



Proceedings

Workshop on Quality of Education 2012

7 March 2012

University of Malaya

Editors:

Abd Razak Zakaria

Norsafatul Aznin A. Razak

Nurhasbuna Saleh

Norfaezah Md. Khalid

Mohd Khairul Azman Md. Daud

Muhammad Asra



**UNIVERSITY
OF MALAYA**
The Leader in Research & Innovation



PROCEEDINGS

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Organised by

Faculty of Education, University of Malaya
Persatuan Pelajar Indonesia, University of Malaya

In collaboration with

Universitas Islam Negeri Sunan Kalijaga Jogjakarta Indonesia
Universitas Pendidikan Indonesia Bandung

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

PREFACE

This workshop is held on March 7, 2012 at Faculty of Education, University of Malaya, Malaysia. The theme of this seminar is Quality of Education. The main objective of this workshop is to provide exposure to the latest educational developments towards quality of education, identify current issues to achieve quality of education, exposure related to new innovations in research and publications in order to achieve quality of education and establishing academic networks between regional educational institutions of South-East Asia.

The workshop is organized into two major sessions; the main session and parallel sessions. The main session is filled with two expert speakers, from Malaysia (Prof. Dr, Saedah Siraj, UM), as well as from Indonesia (Prof. Dr. Musa Asy'ari).

The committee received about 40 papers which are divided into three parallel sessions in accordance with sub-themes. This is done in such way so that graduate students have opportunity to share their information about research in their field in the international workshop and seminar.

Editors :

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THE WORKSHOP

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: En. Najmul Fajri Usman
: En. Bintang Pamungkas

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: Cik Noor Arhanani Hasan
: En. Rizki Malano
: Cik Fitriani

Papers and proceeding

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: En. Mohd Khairul Azman Md Daud
: En. Muhammad Asra
: Cik Fatiha Senom
: En. Asrul Aziz

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	:	En. Saiful Taqiuddin Ishak
	:	En. Parlindungan Simbolon
	:	En. Mohd Rafi Bin Bakri
	:	En. Jamaluddin Syakirin



Programme Tentative

8.00am - 9.00am	Pendaftaran
8.30am - 9.30am	Ceramah <i>Yg. Berbahagia Dr. Mohd Awang bin Idris</i>
9.30am - 10.00am	Perasmian <i>Yg. Berbahagia Prof. Dr. Saedah Siraj</i>
10.00 am - 10.30 am	Keynote 1 <i>Yg. Berbahagia Prof. Dr. Musa Asy'ari</i>
10.30am - 10.45am	Minum Pagi
10.45am - 11.15am	Keynote 2 <i>Yg. Berbahagia Prof. Dr. Saedah Siraj</i>
11.15am - 1.00pm	Sesi Selari 1
1.00pm - 2.00pm	Makan Tengah hari
2.00pm - 3.30pm	Sesi Selari 2
3.30pm - 5.00pm	Sesi Selari 3
5.00pm - 5.30pm	Minum Petang & Bersurai

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PENGEMBANGAN MODEL PENILAIAN PORTOFOLIO BERBASIS TEKNOLOGI INFORMASI UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS DAN KREATIF SISWA SMP DI JAWA BARAT

Drs. Zainal Arifin, M.Pd

Abstract

The main problem of this research is how the form of portfolio assessment model based on information technology to improve students' critical and creative thinking on ICT subjects in junior high school in West Java. This study used methods of research and development which takes two years. The second year doing empirical studies, conceptual and theoretical studies. The main subject of this research is the teacher. While the instrument used is the test that had been developed by teachers in the lesson plan. Teacher-made tests are used with the assumption that ICT teachers have previously been given training on the preparation of portfolio assessment in the lesson plan.

The results obtained in this second year is (1) there is a significant difference between the average pretest scores with posttest scores average in the use of information technology-based portfolio assessment at 95% confidence level, both in 2 Junior High School, 4 Junior High School, and 49 Junior High School, (2) there are significant differences between the average gains in both categories of schools with an average gain in the school category and less in information technology-based portfolio assessment at 95% confidence level, and (3) excess portfolio assessment, among others: to give a complete proof, can be adapted to the learning program, a long-term records of student progress. While the shortcomings, among others: depending on the student's ability to deliver a written description, requires a lot of time from the teacher to do scoring, and require adequate facilities and infrastructure.

