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**“ EDUCATION TRANSFORMATION  
TOWARD EXCELLENT QUALIT  
BASED ON ASEAN COMMUNITY  
CHARACTERISTICS”**

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**Islamic State University Sunan Kalijaga  
Faculty of Tarbiya and Teacher Training**

STATE ISLAMIC UNIVERSITY  
**SUNAN KALIJAGA**  
YOGYAKARTA

**LENERA**  
KREASINDO



Fakultas Ilmu Tarbiyah  
dan Keguruan  
UIN Sunan Kalijaga

**“EDUCATION TRANSFORMATION TOWARD  
EXCELLENT QUALITY BASED ON ASEAN COMMUNITY  
CHARACTERISTICS”**

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## PREFACE

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**T**he main theme of the international seminar conducted by *Faculty of Tarbiyah and Teaching State Islamic University Sunan Kalijaga* Yogyakarta, Indonesia, is '*Education Transformation Toward Excellent Quality Based on ASEAN Community Characteristics*'. The background of the seminar is the lags of education quality in almost ASEAN countries in comparison with the universities in developed countries. The discussion will be focused on the way how to transform the education model in ASEAN toward excellent quality based on local wisdom. To elaborate the main theme, the organiser of seminar created three sub-themes: 1) globalizing education values based on ASEAN community Characteristics, 2) transforming education toward new paradigm, and 3) building religious next generation. The first theme is to offer the participants to write how to promote the quality of education to global level based on local culture. The second theme is to ask education experts to elaborate the new paradigm in the context of transforming education practise. The third is to give the opportunity to everyone of educator to present his research or experiences in promoting the education model.

Proudly, the organizer of the seminar presents the outstanding speakers from various universities of ASEAN, namely: Faculty of Education University of Malaya (UM), University of Dato Hussein Onn Malaya (UTHM), Faculty of Education University of Brunei Darussalam, Faculty of Education Thaksin University Thailand, and last but not least from UIN Sunan Kalijaga Yogyakarta, Indonesia.

Rosmawijah Jawawi, from the Sultan Hassanal Bolkiah Institut of Education (SHBIE) at University of Brunei Darussalam wrote the transformation of teacher education in University of Brunei Darussalam. The title is '*Teacher Education in Brunei Darussalam: Transforming tomorrow's Generation through Teacher Education today*'. She mentioned in her paper that since 2009, the Sultan Hassanal Bolkiah Institute of Education (SHBIE) at Universiti Brunei Darussalam has transformed into a graduate school of education. The Institute of Education which previously offered undergraduate programmes, has undergone a complete overhaul over the past couple of years to focus more on graduate programmes in research and evidence-based practices. SHBIE as a graduate school offers innovative graduate programmes which include Master of Teaching (MTeach), Master of Education (Med) and Doctorate of Philosophy (PhD). Part of the rationale behind this transformation, as in other countries, was a desire to enhance the professional status of teachers in the nation by (i) having a policy that all teachers should in the long-term be qualified to masters level and (ii) ensuring that the education teachers receive provides them not only with basic teaching strategies, but also with the skills to engage in on-going, evidence-based improvements in their teaching throughout their career. This paper will discuss the transformation of SHBIE in the pursuit of better teacher quality that aims to upgrade the teaching profession in Brunei Darussalam.

The challenge for Brunei is that with a small population, Brunei is heavily dependent on a non-renewable resource for growth and stability. Education, therefore plays a critical role in equipping the country with the human resource needs to support its economic diversification agenda and enhanced well-being of people. The needs for economic diversification has made it imperative for the Ministry of Education to take on reformation and restructuring efforts with respect to education policy, structure, curriculum, assessment and qualifications, and professional development in support of the nation's drives to achieve Brunei Vision 2035 (Wawasan Brunei 2035). In realising

this, SHBI transformed itself into a graduate school of education in 2009 with to produce educators as high quality professionals with integrity and core values.

