Discovery Learning Model's for the Development of Honest Character and Student Responsibility

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Abstract—**The learning model is one of the factors that affect the achievement of learners in the classroom. The purpose of this study was to determine the application of the discovery learning model learning as honest character development and student responsibility. This study uses Classroom action research. In the execution of PTK consists of three cycles, each cycle consisting of four phases: planning, implementation, observation, analysis and reflection. Based on the results that can be recommended that by applying the learning discovery learning model is an alternative to develop the character of an honest and student responsibility. Aspects of responsibility consists of the following study in earnest, complete any given task on time. Honest aspect consists of not cheat when doing daily tests.**

Keywords—discovery learning model learning; character development honestly; responsibility students

I. INTRODUCTION

Education today face a variety of problems that are very complex and require close attention. Increasingly widespread irregularities norms of religious and social life embodied in the form of student misbehavior in school as less respectful behavior to teachers and employees, resulting in decreased quality and social etiquette and moral ethics in the practice of school life that cause a number of negative effects are troubling society. Some examples of deviant behavior students, among others dismissive attitude of students towards teachers and school employees, heed the rules, they are often late for class, hooky, not wearing a uniform with a complete and models wearing clothes that are not in accordance with the school, cheating, plagiarism and others.

Student misbehavior is the responsibility of the school, for the school need to do moral development, cultivation of values and attitude formation in each learning activity. People expect schools to not only the make children smart but to the make them good, to turn out good citizens and leaders, Character education has that expectation which means people expect schools can not only make children become smart but also to make them into good who would make them citizens and good leaders and character education can give these expectations [1]. Dr. Sheldon Berman, a school supervisor (sperintendenet of Schools in Hudson Public Schools), has been doing a lot of observation will be the successful implementation of character education in some schools in the region. From his observations,

he believed in the benefits of character education. According to character education in schools that focuses on the education of empathy, ethics, and social work has succeeded in creating a school atmosphere feel mutual care and respect. The atmosphere as it appeared to have a positive influence on the spirit and success of students in the learning process. She believed that the character education makes students into good behavior, has been improving the academic success of children [1].

Character development in schools are required to create a pleasant school atmosphere by entering basic character values. Characters like muscles that have been formed on bodybuilders and evolved through a long process of practice and discipline to do every day so hard and strong. On the other hand, categorizing the value is based on the consideration that essentially the behavior of a person of character is the embodiment of the function of the totality of psychology involving in all potential human individual (cognitive, affective and psychomotor) and the function of the totality of social cultural in the context of the interaction (in the family, the education unit, and the community) and lasted long life. Character education in Indonesia is already implemented in the national curriculum now included civic education subjects. The goal is that the state is responsible for the development of the character of its citizens through educational institutions. Every State has a foundation of civic education establishment are different, the historical development of a nation or state, the philosophy of the state, as well as the characteristic of the culture and the culture of each country. In this case the initial foundation of understanding the formation of Citizenship Education (Civics) in Indonesia to comply with the purpose of educating people to be good citizens (to be good citizenship) who have a sense of nationalism to his country.

With the change of subject Civic Education (Civics) into Pancasila and Citizenship Education (PPKn), charge PPKn fully integrate the philosophy, values, and morals Pancasila with the overall demand psikopedagogis social and cultural citizens in the cortex civilizing Pancasila, the Constitution NRI 1945, Unity Ika, and the Homeland [2]. Importance of Character Education held at the school is deemed necessary to do the steps that might contribute in preparing students who have special potential to improve their competence in terms of behavior. Such efforts can be realized with the activities that

the authors do as educators, make learning more fun as a facilitator in the midst of students as learners.

The models are very important in learning in addition to reducing the saturation of learners in learning, as well as time in pembalajaran PPKn 2013 is now in the curriculum flexible enough time available so as not adalasan teacher for not wearing a learning model. Where each activity to be aware of their mastery learning as this is very important learning objectives in line with the opinion of some experts about the destination. One of the efforts to contribute to developing the student's behavior using Model Discovery Learning as a model of learning in developing the character of honesty and responsibility in school. Discovery Learning in the teaching material is not presented in its final form, students are required to undertake various activities to gather information, compare, categorize, analyze, integrate, reorganize materials and make conclusions.