The conclusion is (1) the effectiveness of portfolio assessment based on information technology is influenced by variations in student ability, (2) the effectiveness of portfolio assessment based on information technology is influenced by variations in school quality, (3) no assessment model which is considered the most powerful way to assess all student learning outcomes, because each model has its own advantages and disadvantages.

Keywords : Portfolio, Technology, Critical and Creative

A. Pendahuluan

Perubahan kurikulum dari kurikulum berbasis isi (*content based curriculum*) ke kurikulum berbasis kompetensi (*competency based curriculum*) yang kemudian disempurnakan dalam bentuk Kurikulum Tingkat Satuan Pendidikan merupakan salah satu upaya pemerintah, dalam hal ini Departemen Pendidikan Nasional untuk meningkatkan kualitas pendidikan di Indonesia. Konsekuensi logis dari perubahan kurikulum tersebut adalah terjadinya pergeseran paradigma penilaian, dari penilaian berorientasi kognitif ke penilaian berorientasi pada seluruh ranah, yaitu kognitif, afektif, dan psikomotor. Pergeseran juga terjadi dari penilaian pendekatan norma (*norm*) ke penilaian pendekatan patokan (*criterion*). Penilaian ini disebut dengan penilaian berbasis kelas (*classroom based assessment*) dengan salah satu modelnya adalah penilaian portofolio (*portfolio assessment*).

Sejak digulirkannya kurikulum 2004 hingga sekarang masih banyak guru-guru yang belum memahami penilaian portofolio dengan baik. Zainal Arifin (2011 : 201)

dalam salah satu kesimpulan penelitiannya mengemukakan “konsep guru tentang evaluasi pada dasarnya merupakan manifestasi dari kebiasaan dan pengalaman praktiknya selama ini, yaitu memberikan nilai (angka) dalam pelajaran...”. Konsep yang dimaksud hanya menyentuh dimensi produk dari kegiatan evaluasi itu sendiri, belum masuk ke dalam suatu dimensi proses yang sistematis dan kontinu serta sebagai *feed-back* terhadap sistem pembelajaran. Sementara itu, Lely Halimah, dkk. (2007 : 47) menyimpulkan hasil penelitiannya bahwa “...pada umumnya guru baru mengenal, tetapi belum sampai memahami dengan baik. Hal ini tampak pula dalam aplikasinya dilihat dari dokumen silabus yang dibuat oleh guru, pada umumnya belum merancang penilaian secara komprehensif, baik berkaitan dengan bentuk dan ragam penilaian, serta kriteria penilaian yang digunakan”.

Beberapa hasil penelitian menunjukkan bahwa hasil belajar siswa secara nasional masih relatif rendah. Salah satu faktor penyebabnya adalah sistem penilaian yang digunakan guru masih dianggap tidak sesuai dengan prinsip-prinsip pengembangan kurikulum dan penilaian itu sendiri. Oleh sebab itu, pemerintah mengembangkan konsep penilaian portofolio dengan harapan dapat menggambarkan perkembangan hasil belajar siswa secara komprehensif dan utuh berdasarkan bukti-bukti otentik.

Menyinggung tentang teknologi informasi, pada umumnya hanya dimanfaatkan guru dalam proses pembelajaran. Itupun terbatas dalam mata pelajaran tertentu. Guru masih jarang menggunakan teknologi informasi dalam kegiatan penilaian (*assessment*). Padahal, banyak aspek kegiatan penilaian yang dapat dilakukan dengan bantuan teknologi informasi. Penelitian ini akan mencoba menggunakan teknologi informasi dalam kegiatan penilaian portofolio. Hal ini dilakukan atas beberapa pertimbangan sebagai berikut :

