract

The objective that will be achieved through this research is (1) describing the condition of teaching material of social study that used in this moment for the Junior High School student, (2) describing the teaching material development of character education in learning social study, (3) knowing the effectiveness level of teaching material of character education in learning social study. Kinds of the research is research and development (R&D). The research conducted in nine Junior High School in area of Surakarta City, Boyolali Regency, and Klaten, they are State Junior High School. The research conducted in odd semester in academic year of 2014/2015. The technique of collecting data by using test, questionnaire, observation, documentation, and interview. The technique of analysing the data using t-test that begun the normality tested and homogeneity tested. From the data analysis tested models can be got the result as follows: With is 5 % and db 134; t table refers the rate 1.960 while to (t original or t ratio) = 3.354. From the data can be proved that to : t table = 3.354 : 1.960, so to > t table → significant. The conclusion: By either to 5 %, to is higher than t table. It means that Ho (nihil hypothesis) is refused, and Ha (alternative hypothesis) is accepted. Thus, based on the data analysis can be concluded that the development of teaching and learning social study very significant and strengthen the students’ character.

Keyword: students’ character, teaching material of social study

I. Background

Nowadays, the problem that faced by the students especially in Junior High School is the moral decadence. As’aril Muhajir (2011: 31) states that one of the essential problem that attack in education world especially in Indonesia is the problem that related to morality dimension. Social study as one of the subject in school that has mission in attempting the character building of student. That is right if social study is pointed that study which is enriched by understanding and application of character education or character building. Based on this mind set, so it is developed the character building module.

Some other reasons that underlined which is needed the teaching material of character education is the research finding of background study that has been the researcher done in some school in Junior High School in Surakarta City, Boyolali Regency, and Klaten. Based on empirical data states that the teaching material availability is not compatible with curriculum demand and target character, and also problem solving of learning problem. The
result of the background study is done by giving questionnaire to the eight year students in Junior High School in three schools in Surakarta City, Boyolali Regency, and Klaten. They are State Junior High School of 12 Surakarta, State Junior High School of 1 Ngemplak, Boyolali and State Junior High School of 1 Klaten.

Based on the result of the background study is gotten the information that the existence of teaching material of social study that loads the character values in this day is felt very minimum. It has not been yet the module of learning that engraft the character building (character education) for the eighth year students of Junior High School. Every classroom to take 60 students, and all is 180 respondents.

Based on the technique of questionnaire by giving the questionnaire, it is gotten the data as follows: 1) About the importance of social study handbook that contains of moral value from 180 respondents, there were 75 students (41.67 %) answered very agree, 98 students answered agree (54.44 %), 7 students answered less agree (3.89 %), and there was no students in answering don’t agree; 2) about the importance of character building for the nation development, from 180 respondents of the students that gave the questionnaire, 72 students answered very agree (40 %); 90 student answered agree (50 %), 15 students answered less agree (8.33 %); and 3 students answered don’t agree (1.67 %).

Based on the interview result with teacher of social study in Junior High School is gotten the information that the social study handbooks in this day that exist is not adequate yet. From the material aspect seems less complete and discontinuous so it makes the definition becomes blur and unclear. From the character building aspect, the handbooks of social study in Junior High School haven’t load much yet the character building. The study is just enought to the material only. The teachers are very agree if the social study handbooks in this day is used to load the character building to omit the impression that social study is just enough to the material to be memorized only.

The spirit of the students in following the social study subject is judged very less because the students have been thought that social study is the subject to be memorized only, with the material is much and boring. So, the teacher have to try the tricks to make the students is not boring. The teacher expectation that may the attendance of material of social study contextual basic such as learning modules that load the character value is very benefit and can outcome all of the disadvantage itself. According to Informant, the character of the students in this day are very lack and less strong, less autonomous, don’t have fight endurance, and easy to give up. From the result of the interview toward the social study handbook in eight grade that used in this day, can be reported as follows: From the material
aspect that still many theoretical, less sharp in developing thing of character education. The handbook of social study that used in this day is less show the good behaviour and the behaviour which reflect to the character is not maximum yet. As known that the character education in this day is essential aspect that has to get the special attention.

The teaching material such as module of learning of character education presumed able to strengthen the students character. Until now, there are still very little of teaching material of social study or learning CD (compact disc) for the student of Junior High School that load character values. It is why, the product of teaching material urge to be conducted and developed. Based on the description above, the researcher decides to conduct the research about Developing the Teaching Material of Social Study to Strengthen the Students Character.

