

Honest Character Differences of Students Before and After Learned With the Model Intelligent Character Learning

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ABSTRACT

The purpose of this study was to reveal the differences in honest characteristics of students before and after being taught with the intelligent character learning model, using an experimental approach to the one-group pretest-posttest design method. Subjects, samples, and sources of research data were 45 students of IKIP Gunungsitoli. The data collection instrument is a closed questionnaire prepared based on seven honest characters, namely: saying what it is, acting on the basis of truth, defending the truth, being responsible, fulfilling obligations and receiving rights, being generous, and keeping promises. The results showed that the intelligent character learning model can improve the honest character of students from bad to very good or from dishonest to very honest. It is recommended that every educator use this smart character learning model for all learning activities.

Keywords: *honest character, learning model*

1. INTRODUCTION

What are the consequences if students are only educated intellectually without being accompanied by intelligent character education? What if they are only educated and not educated in the values of intelligent character? It is the same as building a threat in society [1]. The current moral crisis occurs everywhere, such as: violence, terrorists, murder, adultery, theft, LGBT (free sex, lesbian, gay, bisexual, transgender), corruption, drugs, lies, fraud, bank burglary, and others [2]. The perpetrators of this crime [3] are not people who have never attended school, but instead they are all already schooled, master science and technology, clever, clever and intelligent [4] but have no character [5]. Why is it like that? Because they actually only go to school and have not been educated in the values of intelligent character [6].

Humans are God's most noble creatures, of high rank, perfect among all creation and as caliphs on earth [7], created according to the character, the Creator. They are individuals with intelligent character who can be educated [8] to be honest, responsible, have the highest duty to worship and serve Allah, are unique, have the potential to be equipped with reason, feelings and will, noble morals and become caliphs. *fil Ardh* [9]. To educate individuals to be honest, intelligent characters, a smart character learning model is needed.

1.1. Definition of Character

Character is a psychological, moral or ethical character that characterizes a person, group of people, or something that

qualifies a person, becomes a permanent identity, characteristic, trait that overcomes the ever-changing contingent experience [10]. Character can also be described as temperament or personality, traits or characteristics, style or characteristic of a person which comes from the forms received from the environment. Character as a description of behavior that emphasizes right and wrong values, both explicitly and implicitly, is a manifestation of life that is realized through correct actions relating to oneself and others [11]. The character of life is divided into two sides, namely correct behavior in relation to oneself and a life full of virtue which is oriented towards others, such as justice, honesty, gratitude and love, but also includes self-oriented virtues such as humility, fortitude, self-control, and try the best and do not give in to laziness [12].

Conceptually, character is defined as values that are characteristic of good (knowing the value of goodness, willing to do good, have a real good life, and have a good impact on the environment) which are embedded in oneself and manifest in behavior. Whereas character coherently emanates from the results of thought, exercise of the heart, sports, as well as the feeling and intention of a person or group of people, words, and actions [13]. Good character is a concept that contains good knowledge, embraces well and performs well. Character is defined as having a personality, behavior, character, character, and character. Individual character will develop well if it gets the right reinforcement, namely in the form of education [14]. The character of a good person as a person who understands what is good, loves what is good and does what is good

[15]. Character develops from the mind; thoughts become words, words become deeds, actions become habits, habits become characters, and character becomes destiny [12].

1.2. Understanding Honesty

Honest can be interpreted as upright, not cheating, sincere, and sincere, saying or giving information that is in accordance with reality and truth, not lying, trustworthy in words and not betraying [16]. is lying, disbelieving, hypocritical which means saying or giving information that is not in accordance with the truth [17]. Honesty can be explained as behavior that reflects the conformity between heart, words and deeds. by word of mouth and depicted in deeds Honesty is closely related to conscience which always invites people to goodness Honesty refers to aspects of character, morals and connotes positive and virtuous attributes such as integrity, honesty and candor, including candor in behavior, and in conjunction with the absence of lies, fraud, infidelity, etc. Besides The honesty means trustworthiness, loyalty, fairness, and sincerity, which is valued by many ethnic cultures and religions [18].

