

Character Education Oriented Discovery Model in Description Text Learning in Smp/Mts

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Abstract: The monotonous and boring learning conditions for students occur because there is no proper learning approach. Then, it was found that students had difficulties in learning descriptive text, because they had little vocabulary, and limited ideas to write about. In addition, one thing that is very important in the learning process is the growth of character values. A nation will fall down if its young generation has low morale, easily gives up, almost lost honesty, lacks discipline, lacks responsibility, and thins out the sense of Nationalism. Of the existing problems, of course, must find a solution, that's why research is done. This study aims to determine the design of the discovery model that is oriented towards character education in learning description texts in SMP/MTs. In this study we used the Research and Development (R&D) method with a Design Based Research (DBR) approach. This study involved 2 experts as validators, and 4 teachers as model users, namely Indonesian language teachers. The teachers came from State Junior High Schools, Private Junior High Schools, State MTs, and Private MTs. The results showed that the design of the discovery model oriented to character education in descriptive text learning is a new learning model that combines discovery learning models with character education, as well as descriptive text teaching materials containing character values. Based on the model syntax validation data, in general the assessment of the two validators concluded that the syntax of the character education-oriented discovery learning model obtained is a very feasible category. Furthermore, the feasibility test on the learning objectives of the descriptive text, the teachers gave an assessment that it is above the minimum completeness criteria, which means that it is very feasible to use. The results of the study indicate that the teacher of the discovery model oriented to character education in learning description texts in SMP/MTs is very much needed.

Keywords: Discovery Model, Character Education, Descriptive Text

1. Introduction

The learning process in the classroom is an important thing that is a concern for teachers. Realizing the achievement of educational goals which include cognitive (knowledge), affective (attitudes), and psychomotor (skills), is the duty and responsibility of the teacher. In general, there are still many teachers who apply teacher centered learning, namely teacher-centered learning, the lecture method in explaining the material is still used, of course if this continues it will result in uninteresting learning and students become bored [1]. Therefore, it is desirable that in the learning process, teachers use learning models that have been recommended in the 2013 curriculum, one of which is the discovery learning model.

A challenge for teachers when in learning, students feel monotonous and bored. This may be due to the teacher still holding a conventional learning approach. Teachers as learning directors must find solutions so that learning is felt to be fun and challenging, so that the liveliness of the learning atmosphere will be seen.

The discovery model allows in the learning process, students can search for information and build knowledge. The discovery model can also create a sense of pleasure in students, a sense of investigating and growing independence, and success in finding new knowledge. This can be said by using a meaningful discovery model that has taken a scientific (scientific) approach in the learning process. Same with what Kusmana, Suherli [2] said that the scientific approach to learning Indonesian is expected to create

conditions where students are no longer dependent on teachers in finding the information needed in the learning process. Furthermore, it is reinforced by Priyatni, E T. [3] that discovery learning is learning that is carried out to find concepts, principles that are not yet known by students.

From the expert opinion above, the author argues that the discovery learning model is a learning model that can raise enthusiasm, and create a sense of pleasure in students, and can find something for themselves as new knowledge, concepts, and principles that were not previously notified.

Furthermore, an important issue in the world of education today and in the future that we must care about is the formation of character in students. When the output of education gives birth to many educated people but does not have a strong character, it is feared that they will not be able to manage rich natural resources for the welfare of the Indonesian people, as the ideals of the "founding fathers" stated in the preamble of the 1945 Constitution, paragraph to -4, namely "Creating a Social Justice for All Indonesian People.

How the nation will grow and develop to be more advanced, while the current young generation is not able to compete in global competition, low morale and give up easily, almost lost honesty, lack of discipline, irresponsibility and thinning of Nationalism. This condition is certainly a challenge for all of us, especially educators. Hidayat, Sholeh [4] states that the 2013 curriculum is one solution to face changing times that prioritizes competencies that are in synergy with character values. In line with that, Jaja, dkk [5] stated that the teaching materials developed could include the concept of character education, Indonesian language learning objectives according to the curriculum, and the use of digital technology that can attract students' attention. So teaching materials, for example, descriptive text materials can foster character values in students.