II. Aim of the Study

The aim that will be achieved by this research is as follows: (1) Describing the condition of teaching material of social study that used in this moment for the Junior High School student in all of Surakarta City, Boyolali Regency, and Klaten; (2) Describing the teaching material development of character education in learning social study for the Junior High School student in all of Klaten Regency; (3) Knowing the effectiveness level of teaching material of character education in learning social study for the Junior High School student in all of Surakarta City, Boyolali Regency, and Klaten.

III. Review of Related Literature

Teaching material is a set of material that arranged systematically in order to create the environment/atmosphere that likely the student to learn. Fundamentally, the teaching material is one of the part of teaching material. It is relevant with the statement that stated by Dick, Carey, and Carey (2009: 230) the instructional materials loaded the content—either written, mediated, or facilitated by an instructur that a student will use to achieve the objectives. The material includes for the major objectives and terminal objectives and any materials in enhancing the memory and transfer. Instructional materials referred to any pre-existing materials that are being oncorporated as well as to those materials that will be specifically developed for the objectives. The materials may also include the information that the learners will use to guide their progress through the instruction.

The shape of teaching material include the printed material, audiovisual, audio, visual, and multimedia. Richards (2001: 257) states that the kinds of teaching material is classified into three kinds. Such as printed materials, authentic and crated teaching material, non-printed materials. The range of teaching material includes the component as follows: (1) the title, subject/lesson. Competence Standard or Core Competence, indicator, place; (2) learning
direction, the objective of learning related to the supporting information; (3) exercises; (4) work direction; (5) and the last is assessment.

The analysis of a lot in arranging the teaching material involve such as need analysis of teaching material, formation of teaching material mapping, structure understanding of teaching material, criteria of teaching material that analyzed accurately, evaluation of teaching material and revision. In writing teaching material especially the module. There are several steps that have to be done, such as: 1). Analyzing of core competence and basic competence, 2) deciding the title of the module, 3). Coding the module, 4) writing the module (Department of National Education, 2008: 18).

According to Ratna Megawangi (2004: 95), “character education is an effort to educate the students in order to be able to take the decision wisely and apply it in daily life, so can give positive contribution to the environment”. Due to the importance of education in its contribution to the environment. According to Mohammad Tarmizi Burhan and Zurida Ismail in Malaysian Journal of Learning and Instruction (2011: 117) states that the low total mean score on the environmental knowledge component that indicated the respondents’ lack of knowledge on environmental issues especially in climate change. However, Burhan and Zurida Ismail adds that the respondents exhibited high positive environmental attitudes based on their responses to the relevant attitude items especially on items that related in adopting significant action. The most of the items in the environmental behaviors component yielded considerably high mean scores which indicated a strong willingness on the part of the pre-service teachers to take pro-environmental behaviors.

According to Sapriya (2008: 6) the term of social study in Indonesia begin known since 1970s as the result of consensus the academic community and formally used in national education system gradually in curriculum of 1975. The main purpose of learning social study is to develop the students to become the citizen which is able to take the decision democratically and rationally, able to be received by all level of society.

To become good and creative teacher, recommended to try to stake out a module of teaching and learning. Deals to module plan, Smaldino, Russel, Heinich, and Molenda (2005: 213) states that a module should include an introduction to the topic, preferably in the form of a question or a problem that will stimulate curiosity. It also must provide instructions or suggestions about how students are to use the components of the module. In most cases, a printed guide serves as the pathfinder through the various activities of the module. The printed guide may also contain questions and space for answers. Some teachers prefer to put their ‘user guide’ on audiotape, which can be helpful for those with reading problems.
Some efforts that ever been done by the experts due to the development research of the module that the writer done are as follows: the research done by Mattar and Khalil (2010) entitled "Character Education Seeking the Best of Both Worlds: A Study of Cultural Identity and Leadership in Egypt". The research findings that done by the two of them refers that there is significant relationship between the character education with attitude change. Through this strategy actually produce a solid culture identity through four important pillars, such as (1) building the solid concept, (2) getting the academic knowledge, (3) ability attainment, (4) developing and building the character and behavior.

Cheng, Chao-Shun (2007) entitled "Character Education and Character-trait Development Enrichment for College Students". This research gives the suggestion what importance the character education for the talented students which will improve the awareness, behaviour, attitude, character, and common sense. The experiment for the character education is focused on aspect of hard work, responsibility and mission, love and optimism, care and humor, and also several intelligences. The result of the research concludes that the character education had been proved has significant relationship with the characters, ability in cultivating the society, and developing each individual potential.