In relation to Rosmawijah Jawawi's paper, Sittichai Wichaidit from Thaksin University wrote the specific transformation in the classroom under the title '*Science Teaching for the 21<sup>st</sup> Century: Transforming Classrooms for The Next Generation Learners*'. His conclusion is that educational policy concerns regarding to how science teachers can support students to develop skills needed to be effective citizens in the 21<sup>st</sup> century. Several skills are considered as the learning objectives of science teaching including critical thinking and problem solving, creativity, collaboration, and communication. People living in this century are expected to master those skills for success in today's world. Yet, it is not clear how to change classrooms from passive learning to be more active and how to provide the context for students to develop those essential skills. The instructional strategy for developing the 21<sup>st</sup> century skills is proposed in this article. It is developed from the current understandings of how students learn and how scientific inquiry can be organized in science lessons. The strategy was implemented in the learning activities which were parts of the science camp for Thai high school students to develop 21<sup>st</sup> century skills. After participating in the activities, most students agreed that the activities provided opportunity for them to practice critical thinking and problem solving, creativity, collaboration, and communication. The example of learning activities is presented and there is also the implications of this strategy for science teachers.

The paper elaborated the transformation of education in more specific than before is what was written by Hafsyah Siti Zahara, et all, Departement of Chemistry Education, Faculty of Science and Technology, Islamic State University (UIN) Sunan Kalijaga Yogyakarta '*The effectiveness of Jikustik Learning Model in Student's activity and learning achievement*' According to the wilters, that based on the data analysis, it can be concluded:

1. There is a difference in students' activity between the experimental class and control class, then it can be said that *Jikustik* learning model affects the students' activity.
2. There is no difference in student achievement between the experimental class and control class, so that *Jikustik* learning model has no effect on student achievement.

Based on the results, it can be expected to put forward some suggestions that can be applied in the development of science and education policy. Researchers advise as follows:

1. In order to enhance the activity and student achievement, especially chemistry, teachers as educators need to implement active learning model that can stimulate students to be able to increase its activity during learning, so understanding and knowledge gained can retain for longer time.
2. The mixed-model sometimes needs to be done in order to complement each other. By using the mixed-model, students competencies can be emerge.

Hopefully, this seminar would play the role in attaining the goal of transforming education toward excellent quality in ASEAN through the university. The university can support or add on to the state education development program, enhancing the quality of education, building linkages in education system, ensuring access to education, building bridge with development program as well.

Yogyakarta, November 2014

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**THE IMPLEMENTATION OF INTEGRATED  
CHARACTER BUILDING ON SCIENCE LEARNING  
IN ISLAMIC PRIMARY SCHOOL  
(MADRASAH IBTIDAIYAH)  
OF YOGYAKARTA SPECIAL REGION PROVINCE**

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**ABSTRACT**

This research has two main objectives. It is to find out supporting and inhibiting factors faced by teacher to implement of integrated character building on science learning in Primary School (*Madrasah Ibtidaiyah*) of Yogyakarta Special Region Province.

It is a survey research conducted on several Islamic schools (*madrasah*) in Yogyakarta Special Region Province. Sample selection is carried out by stratified purposive sampling technique based on area coverage of 4 regencies (Bantul, Sleman, Kulon Progo and Gunung Kidul) and Yogyakarta city. While the data collection technique used is observation, questionnaire and in-depth interview. The observation is conducted by observation sheet about school condition

towards implementation of character educational. And then the questionnaire is completed by questionnaire sheet which is closed questions list to school principal / headmaster, teachers, and students about socialization, implementation and obstacles faced by Islamic school (*madrasah*) related to implementation of character educational.

The supporting factors of primary Islamic school (*Madrasah Ibtidaiyah*) in Yogyakarta Special Region Province concerning implementation of integrated character building on science learning is medium and infrastructure, parents / societies, RPP syllabus and teacher's skill. While the inhibiting factors faced by teachers of primary Islamic school (*Madrasah Ibtidaiyah*) in Yogyakarta Special Region Province related to implementation of integrated character building on science learning is parents/ societies, learners / students, visual aids, material and teacher's skill.

**Keywords** : implementation of character building, science learning.

## A. INTRODUCTION

**T**oday, character building is considered as one strategic solution to overcoming matters about national morality. Moral crisis is result in so many imbalances in the societies which it will make them in unhappy condition for sure (Anis Matta, 2003). Therefore, the appropriate solution for this issue is only one; it is back to take on Allah's way, back to Islamic path. "And whomever following My-directions, surely there is no anxiousness over them and they are not in heart's sadness." (QS. Al-Baqoroh : 38). It is consistent with The Constitution 1945 mandate on article 31 clause (1) which it is stated that each citizen is have right to obtain education, and clause (3) which is confirmed that Government have to attempt and carry out one national educational system that improving faithfulness and pieties

as well as great moral in order to create intelligent nation life regulated on Acts. It implies that, in essence, education is aimed to build student's character. In order to achieve it, it is not an easy effort. Of course, it is not only teacher's responsibility as learning activities executor, but it also needs support of stakeholders and parents. Educational Unit Level Curriculum (KTSP) is remaining heavy learning burden in high enough, even though the expected achievement is skill/competence mastering includes competence related to character/values.