Pertama, hampir di setiap sekolah (SMP) sudah tersedia perangkat komputer, sehingga memungkinkan guru dan siswa melakukan interaksi melalui komputer (*hardware dan software*). *Kedua*, melalui perangkat komputer, guru dan siswa dapat melakukan kegiatan penilaian portofolio secara mandiri pada waktu dan tempat yang tidak terbatas serta bersifat informal. *Ketiga*, materi dan bentuk penilaian portofolio dapat dikemas dalam *software* tertentu, sehingga memudahkan guru dan siswa untuk melakukan kegiatan penilaian. *Keempat*, sistem penilaian portofolio berbasis teknologi informasi lebih mudah dan murah untuk diproduksi sesuai dengan kebutuhan. *Kelima*, mengajak guru dan siswa untuk lebih akrab dengan teknologi informasi serta memanfaatkannya secara optimal. *Keenam*, memberikan variasi penilaian kepada guru dan siswa, sehingga tidak terjebak dengan rutinitas sistem penilaian yang konvensional.

Dalam penelitian ini membutuhkan kolaborasi antara pakar teknologi informasi dengan pakar evaluasi untuk mengembangkan suatu model penilaian portofolio berbasis teknologi informasi.

Permasalahan yang mendasar adalah masih banyak guru SMP di Jawa Barat yang kurang memahami konsep, prinsip dan prosedur penilaian portofolio, bahkan survey awal membuktikan bahwa guru hanya “mengetahui” istilah penilaian portofolio dan belum memahami bagaimana implementasinya. Ada dugaan, bahwa (1) proses sosialisasi sistem penilaian dalam Kurikulum 2004 masih belum menyentuh seluruh guru SMP, (2) materi sosialisasi kurikulum hanya memaparkan “kulit luar”nya saja, belum masuk dalam substansi materi yang sesungguhnya, (3) konsep, prinsip dan prosedur penilaian portofolio berikut dengan contoh formatnya relatif belum banyak disampaikan. Hasil penelitian ini diharapkan dapat menjawab permasalahan dan membuktikan ketiga dugaan tersebut, karena hasil penelitian ini akan disebarluaskan kepada guru-guru SMP di Jawa Barat melalui pelatihan dan penggantian materi dalam berbagai bentuk *software*.

B. Rumusan Masalah

1. Bagaimana keefektifan model penilaian portofolio berbasis teknologi informasi untuk meningkatkan kemampuan berpikir kritis dan kreatif siswa dalam mata pelajaran TIK di SMP Jawa Barat, dilihat dari variasi kemampuan siswa ?
2. Bagaimana keefektifan model penilaian portofolio berbasis teknologi informasi untuk meningkatkan kemampuan berpikir kritis dan kreatif siswa pada mata pelajaran TIK di SMP Jawa Barat, dilihat dari variasi kualitas sekolah ?
3. Apa kelebihan dan kekurangan penilaian portofolio berbasis teknologi informasi untuk meningkatkan kemampuan berpikir kritis dan kreatif siswa dalam mata pelajaran TIK di SMP Jawa Barat ?

C. Tujuan Penelitian

Secara umum, tujuan penelitian ini adalah untuk mengembangkan sebuah model penilaian portofolio berbasis teknologi informasi guna meningkatkan kemampuan berpikir kritis dan kreatif siswa SMP di Jawa Barat. Tujuan umum ini akan dicapai dalam dua tahap penelitian. Adapun tujuan khusus pada tahap kedua (tahun ke-2) ini adalah (1) melakukan analisis empirik tentang keefektifan model penilaian portofolio berbasis teknologi informasi untuk meningkatkan kemampuan berpikir kritis dan kreatif siswa dalam mata pelajaran TIK, dilihat dari variasi kemampuan siswa, (2) melakukan analisis empirik tentang keefektifan model penilaian portofolio berbasis teknologi informasi untuk meningkatkan kemampuan berpikir kritis dan kreatif siswa dalam mata pelajaran TIK, dilihat dari variasi kualitas sekolah, dan (3) mengetahui kelebihan dan kekurangan model penilaian portofolio berbasis teknologi informasi.