Honesty is one of the elements of spiritual strength, noble character, personality that is reflected in behavior, speaking according to reality, acting according to the truth, and having noble character. Honesty as an intelligent character can be seen as a character that is possessed by an individual that is distinctive or special in the form of behavior or character. The characteristics are not lying, not swearing falsely, not stealing, lying, not breaking promises, not cheating, not cheating, not committing adultery, not extorting, not hating, not holding grudges, and not threatening others, not spreading slander, and able to admit mistakes. This honest intelligent character consists of seven aspects, namely: 1) saying what it is; 2) Acting on the basis of truth; 3) Defending the truth; 4) Responsible; 5) Fulfill obligations and receive rights; 6) graceful chest; and 7) Keeping promises [19].

Honesty to say what it is is showing the high integrity of a person, which is a personal excellence that makes a person live healthier without a burden, because they live their life away from pretense and falsehood [20]. Doing on the basis of truth is a match between knowledge and object, an opinion or action of a person that is in accordance with (or not rejected by) others and does not harm oneself [21]. Defending the truth means letting go of harm, helping, taking good care of, and maintaining truth or honesty or the real thing. The opponents of standing up for the truth are witnessing lies, telling false news, and helping guilty people witness lies. Responsibility is human awareness of behavior or actions that are intentional or not before God, conscience, humans, and oneself [17]. The characteristics are: having a plan ahead, persevering and trying, always doing our best, using self-control, discipline, thinking before acting, considering consequences, being responsible for every word, action and attitude and setting a good example for people others [22], and performs a number of roles in social, individual or theological contexts. This is a person's attitude and behavior to carry out their duties and obligations, which should be done, towards oneself, society, the environment

(natural, social and cultural), the country and God Almighty [23].

Obligations are things that are obliged, must be carried out, duties according to law, everything that is the duty of humans, obligations based on the norms of right and wrong as accepted and recognized by society. Whereas 'rights' can be defined as property, possessions, authority, degree, power to do something in accordance with what has been determined by law or rules and the right power over something to demand something [17, 24]. The ultimate goal of education and as a result is the formation of intelligent character of students, one of which is an honest character who can fulfill obligations responsibly and receive rights. The results of education with character should be pursued from the very beginning of the educational effort itself and all activities are in fact carried out with full character. Thus, the end of education is character needs to be complemented by The beginning, the process and the end of education are all character [19]. Relief is defined as feeling relieved, feeling happy, not being upset [17], which means sincerity, sincerity, patience, relief, forgiveness, forgiveness, tolerance, living in harmony, harmony, and the like [24]. A relieved honest attitude can be proven by the ability to accept or tolerate which is leniency, gentleness, leniency and individual patience towards differences, whether in opinion, race, culture, religion and all other differences, an open, voluntary and gentle attitude towards all of them. . This graceful attitude is also related to ethics, morals and morals and radiates the results of thought, heart, feeling and intention.

Keeping promises means trying to fulfill all that has been promised to others in the future and this is one of the characteristics possessed by individuals who are educated in the values of honest intelligent character. The opposite of keeping promises is breaking promises. Keeping promises is one of the praiseworthy qualities that show human nobility and at the same time become a decoration that can lead to success from the efforts made. A promise is a word that states the ability to do something, a statement by two parties to undertake or be willing to do something, terms or conditions that must be fulfilled, and others [24].

1.3. Intelligent Character Learning Model

The smart character learning model [19] is based on the principles of affective learning related to attitudes, interests, self-concept, and values [25-27], for forming students into human character [28-29]. This learning focuses on the formation of personality and the development of individual attitudes and morals of students [30], to be a person who believes and is fearful of the one and only God, is honest, intelligent, tough, caring, integrity, fair, and has freedom [31].

Around the world, character education was first coined by the German pedagogue F.W. Foerster in 1869-1966 who emphasized the ethical-spiritual dimension in the process of personal formation. This education emerged as a reaction to the stagnation of Rousseauian natural pedagogy and deweyan pedagogical instrumentalism and puerocentric pedagogy through the celebration of children's spontaneity (Edouard Claparède, Ovide Decroly, Maria Montessori)

which colored pedagogy in Europe and the United States in the early 19th century [32].