Some following hadiths indicated that how important our schools pay attention on moral building matters on their learners. "*Innama bu'itstu liutamima makaarimal akhlaaq*". In truth, I am delegated only for improving human moral (HR Malik). "Each child is born on pure condition and their parents hold responsibility to create them as Jewish, Christian, or Majusi." School is a strategic place, even the main place after family to build student's moral/character. Even, each school should position moral/character quality as one of *Quality Assurance* which must be owned by its each alumnus. Of course, we expect that educated children in our school will be Allah's servants who in faithful condition as our government stated on Article 3 Acts No 20/2003, that "national education is aimed to develop student's potential, thus they will be faithful and pious human to The Holy One Lord, have great moral, healthy, knowledgeable, skillful, creative, self-regulated, and as democratic citizenship and responsible person". According to following hadiths, it is stated that "The faithful person who has the most perfect faithfulness is person who has the greatest moral among them." (HR Tirmidzi from Abu Hurairah). If good moral makes someone have perfect faithfulness, thus there is no reason for our school to make building efforts of moral/character in second place than pursuit of technology's sophisticated. Even, be confident, if our students have good moral/character, by God-willing, they will be easier to be encouraged for pursuit of other achievement.

This research is focused on implementation of character education in *Madrasah Ibtidaiyah* of Yogyakarta Special Region Province. The

results will be used as proposal material for related stakeholders in order to overcoming difficulties on implementation of character education in *madrasah* and to analyze PTAI role towards current issues in education world as well.

Based on description above, it is formulated as follows: what the supporting and inhibiting factors faced by *Madrasah Ibtidaiyah* in Yogyakarta Special Region Province related to implementation of integrated character building on science learning.

## B. RESEARCH METHOD

Based on data source, this research type is qualitative descriptive field research with qualitative method. It is conducted on several Islamic schools (*madrasah*) in Yogyakarta Special Region Province which is consists of four MIs in Bantul Regency, three MIs in Sleman Regency, three MIs in Kulon Progo Regency, three MIs in Gunungkidul Regency and one MI in Yogyakarta city.

This research subject is science teacher of MI in Yogyakarta Special Region Province and documents and archives in MI which supports main data source. And the research object is implementation of integrated character building on science learning in Islamic Primary School (*Madrasah Ibtidaiyah*) of Yogyakarta Special Region Province.

The required data is collected from following methods:

### 1. Observation

Observation in this research is aimed to obtain data about science learning condition with integration of character education implemented by the teacher. The observation method is also used to find out school facilities and infrastructure, environment, cultural and integration process conducted in MI.

### 2. Interview

Interview is carried out by quasi-structured interview which the researcher is conduct interview in consistent with interview guideline. Its objective is to interview science teacher in order to

obtain data about integration of character values implemented by them.

### 3. Documentation

The documentation type used is learning activities photos and other important documents that support this research. Documentation method is also used to collect documenter data, such as integration implementation of character education on science lesson includes learning syllabus, RPP and learning documentation related to integration process of character education on learning or integration process of character education in school environment and cultures.

### 4. Questionnaire

This research questionnaire type is closed-question. It is used to find out integration process of character education on science learning.

## C. RESEARCH RESULT AND DISCUSSION

In order to see how to implement Character Building integrated in science learning at Islamic Primary School (Madrasah Ibtidaiyah) of Yogyakarta Special Region Province, one of them was by giving closed questionnaire to science teacher consisting 6 aspects. While the finding result in the field for each aspect were:

*Table 1 : Policy and Administration Support towards Character Education Implementation in the Learning at MI*

No	Statement	Yes		No	
		$\Sigma$	%	$\Sigma$	%
1	Having visson and mission on character education.	14	100	0	0
2	Performing continous socialization to parents who emphasize that children's character education should be developed at home or madrasah.	14	100	0	0

