

THE EFFECTIVENESS ANALYSIS OF THE IMPLEMENTATION OF CLASS ACTIVE LEARNING ON STUDENTS CHARACTER IN TWO WAYS LEARNING PROCESS

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Abstrak: Dari data praktis di lapangan, terlihat jelas bahwa para siswa masih kesulitan untuk memahami materi ajar. Hal ini mungkin disebabkan oleh siswa yang kurang terlibat dalam proses pembelajaran atau bahkan gaya mengajar guru yang membosankan, yang membuat siswa tidak tertarik. Tujuan dari penelitian ini adalah untuk mengetahui kontribusi pembelajaran terhadap perkembangan karakter siswa. Metodologi penelitian ini menggabungkan pendekatan kualitatif dengan teknik deskriptif analitik. Dalam penelitian ini, ada dua jenis sumber data yang berbeda: data primer dan data sekunder. Wawancara langsung dengan kepala sekolah, wakil kepala sekolah, wakil kurikulum dan guru, siswa, dan hasil observasi menjadi sumber data primer. Sedangkan sumber data sekunder diperoleh dari penelaahan terhadap catatan, naskah, dan arsip yang berkaitan dengan penggunaan Active Learning dalam pembelajaran dan pengaruhnya terhadap peningkatan karakter siswa. Menurut temuan peneliti, kegiatan pembelajaran baik di dalam maupun di luar kelas digunakan untuk memuat komponen-komponen penerapan Active Learning dalam pembelajaran. Menurut temuan peneliti, karakter religius, moral, dan kinerja siswa berhasil dibentuk melalui penggunaan teknik pembelajaran aktif dalam pembelajaran.

Kata kunci: siswa, active learning, pembelajaran, guru

Abstract: It is clear from the practical data on the ground that students still struggle to comprehend the materials. This may be brought on by pupils who are less engaged in the learning process or even the teacher's boring teaching style, which makes students disinterested. The purpose of this study is to ascertain the contribution of learning to the development of student character. This study's methodology combines a qualitative approach with a descriptive analytic technique. In this study, there are two different types of data sources primary data and secondary data. Direct interviews with the principal, deputy principal, deputy curriculum and instructors, students, and the outcomes of observations served as the primary data sources. In contrast, secondary data sources are gathered from the examination of records, manuscripts, and archives pertaining to the use of Active Learning in learning and its effects on enhancing students' character. According to the findings of the researcher's study, religious activities both inside and outside of the classroom are used to contain the components of the application of Active Learning in learning. According to the study's findings, students' religious, moral, and performance character are successfully shaped through the use of active learning techniques in learning.

Keywords: student, active learning, learning, teacher

Introduction

One crucial and strategic step in enhancing the quality of Indonesia's human resources and achieving the objectives of national development is education. Education is a deliberate and planned effort to establish a learning environment and learning process so that students actively develop their potential to have the qualities that themselves, society, the nation, and state need – such as religious spiritual strength, self-control, personality, intelligence, and noble character (Law Number 20 of 2003 article 1).

To achieve learning objectives, especially student courses, teachers are required to be able to display a variety of appropriate learning strategies. In accordance with the mandate of Law No. 14 of 2005 concerning teachers and lecturers. Educating the nation's life and enhancing the quality of Indonesians who have faith, devotion, and noble character while mastering science, technology, and art are efforts to educate the nation's life that teachers have a very strategic function, role, and position in national development in the field of education (Constitution of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, 2009, p. 294) Teachers are teachers who teach. 294) A teacher is a teacher, mentor and a visionary with the main task of educating, teaching, guiding, directing, training, assessing and also evaluating students.

Teachers are educators as learning agents with a role as facilitators, motivators, triggers and inspirers of learning for students. Another view by previous researchers that teachers as teachers, teachers as mentors, teachers as scientists and teachers as individuals (Dimiyati, 2013). Teachers are also required to have four competencies, namely pedagogical competence, professional competence, social competence and personality competence. Teachers are also school personnel who have the opportunity to meet face to face more than other school personnel. Teachers have a very large share of the success of learning in schools. Teachers are also very instrumental in assisting the development of students to realize their life goals optimally (Drajat, 2014).

Currently, existing school actually wants the realization of a learner's personality to become *insan kamil*, which means that the realization of a human being who is intact physically and mentally can live and develop naturally and normally (Djamarah, 2014). The implication of this educational goal is that school is expected to produce human beings who are useful for themselves and their surrounding communities, as well as happy and fond of practicing and developing the teachings, in dealing with God and humans, can take advantage of this universe for the benefit of life in the world and in the hereafter (Hamalik, 2006).