D. Metode Penelitian

Secara keseluruhan, penelitian ini menggunakan metode penelitian dan pengembangan (*research and development*). Kegiatan penelitian ini membutuhkan waktu dua tahun. Tahun kedua melakukan kajian empirik dan kajian teoritik-konseptual. Subjek utama penelitian ini adalah guru. Instrumen yang digunakan adalah tes yang telah disusun guru dalam RPP, karena guru-guru telah diberikan pelatihan tentang penyusunan penilaian portofolio dalam RPP.

E. Hasil Penelitian

Hasil penelitian yang diperoleh pada tahun kedua ini adalah :
Pertama, (a) untuk di SMP Negeri 2 Bandung (Kategori Baik), ternyata rata-rata skor postes (73,6667) lebih besar dibandingkan dengan rata-rata skor pretes (48,6970). Kondisi ini lebih dapat diyakini dengan hasil t-test sebesar $-15,815$ pada $p.0,000$ ($< 0,005$), (b) untuk di SMP Negeri 4 Bandung (Kategori Sedang), ternyata rata-rata skor postes (71,9545) lebih besar dibandingkan dengan rata-rata skor pretes (47,1591). Kondisi ini lebih dapat diyakini dengan hasil t-test sebesar $-15,050$ pada $p.000$ ($< 0,005$), (c) untuk di SMP Negeri 49 Bandung (Kategori Kurang), ternyata rata-rata skor postes (70,3590) lebih besar dibandingkan dengan rata-rata skor pretes (46,7692). Kondisi ini lebih dapat diyakini dengan hasil t-test sebesar $-13,196$ pada $p.000$ ($< 0,005$).

Dari ketiga pengolahan data tersebut dapat ditafsirkan bahwa terdapat perbedaan yang signifikan antara rata-rata skor pretes dengan rata-rata skor postes dalam penilaian portofolio berbasis teknologi informasi pada tingkat kepercayaan 95 %. Dengan demikian, model penilaian portofolio berbasis teknologi informasi efektif meningkatkan kemampuan berpikir kritis dan kreatif siswa pada mata pelajaran TIK di SMP dilihat dari variasi kemampuan siswa.

Kedua, (a) berdasarkan hasil pengolahan data tentang perbedaan gain, ternyata rata-rata gain di SMP Negeri 2 Bandung (kategori Baik), lebih besar dibandingkan dengan rata-rata gain di SMP Negeri 4 Bandung (kategori sedang), yaitu $24,9697 > 23,1818$. Kondisi ini lebih dapat diyakini dengan hasil t-test sebesar 0,908 pada $p.0,000 (< 0,005)$, (b) berdasarkan hasil pengolahan data tentang perbedaan gain, ternyata rata-rata gain di SMP Negeri 2 Bandung (kategori baik), lebih besar dibandingkan dengan rata-rata gain di SMP Negeri 49 (kategori kurang), yaitu $24,9697 > 21,3030$. Kondisi ini lebih dapat diyakini dengan hasil t-test sebesar 1,817 pada $p.000 (< 0,005)$, (c) berdasarkan hasil pengolahan data tentang perbedaan gain, ternyata rata-rata gain di SMP Negeri 4 Bandung (kategori sedang), lebih besar dibandingkan dengan rata-rata gain di SMP Negeri 49 (kategori kurang), yaitu $23,1818 > 21,3030$. Kondisi ini lebih dapat diyakini dengan hasil t-test sebesar 1,030 pada $p.000 (< 0,005)$.

Dari ketiga pengolahan data di atas dapat ditafsirkan bahwa terdapat perbedaan yang signifikan antara rata-rata gain di sekolah kategori baik dengan rata-rata gain pada sekolah kategori sedang dan kurang dalam penilaian portofolio berbasis teknologi informasi pada tingkat kepercayaan 95 %. Artinya, model penilaian portofolio berbasis teknologi informasi efektif meningkatkan kemampuan berpikir kritis dan kreatif siswa pada mata pelajaran TIK di SMP dilihat dari variasi kualitas sekolah. Dengan kata lain, keefektifan model penilaian portofolio berbasis teknologi informasi dipengaruhi pula oleh variasi kualitas sekolah. Semakin baik kualitas sekolah, maka akan semakin efektif penilaian portofolio.