In Indonesia, character education has been launched since 1947, along with the implementation of a curriculum system with a vision and mission of character-based education that prioritizes character education, state and community awareness. In 1964, this educator development was called *Pancawardhana* which focused on five powers, namely power: creativity, taste, intention, work, and morals. Changes occurred in 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 to 2013, and became an important priority in development [33]. Subjects are classified into five groups of study areas, namely: moral, intelligence, emotional / artistic, skill and physical [30]. This education is a fostering of character values for students which includes components of awareness, understanding, concern and commitment to instill these values, both in God, oneself, others, the environment, society and the nation as a whole to become a perfect human being, naturally [12]. So that students have values and character as their own character, apply them in their own lives as members of society, citizens who are religious, nationalist, productive and creative [34] and become whole humans who have character in the dimensions of heart, mind, body, as well as feeling and intention [35].

Intelligent character education is a plus character education, involving aspects of knowledge (cognitive), feeling, and action, [36]. The process can be seen as a conscious and deliberate effort, as a sincere attempt to overcome, establish and maintain ethical values, both for oneself and for all citizens or the nation as a whole. The objectives [34] are: 1) developing the potential of the heart / conscience / affective of students as human beings and citizens who have cultural values and national character; 2) developing habits and behavior of students that are commendable and in line with universal values and religious traditions of the nation's culture; 3) instilling a spirit of leadership and responsibility of students as the next generation of the nation; 4) develop the ability of students to become independent, creative, nationalistic people; and 5) developing a school / campus life environment as a learning environment that is safe, honest, full of creativity and friendship and with a strong sense of nationality and dignity.

Some conclusions from research results from around the world reveal that character learning improves academic achievement, positive behavior, self-esteem, soft skills and morality as well as various other characters and achievements, as described in this article. The application of character learning to 681 elementary schools in California over a period of four years shows a positive correlation with the previous very different learning outcomes, namely if the higher the application of character learning, the higher the learning outcomes of students [37]. The results of a review of 261 articles [6] published in 145 academic journals selected from collection sources: Education, ERIC, Psychology and Behavioral Sciences during the period 2005–2014, show that the main trend of international literature is in the category of character education. In Pekuncen [38], character education is very important in shaping the affective domain of students and strengthening

the character of honesty, personality, intelligence and creativity. In Memphis USA [39] concluded that learning character development and ethics has a major impact on behavior / raises positive behavior of students. The results of Parkay's research [40] concluded that character-based learning can increase academic achievement.

The results of research in Taiwan [41] reveal that there is a positive change in the behavior and social interactions of students when the six core values of personal character are incorporated into learning, namely character: caring for and ignoring others, assessing courage, cooperation, respect, responsibility, and honesty. At Sophia Bulgaria [42], character learning has a very big contribution to the behavior of students, namely a decrease in overall negative behavior after being given an understanding of character values. In the center of Eskişehir Turkey [43], the results of research conducted on 40 elementary school students in grades 6, 7, and 8 of three schools in the 2009-2010 academic year stated that the values contained in the curriculum and curriculum support activities hidden in the process of obtaining and internalizing values. In Nigeria [8] concludes that building character is as important as increasing the standards and quality of learning to seek academic excellence among college students.

The results of research in Muradiye Manisa [44], recommend that character learning be applied because it has a very large contribution to academic achievement. So it is necessary to guide students to know, pay attention and act based on core ethical values such as respect, responsibility, honesty, justice, compassion and others to help them develop good character. In Lebanon [45], recommends reforming character education in public schools. In Rome Italy [46], concluded that the mission of higher education is not only science but also character education to help society guarantee a better and moral future.

The results of research in Kuwait [47] concluded that there was a big influence on self-esteem and soft skills, the groups that were taught by character learning had a higher self-esteem rating than those taught by traditional learning. In Padua Italy [6], character education plays an important role in building children's balance and youth identity and can be a special intervention for youth education and their social life. In North Korea [48], character learning with art practices that involve socially encourages students to promote creativity, a sense of responsibility towards citizens, critical thinking, reflection, interest in social justice, and consideration of people living in local society.