Education in schools in its implementation is still not optimal. As well as the learning process of education in schools today is still limited as a process of delivering knowledge about the subject only a few are directed at the process of internalizing the materials values in students. This can be seen from the learning process carried out by the teacher is still dominant lectures and memorization (Hariyanto, 2012). This means that the lecture and memorization methods used by teachers when teaching to students (Mulyasa, 2020). However, it should also be remembered that this method has its impacts such as the emergence of verbalism disease, where students know to mention words, definitions, formulas and so on but they do not understand them, and also according to the author students are rather difficult to express ideas and ideas because they are not used to and do not dare to argue according to their own understanding. This is for students who are less motivated to learn education material, so that achievement decreases (Hidayati, 2014).

In order for all students to attain good learning outcomes in accordance with their individual characteristics, active learning aims to maximize the utilization of all the potential they possess. It also aims to retain students' focus on the teaching and learning process (Ichsan, 2023). Active learning is a learning concept that is considered in accordance with the latest learning demands. Therefore, every school should be able to implement and develop this active learning as well as possible (Susiloningsih, 2023). Active learning is basically a form or type of learning approach that is oriented towards students' activities (Tannady, 2023).

Learner-oriented learning implies that the learning system places learners as active subjects who have readiness to learn. In the view of modern psychology, learning is not just memorizing a number of facts or information, but it is a mental event and an experienced process (Fathurohman, 2023). Therefore, each learning experience requires the learners to engage intellectually and emotionally through cognitive assimilation and accommodation to develop knowledge, action and direct experience to form skills (cognitive, motor, and social), appreciation and internalization of values to form attitudes (Nugroho, 2023). Currently, character is a topic that is widely discussed among educators because character is an important aspect in determining the progress of a nation (Reynaldo, 2022). This can be seen from one of them through learning, activities to educate, teach and guide students and the success of a learning process is the formation of character (Ramli, 2023). All humans, especially educators, must realize that the formation of character and character or personality is very important because an individual with good or superior character is someone who tries to do the best things towards God Almighty, himself, others, the environment, nation and state (Riyanti, 2023). This study aims to determine the impact of the implementation of active learning in fostering student character.

Method

This study's methodology combines a qualitative approach with a descriptive analytic technique. Primary data and secondary data are the two types of data sources employed in this study. Direct interviews with the principal, deputy principal, deputy curriculum and instructors, students, and the outcomes of observations served as the primary data sources. In contrast, secondary data sources are gathered from the examination of records, manuscripts, and archives pertaining to the use of Active Learning and its effects on enhancing students' character.

Findings and Discussion

In the process of implementing active education learning to improve children's understanding and achievement as much as possible, some schools apply active learning models, which are very beneficial for students because active learning is intended to optimize the use of all the potential possessed by students, so that all students can achieve satisfactory learning outcomes according to their personal characteristics. There are many active learning strategies used by teachers, such as the jigsaw model, the power of two, guided, discussion, question and answer and so on. The teachers also said that the Active Learning model is very good and useful to be applied in the learning process of active education.

In the teaching and learning process, one of the factors that greatly supports the success of teachers in carrying out learning is the teacher's ability to master and apply learning models. Teachers are required to master various learning models that are in accordance with the characteristics of the material and students. This is very relevant to the task of a teacher in recognizing the individual differences of his students. In choosing a model, the level of student activeness must always be sought to be created and run continuously by using various models. Active role of teachers should have a regular place, so that it gets enough attention as it should by not putting aside other materials, so that each student can be instilled with a high sense of faith and have noble akhla and character. In addition, active learning is also intended to keep the attention of students/students to remain focused on the learning process, especially in class subjects. This model is not only fun but focuses more on activeness, liveliness, motivation and productivity in learning activities.

In the observation results, when the researcher followed the lesson and directly monitored the teacher's learning, the teacher had used the Active Learning model. In the implementation of this learning, the researcher at that time also followed the lesson in class by observing how the implementation of active learning in the classroom in learning, namely using Jigsaw, drill method, question and answer, storytelling and role playing, starting with the teacher giving greetings to students, and asking how the students are doing in class, to shorten the time, finally the lesson begins, after the teacher gives preparation for the lesson to begin, the students are very attentive to the teacher's orders in front, at that time the teacher uses the Jigsaw model in prayer material, while the steps or procedures are: a) The teacher divides the students into five groups to explain the conditions of valid prayer, the pillars of prayer, things that are makruh in prayer, the *sunnah's* of prayer, and things that cancel prayer. b) Each person in the group is given different material c) Each person in the group is given the assigned part of the material d) Members of different groups who have studied the same sub-chapter meet in a new group (expert group) to discuss their sub-chapter e) After completing the discussion as an expert group, group members return to the original group and take turns with their teammates about the sub-chapter they mastered and each other member listens carefully f) Each expert team presents the results of the discussion g) Then the last teacher gives an evaluation.