3	Having significant data or document on character education at madrasah. .	11	78.58	3	21.42
4	Presenting particularly that madrasah management and teachers understand character education significance.	14	100	0	0
5	Having obstacle list data experienced by madrasah for the development and learning of character education on children and how to overcome it. .	7	50	7	50
6	Having relationship with the society and giving opportunity to exchange ideas or knowledge with the society for the creation of positive change in implementing character education.	13	92.86	1	7.14

*Table 2 : The Enviromental Condition of Islamic Primary School (Madrasah) in Supporting Character Education*

No	Statement	Yes		No	
		Σ	%	Σ	%
1	Having facility that fullfills learners' necessities to develop character education such as ablution and mosque	14	100	0	0
2	Having clean, healthy and opened environment.	14	100	0	0
3	Having honesty cafetaria.	4	28.57	10	71.43

*Table 3 : Teacher's Knowledge on Character Education Implementation*

No	Statement	Yes		No	
		Σ	%	Σ	%
1	Able to explain the meaning of character education and implement character education learning at madrasah.	14	100	0	0
2	Knowing how to make planning that has character education knowledge.	13	92.86	1	7.14
3	Being involved in the making of learning set that has character education knowledge.	11	78.58	3	21.42

4	Being involved in the making of syllabus and Lesson Plan (RPP) that has character education knowledge.	13	92.86	1	7.14
5	Able to explain components in the character education.	13	92.86	1	7.14
6	Recognizing how to make syllabus and Lesson Plan that has character education knowledge	13	92.86	1	7.14
7	Teacher has assessment instruments to asses knowledge, skill, and attitude of learners and does not only rely on test result.	14	100	0	0
8	Having teaching material that helps character education learning.	14	100	0	0
9	Knowing the procedures of character education learning implementation.	13	92.86	1	7.14
10	Knowing value aspects in the character education.	13	92.86	1	7.14
11	Knowing the learning objective of character education.	14	100	0	0

*Table 4 : The improvement of Teacher's Competence in Implementing Character Education*

No	Statement	Yes		No	
		Σ	%	Σ	%
1	Actively attending training on character education learning.	8	57.14	6	42.86
2	Giving explanation to other teachers, parents, and society members on character education learning development.	13	92.86	1	7.14
3	Developing knowledge in understanding lesson content and integrating it into character values.	14	100	0	0
4	Improving teacher's knowledge ability to develop the material.	13	92.86	1	7.14
5	Having work room so that they are able to prepare lesson material and exchange knowledge on character education learning.	13	92.86	1	7.14

6	Implementing seminar or debriefing towards the implementation of character education learning.	5	35.71	9	64.29
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*Table 5 : Curriculum Content utilized by Islamic Primary School (Madrasah)*

No	Statement	Yes		No	
		Σ	%	Σ	%
1	Curriculum content contains of daily experience of all learners at Islamic Primary School (Madrasah) by embedding character values at Primary School	14	100	0	0
2	Curriculum integrates reading, writing, calculating and life expertise of all lessons and character values.	14	100	0	0
3	Curriculum develops attitudes such as respecting, honouring others, tolerance and knowledge on all character value that should be reached.	14	100	0	0

*Table 6 : Support of Society on Character Education Implementation*

No	Statement	Yes		No	
		Σ	%	Σ	%
1	Parents and society know and are ready to help the implementation of character education learning in livelihood environment.	13	92.86	1	7.14
2	Society helps islamic primary school (madrasah) to give counseling to all children to grow character value in daily life.	11	78.58	3	21.42
3	Parents cooperate with Islamic Primary School to asser character education on learners.	13	92.86	1	7.14

The interview was conducted after the researcher received questionnaire result that had been filled by previous teachers. The interview was done to make cross check with questionnaire content. The following is the interview result done by the researcher.

- a. What are supporting factors of the implementation of character education integration in Science learning?

