

The Living Values-Based Contextual Learning to Develop the Students' Character

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Abstract: Problem statement: University has an important role in the process of young generation character education. The character education should be integrated through the living values-based contextual learning model in order to be easier internalized and implemented. This study aimed at describing: (1) the living values-based contextual learning model conceptually in lecturing; (2) the implementation of the living values-based contextual learning model in lecturing and (3) the effect of the living values-based contextual learning model on students' character improvement. **Approach:** This study used Research and Development design. The technique of data collection used observation, documentation, Focus Group Discussion and questionnaire. The analysis of qualitative data used data collection, data reduction, data presentation and conclusion stages. Meanwhile, quantitative data analysis used correlation and regression analysis. The subjects of study were 98 students of Civic Education Study Program, Indonesia University of Education of academic year 2011/2012. **Results:** The finding showed that: (1) the living values-based contextual learning model conceptually in lecturing was the integration of living values into material, method, media, learning source and lecturing evaluation conceptually; (2) the living values-based contextual learning model was implemented through value learning variation in contextual learning (problem-based learning, cooperative learning, project-based learning, service learning and work-based learning); (3) the implementation of the living values-based contextual learning model had an effect by 26% on the students' character development **Conclusion:** The living values-based contextual learning is an alternative of character education integration model in university learning process. This model can be applied in lecturing to develop the students' characters including religious, honest, tolerant, well-mannered, discipline, hard working, creative, independent, democratic, homeland love, respecting achievement, collaborating and responsible.

Key words: Values-based contextual learning, generation character, respecting achievement, application implication, Value Clarification Technique (VCT)

INTRODUCTION

Character building has been a main issue of education in Indonesia recently. University as higher education institution creating young generation of national leader has very strategic role in the process of young generation's character building. What kind of character education is offered by university? If we move on from the study finding of Best Practices from some Higher Institutions in Indonesia and Character Education Format in Schools, the character education method should be developed based on these characteristics: first, living values-based character education, which means that it is based on basic living values so it will be easier to be internalized and implemented; second, university culture-based character education because each university has its uniqueness in character building; and third, character education involves knowing the good, desiring the good/loving the good and acting the good aspects.

Those characteristics should be integrated in learning or lecturing activities as university core activity. It needs the development of the living values-based contextual learning model in lecturing activities, which are integrating the learned material and basic living values and stimulating the students to make correlation between the moral knowledge they have and its implementation in their lives as family member, society and citizen.

Therefore, Research and Development-based study should be developed in simple scale to result in the living values activity-based contextual learning model in lecturing, which is assumed to be able to develop effectively the students' character.

Based on the background of problem, generally the problem that will be studied is how the living values-based contextual learning model develops the students'

character. Specifically, such problem is specified into following questions:

- How is the living values-based contextual learning model in lecturing (material, method, media, source and evaluation)
- How is the implementation of the living values-based contextual learning model in lecturing (introduction, main activity and closing)
- How is the effect of the living values-based contextual learning model on the students' character development

MATERIAL AND METHODS

This study used Research and Development design by (Borg and Gall, 1989) that had been adapted and modified in its stages into four stages such as: (1) Introductory study; (2) conceptual model Arrangement; (3) conceptual model validation and revision and (4) model implementation.

This study was conducted in Civic Education Study Program of Indonesia University of Education. The subjects of this study were 98 students of Civic Education Study Program of academic year 2011/2012 who were taking Basic Concept of Indonesia Citizenship subject.

The data collection technique involved: (1) participatory observing/ observation; (2) documentary study; (3) focus group discussion; and (4) questionnaire. The instruments used are: observation guide, anecdote note and Focus Group Discussion guide for the development and implementation of the living values-based contextual learning model. The SSHA (Survey of Study Habits and Attitudes) Questionnaire Scale from Brown and Holtzman had been matched with Indonesia Cultural Environment to measure the living values-based contextual learning. Likert Scale, rating scale and test were used to measure the students' character.