In the application of character values, the schools carry out habits such as. One of them is in fostering polite and courteous character through habituation when children enter the school, children are taught to say greetings, smile, and also shake hands with teachers who are already standby in front to welcome children. Children line up neatly to enter and shake hands, that is what is familiarized before the learning takes place.

The principal said that students are highly emphasized and encouraged in activities on character. The principal also emphasized in the interview that in prayer he evaluates and sees directly that such activities have an impact on the morals and character of children. The principal also hopes that students in the school will get used to doing the five daily prayers. On the other hand, he also explained that at school it is his obligation to develop religious character in children in the realm of worship.

Related to active learning in school, that each aspect has its own role in encouraging it, this is based on the results of the teachers' interviews regarding the principal's mother always provides input and direction so that the learning carried out by the teacher, must refer to active learning activities as I have said earlier the principal does not want the teacher to only give lectures but is told how the child can be active where there

are many student activities rather than the teacher himself. As well as teachers emphasizing the preparation of devices that use models that involve students to the fullest. While the teacher's role is to implement what has been compiled in a learning device that involves the active role of students in learning in the classroom. As well as monitoring the shortcomings of things that need to be evaluated in the models that have been carried out. So that between principals, educators, and education personnel there is synchronization in the process of implementing active learning. Added with teachers who say that in this Active Learning model has an impact on children, when this model is applied in children's learning, children are more respectful of their friends when speaking. Learners also cooperate with each other without looking at different friends and do not discriminate against anyone's opinion and accept opinions well when researchers ask about the effectiveness of active learning that has been done.

Cooperation between principals and teachers has a role as a driver and also a supervisor of the character of students. As for educators, they play a role as managers of activities that foster the character of students. According to the Head of Student Affairs, the principal plays a role in providing input and direction so that the learning carried out by the teachers refers to student activities or active learning which involves a lot of student activities rather than the teacher himself. The application is by emphasizing the preparation of devices that use models that involve students to the maximum. Meanwhile, the role of educators is to implement what has been compiled in learning tools that involve the active role of students in learning in the classroom. At the same time also see and monitor the shortcomings of things that need to be evaluated in the models that have been carried out.

Internal training programs (Inhouse Training) for teachers are often carried out such as the preparation of learning tools which are always there every year which is also one of the supporting factors. Especially in schools, this is aimed at teacher training, there is a sir and it must follow the development of learning needs, and we carry out the main thing we refer to things to change and so on, for example, with the implementation of independent teachers, about an independent curriculum like that. Meanwhile, from the education office there is routinely and every year there must be. The school itself conducts training when there are things that are needed, the aim is to improve teacher competence. It is mandatory for all teachers to attend.

The school itself almost always routinely carries out competitions either organizing from the agency, or the surrounding school districts. This was revealed by the vice principal, who stated that almost every year on a regular basis, competitions are held from the office in the form of pensi, loketa, sunsaan, and in general the school forms a coordinator. In this case the vice principal gave an example in the literacy competition there were also several other competitions such as pantun, fairy tales, creation of poems, there was a quiz. Every time there is such an activity, the coordinator gathers the agenda and selects and conducts drills and training. Because those who know the talent or characteristics are the teachers. The training is done during school lessons. School coordination also leads to one competition one teacher holds to maintain professionalism.

Based on the results of observations and interviews with teachers, the results obtained that almost all of the teacher's answers were only an obstacle, namely problems in students, such as still shy and individual differences because of that, the researchers concluded from the answers of all teachers that there were not many obstacles when teachers applied the active learning model, meaning that the teacher had maximally implemented it, but the lack was due to different students, both from character and background. So that some students like to be busy themselves and some are shy.

Conclusion

There are several conclusions in this study, namely the impact of active learning implementation on education learning in fostering moral character and performance character in students. As well as the moral character that grows is honesty, piety and courtesy. while the performance character that is grown through this active learning is such as hard work, tough, resilient, communicative and respect for friends. The implementation of active learning in education learning is influenced by several supporting and inhibiting factors. among the supporting factors are cooperation between the principal and teachers, the existence of complete infrastructure, teacher training and more importantly the ability of teachers and professionalism and the organization of competition among students or students in the general and religious fields.

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