In this study, the authors chose the design aspect of the discovery model oriented to character education in learning descriptive text. According to the researcher's view, if the syntax of the discovery learning model is paired with character education, it is expected that there will be growth of character values in students. The character education referred to refers to the Ministry of National Education Curriculum Center, 2009, which is 18 (eighteen) Character Values as follows: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love for the homeland, (12) respect for achievement, (13) friendly/communicative, (14) loves peace, (15) likes to read, (16) cares about the environment, (17) cares about social, and (18) is responsible.

A person's character, or character can be formed through character education. In line with what Lickona, T. [6] said that character education is education that shapes a person's personality through character education whose results can be seen in a person's real actions such as in behaving well, being honest, being responsible, respecting others, working hard, hard, and so on. Then reinforced by Damayanti, Ida [7], that

character education is a national movement to create schools that foster ethics, are responsible and take care of young people by modeling and teaching character both through an emphasis on universals, and with the values we believe in.

Based on some of the opinions above, it can be concluded that character education is a national movement to deliver the next generation who have good, honest, and responsible attitudes and behavior, work hard, creatively, and are nationalistic which are implemented in the life of society, nation and state.

Furthermore, the character education-oriented discovery model will be practiced in descriptive text learning. Learning to write can be used as a medium for character building because writing is a creative productive process that makes students act honestly, disciplined, and responsible for what is written. Therefore, aspects of writing skills need to be paid attention to in an effort to form students' character. In line with that, Fery Firmansyah, dkk [8] argues that writing is a creativity that develops the character of the writer himself.

Indonesian language subjects, especially writing, are very relevant learning for the application of character education values. This is explained by Abidin, Y. [9], that language is a mirror of a person's personality, meaning that the good or bad language used by a person is basically a reflection of that person's personality. Language can be conveyed either through speech or writing. In line with that, Kusmana, Suherli [2] states that communication activities can be carried out not only orally, but also in writing, which is not limited by space and time. When the conversation is over, the communication is over. While communication activities with writing can penetrate space and time. This is reinforced by Rozak, Abdul [10] explaining, why do we have to write? There are many things that cannot be expressed verbally. Ideas that are very long and important to know by many people are impossible to express orally. In other words, writing can convey ideas, ideas, or thought materials whose message is more than speaking.

Descriptive text is one of the text-based learning mandated by the 2013 Curriculum. Students feel limited when doing the task of writing descriptive text, this is due to the lack of knowledge. So it is desired that the teacher can change the learning atmosphere to be more interesting, and can increase student knowledge. Therefore, descriptive text learning requires the right learning model for students, so that students are more creative, can eliminate boredom, and find something new, so that they are rich in ideas. So learning description text using the discovery model approach is expected to achieve learning objectives.

In descriptive text learning, students are expected to be able to express their thoughts or ideas so that what is described seems to be felt and seen by the reader. This is in line with what Priyatni, E T. [3] said, that descriptive text is a description of an object, thing, situation so that the reader seems to hear, see or feel it. In line with that Yossy Idris, dkk [11], states that the description contains a description of a particular object, place, or event so that it can be felt, seen, smelled, and heard by the reader.

From some of the expert opinions above, it can be concluded that descriptive text is writing that describes a particular object, place, or event to the reader in a clear and detailed manner based on the author's view of subjectivity, so that the reader seems to see and feel for himself what is being described.

Relevant teaching materials can foster character values in students. In general, descriptive texts describe objects (tourist attractions, historical places, regional art performances, traditional cloths, etc.) that are heard and read orally, in writing, and visually. When descriptive text is paired with character education, it is hoped that it can shape the character of students.

Educational activities that can internalize commendable characters in students are learning to write texts, one of which is learning to write descriptive texts. Description text is one of the teaching materials for class VII student learning in SMP/MTs. Printed, digital or visual materials used by teachers in learning to encourage students to enjoy learning so that behavioral changes occur as a result of learning [5]. So, teaching materials in the form of printed, digital or visual can provide character changes to students.