Marvin W Berkowitz and Melinda C. Bier (2007) entitled "What Works in Character Education". The result of the research describes that character education can work effectively when it is implemented by loyalty, comprehensiveness and has the wide effort. Character education will run effectively if it is done by developing the professional and interactive pedagogical strategy. Moreover, the character education will run well if it is explicitly focused on ethics, direct training to the social compensation development and emotional, modelling the character, and using the compatible class behaviour management and through dedication to the society.

The research done by Maryani and Syamsudin (2009) entitled "Pengembangan Program Pembelajaran IPS untuk Meningkatkan Kompetensi Kemampuan Sosial" states that social study subject carry out the noble duty and become the importance foundation in developing the intellectuality, emotional, cultural, and student social. The subject of social study able to develop the student character, mindset, attitude, and responsible behaviour as an individual, social human being, people of society, citizen, and the people of the world. The purpose can be achieved if the program of teaching and learning social study in schools organized well.

IV. Method of the Study
A. The Field of the Study
The field of the study that applied is research and development. Gall, Gall and Borg (2007: 589) argues that research and development is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality, or similar standards. Sugiyono (2012: 407) states that research and development is the research method that used to produce certain product, and to test the product effectiveness itself.

The steps of the research and development by Gall, Gall, and Borg (2007) involve 10 steps. The steps as follows: (1) collecting the information, (2) planning, (3) developing the preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, (10) dissemination and implementation.

Nana Syaodih Sukmadinata (2013: 189) simplifies the model of research and development form Gall, Gall, and Borg on to ten steps become three steps. For this study, the researcher follows the pattern from Nana Syaodih Sukmadinata. The tenth steps simplified into three steps as follows, (1) exploring/study of the background, (2) developing of the draft model, (3) examining the model/validating/evaluating the product.

B. The Research Procedure/Development

The research procedure about the development of teaching material of character education adopted and modified based on the model that stated by Gall, Gall, and Borg. The procedure of model development explained as follows:

In study of the background done by applying descriptive qualitative approach. The objective of the exploration is (1) to evaluate on teaching material of social study in Junior High School that ever been used, (2) to do need analysis toward the model that will be developed. The main information that need to be searched is how far the importance of development the new model. In this thing is development of teaching material of character education in contextual teaching and learning of social study.

1. Research Strategy

The early stage from this research and development is explorative study form. In the study of the background, basically the form is qualitative. In exploration step, the technique of collecting the data that used can be questionnaire, dept interview, observation, documentation, and content analysis.

The validity of the data uses triangulations (Patton, 1983: 331). Tashakkori and Teddlie (2003: 14) states that the term of triangulation does occur in each of the other six
separate 'discipline' chapter noted previously, but primarily as a historical artifact rather that as a currently dominant term. The triangulation that used is data/source triangulation and triangulation method.

The technique of analyzing the data that used is the interactive analysis technique can be components of data analysis, interactive model (Miles and Huberman, 1984: 23) to qualitative data. The model consist of three component analysis is very close relationship each other simultaneously. The third one of component is (1) data reduction, (2) the data displays, (3) conclusion drawing/verification.

The development model step consist of three main activity, there are (a) making draft model, (b) testing the model, (c) completing the model. Those third activities are explained as follows:

A model can be good if the model gives the good effort for the user. The product of development that produced can be the model of social study of teaching material base character education. This model is convinced will be able to improve the character of the students, especially the students of Junior High School in all of Surakarta City, Boyolali Regency, and Klaten Regency.

The method of the research that used in the third steps is experiment. Experiment done to examine the social study teaching material base contextual. If the try out step is focused on the process of structuring the teaching material, so in this testing is focused on students' achievement. Beside the students' achievement, other focus is to know the students' character that achieved after the implementation of contextual base social study of teaching material compared with the common teaching material of social study that ever been used.

2. **Place and Time of the Research**

The research with this experiment done in three schools of Junior High School in Surakarta City, Boyolali Regency, and Klaten Regency. For limited tested there are State Junior High School of 1, 2, and 12 Surakarta. For extended tested there are State Junior High School of 1 and 2 Ngemplak, Boyolali, State Junior High School of 2 Teras, 1 Mojosongo, Boyolali Regency. For the stage of tested models, there are State Junior High School of 1 Klaten and 2 Karanganom Klaten Regency. The research conducted in odd semester in academic year of 2014/2015.