The analysis of qualitative data was conducted through some stages such as: (1) conducting data reduction by summarizing field report, taking note of principal things relevant with the focus of study; (2) arranging systematically based on particular category and classification; (3) making data display in form of table or picture so that the correlation between one data to another was clear and integrated; (4) conducting cross site analysis by comparing and analyzing data in depth; (5) presenting the finding, making conclusion in form of general tendency and its application implication and recommendation for its development (Fraenkel, 1993). Quantitative analysis was done for data collected from questionnaire using correlation and regression statistic analysis and descriptive statistic by version 17 SPSS program.

RESULTS

Living values -based contextual learning model and its implementation: The development of lecturing material was done by integrating daily life values into lecturing material contextually as it can be seen in the following Fig. 1. The learning design was developed by integrating some contextual learning strategies including: (1) problem-based learning; (2) cooperative learning; (3) project-based learning; (4) service learning; and (5) work-based learning with living values-based learning, such as Value Clarification Technique (VCT) (VCT value analysis, VCT List and VCT Games).

The first meeting of lecture was filled with learning contract. In such contract, the shared-commitment was agreed and established to apply living values in Basic Concept of Indonesia Citizenship subject, not only presenting the aims, but also presenting the scope of material that would be learnt, learning strategies, some individual and group learning works and evaluation system. The students' commitment was built to customize the application of living values in lecturing such as keeping the classroom cleanliness and neatness, praying before studying, coming on time, doing the assignments well and not plagiarizing, not cheating on examination, being democratic and being able to cooperate and be tolerant.

The next meeting of each lecture was conducted through following activities:

Pre-activity was started with the students stating wise words or playing movie, pictures/ photographs which were rich of moral value messages to be analyzed in the classroom as motivating materials for the students to apply living values in their daily lives.

Main activity was filled with the implementation of various contextual learning such as (1) problem-based learning; (2) cooperative learning; (3) project-based learning such as through model variation of group investigation, controversial issues and field study and living values-based learning (such as through value clarification technique of value analysis, list and games)

Closing activity was filled with reflection of values contained in lecturing materials and how they are applied in daily activities in personal life context, society, nation and country. Besides that, reflection on the understanding of lecturing theory and learning process were also done.

Evaluation was not only in cognitive aspect through essay test, but also affective aspect through Value Clarification Technique (VCT). Value list contained value-content statements in form of matrix that should be selected and clarified by the students. The used VCT List was in form of Self-Evaluation List.

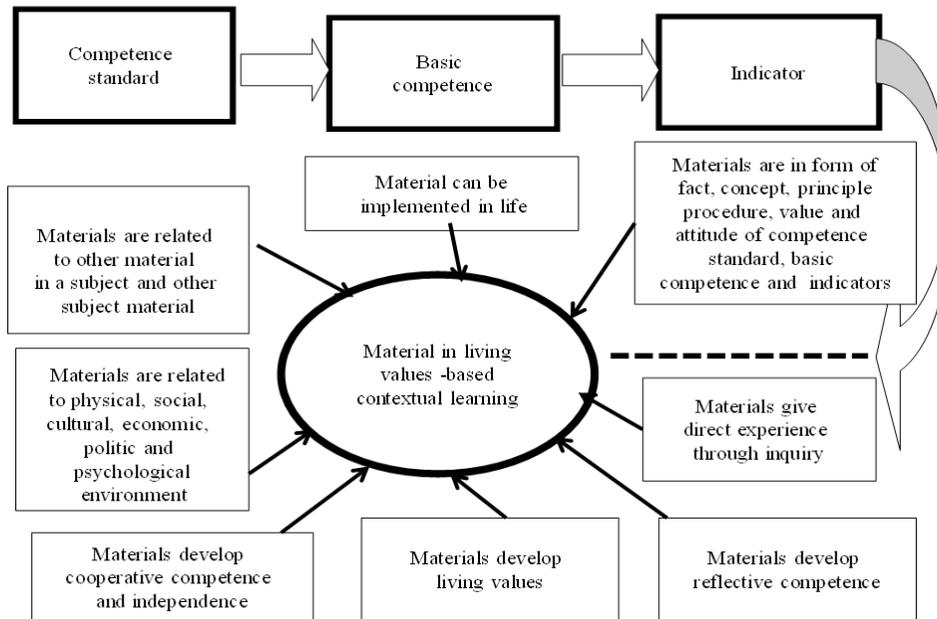


Fig. 1: Stage of material development analysis in contextual learning

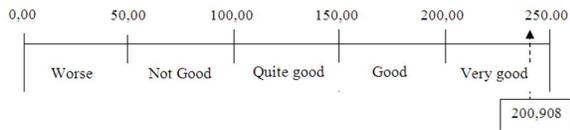


Fig. 2: Category C larification of Living Values-based Contextual Learning (X variable)

