

Implementation of Consideration Model Learning to Strengthen Attitude Construction of Class 5 Students at SDN Bancaran 2 Bangkalan Madura

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ABSTRACT

Consideration model learning can be used as a medium to construct students' attitudes. The construction of students' attitudes will care more about the people around them and students are more concerned with mutual interests than their own interests. So that, students will be formed into students who are easy to get along, work together, live in harmony, and respect each other. The purpose of this study was to describe the consideration model learning to strengthen the attitude construction of grade 5 students at SDN Bancaran 2 Bangkalan Madura. This research is a qualitative descriptive research. The result of this research is learning that really prioritizes the construction aspects of student attitudes. Attitude construction or what is often referred to as affective is a construct that allows students to evaluate their overall behavior changes, both changes in cognitive and psychomotor aspects.

Keywords: Learning, Construction, Affective, Implementation.

1. INTRODUCTION

Schools as educational institutions have a role in the success or failure of educational students in Indonesia. One of the tasks of education in Indonesia is to carry out Law no. 20 of 2003 Article 3, which is about "National Education functions to develop capabilities and shape the character and civilization of the nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear Almighty God, have noble character, and are healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen [1].

Based on the contents of the above law, the goal of national education is the formation of attitudes. Attitude is an individual's view of individual values, namely the good norms that the individual has. This attitude in education is called affective. The affective aspect has an important role in the success of individuals in life.

In current educational practice, the affective aspect is more sidelined than knowledge (cognitive) and skills (psychomotor). The school prioritizes cognitive and psychomotor achievements. Meanwhile, the affective aspect is not explored in learning. In school, affective

abilities are given through subjects that are integrated with abilities.

It is undeniable that character schools have been taught through integrated subjects of knowledge (cognitive) and skills (psychomotor). However, the implementation of learning is very ineffective because there is no clear time division and the model is used. Even the large amount of material that must be taught, affective aspect learning is not a priority. This happens because education is understood as a vehicle for channeling knowledge, a tool for character formation, a skill training tool, a brain sharpening tool, and a medium for research and discovery of its relation to the universe.

Ignoring the ability of the affective aspects according to can harm students as individuals and as a whole socially [2]. Students can get the full ability of the knowledge and skills aspects, but in terms of attitudes and interests, students still lack the ability for affective aspects. In fact, conceptually and empirically, the affective aspect is very important to a person's level of success in working, socializing, and living as a whole in society. Ironically, affective-based learning is mostly carried out outside formal institutions, for example: leadership training models, personality training, and the

like. Based on the facts above, schools provide learning in the affective aspects in synergy with knowledge (cognitive) and skills (psychomotor) in accordance with the portion for students. Therefore, it needs to be supported by an appropriate learning model. One of the suitable learning models is the consideration learning model. The consideration learning model aims to develop children's personalities into authentic and creative human beings [3]. So, consideration learning can be practiced in constructing the attitude of students who care more about the community and the environment around students.

Students in learning are molded into human characters. Characteristics are attitudes that emerge from personal characteristics as part of the process of integration and action [4]. For students, character can be used as a personality that emerges from the internalization of various virtues and is used as the basis for thinking, acting and acting [5]. Therefore, students who have good characteristics of knowing goodness will make students more committed to doing good [6].

Of course, what is done tends to harm others. The Consideration Model will prevent students from these selfish traits. Through the use of the consideration model students are encouraged to care more, pay more attention to those around them, more concerned with common interests rather than prioritizing their personal interests. With the consideration model, students are formed into individuals who are easy to get along with, cooperate with, respect each other, and live in harmony and peace with other students.

This study focuses on the application of the Consideration model in the construction of the attitudes of grade 5 students at SDN Bancaran 2 Bangkalan Madura. The virtue of this research is as a solution to the lack of success of affective learning that has been carried out in formal educational institutions today, especially at SDN Bancaran 2 Bangkalan Madura. In addition, this study will show that learning attitudes (affective) in formal educational institutions is very important. Its existence is as important as the cognitive and psychomotor aspects which have been a priority in learning. It should be even more important because attitude is the foundation for students to determine their future. This research is expected to be a solution to the lack of success in attitude education that has been implemented in SDN Bancaran 2 Bangkalan Madura.

2. METHOD

This research is a qualitative descriptive research. The qualitative approach is a research process that produces descriptive data in the form of written or spoken words from people and observed behavior [7]. The research design is intended to describe a situation or phenomena that occurs in formal educational

institutions, which are related to affective learning at SDN Bancaran 2 Bangkalan Madura. These facts are then analyzed so as to reach a conclusion about the weaknesses or deficiencies in character learning before using the consideration model.

3. RESULTS AND DISCUSSION

Consideration model learning was first introduced by Mc. Phail and C. Roger who aim to make students have authentic and creative personalities. Mc. Phail and C. Roger disagree with rational and cognitive moral education. The consideration model learning is a learning model that leads to the construction of moral care or attitudes [8]. Caring is related to emotions or feelings of warmth and affection for others in which thoughts and assessments of caring measures appear in certain situations, that is, caring depends on the extent to which one can understand other people's experiences and to what extent assistance actions and forms of caring acts in understanding caring

The learning model based on empirical consideration of the main human need is to get along well, love each other and be loved [9]. This is based on the assumption that moral education or attitudes must pay attention to personality as whole, students value adults with high moral standards of consideration, and morals cannot be taught by persuading students rationally to analyze conflicts of values in making decisions. Six steps must be taken in character learning with the disciplinary model. The six steps are as follows [10].