3. **Subject of the Research**

The subject of the research is all of the eight year students of State Junior High School that mentioned above. There were nine school of Surakarta City, Boyolali Regency, and Klaten Regency. The total of the subject of the study is 518 students.
### Table I
The Register of Subject Research for The Limited Tested, Extended Tested, and The Stage of Tested Models

<table>
<thead>
<tr>
<th>Number</th>
<th>Stage</th>
<th>School</th>
<th>Class</th>
<th>Total</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Limited Tested</td>
<td>SMP N 1 Surakarta</td>
<td>VIII G</td>
<td>32</td>
<td>Experiment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 2 Surakarta</td>
<td>VIII C</td>
<td>32</td>
<td>Control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 12 Surakarta</td>
<td>VIII E</td>
<td>30</td>
<td>Experiment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 12 Surakarta</td>
<td>VIII F</td>
<td>30</td>
<td>Control</td>
</tr>
<tr>
<td></td>
<td>Extended Tested</td>
<td>SMP N 1 Ngemplak</td>
<td>VIII A</td>
<td>32</td>
<td>Experiment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 1 Ngemplak</td>
<td>VIII B</td>
<td>34</td>
<td>Control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 2 Ngemplak</td>
<td>VIII G</td>
<td>36</td>
<td>Experiment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 2 Ngemplak</td>
<td>VIII F</td>
<td>35</td>
<td>Control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 2 Teras</td>
<td>VIII D</td>
<td>36</td>
<td>Experiment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 2 Teras</td>
<td>VIII B</td>
<td>34</td>
<td>Control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 1 Mojosongo</td>
<td>VIII A</td>
<td>25</td>
<td>Experiment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 1 Mojosongo</td>
<td>VIII B</td>
<td>26</td>
<td>Control</td>
</tr>
<tr>
<td></td>
<td>The Stage of Tested Models</td>
<td>SMP N 1 Klaten</td>
<td>VIII A</td>
<td>42</td>
<td>Experiment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 1 Klaten</td>
<td>VIII B</td>
<td>40</td>
<td>Control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 2 Karanganom</td>
<td>VIII D</td>
<td>26</td>
<td>Experiment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP N 2 Karanganom</td>
<td>VIII A</td>
<td>28</td>
<td>Control</td>
</tr>
</tbody>
</table>

4. The Technique of Collecting the Data

The data of research findings is the students’ score. Therefore, the technique of collecting the data done by using test. The kinds of the test that used is written test formed multiple choice with four options. To guarantee the validity and reliability of the instrument, so done the testing validity by doing try out achievement test by testing validity and reliability by using KR-20. From testing validity and reliability, got 75 valid and reliable questions and 100 prepared questions.

The technique of collecting data beside the test, in this research also used questionnaire technique to know the students’ character. The questionnaire that used formed direct and closed questionnaire that have been tested the validity and reliability. By using the questionnaire expected to be able to dig up the students’ character reinforcement. Correlation test between score of questionnaire multiple numeral toward the character reinforcement by total score used the product moment correlation from Pearson. The formula of the correlation it self as follows:
\[ r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \]

(Budiyono, 2013; Siswandari, 2009). Where:

- \( r_{XY} \) = correlation coefficient between X and Y variable
- n = subject number
- X = certain numeral items
- Y = total score

To test the reliability is used the formula by Kuder-Richardson-20.

\[ KR-20 = \frac{K \cdot p(1-p)}{k-1 \cdot \sigma_x^2} \]

Where,
- k = number of items
- p = items difficulty index
- \( \sigma_x^2 \) = test score variants (X) (Saifuddin Azwar, 2012: 187)

By using the correlation testing the product moment from the Pearson and Kuder-Richardson-20, got 75 questionnaire that full fill the standards of 100 prepared items. Beside the test and questionnaire, also used the observation, documentation, and interview in collecting the data.

5. **Technique of Analyzing the Data**

The data analysis that used is test-t analysis or difference test. In the end of the treatment toward both group of the experiment and control group given the test, questionnaire, and attitude scale. The result of the test is analyzed to give the description about the difference score of experiment group that use teaching material such as module of character education with control group score that use conventional teaching material. The formula of analyzing the data: \( t \) test separated varians because the total of sample \( n_1 = n_2 \) and varians is homogent \( \sigma_1^2 = \sigma_2^2 \). The formula of \( t \) test **separated varians:**
\( t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \)

Ad:

- \( \overline{X}_1 \): Mean of sample 1
- \( \overline{X}_2 \): Mean of sample 2
- \( S_1^2 \): Variance of sample 1
- \( S_2^2 \): Variance of sample 2
- \( n_1 \): The total of experiment groups
- \( n_2 \): The total of control groups

(Sugiyono, 2012: 273).