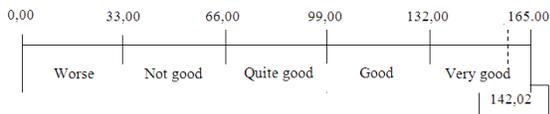


Fig. 3: Category Clarification of Students' Character Development (Y variable)

Description of living values-based contextual learning implementation and the students' character: Based on the descriptive statistic calculation to find out the description of living values-based contextual learning implementation variable (X Variable), the finding was gained as following here: Based on such clarification, it can be stated that X variable is included in "Very Good" category, thus living values-based contextual learning in Basic Concept of Indonesia Citizenship subject has been very good in the presented materials, media, learning source and result evaluation. Based on descriptive statistic calculation to find out the description of character

development variable (Y variable) by operating SPSS 17 program, the following result was gained:

Referring to above table, mean value gained for Y variable was 142.02. By doing category clarification of 5 options of 33 items, the following clarification was gained Fig. 2.

Based on such clarification, it can be stated that Y variable is included in 'Very Good' category so that it can show the students's higher character development.

The effect of living values activity-based contextual learning model implementation on the students' character development: Based on Correlation Testing result of living values activity-based contextual learning implementation variable (X) and the students' character development (Y), the following description is gained Fig. 3.

From above correlation table, it can be seen that Pearson Product Moment correlation $r = 0,512$ and P-value (Sig.) = 0,001. It is because P-Value (Sig.) = 0,001 is lower than $\alpha = 0,01$, so that it can be stated that significant linear correlation is 0,512 between living values activity-based contextual learning implementation and the students' character development. If it is interpreted by using Guilford's Emprirical Rule, the closeness of correlation is included in avarage category.

Based on regression testing, the following result is gained: Value R^2 (R Square) of Model Summary Table 1-5 presents that 26,2% ($0,262 \times 100\%$) of variance "Y variable" can be explained by the change in 'X' variable.

Table 1: The values developed in basic concept of indonesia citizenship subject material

Value	Description
Religious	Attitude and behavior which are discipline in performing the religious teaching they believe
Honest	Behaviour conducted to make them as a trusted people in words, action and work
Tolerant	Attitude and behavior respecting religious, racial, ethnical, opinion, attitude and action differences of others who are different from themselves.
Well-mannered	Attitude and behavior performing adherence to ethics prevailed in social environment.
Discipline	Action performing orderly behavior and adherence to particular rules.
Hard working	Behavior performing serious effort in solving various learning obstacles and tasks and completing the tasks well.
Creative	Thinking and doing something to result in new ways or things from the existing ones.
Independent	Attitude and behavior which are not easily dependent to others in completing the tasks.
Democratic	Thinking , behaving and acting ways assuming that their own right and obligation are equivalent with others.
Homeland Love	Thinking , behaving and acting ways presenting loyalty, care and high respect to national language, physical, social, cultural and economic environment and national politic.
Respecting achievement	Attitude and behavior encouraging them to create something that is useful for society, acknowledging and respecting others' achievement.
Collaborating	Action regarding the interest sense of communication, socialization and collaboration with others.
Responsible	Attitude and behavior to do their tasks and obligation that must be done for themselves, society, environment (natural, social and cultural), nation and the only God

Table 2: Descriptive statistic of X variable

	N	Minimum	Maximum	Mean	Std. deviation
X	98	134	243	200.90	21.692
Valid N (list wise)	98				