The results of research in Indonesia: in Bali [49], revealed that the incorporation of character education into subject teaching materials can improve student soft skills; in Purwokerto [50], the morale of students who take ethics classes is better than those who have not; in Lampung [51], the application of the moral reasoning learning model is more effective in increasing student morality; and in Jakarta [52], recommends that character types be selected and determined to be integrated into the learning plan.

With regard to some of the research results above, the purpose of this study is to reveal differences in the honest attitudes of students before and after being taught with the intelligent character learning model in higher education.

This learning model does not yet exist and its advantage over other research results is that it specifically applies the smart character learning model to form the honest character of the participants. The existing learning is only ordinary character learning and not intelligent character learning models.

2. METHODS

This study uses an approach. Based on the results of this difference analysis and in accordance with the criteria for testing the hypothesis, the H_0 hypothesis is rejected, meaning that there is a significant difference in the honest character of students before and after being taught using the intelligent character learning model. The prerequisite test has been done before and the result is that the data is normally distributed and homogeneous so that data analysis can be continued to test the research hypothesis using parametric statistics. In Table 2, the results of data analysis are obtained regarding the comparison of the honest character of students for each aspect before and after being taught with the intelligent character learning model. Before being taught with the intelligent character learning model, the honest character of students as a whole is not good or honest with an average score of 79.75 or only 35.44% of the ideal score. Meanwhile, after being taught with the intelligent character learning model, the honest character of students becomes very good or very honest with an average score of 218.67 or 97.19% of the ideal score. The learning outcomes of the overall intelligent character that have been applied are that the honest character of students increases an average of 61.75%.

As a subject, the sample (total sampling), the data source was 45 students of the first semester majoring in economic education, the Faculty of Social Sciences, IKIP Gunungsitoli, held from July to November 2019. The data

collection instrument was a closed questionnaire that was compiled based on seven key honest intelligent characters, namely: 1) saying what it is, 2) acting on the basis of truth, 3) defending the truth, 4) being responsible, 5) fulfilling obligations and receiving rights, 6) being generous, and 7) keeping promises. The paradigm of this research is "O1 X O2", namely O1 = pretest, which is given to assess the honest character of students before being given treatment (X) = being taught using the intelligent character learning model. O2 = The final test (posttest) is given to assess the honest character of students after being given treatment. The data were analyzed by statistical paired sample t test for paired samples, namely the average difference between the two samples (before-after being taught using the intelligent character learning model) in accordance with the proposed hypothesis. Descriptive analysis was also carried out, namely comparing the differences in the honest character of each student using a percentage analysis with a score assessment criteria of 1-5. A score of 1 is given if the student's honest character is between 0-20.9% which means very dishonest, a score of 2 if it is between 21-40.9% means not being honest, a score of 3 if it is between 41-60.9% means less honest, a score of 4 if it is between 61-80.9% means being honest, and a score of 5 if it is between 81-100% means very honest.

3. RESULTS AND DISCUSSIONS

3. 1. Result

The research findings can be seen in Table 1 which shows a significant difference in the honest character of students before and after being taught with the intelligent character learning model. Table 2 shows the comparison of the honest character of students for each aspect.

Table 1
Differences in Honest Character of Students Before and After Being Learned with Smart Character Learning Model

Paired Samples Test

Treatment	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Before & After are taught using an intelligent character learning model	-37.02222	1.57377	0.23460	-37.49504	-36.54941	-157.807	44	0.000

Table 2
Comparison of Students' Honest Character for Each Aspect Before and After Learning with the Smart Character Learning Model
Ideal Score = 225