This study aims to determine the design of discovery-oriented learning character education in descriptive text learning; to find out the character education-oriented discovery model from the aspect of descriptive text learning objectives; to find out the character education-oriented discovery model from the aspect of learning material. Therefore, to find out the answer to the formulation of the problem above, a research was carried out.

2. Research Method

This study uses the Research and Development (R&D) method with a Design Based Research (DBR) approach. The purpose of qualitative research is to describe a certain phenomenon. In line with what Wijaya, H H. [12] stated that qualitative research or descriptive research aims to describe a phenomenon with various characters that surround it. Various phenomena can be proven naturally by using qualitative research. For example, the phenomena of individualistic attitudes, community tendencies, pluralization, attitudes that are influenced by context, emphasize the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon, are natural and holistic, prioritize data quality, and others. The definition of DBR or design based research according to Abdul Gafar A, dkk [13] reveals that "Design based research addresses theoretical questions about the nature of learning in context, approaches to the study of learning phenomena in real situations and the need to derive research findings from formative evaluations". Latukeffu's statement above, it can be understood that design-based research addresses theoretical questions about the nature of learning in context, approaches to studying learning phenomena in real situations and the need to derive research findings from formative evaluation. In formative evaluation, it aims to get an assessment at the end of each

discussion or topic, whether the learning objectives can be achieved or not.

From the above understanding that the purpose of this DBR method is to design and develop learning components, be it learning strategies, learning materials as well as products and systems, with the final result of the learning model design.

The research design used is to adopt and modify the research design designed [14], that this research uses the DBR method, consisting of 4 stages, namely problem identification and analysis, program prototype development, pilot testing and implementation and reflection to get the expected design principles and solve various problems that arise.

From the 4 stages of the DBR method above, the expected result is the design of a character education-oriented discovery model in learning descriptive text.

3. Research Results

The design of the discovery learning model oriented to character education will be poured into a lesson and used by the teacher. In this study, the users of the model design and model syntax were Indonesian Language and Literature teachers at State Junior High Schools, Private Junior High Schools, State MTs, and Private MTs. The research results are as follows.

3.1. Design of Character Education-Oriented Discovery Learning Model

3.1.1. Purpose

The formulation of the design objectives of the character education-oriented discovery learning model are:

- (1) set on practical goals;
- (2) structured to overcome learning problems;
- (3) developed based on the conception of discovery learning oriented character education.

3.1.2. Material

The scope of the material is as follows.

- (1) the content is based on an analysis of the characteristics of the material;
- (2) the composition of the material is determined based on the needs and objectives;
- (3) strategies to understand the material based on the results of the analysis of the text;
- (4) development of descriptive text material containing characters based on the results of the discussion.

3.1.3. Development Process

Capacity development is carried out with the following conditions:

(i). Principle

The development of students' abilities through the discovery learning model oriented to character education is based on the principles of the following activities:

- (a) ability development based on simultaneous listening,

- speaking, reading, writing, and thinking activities;
- (b) individual learning based on reading, thinking, writing, and responding to reading activities;
- (c) make students' background and knowledge a priority as the main ability to form meaning;
- (d) develop skills based on overall language skills.

(ii). Background (Settings)

Student ability development activities are supported by:

- (a) the seriousness of students to learn;
- (b) availability of facilities for developing character education-oriented discovery learning models, such as the use of LCD or infocus;
- (c) preparing a classroom setting for learning, for example during the Covid-19 pandemic, students in class keep their distance, and the number of students is reduced by 50%;
- (d) the accuracy of the teacher in choosing learning strategies, methods, and techniques.

(iii). Activity Stages

The development of a character education-oriented discovery learning model is carried out in the following stages:

- (a) Giving stimulation.
- (b) Identify the problem.
- (c) Formulate the hypothesis.
- (d) Collecting data to prove the truth of the hypothesis (relevant material).
- (e) Draw conclusions/generalizations.

