Character Exchange:
Learning Model Innovations to Strengthening Character

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Abstract-Pancasila as the national ideology, the nation reference and character building is now increasingly dim. Therefore, major efforts are needed to re-establish the Pancasila values through learning based on strengthening the character of the Pancasila. The purpose of this paper is to synthesize the steps of character exchange based learning models, synthesize character forms that grow from character exchange based learning models, and evaluate the properness of character exchange based character seeding according to student responses and motivations. The research approach used in this paper is mixed methods by combining the qualitative and quantitative research. The results of this research showed that character exchange based learning models can be implemented through the following steps: elaboration of character crisis situations; management of classes and teaching materials (conventional teaching); group exploration of character crisis situation; solution to the character crisis (in groups); character seeding; analysis, repetition reflection, and feedback. The growing character forms resulted by this model are democratic; nationalism; careless; obedience with rules; honesty; logical thinking; critical;, creative, and innovative. The properness of the model responded very strongly and followed by very high motivation by the students.

Keywords: character exchange, learning model innovation, character strengthening

I. INTRODUCTION

Pancasila is the basis for the state development and this independent, sovereign, fair, and prosperous country. Pancasila contains ideological meanings that embody the ideals and goals of the Republic Indonesia. Pancasila as a national ideology and reference to the nation and character building had been fading in the most recent decade. The character of Pancasila loses their true spirit moreover it is supported by technological flow and opened and uncontrolled vulgar information [13]. All of these things certainly disrupt the creation of national defense, endurance, and national life for the aspired NKRI.

The current challenge and for the future is the ability to place character education as strength of the nation. Therefore, the implementation of policies and character-based education to be very important and strategic in order to build this nation. For the implementation of character education in school, the experts propose it can be done through a holistic, integrated, and comprehensive education model in all frameworks into the national education system [24]; [28].

The holistic education model contains three domains method, namely methods of knowing the good, feeling the good, and acting the good. Knowing the good is a transfer of good knowledge. After knowing the good must be grown feeling and loving the good, it is how feeling and loving virtue become activator that can make people always want to do something good until grow the awareness want to do virtuous behavior, because of his love do virtuous behavior. After get used to doing virtues then acting the good be in the form of real actions to get used to daily activity. There is any 65 models active learning, innovative, creative, and fun (PAIKEM) offered by experts and education practitioner [21]. But specifically to strengthening the values of character are still rare. Therefore, "Character Exchange: Learning Model Innovation to Strengthening Character" is expected to enrich the scientific repertoire PAIKEM model specifically can be applied for strengthening character.

II. THEORETICAL REVIEW

Learning Innovation

Learning innovation is the learning process which is designed, developed, managed creatively and dynamically by applying a multi approach to a better direction, to create a conductive learning process for students [4]. Innovative learning means learning which is designed by educators, or instructors, which is revealed in an expression of the ideas or techniques in a new perspective, in order to be able to facilitate students to gain their progress in the process and learning outcomes. Innovative learning can be adapted from

a fun learning model, or learning is fun, and that is the key which applied in innovative learning [11].

Build an innovative learning method itself can be done by some techniques, those are measuring the ability to understand each student's knowledge. According to Darmadi, innovative learning can balance left and right brain functions, if it is done by managing technology-based media in the learning process, so it will involve the building process of students' confidence [6].

Strengthening Characters

The word Character is defined as nature, the psychological traits of a person, the morality or character that distinguishes one from another [25]; [19]. A character is the mental or moral strength of the individual who has become a special personality that distinguishes an individual from other individuals [9]. Study of character building done by Sarros & Cooper finds that character building has to be conducted in three phases. First phase is to know morally consisting of moral awareness and reason, and determining a series of accurate action [20]. Second phase is moral feeling related to do something accurately. Moral feeling consists of being right and wrong, self esteem, empathy, and low. Implementation of character building in teaching learning process is carried out in preliminary, core, and closing activities [15]. Another study found that character values were not only implemented in classroom, but also through school culture.

III. RESEARCH METHOD

The approach of this research is used mixed method by combining qualitative and quantitative [18];[5]. Qualitative method is used because it is able to synthesize an exchange-based learning model character and the character forms which grow from exchange-based learning model character. While the quantitative method is used to test the feasibility of exchange-based character growth model of character. The data Sources are informants (students and lecturers), events, and some documents of the implementation in the exchange-based learning model character.

Data collected from informant, the first informant is students of Pancasila and Citizenship education (40 people). The students are then divided into two groups. The first group, seven people, individually served as investors, namely groups of investors who would buy securities [10]; [12]. In this research the securities are models of the growth of character value. The second group namely emitten group. The group of emitten assigned to sell securities [10]; [1], in the form of character growth model for investor or group that make emission on character exchange. Each of emiten group contains three person. Total emiten number was 11 group. The second informant is lecture. The lecture serves as a Supporting Institutions. Supporting institutions has as functon to support the proces character exchange, facilitator, both for emitten or investor [10]; [1]: [22], in carrying out

various activities relates to character exchange. Other than that data was collected from the even past and reports of character exchange based learning model implementation.