V. Result and Discussion

The data of students' score compared in this research is difference between post-test and pre-test that gotten by the student, either the experiment group or control group. The implementation of the data analysis done through four stage of analysis. There are: normality tested, homogeneity tested, independention tested, and t-test. The result of data analysis from the third stage above are as follows:

Stage I: Normality Tested

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>Lilliefors Count</th>
<th>Lilliefors Table</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>Pretest</td>
<td>0.0955</td>
<td>0.1074</td>
<td>Normal</td>
</tr>
<tr>
<td></td>
<td>Posttest</td>
<td>0.0987</td>
<td>0.1074</td>
<td>Normal</td>
</tr>
<tr>
<td>Control</td>
<td>Pretest</td>
<td>0.0822</td>
<td>0.1074</td>
<td>Normal</td>
</tr>
<tr>
<td></td>
<td>Posttest</td>
<td>0.0803</td>
<td>0.1074</td>
<td>Normal</td>
</tr>
</tbody>
</table>

From the computation of normality tested got the highest value \( Lo \) or \( L_{hitung} > L_{table} \) table. From the result can be concluded that \( \alpha = 0.05; Lo < L_{table} \), so the hypothesis is accepted. Therefore, the data that taken have followed the normal distribution.
Stage II: Homogenity Tested

Tabel III
Summary of Homogeneity Tested

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>$\chi^2$ cal/count</th>
<th>$\chi^2$ table</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment and Control</td>
<td>Pretest</td>
<td>0.835</td>
<td>3.841</td>
<td>Homogen</td>
</tr>
<tr>
<td>Experiment and Control</td>
<td>Posttest</td>
<td>0.951</td>
<td>3.841</td>
<td>Homogen</td>
</tr>
</tbody>
</table>

From the homogeneity-tested got that the result of $\chi^2$ cal = 0.325. With the free degree (db) 1 and significance degree (ts) 5% got the $\chi^2$table = 3.841. From the data can be delivered that $\chi^2$ cal : $\chi^2$ table = 0.325 : 3.841. So, the $\chi^2$ cal < $\chi^2$ table. So the hypothesis is accepted with the result of the sample that taken is homogen.

To get the analysis of the data from the both group, there are experiment group with control experiment, it is used the statistic technique with t test analysis by using the pattern ‘separated varians’.

Tabel IV
Summary of t test Analysis Result

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>t cal/count</th>
<th>t table</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eksperiment and Control</td>
<td>Pretest</td>
<td>0.088</td>
<td>1.960</td>
<td>Un-significant difference</td>
</tr>
<tr>
<td>Eksperiment and Control</td>
<td>Posttest</td>
<td>3.354</td>
<td>1.960</td>
<td>Significant difference</td>
</tr>
</tbody>
</table>

The result of analysis from the implementation of t-test explained on step three the data analysis as follows. Free degree = db = (N1+ N2-2) = (68+68-2) = (68+66) = 134. With ts 5% and db 134; t table refers the rate 1.960 while to (t original or t ratio) = 3.54. From the data can be proved that to : t table = 3.354 : 1.960, so to > t table → significant. The conclusion: By either ts 5%, to is higher than t table. It means that Ho (nihil hypothesis) is refused, and Ha (alternative hypothesis) is accepted. Based on the result of data analysis above can be concluded that between the students character that in experiment with the students taught by using conventional teaching material to the control group, there is significant difference.

There by, hypothesis that proposed is: there are difference of the impact about the students character between the students taught by using teaching and learning social study based character building with the students taught the conventional teaching and learning in
Junior High School in all of Klaten Regency in academic year of 2014/2015. It is tested the validity and the hypothesis is accepted. It means that the implementation of teaching and learning social study based character building is very important and urgent to be applied.

References


Cheng, Chao-Shun. (2007). *Character Education and Character-trait Development Enrichment for College Students*. Chinese Association of Gifted Education, Paper Presented at the 2007 seminar of Kao Yuan University for General Education May 25, 2007 at kao yuan University Kaohsiung, E-mail: rogersc@ms39.hinet.net