(iv). Development Step

The development of students' abilities is pursued through discovery learning activities oriented to character education in using the ability to listen, speak, read, write descriptive texts containing characters, and think simultaneously.

3.1.4. Evaluation

Evaluation is conducted to determine the success of the program and the mastery of students' abilities. The success of the program is used as input (feedback) for the improvement of the next program design. Mastery of students' abilities is used to determine changes in their abilities for the better.

3.1.5. Model Implementation

The design of the discovery learning model oriented to character education will be put into practice in a lesson. For example, a teacher of Indonesian Language and Literature at SMP/MTs or SMA/MA will teach students with language competence. The learning steps carried out using the discovery learning model are character education oriented as follows.

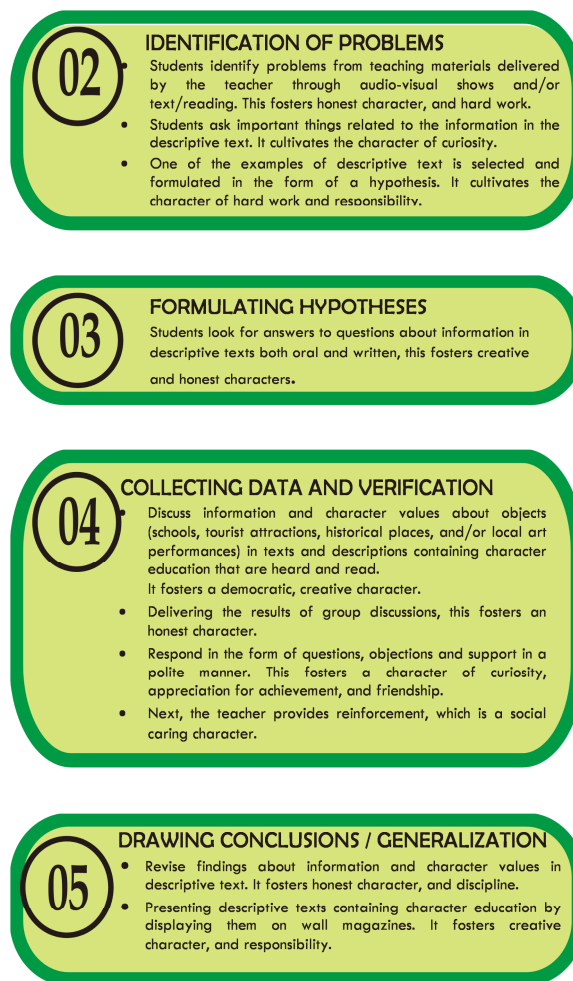
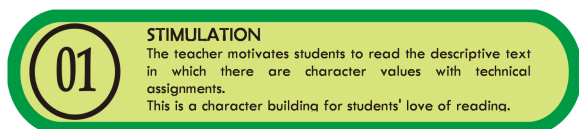


Figure 1. Syntax of character education-oriented discovery learning model.

These steps are then implemented into a learning program that is held for one semester. This program is structured in the form of content and composition of teaching materials that are in harmony with the concepts and learning models of discovery-oriented character education. This program will develop if all the supporting factors for developing a character education-oriented discovery model are available.

Character education-oriented discovery learning models are developed in a relatively programmed period of time, for example one semester, or one year. This program also needs to be developed in learning other subject matter. Thus, the culture of discovery-oriented character education that is expected to develop will be in line between one lesson and another.

3.2. Validator Observation Data

This discovery learning model was developed with character education oriented, and it is clear from the learning steps. The character education-oriented discovery learning syntax has been validated by experts, namely validator 1 (V1) and validator 2 (V2). The steps for implementing the character education-oriented discovery learning model can be seen in the following table.

Table 1. Observations of Experts.