Ketiga, dari berbagai studi literatur yang penulis temukan dapat dikemukakan kelebihan penilaian portofolio sebagai berikut : (a) portofolio menyajikan atau memberikan: “bukti” yang lebih jelas atau lebih lengkap tentang kinerja siswa daripada hasil tes di kelas, (b) portofolio dapat merupakan catatan penilaian yang sesuai dengan program pembelajaran yang baik, (c) portofolio merupakan catatan jangka panjang tentang kemajuan siswa, (d) portofolio memberikan gambaran tentang kemampuan siswa, (e) penggunaan penilaian portofolio memberikan kesempatan kepada siswa untuk menunjukkan keunggulan dirinya, bukan kekurangan atau kesalahannya dalam mengerjakan soal atau tugas, (f) penggunaan penilaian portofolio mencerminkan pengakuan atas bervariasinya gaya belajar siswa, (g) portofolio memberikan kesempatan kepada siswa untuk berperan aktif dalam penilaian hasil belajar, (h) portofolio membantu guru dalam menilai kemajuan siswa, (i) portofolio membantu guru dalam mengambil keputusan tentang pembelajaran atau perbaikan pembelajaran, (j) portofolio merupakan bahan yang relatif lengkap sebagai bahan diskusi dengan orang tua siswa, tentang perkembangan siswa yang bersangkutan, dan (k) portofolio membantu pihak luar untuk menilai program pembelajaran yang bersangkutan.

Sedangkan kekurangan penilaian portofolio, antara lain : (a) penggunaan portofolio tergantung pada kemampuan siswa dalam menyampaikan uraian secara tertulis. Selama siswa belum lancar berbahasa tulis Indonesia, penggunaan portofolio akan merupakan beban tambahan yang memberatkan sebagian besar siswa, (b) penggunaan portofolio untuk penilaian memerlukan banyak waktu dari guru untuk melakukan penskoran; apalagi kalau kelasnya besar. Oleh karena itu, portofolio yang ditugaskan untuk dibuat perlu disesuaikan dengan kemampuan siswa berbahasa tulis Indonesia dan waktu yang tersedia bagi guru untuk membacanya, (c) penilaian portofolio berbasis teknologi informasi membutuhkan sarana dan prasarana yang memadai (representatif), seperti jumlah komputer dengan spesifikasi yang memadai, dan sudah tersedia jaringan listrik.

F. Simpulan dan Saran

Simpulannya adalah (1) model penilaian portofolio berbasis teknologi informasi terbukti efektif meningkatkan kemampuan berpikir kritis dan kreatif siswa, dilihat dari variasi kemampuan siswa, (2) model penilaian portofolio berbasis teknologi informasi terbukti efektif meningkatkan kemampuan berpikir kritis dan kreatif siswa, dilihat dari variasi kualitas sekolah, (3) Tidak ada model penilaian yang dianggap paling ampuh untuk menilai semua bentuk hasil belajar siswa, karena setiap model penilaian mempunyai kelebihan dan kekurangan tersendiri.

Saran yang diajukan adalah (1) guru harus dapat mengkondisikan siswa agar lebih bertanggung jawab dalam menjaga kekinian portofolio, guru TIK hendaknya selalu berupaya mengembangkan kemampuan profesionalnya dalam pembelajaran TIK, terutama dalam memahami dan menggunakan penilaian portofolio, pahami portofolio sebagai bagian dari proses pembelajaran lebih dari sebagai alat pemberi skor nilai, susun tujuan penggunaan portofolio secara bersama-sama (2) Kepala Sekolah perlu membimbing dan membudayakan guru-guru untuk melaksanakan penilaian portofolio sebagaimana direkomendasikan oleh pemerintah melalui Kurikulum Berbasis Kompetensi.