II. RESEARCH METHODS

This study uses Class Action Research by considering the situational learning at SMPN 35 Bandung especially VII class F. Class Action Research carried out for their important learning situations that are associated with the character especially honest character and responsibility. Based on the results of preliminary observations the authors carry out learning in the classroom VII F, the result is almost half the students did not leave the task to the teacher in a timely manner. When replication occurs almost half the students cheated to another student. Subjects in this study were the students of SMPN 35 Bandung VIIa classes with the number of students as many as 32 people, each 15 men and 17 women. Stages of action research consisted of planning, implementation, observation, and reflection. The data collected were analyzed by using quantitative data analysis that students' values displayed in tables and graphs and analysis of qualitative data is a description of events or phenomena that occur in the conduct of research.

III. RESULTS

Research on the discovery learning model's as honest character development and responsibility of students overall positive impact on the attitudes and behavior VIIa grade students of SMPN 35 Bandung. It is known based on the data obtained from the implementation of all cycles from the first cycle to the third cycle. After three cycles of action research targets can be achieved eventually. The target of the study includes the target process and outcome goals. Exposure results of the process consists of two activities, the performance of teachers and student activities. The exposure of the data obtained during the learning process is the observation of teacher performance, the observation of student activity and completeness of student learning outcomes. Each observed with the results of student learning must achieve predetermined targets after acting. The target is 85%. Teacher performance is divided into 2 parts, the performance of teachers when preparing lesson plans and during the implementation of learning. As for the percentage obtained in the observation of the performance of teachers in planning lessons is 74%. While on the second cycle of the aspects that have not been

implemented to be reduced. This makes an increase in the observation of the teacher's performance when planning lessons, reaching a percentage of 89%. Furthermore, increased again after acting until the third time, reaching a percentage of 96%. As for the performance of teachers in implementing the learning in the first cycle is 60%, 82% the second cycle,

In the planning stage teachers write lesson plans with respect to the standards and basic competencies to formulate learning objectives. Then the teacher makes the selection of teaching materials to be used in learning. Furthermore, setting the pace of learning activities by implementing stages in discovery learning model, along with worksheets and question and answer keys for evaluating students so that they can measure and determine student learning outcomes. After the lesson plans, the performance of teachers in implementing the learning explanation is as follows. The first teacher to condition students to be ready to learn and give apperception to students and deliver the learning objectives. The teacher then connects apersepsi given to the problems that will be given to students to look for solutions Completion of the problem and informing the tasks to students. To seek solutions to problems that had been given previously and completing those tasks, the teacher divides the students into four groups with each member of the group amounted to 8 people, this group of different members of the group formed in cycle I. In addition, each group was given LKS by teachers to be resolved with friends in the group and teachers around to monitor the process of settlement of the LKS. In addition, teachers also help students provide reinforcement of the concepts have been understood by the students.

In addition, for the student activity based on the data obtained, during these three cycles have increased in every cycle. Summary results of the student activity observation for three cycles is as follows. Cycle I reached a pretty good percentage of that 73%. In the second cycle increased until it reaches a percentage, namely 81%. After the action in the third cycle, the activity of students has increased again, reaching 96%. Aspects of the assessment on student activity observation in the study of changes in states of matter are the aspects of responsibility, social attitudes, opinions, and cooperate with others. Aspects of responsibility consists of the following study in earnest, complete any given task on time. Aspects of social attitudes consist of, actively involved in each activity, appreciate every opinion expressed. Aspects of expression consists of having the courage to speak in front of other students, express opinions in a loud voice. And cooperate with other aspects comprising, a job well done, discipline during discussions and learning processes. In the first cycle, in general indicators of the fourth aspect which has not been implemented is actively involved in each activity, have the courage to speak in front of other students, and has not been disciplined during discussions and the learning process. However, in the second cycle students have started to participate actively in every activity. It's just for the courage to speak in front of other students have not been too visible, there are some students who had dared to speak in front. During the second cycle of ongoing learning process there was already an increase in the student discipline, it looks at the percentage of student activity. While the third cycle, almost all of the students have started to dare to