1. Exposing students to situations that contain considerations.
2. Ask students to analyze the situation to find hidden cues regarding the feelings, needs and interests of others.
3. Students write down their respective responses.
4. Students analyze the responses of other students.
5. Invite students to see the consequences of each action.
6. Asking students to make their own choices.

Based on the research that has been carried out, it was obtained some data generated by the responses of several students reflexively at both the individual and group levels (Table 1).

Aspects to be measured in developing affective learning, namely *the first* rational formation model. In life, people hold on to values as standards for all their activities. Some of these values are hidden, and some can be stated explicitly. Value is also multidimensional, some are relative and some are absolute. The rational building model aims to develop the maturity of thinking about values. Rational learning steps: (1) identify situations where there is a mismatch or deviation of action, (2) collect additional information, (3) analyze the situation by adhering to the norms, principles or

provisions that apply in society, (4) look for alternatives action by considering the consequences, (5) making decisions by adhering to legal principles or provisions in society.

Table 1. The affective learning domains

No.	Kode Data	A1 (Accepted)	A2 (Response)	A3 (Appropriate)	A4 (Organizing)	A5 (Observation)
1.	Conciderati on Situation I				√	√
2.	Conciderati on Situation II			√	√	
3.	Conciderati on Situation III		√			√
4.	Conciderati on Situation IV		√	√		
5.	Conciderati on Situation V	√	√		√	
6.	Conciderati on Situation VI		√	√	√	

Second, value classification. Everyone has a number of values, whether obvious or hidden, consciously or not. Value clarification (value clarification model) is a teaching approach that uses questions or a valuing process and helps students master assessment skills in value-rich areas of life. The use of this model aims, so that students are aware of the values they have, raise and reflect on them, so that students have assessment process skills. The steps of learning value classification: (1) selection: students make a free choice of action, from a number of alternative actions to consider the good and its consequences, (2) respect the selection: students respect their choices and reinforce their choices, (3) take action : students do actions related to their choices, repeat them in other things.

Third, cognitive moral development. Human moral development takes place through cognitive restructuring or reorganization, which takes place gradually through the pre-convention, convention and post-convention stages. This model aims to help students develop the ability to consider moral values cognitively. The steps of cognitive moral learning: (1) expose students to a situation that contains a moral dilemma or a clash of values, (2) students are asked to choose an action that contains certain moral values, (3) students are asked to

discuss / analyze their goodness and ugliness, (4) students are encouraged to look for better actions, (5) students apply actions in other aspects.

Fourth, the non-directive model. Students have the potential and ability to develop on their own. Whole personal development takes place in a permissive and conducive atmosphere. Teachers should appreciate the potential and abilities of students and act as facilitators / counselors in student personality development. The use of this model aims to help students self-actualize. The steps of non-directive learning: (1) creating something permissive through free expression, (2) expressing students' feelings, thoughts and problems, the teacher accepting and providing clarification, (3) developing understanding (insight), students discussing problems, the teacher provides encouragement, (4) planning and decision making, students plan and make decisions, the teacher provides clarification, (5) integration, students gain broader understanding and develop positive activities.

3.1. Analysis of Exposing Students to a Considered Situation

The consideration situation is a situation where students are faced with a situation that demands a high level of immunity and responsibility. In this situation the first time students are asked a question that seems to lead them into a situation that requires the right attitude decision. In the first consideration situation, the affective domain as a tangible form of consideration appears at levels A4 and A5. Students are asked to organize to find out how far students are able to divide their time within the range of priority scales. Students must choose a way to keep track of mathematics learning with a calm mind under the stress of their other activities. In the A5 domain, namely observation, the consideration situation that occurs is that students must be able to observe the surrounding environment, then they must determine what choices are around them which they feel able to improve their quality in facing mathematics learning in the middle of other activities.

In the second consideration situation, the affective domain demands that must be resolved by students are the A3 and A4 domains. In a situation with this domain, students are faced with a situation where they have to respect each other among the several components of life around them. In accordance with the data collection instrument, students were asked to appreciate the hard work of their parents by trying not to be wasteful so that their daily allowance could be used for more useful purposes. In this situation, students who chose to save or use their daily allowance for more useful things were classified according to their affective domain, while students who did not choose to do so were classified according to the decisions they made.

The third consideration situation requires students to be able to respond and make observations appropriately. This situation satisfies the domains A2 and A5 conditions. In this situation, an illustration is made of what decisions students make when meeting their teacher in a public place. After students are brought into the illustration and observe what the teacher is doing, students must choose the appropriate response to what they should do. In accordance with the circumstances made, students who give a positive response will choose to help their teacher carry items, after observing the surroundings and the condition of their teacher who has difficulty carrying lots of items.