Table 3: Descriptive statistic of Y variable

	N	Minimum	Maximum	Mean	Std. deviation
Y	98	110	161	142.02	11.744
Valid N (list wise)	98				

Table 4: Correlation

		X	Y
X	Pearson Correlation	1.000	0.512**
	Sig. (2-tailed)		0.001
	N	98.000	98.000
Y	Pearson Correlation	0.512**	1.000
	Sig. (2-tailed)	0.001	
	N	98.000	98.000

Correlation is significant at the 0.01 level (2-tailed)

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. error of the estimate
1	0.512 ^a	0.262	0.244	10.428

a; Predictors: (Constant), X

Therefore, there is positive, significant effect of living values activity-based contextual learning implementation on the students' character development. The significance of effect is 26%, the rest of 74% is influenced by other factors that are not examined in this study.

DISCUSSION

Empirically, the study finding informs that living values-based contextual learning implementation has positive and significant effect on the students' character development. The significance of such effect is 26,2%.

Based on empiric finding showing positive and significant effect of living values-based contextual learning implementation and the students' character, the study finding gives the following information. First, living values-based contextual learning implementation in Basic Concept of Indonesia Citizenship learning gives significant effect on the students' character development. Second, to improve the students' character in Basic Concept of Indonesia Citizenship learning can be done through material, method, learning source, media and evaluation development of living values-based contextual learning. Third, this finding gives emphasis on character education theories that character values integration of learning in lecturing class is one of character education strategies that is efective to be developed.

By the more increased character of students influenced by above variable, each student should get character education through integration in each subject influenced by learning model started from material, model, media, learning source and learning evaluation. It is agreed with the opinion that character education is developed through integration in teaching and learning activity, school culture (daily life activities in educational unit), extracurricular activities and daily activities at home and society.

Thus, university has very important role for the students' character education. "Character Education" defines character in two sides: "first, character is innate condition and people cannot avoid it. Second, character is an individual's competence to be able to handle such conditions." By considering both sides, the character of an individual is not a static trait but it can change (dynamic). The freedom that people have enables character to develop become better thing and not contrarywise. Character is also related to habit or habit that is continuously practiced and done. Thus, character is not a product but it is a result of individual's attempt to handle particular condition. By realizing that character in one's self is dynamic and has important role for the future of one's self and social environment, educational attempts are needed in order to be able to develop one's character.

Learning at university should improve the learning methods in order to make the students smart and creative, know themselves, develop their personality and character independently (self concept). It is a concept

reinforcement oriented to values demand and belief in society in global era, which finally comes to moral value and belief application in national context. It means that Basic Concept of Indonesia Citizenship subject as character education at university should be able to reflect the reality in society influenced by global tendency "Technology and Communications".

The integration of character education in lecturing can be done through contextual learning model. Blanchard (2001) Berns and Erickson (2001) define that contextual learning is a teaching and learning concept that helps lecturers to correlate the taught materials and the students' real situation and encourage the students to make correlation between the knowledge they have and its application in their lives as family member, society and citizen. Therefore, contextual learning enables the students to correlate the material content and daily life context to find the meaning (Johnson, 2002) wherein in its development, character should be implanted in individuals or students, moreover if the students did not get any character education at home (Benninga, 1991). It is agreed with contextual learning model characteristic by Blanchard (2001) including: (1) relies on spatial memory, (2) typically integrated multiple subjects, (3) value of information is based on individual need; (4) relates information with prior knowledge and (5) authentic assessment through practical application or solving of realistic problem. Meanwhile, Berns and Erickson (2001) put forward: (a) interdisciplinary learning; b) problem-based learning; and (c) external contexts for learning. In detail, Johnson (2002) identified eight components such as: (a) making meaningful connections; (b) doing significant work; (c) self-regulated learning; (d) collaborating; (e) critical and creative thinking; (f) nurturing the individual; (g) reaching high standards; and (h) using authentic assessment. Souders (1999) focused on REACT (Relating: Learning in life experience context; Experiencing: Learning in inquiry and discovery context; Applying: Learning when knowledge is introduced in its use context; Cooperating: Learning through interpersonal communication and mutual-sharing context; and Transferring: Learning to use knowledge in a new context or situation. According to Bern and Erickson (2001), contextual learning can be implemented through five approaches: (1) problem-based learning; (2) cooperative learning; (3) project-based learning; (4) service learning; and (5) work-based learning.