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THE INTEGRATION OF CULTURAL VALUES AND CHARACTER EDUCATION IN LEARNING MORAL IN THE SCHOOL

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Abstract

Value is something that is believed to be very valuable in one's life, according to Bruce Joyce (et.al) about the value's application means that classifying things, actions, or ideas based on the category of something good or bad and right or wrong. If we are talking about a matter that is the value (eg, honesty), then at that moment we really say that honesty is a good and noble. Why is the educational value of the nation's culture and character development in school? Because currently the best values of both have been uprooted from the culture and character of the Indonesian people, many of which show is not good behavior such as corruption which do political elites, the student's behavior of cheating is being done during exams, such using the HP to get an answer from the outside as the National Examination and there are other behaviors that are not mentioned here. Cultural values and the character that planned the nation's Ministry of Education as a subject is not taught but integrated into the subject, In school, teachers of Islamic Religious Education (PAI) PAI as part morallity can integrate the values of honesty in the learning process, as well as for the whole of the lessons at school, where one of them the value of honesty and other values. According to the nation's Ministry of Education that there are 18 values that must be developed. Integration can be done in the learning teachers such as preparation of the planning of learning into the syllabus and lesson plans, and the learning process. Teacher selects a value to be included in the syllabus, then in the RPP. The prosedur of learning process includes like introduction, the core activities which include exploration, elaboration and confirmation and closing activities while integration into the learning process for aplicating and intergrating to the honest value of honesty. Integration in the learning process, when the teacher uses Role Play learning model to teach honesty behavior as a manifestation of faith in the book of Allah revealed to His Apostles and to provide experience in the analysis of values and behavior of each individual, the development of strategies to solve interpersonal or personal problems as well as developing a sense of empathy for others and the accompanying impact of the integration of expression and comfort in negotiating skills

Keywords: Integration, Cultural Values and National Character, morallity learning.

Preface

The Implementation of formal education in school, informal education in family and non-formal education in the community is essentially and a form of realization is the mandate "Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab II Pasal 3" which points "Education aims to develop the full potential of learners to be a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible".

In the formulation of national educational goal describes the result of education is an ideal learners, perfect. In Islam is called by "Insan Kamil", as a member of desirable citizen community. So the basic of national education goals and the reference in the development of culture and national character education, the Nation of Indonesia through the Ministry of National Education has been preparing an action plan since 2010-2014.

Why is the culture and character of the nation's education needs to be designed and carried out by the government? According to the ministry of national education that

indonesian comes out the phenomenon of issues in society at large such as corruption, violence, sexual abuse, vandalism, fights the mass, the economic life of the consumptive, unproductive political, student behavior, student cheating during exams, using the HP to get an answer from the outside in the National Examination. So became a hot topic of discussion in the media, seminars, and occasions various. The alternatives such proposed settlement rules, laws, increased enforcement efforts and implementation of punishment is more robust.

Behavioral phenomena that leads to this "madzmumah akhlakul" either directly or indirectly be imitated by the younger generation as the generation that now they are studying in basic education, secondary and high education, especially if the behavior is bad so it's taught by an idolized figure.

How important the education has a role in the formation of national character because the character is formed particularly through education experience as told by Soemarno Soedarsono of the Foundation for National Identity HD Bustaman cited that the character values that are inscribed in human beings through education, experience, experiment, sacrifice and environmental influences, combined by the values of such becoming intrinsic value embodied in the power minds, attitudes and human behavior.

Teacher is as key in learning can contribute in the integration of cultural values and character must be returned so trying to cultural values remain imprinted in character students who are part of life in the face of progress, development of science and technology continuously, there would be no limits anymore, then the shifting patterns of community life and the changes are characterized by openness and competition in various areas of life. The cultural values and national character have in turn by the teacher in learning to become a habit continuously practiced well in school, in family and in society.

II. Definition and the element of Stealing learn in School

A. Definition of Learning

Learning is the process of learner interaction with teachers and learning resources in a learning environment. The learning process needs to be planned, be realized, assessed, and monitored to ensure an effective and efficient.

Learning, at the National Education Standards (SNP) in the standard set of National Education Ministry No. regulation. 41 of 2007 is the implementation of learning in the educational unit to achieve competency. Standard contains the minimum criteria for the learning process in elementary and secondary education unit.