speak in front of other students, even a student discipline is much improved compared to the previous cycle. However, although overall activity is much better than when the first cycle carried out there are still students who do not yet have the full courage to speak in front of other students, and discipline was still not so good. That is because the character of the students is of course vary, not all students will easily follow the lesson as well as possible. During the second cycle of ongoing learning process there was already an increase in the student discipline, it looks at the percentage of student activity. While the third cycle, almost all of the students have started to dare to speak in front of other students, even a student discipline is much improved compared to the previous cycle. However, although overall activity is much better than when the first cycle carried out there are still students who do not yet have the full courage to speak in front of other students, and discipline was still not so good. That is because the character of the students is of course vary, not all students will easily follow the lesson as well as possible. During the second cycle of ongoing learning process there was already an increase in the student discipline, it looks at the percentage of student activity. While the third cycle, almost all of the students have started to dare to speak in front of other students, even a student discipline is much improved compared to the previous cycle. However, although overall activity is much better than when the first cycle carried out there are still students who do not yet have the full courage to speak in front of other students, and discipline was still not so good. That is because the character of the students is of course vary, not all students will easily follow the lesson as well as possible. It looks at the percentage of student activity. While the third cycle, almost all of the students have started to dare to speak in front of other students, even a student discipline is much improved compared to the previous cycle. However, although overall activity is much better than when the first cycle carried out there are still students who do not yet have the full courage to speak in front of other students, and discipline was still not so good. That is because the character of the students is of course vary, not all students will easily follow the lesson as well as possible. it looks at the percentage of student activity. While the third cycle, almost all of the students have started to dare to speak in front of other students, even a student discipline is much improved compared to the previous cycle. However, although overall activity is much better than when the first cycle carried out there are still students who do not yet have the full courage to speak in front of other students, and discipline was still not so good. That is because the character of the students is of course vary, not all students will easily follow the lesson as well as possible. Even a student discipline is much improved compared to the previous cycle. However, although overall activity is much better than when the first cycle carried out there are still students who do not yet have the full courage to speak in front of other students, and discipline was still not so good. That is because the character of the students is of course vary, not all students will easily follow the lesson as well as possible. even a student discipline is much improved compared to the previous cycle. However, although overall activity is much better than when the first cycle carried out there are still students who do not yet have the full courage to speak in front of other students, and discipline was still not so good. That is because the

character of the students are of course vary, not all students will easily follow the lesson as well as possible.

On student activities, such as express and refugee been going very well, students willing to accept the opinions of others, willing to work together in groups, dominance of a particular student group does not appear again, and the activities carried out by each student is done with full responsibility. And at the time of presentation of the students are able to perform well, want to listen to, as well accept his opinion and be able to have been of the reasons of the results presentation. In addition to successful learning in the third cycle is evidenced by the increase in every aspect of the assessment carried out, both aspects of the process and learning outcomes.

IV. DISCUSSION

Research results revealed that the discovery learning model learning can develop students' character as a citizen who is able to change and aware of the character or disposition towards more positive that will make our character will be better and make us a better person in life. Establishment of characters that can be a consistent behavior must involve moral aspects of knowing, loving moral / feeling and moral action. Therefore, education is character education to shape a person's character through moral education that results are seen in action a person is of good behavior, honest, responsible, respecting the rights of others, hard work, and so on. That character education as an educational value, character education, moral education, character education that aims to develop the ability of learners to provide good-bad decision, maintaining what is good and realize that kindness in everyday life with a vengeance. On that basis, character education is not just to teach what is right and what is wrong, moreover, character education inculcates the habit (habituation) about what is good so that learners become familiar (cognitive) about what is right and wrong, able to feel (affective) good value and usually do it (psychomotor).