No	HONEST CARCATER ASPECT	BEFORE				AFTER				Learning Outcomes= Post test–Pre test
		Skor	%	Assessment		Skor	%	Assessment		
				1-5	Criteria			1-5	Criteria	
1.	Honesty says what it is	90	40	2	Dishonest	224	99,55	5	Very honest	Ride 60,00 %
2.	Honesty acts on the basis of truth	63	28	2	Dishonest	221	98,22	5	Very honest	Ride k 70,22 %
3.	Honesty in studying, doing assignments, and scientific work	88	39,11	2	Dishonest	214	95,11	5	Very honest	Ride 56,00 %
4.	Honesty works right	54	24	2	Dishonest	219	97,33	5	Very honest	Ride 73,33 %
5.	Honesty defends the truth	90	40	2	Dishonest	207	92,00	5	Very honest	Ride 52,00 %
6.	Honesty works with responsibility	87	38,67	2	Dishonest	224	99,55	5	Very honest	Ride 60,88 %
7.	Honesty works in earnest	75	33,33	2	Dishonest	217	96,44	5	Very honest	Ride 63,11 %
8.	Honesty carries out obligations and receives rights	87	38,67	2	Dishonest	222	98,67	5	Very honest	Ride 60,00 %
9.	Honesty receives rights according to obligations	93	41,33	3	Not honest	209	92,89	5	Very honest	Ride 51,56 %
10.	Honesty forgives / forgives the guilty	98	43,55	3	Not honest	223	99,11	5	Very honest	Ride 55,56 %
11.	Honesty adheres to mutual agreement at deliberation	45	20	1	Very dishonest	221	98,22	5	Very honest	Ride 78,22 %
12.	Honesty keeps promises	90	40	2	Dishonest	223	99,11	5	Very honest	Ride 59,11 %
Total		957				2624				
Average		79,75	35,44	2	Dishonest	97,19	97,19	5	Very honest	Ride 61,75 %

Skor 1 = 0 – 20,9 % Very dishonest
 Skor 2 = 21 – 40,9 % Dishonest
 Skor 3 = 41 – 60,9 % Not honest
 Skor 4 = 61 – 80,9 % Honest
 Skor 5 = 81 – 100 % Very honest

3.2. Discussions

In Table 1, the significance score / Sig value is obtained. equal to 0.000 <0.05 or the value of t count> t table. Based on the results of this difference analysis and according to the hypothesis testing criteria, the Ho hypothesis is rejected, meaning that there is a significant difference in the honest character of students before and after being taught by the intelligent character learning model. The prerequisite test has been done before and the result is that the data is normally distributed and homogeneous so that data analysis can be continued to test the research hypothesis using parametric statistics. In Table 2, the results of data analysis are obtained regarding the comparison of the honest character of students for each aspect before and after being taught with the intelligent character learning model. Before being taught with the intelligent character learning model, the honest character of students as a whole is not good or honest with an average score of 79.75 or only 35.44% of the ideal score. Meanwhile, after being taught with the intelligent character learning model, the honest character of students becomes very good or very honest with an average score of 218.67 or 97.19% of the ideal score. The learning outcomes of the overall intelligent character that have been

applied are that the honest character of students increases an average of 61.75%.

The results of the application of this learning prove that the intelligent character learning model is very good for improving the honest character of students. This success is due to the fact that this learning model is based on the principle of affective learning, which focuses on the formation of personality and the development of individual attitudes and morals of students, to become individuals who believe and fear one God, honest, smart, tough, and caring. The goal is not only to achieve the knowledge/cognitive aspects, but the results of affection education that can show interests and attitudes: curiosity, confidence, responsibility, discipline, commitment, thoroughness, honesty, cooperation, listening to explanations, self-control, asking, answering , value the opinions of others, and respond to; as well as achieving performance/skills/psychomotor aspects regarding the ability to convey: opinions, arguments, criticism, ask questions, use good language, and speak fluently about honest character, as well as train oneself to apply the values of learned intelligent characters.

4. CONCLUSIONS

The intelligent character learning model can improve the honest character of students from bad to very good or from dishonest to very honest. Aspects of this honest character involve: saying what it is, acting on the basis of truth, studying, doing assignments and scientific works, working properly, defending the truth, working seriously and responsibly, carrying out obligations and receiving rights, forgiving / forgiving people who are guilty, obey the collective agreement at deliberation, and keep promises. This learning model does not only reach the knowledge/cognitive aspects, but the results of affection education in students who can show interests and attitudes: curiosity, confidence, responsibility, discipline, commitment, thoroughness, honesty, cooperation, listening to explanations, self-control, ask questions, answer, respect the opinions of others, and respond; as well as achieving performance/skills / psychomotor aspects regarding the ability to convey: opinions, arguments, criticism, ask questions, use good language, and speak fluently about learned honest character values, and train oneself to apply them. It is recommended that every educator use this smart character learning model for all learning activities.

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