The data was collected through interviews, observation, documentation, and questionnaires. The validity of the data is examined by triangulation method (sources, tools, and researcher). The collected data is analyzed interactively with steps to collect, reduce, present, conclude data, and descriptive statistical analysis [2]: [3]: [8]

IV. RESULTS AND DISCUSSION

1. Steps of Learning Model Based Character Exchange

Learning model character exchange contains seven major steps there are: (1) the activity of elaborating problematic situation in crisis character value, (2) Class management activities and character growth learning materials. (3) Group exploration activities on the problematic character crisis, (4) implementation learning activity based character exchange (5) Integration supervision activities and reflection on learning based character exchange (6) repetition and feedback activities (7) auction [26]; [27].

2. Character Forms Based On The Character System Social Exchange Learning Model

Social system that applies and takes place in the character exchange model is democratic. The social system is characterized by decisions that are developed from or at least reinforced by group experience in the context of the problem which is the central point of learning activities. The group activities that occur are based on minimum direction from the Supporting Institution (lecturer). Thus, the classroom situation will feel less structured. Supporting Institution, investor and emitten group have the same status in dealing with problems solved by different roles. The class climate in the character exchange based learning model is characterized by an interaction process that is an agreement or consensus between the investor and the emitten with the direction of the Supporting Institution.

Principle of Management/ Reaction

In the classroom that apply character exchange models, Supporting Institutions act more as securities trading brokers between emiten and investor, and as trustees from investors [7];[14];[17], Within this framework the Supporting Institution guides and directs investors and emitten to model character values through three phase there are: the phase of problem solving, the phase of management class, and the phase of meaning by each group.

The problem solving phase is related to the problem of character values crisis, what is the essence of the problem of character crisis, and what is the focus of the problem of value crisis. The classroom management phase deals with the process of buy/sell a model of how to solve the problem of character value crisis, what information is needed, how to organize groups to obtain that information. While the phase of group interpretation is related to the process of assessing

how groups / people live out the impact of the process following the character exchange based learning model.

Supporting Tools

Supporting tools are the tools needed to implement innovative learning models [23]; [25]. The character exchange learning model is a model that aims to enhance innovative and effective learning in order to build national character values. Supporting tools are everything that covers the needs of each group to be able to explore in-depth information to carry out the problem solving process of character values. Supporting tools in this model are guidance for investors, issuers, and supporting institutions, tables for investors who are equipped with seats for issuers, tokens (can be in the form of toy money), and notebooks. Other tools are reference books for character values and innovative learning models.

Instructional Impacts and Its Side Impacts

The values of the nation's character that are growing are (1) Democratic and nationalism. It is indicated by investors and issuers in the way they think, behave, and act in the togetherness of their rights and obligations between themselves and others, and in the way they show loyalty, careness, and high appreciation for their nation's culture. Students both in the group of investors and issuers have the same position to discuss and find solutions to manage crisis values of national character. After an understanding is reached between them then the group of issuers (sellers) also sell to investors (buyers). (2) Careness and obedience with rules. It is indicated by investors and issuers in the form of sensitivity and careness to the problems of the people, the environment, the demands of the community, and accompanied by obedience to orders and prohibitions based on respect, willingness in the act of authority. The students with high sensitivity and carenss then conduct transactions between groups of issuers and investors by always paying attention to their concern for solving character value crisis without ignoring the rules and culture in society. (3) Intelligence and honesty. It is indicated by argumentative and rational behavior in explaining and answering questions, and behaving based on his efforts to be person who can always be trusted in words, actions, and work. (4) Logical, critical, creative, and innovative thinking. It is indicated by the way of thinking and doing things in logical way to produce new and sophisticated ways or findings on what has been existed or has been owned. Buying and selling interaction character crisis solving model are done by paying attention to logical and renewal thinking, so that critical and creative thinking are carried out by group members.

3. *Properness of Character Building Model Based on Character Exchange Learning Model*

Model properness indicators are captured through two elements, namely student responses to character exchange based learning models and student learning motivation. Response is any activity from an organism that is caused by a stimulus, sometimes it is not merely a positive movement. Based on the results of this study, student responses to the properness of character exchange based learning models were very strong, reaching an average of 95%. While student learning motivation in participating the character exchange based learning model is also very high, reaching 98%.

Based on the results of this study, it shows that student attention arises because there is an encouragement of curiosity. Therefore, curiosity needs to be stimulated, so the students will give attention and that attention to be maintained during lectures from beginning until its end. This curiosity is stimulated through new, peculiar, other than usual, and contradictory elements. Character exchanges are very powerful learning models that encourage student motivation, because this model is an unusual, peculiar, other than the models of learning that are usually done by teachers.

Relevance shows the relationship between teaching material with the needs and conditions of students. Student motivation turns out to be maintained because the material learned in this model meets the needs of students and suited with the values that students held. These needs are in the form of needs caused by personal motives, instrumental motives, and cultural motives [16] The value of personal motives includes needs to having an achievement, power, and network. The value of instrumental motives is the success of doing a task is considered as a step to achieve further success. While the value of cultural motives, since the goals achieved in this model are suited with the values held by the group that are referred to by students, such as parents, peer groups, etc.

V. CONCLUSION

1. Steps in character exchange based learning models, in the early classical session, at first, elaboration of character value crisis; management of classes and teaching materials. Followed by group sessions, this model steps including group exploration of character crisis situations; solution to character value crisis. Finally at the classical session including the building of character values; analysis, repetition reflection, feedback, and auction activities.
2. The growing character forms resulted by this model are democratic; nationalism; careness; obedience with rules; honesty; logical thinking; critical;, creative, and innovative.
3. The properness of the model responded very strongly and followed by very high motivation by the students.

ACKNOWLEDGMENT

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