Good character education should involve not only a good knowledge aspect (moral knowing), but also to feel good or loving good (moral feeling), and behavior (moral action). Character education emphasizes the persistent habit or custom is practiced and performed. Education of knowing the character moves toward doing or acting. William Kilpatrick said one cause of inability to apply good even though they had the knowledge of the goodness of the (moral knowing) is because it is not trained to do good (moral doing). Starting from this idea of character education then success is very dependent on whether there is a knowing, loving, and doing or acting in the implementation of character education. Moral knowing or knowledge of the moral as the first aspect has six elements, namely the moral conscience (moral awareness), knowledge of moral values (knowing moral value), the determination of the angle of view (perspective taking), the logic of moral (moral reasoning), the courage to take and determining the attitude (decision making), and the introduction of self (self-knowledge). The sixth of these elements are components that must be taught to the students to fill the cognitive students. Furthermore, moral feeling, which is strengthening the emotional aspects of students to be human character. This strengthening relates to forms of attitude should by students,

namely awareness of identity (conscience), confidence (self-esteem), sensitivity to the suffering of others (empathy), love of truth (loving the good), self-control (self-control) humility (humility) After two aspects was realized, the moral acting as the outcome will easily emerge from the students. Character is character driven directly from the brain, then the three phases need to be presented to the students earlier in ways that are logical, rational and democratic. So that the emergent behavior is really a character instead of a mask.

The findings were obtained during a study of them that learning citizenship, not all materials can be delivered by lecture method, but there are some materials that require methods, strategies, approaches or models of a variety of learning so as to make the students to be more active and motivated to learn. Teachers should be plenty to stimulate the students to want to interact with the environment actively, searching for and finding a variety of things from the environment. From the findings that researchers choose the model of discovery learning, because through the model student conduct experiments, for school age children (SMP) learning will be more interesting to experiment, because the experiments students perform their own invention, not only the students but the accepted theory that there is continuity and verification between theory and fact. Exposure above in accordance with the advantages model of discovery learning is this model of activities and experiences made directly to attract more students to learn and allow the formation of concepts abstract that has a meaning, and provide many opportunities for students to be directly involved in learning activities. Implementation of discovery learning models adapted to the constructivist theory of Bruner which includes the idea of learning as an active process in which the study was able to form new ideas based on what their current knowledge as well as knowledge of their past. With this model also can transform what was originally student understand in the abstract becomes concrete. Learning by applying the model of discovery learning is also indirectly been carrying out what really should be a learning Citizenship, which provides direct experience, observation, to understand the observations, to apply the concept. Thus, the alternative solutions being taken to implement learning discovery models to address the problems found was able to answer investigators hypothesized that have been created.

V. Conclusion

Based on the results of research conducted on students of SMPN 35 Bandung VIIA class on discovery learning model learning as honest character development and student responsibility is concluded in the planning, implementation, and improvement of student learning outcomes. Planning learning by discovery model of learning to the development of honest character and responsibility of students, learning plan can be made to optimally match the model of discovery learning stages. The stages are as follows: a) Observation to find the problem, b) Formulate the problem, c) Asking hypothesis, d) Planning for solving problems through trial or other means, e) Carrying out the experiment, f) Carry out observation and data collection, g) Analysis data, and h) Draw conclusions on experiments that have been done or invention. After the implementation of action for up to three cycles, the performance of teachers' lesson plans to achieve the target that has been determined by the percentage of 97%.

Implementation of learning by applying the model of discovery learning for the development of honest character and responsibilities of students in the classroom VIIA SMPN 35 Bandung, at each cycle was carried out eight stages in the discovery model of learning. The performance of teachers in this implementation after conducting three cycles reaching predetermined targets are achieved with a percentage of 97%. The student activity during the execution of the observed and assessed expression, responsibility, social attitudes, and in collaboration with others. After undergoing three cycles of action until the student activity has also reached the targets set by the percentage reached 96%.

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