Stage	Implementation	Average
Stimulation	The teacher motivates students to read a descriptive text in which there are character values with technical assignments. There is a growth in the character of students' love of reading.	4,5
Identification of problems	Students identify problems from the teaching materials delivered by the teacher through audio-visual shows and/or text/readings. It fosters honest character, and hard work.	
	Next, students ask important things related to the information in the description text, the growth of the character of curiosity.	4,5
	Then one of the examples of descriptive text is selected and formulated in the form of a hypothesis. This fosters the character of hard work, and responsibility.	
Formulating a hypothesis	Students look for answers to questions about information in descriptive texts, both oral and written. It is growing creative character, and honest.	3,5
	Through group work, students discuss information about objects (schools, tourist attractions, historical places, and or the atmosphere of regional art performances) in descriptive texts that contain character values, by digging up data on the texts they hear and read. This activity fosters democratic, tolerant, and creative characters.	
Collecting data to prove the truth of the hypothesis	Students convey the results of group discussions in class discussions, this fosters an honest character.	4,15
	Students respond in the form of questions, rebuttals or support in a polite manner. This fosters the character of curiosity, creativity, appreciation for achievement, and friendship.	
	Next, the teacher provides reinforcement. This is the growth of social caring character.	
Generalization	Students draw conclusions and revise their findings about information, and character values in descriptive texts, then display them on wall magazines. This fosters honest, disciplined, hard-working, creative, independent, and responsible characters in students.	4
Total		20,65
Score Percentage		82,60%
Score Range		81% - 100%
Category		Very worthy

3.3. Data Feasibility Test Using Model

The results of the feasibility test on questionnaire 01 regarding the use of character education-oriented discovery models in descriptive text learning can be seen in the table.

Table 2. Feasibility Test Using Model.

Total	60	69	63	64	65,17
Score Percentage	80%	92%	90%	85,33%	86,83%
Score Range	81% - 100%				
Category	Very needed				

3.4. Feasibility Test Data About Learning Objectives Description Text

The Minimum Completeness Criteria is the lowest criterion to declare students to achieve completeness. The the minimum completeness criteria must be determined at the beginning of the school year by the education unit based on the results of the deliberation of subject teachers in the education unit or several educational units that have almost the same characteristics. For Indonesian subjects, the the minimum completeness criteria score is 75%.

Table 3. Questionnaire Table Learning Objectives Description Text.

Score Percentage	85,77%
Category	Above Minimum Completeness Criteria

4. Discussion

Development of Character Education-Oriented Discovery Learning Model Design, has objectives, materials, development process, evaluation, and model implementation. The design of the discovery learning model oriented to

character education will be poured into a lesson. For example, a teacher of Indonesian Language and Literature at SMP/MTs will teach students with language competence. In the design of this model there is a syntax that can be practiced by teachers in classroom learning.

Based on the validation data of the expert team on the syntax of the character education-oriented discovery learning model, it shows that the average score is 20.65 with an average score of 82.60% in the score range of 81% - 100%. This means that the category is very feasible.

Teachers or groups of teachers determine the the minimum completeness criteria of subjects by considering three aspects of the criteria, namely complexity, carrying capacity, and student intake. The results of determining the minimum of completeness criteria indicators continue to standard competences to the minimum of completeness criteria subjects. The data from the assessment results of the four teachers of descriptive text learning objectives.

5. Conclusion

Based on research that has involved experts as validators and teachers as users in the field of Indonesian subjects from State Junior High Schools, Private Junior High Schools, State MTs, and Private MTs, it can be concluded as follows.

- 1) The design of the discovery model oriented to character education in descriptive text learning is a new learning model that combines discovery learning models with character education, as well as descriptive text teaching materials containing character values. So the design of this model is needed.
- 2) Based on the model syntax validation data, in general, the assessment of the two validators concluded that the

character education-oriented discovery learning model syntax that was developed was very feasible for teachers to use in learning.

- 3) The data from the four teachers regarding learning objectives, gave an assessment that the learning objectives of the description text above the minimum completeness criteria, meant that it was very feasible to use.

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