The new concept and paradigm of civic education in the 21st century need conceptualization of multidimensional citizen involving four dimensions such as personal, social, temporal and spatial so it involves the students in society to get citizenship experience. In developing classroom learning and

curriculum, teachers or lecturers should understand that the citizens' virtues and intellectual skill and participation are not separated from their knowledge (a body of knowledge). Thus, by civic education, the students can discover civic knowledge, civic disposition and civic skills applied in daily life. It is in line with living values activity-based contextual learning model in which its learning includes four dimensions; personal, social, temporal and spatial so it involves the students to get citizenship experience and various universal habits in society providing the basis of good and harmonious relation between us and other around us. They are habits difficult to be found in recent times and in the future, wedged in individualistic, hedonistic and materialistic traits of modern people; forgetting that they are social being, having good attitude and manner.

The importance of relating it to all students' education experience in civic education learning, based on the opinion of Kerr (1999) about the need of developing Education for Citizenship emphasized on the process "...equipping students with a set of tools (knowledge and understanding, skills and attitudes, values and dispositions) which enables them to participate actively and sensibly in the roles and responsibilities they encounter in their adult lives". This approach relates "citizenship education" to "the whole education experience of students". The development of civic knowledge, skill and attitude is integrated in a complex system, including parents, peers, civic organization and mass media, meanwhile school has an important role.

Civic Education should create good citizens. Thus, character education is a part of civic education that makes good citizens having good habits presented or performed in their daily lives. It is in line with the concept of living values activity in learning model in which Living Values Education is one of learning model development of character education emphasizing on pleasant learning principle. Moreover, there are various value activities in Living Values Education as quoted by Tillman and Colomina (2001) that can be classified into: (1) Reflection Point; (2) Imagining; (3) Relaxation/ Concentration Practice; (4) Artistic Expression; (5) Self-Development Activities; (6) Social Skill (7) Value Awareness and Social Justice; (8) Developing skill for Social Unity; and (9) Including values in existing curriculum.

Moreover, character education according to Lickona (1992) is education to "shape" one's personality through manner education, which its result can be seen in real action, such as good behavior, honest, responsible, respectful, hard working and so forth. Character education is an intentional attempt to help understanding, caring and acting firmly based on ethics values. The last components of characters

consist of moral knowing, moral feeling and moral behavior. The components of each character are first, moral knowing contains six aspects such as moral awareness that is one's willingness to accept cleverly a thing that should be done. Knowing moral values includes various moral values such as respecting human right, freedom, responsibility to other, honesty, justice, tolerance, well-manner, self-discipline, integrity, modesty, patience and bravery. The role playing of other by an individual (perspective taking) is a competence to use other's perspective in viewing something.

The character development using living values activity-based contextual learning model in Basic Concept of Indonesia Citizenship subject is a variety of experience activity and practical methodology for lecturers and facilitators to help children and teenagers exploring and developing personal and social basic values, such as peace, respect, love, responsibility, happiness, collaboration, modesty, tolerance, simplicity, freedom and unity (Tillman and Belgrave, 2001).

CONCLUSION

Living values-based contextual learning model in lecturing is the integration of living values into material, method, media, learning source and lecturing evaluation contextually. The living values developed in lecturing include religious, honest, tolerant, well-mannered, discipline, hard working, creative, independent, democratic, homeland love, respecting achievement, collaborating and responsible. The implementation of living values-based contextual learning model is done by integrating contextual learning strategies (problem-based learning, cooperative learning, project-based learning, service learning and work-based learning) and living values learning in introductory, main and closing activities (value reflection). Living values-based contextual learning model is applied in lecturing to develop the students' character in personal, social and national lives. The developed character components are moral knowing, moral feeling and moral behavior so that the students not only know the living values but also internalize and customize them in their daily lives in campus, extracurricular activities, family and society.

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