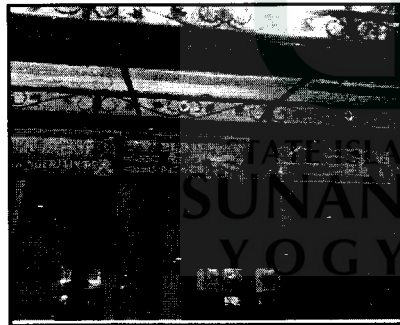
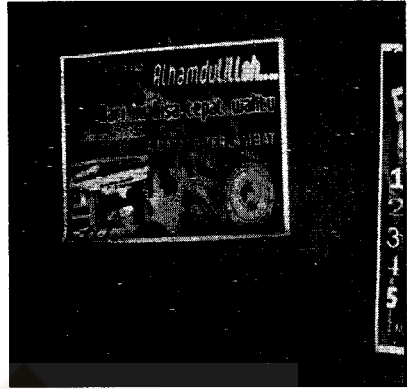
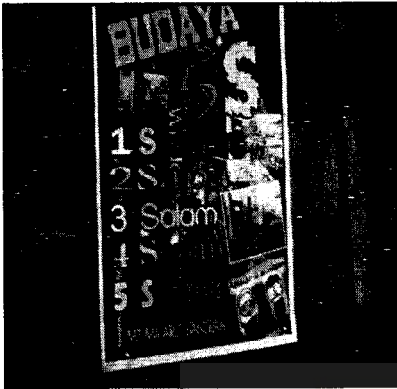


RESPONDENT	ANSWER
MIN Pajangan	Facilities and Infrastructure of MIN Pajangan.
MI Giriloyo	Parents and society
MIN Kebonagung	Support and assumption of Society. Graduates of MI Kebonagung are viewed more superior by the society than other public school graduates so that it becomes a trigger of school community to develop good character building.it is not only to shape smart but also sholeh student.
MIN Jejeran	Since children are accustomed with fairy tale or story, so fairy tale can be fulfilled with character education aspect. Technology available at MIN Jejeran helps in the development of character education.
MI Ma'arif Sendang	Factor that support facility and infrastrucatur, lesson plan (RPP), Syllabus etc.
MIN Ngestiharjo	Factors that support the implementation of integration is the availability of sufficient facility and infrastructure.
MI Ma'arif Bojong	Lesson Plan Supporting Factor
MIN Ngawen	Lingkungan, jika membutuhkan alat peraga yang bisa dibuat sendiri maka guru akan membuat sendiri.
MI Yappi Natah	The students are enthusiastic because it is about nature, most of them do not need to read book. The teacher is also able to use the provided technology, such as Internet. Teacher's creativity that has been initiative to make properties to help learning process..
MI Muhammadiyah Pengkol	Properties.Media is learning support factor
MI Wahid Hasyim	Related material. The learning media, teacher's skill, and properties.
MIN 2 YK	Related material, competent teacher, students' curiosity.
MI Ma'arif Candran	Students and teachers are moslems, cooperation with foundation and school commitee.
MI Ma'arif Gerjen	The supporting factors are learning media such as image, for example mountain image.

- b. What are factors hamper the implementation of character education in Science learning?

RESPONDENTS	ANSWER
MIN Pajangan	Support from parents, because parents more focus on work, so the intensity of communication between parents and children are less.
MI Giriloyo	Students' development and the lack of information given to parents.
MIN Kebonagung	students are too cool or ignore all activities given by teacher. The lack of attention from parents Students' character that has been shaped since they're at home.
MIN Jejeran	Permissive parents, sometimes they ask students to bring cellphone secretly.
MI Ma'arif Sendang	The obstacle factors come from outside the school, such as students' parents and society
MIN Ngestiharjo	The factor hamepred are the student themselves to spent time to do counseling
MI Ma'arif Bojong	Facility and instructure and supporting books
MIN Ngawen	Inadequate properties
MI Yappi Natah	Do not have many properties. Sometimes they make their own property, such as grade vi that is leearn about spring will use their handmade slingshot.
MI Muhammadiyah Pengkol	Inadequate properties.
MI Wahid Hasyim	Based on my experience, hyperactive children will very influence because they hamper learning in the class.
MIN 2 YK	In my opinion, it does not many obstacles, h owever the material scope is too broad.
MI Ma'arif Candran	Expensive tuition, the students' parents' background is from middle-lower family
MI Ma'arif Gerjen	The obstacle factors are teachers have not understood character education.

The researcher also conducted direct observation on matters which supported character education integration process in school environment such as the availaibility of dust bin, clock, slograns on character that are readable by learners and school rules were adhered on strategic spots to support character education implementation.



#### D. CONCLUSION

Factors that supported Madrasah Ibtidaiyah in Special Region of Yogyakarta in implementing integrated character building in science learning were infrastructure, parents/society, Syllabus- RPP and teacher competence, while obstacles faced by teachers of Madrasah Ibtidaiyah in Special Region of Yogyakarta in implementing integrated Character

building in science learning were: parents/society, learners, properties, material and teacher's competence.

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