The division of decisions made by students when they are faced with a deliberate situation is classified based on affective domains which lead to the ability of students to become more polite and beneficial to the surrounding environment.

3.2. Situation Analysis to Find Hidden Cues Regarding the Feelings, Needs and Interests of Others

In this section, the consideration situations faced by students who have been classified into the domains of attitude scale formation are described. In this section, the situation will be analyzed for some hidden cues related to the feelings, needs, and interests of others.

Consideration situation I, students are asked what they should do in order to continue to take math lessons in the hot afternoon, while in the afternoon they have to take tutoring. In the consideration data obtained from SDN Socah 3 some children answered thus, "Pray first, ma'am, let the mind calm down." This answer will be a little common among the children at the school, when viewed from a socio-religious perspective, religious life around the school can be said to be quite good, so choosing to pray or pray to God Almighty is a way that can be taken to calm the mind before follow the lesson. Actually, this student's answer cannot be said to be wrong, but if this premise works in a deliberate situation, then the student's answer can be classified as an incorrect answer. Why is that? In a consideration situation that requires a person to understand the state of feelings and needs of others, students should think more about creating calm that has an impact on those around them, not only for themselves. So, in this situation it would be more appropriate if the student created a more comfortable atmosphere when in the classroom, for example by encouraging other friends to be more enthusiastic about carrying out learning.

Another decision was shown by several students at SDN Bancaran 2 who answered "you have to pay attention to the teacher who explains it and you shouldn't be busy." This answer fulfills the consideration requirements because by not making noise

when the lesson is carried out it will have a positive impact on the surrounding environment. At least through the answer that represents the student's decision to choose not to be crowded in the class, it will make the situation more conducive so that other students who have the same learning needs feel calmer and are able to follow the learning better.

Another example of cue analysis around a consideration situation, illustrated by some students through the illustration of the situation in the consideration situation II. Students are faced with a choice between their interests or the interests of others who are more in need. In this situation students were asked to make a decision whether to use their daily allowance for themselves or to help their classmate who did not carry pocket money that day and was thirsty. The first data was shown by students with the answer "I don't ask anymore, ma'am, and I don't give loans to my friends, ma'am." From these answers, it can be ascertained that the affective domain is not fulfilled perfectly.

On the one hand, the student took a wise step not to ask for additional pocket money, but on the other hand, the student could not understand the more pressing needs of others. If the situation is classified as an A4 domain, namely organizing, it can be said that these students do not have good organizational skills, in terms of their decision to make a priority scale between things that are urgent and things that can be postponed. The contradictory form of the analysis appears in the following student answers, "leaving pocket money and giving pocket money to friends". Selection of this decision shows that the principle of consideration has been fulfilled. Students are able to respect themselves and others. That is, students are able to make a priority scale while still paying attention to the interests of others. On the other hand, students with this kind of decision making are considered more capable of organizing their needs while still paying attention to the needs of other components around them.

3.3. Student Response Analysis

In a decision making, various things can happen, for example making the right decision, making the wrong decision, to various comments that accompany a decision taken by someone. Comments that accompany a decision taken are sometimes supportive comments or they can be downright comments, because they are motivated by a disagreement between those who make decisions and other people in the decision zone. Therefore, an analysis of the responses of other students needs to be done to see how far the range of decisions can be made under the pressure of various supportive and unsupportive comments.

In this study, student response analysis was carried out by comparing the results of one individual's answers with the answers of one group. In this way it will be known whether the individual's answer is carried away by the group's answer stream or vice versa. For example, in the individual answers as follows "Inviting friends and teachers to pray" this answer is a decision from a deliberate situation when students are asked what they will do when they hear the *dhuhr* call to prayer while the teacher is busy explaining the material. If the affective domains explored are the A1 and A2 domains, it can be concluded that the decisions taken by these students have met the consideration requirements. This can be seen from the responses given by these students who are quite responsive by courageously inviting students and teachers to pray after listening to *Azan* when the teacher is busy explaining the lesson. However, this kind of condition does not apply when the student enters a group of individuals who have various interests.

The same question is addressed to the group to which a student who has given the decision joins. When the student joined his group, the answer was drastically very different, namely, "Telling the teacher that the *Dhuhr* call to prayer". Decisions taken by the group are collective decisions based on different consideration situations, so that the answers given are different. In group answers, the affective domain in the consideration learning model is not fulfilled perfectly, due to the influence of group members on one individual. Therefore, in the next section we will discuss the impact of the consideration learning model decisions taken.

4. CONCLUSION

Based on the results of the analysis of the construction of attitudes towards grade 5 students at SDN Bancaran 2 Bangkalan Madura, it was concluded that the consideration model learning was able to construct the attitudes of grade 5 students at SDN Bancaran 2 Bangkalan Madura. This can be seen from the data A1, A2, A3, A4, and A5 that students can respond to with good attitude constructs. Students are constructed with an attitude of affection and respect for others (friends, teachers) with the consideration model learning. Attitude construction or what is often referred to as affective is a construction that allows students to evaluate their overall behavior changes, both changes in cognitive and psychological aspects.

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