The learning process at every elementary and secondary education units must be interactive, inspiring, fun, challenging, and motivating learners to actively participate and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and physical development.

The elements of stealing Learn at School

From the above definition of learning, so it can be understood that there are elements in the learning of students, teachers, materials, learning resources and learning environment.

1. learners

Learners have the potential to be developed both potential cognitive, affective, psychomotor, learning potential should be developed. to learn s the study assumed more teachers to develop the potential of cognitive learning activities more on the mastery of the teacher convey more knowledge and skills alone (transfer of knowledge), but to instill values (transfer of values) that are useful for life learners who sometimes received less attention.

Education relevant to the culture and character of the nation which announced by the ministry of national education, culture that values of character nation consisting of 18 characters integrated in the learning, the teacher must be in values education with learning emphasis and should pay attention to the developmental stages of learners, especially the

stages of moral development. According to Piaget, quoted by Muhibin Shah that stage of moral development is associated with the stage of cognitive development, there are two stages of moral development of children:

The first stage is a moral realism stage that same span of time with the stage of cognitive development of pre-operational stage of development about the ages of 4-7 years, at this stage of moral regard children as a reality that exists in social life. The second stage is which coinciding with the moral development stage of formal operational like cognitive development suggests that early adolescence and the period after the teenager already has a moral view that as a blend consisting of moral autonomy (the right to privacy), moral realism (as a social agreement) and moral reciprocity (as a rule of reciprocity).

When viewing stage of moral development is the learning of teachers in providing optimal conditions for the direct acquisition of knowledge, skills and values that lead students to make changes in behavior, due to changes in behavior will be set out in the conducive environment which is done or the totality of the citizens of the community schools, principals, vice principals, teachers, education personnel, the investment value to learners a shared responsibility not just the responsibility of religious education teachers is integrated with religious subjects, but the value of integrated education all subjects.

2. Teacher qualifications and moral competence

In formal educational institutions, teacher is the guide of morality like Islamic teacher because the moral subject is a part of Islamic religious subject in school. In learning, the teacher plays an important role; the teacher is as the key of learning. In view of Islam, the teacher is a scholar of Islam inheritors of the prophets, teachers more done with sincerity in terms of worship, heart and sincerity of the call to devote themselves to Allah SWT.

The government of Indonesia decelerate of the issued about the Law on Teachers and Lecturers No. 14 Year 2005 on Teachers and Lecturers that teachers are professional positions. So there are conditions that must be completed, the requires being teachers of all subjects, must have an academic qualification S1 or D IV, has four competencies that Pedagogic competence, professional competence, personality and social competence.

As for the teacher of Islamic education with the publication of Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 16 of 2010, Article 1, paragraph (7) mentioned Master of Religious Education is a professional educator with a primary task of educating, teaching, guiding, directing, coaching, giving examples, to assess and evaluate learners. "pasal 13" mentioned Religious Education Teachers stated minimum academic qualifications 1/Diploma Strata, education program in religious studies from an accredited university and have a professional teacher certificate Article 16 (1) Religious Education Teachers must have pedagogical competence, personality, social, professional, and leadership.

When compared to teachers' competence in Rule of Number 14 Year 2005 on Teachers and Lecturers. With teacher competence Minister of Religious Affairs of the Republic of Indonesia Number 16 of 2010 as in the table below that for Religious Education teachers in addition to the four competencies in the Act No. 14 of 2005 added a competency is leadership competence.

Table 1

Comparison of teacher competence in Rule number 14 In 2005 the Teacher Competency in religious ministry of rule No. 16 of 2010.

Teacher Competency 14, 2005	Religious ministry of rule No. 16 of 2010
1. Pedagogical competence,	1. Pedagogical competence,

2. Professional competence	2. Professional competence
3. Social competence	3. Social competence
4. Personal competence	4. Personal competence
	5. Leadership competenciess

Table 2

Indicators of competence Competency in Law no. Teacher Competency 14, 2005
Religion in religious ministry of rule No. 16 of 2010

A. Pedagogical competence,

Include :

- understanding of the characteristics of students from physical, moral, social, cultural, emotional, and intellectual;
- mastery of theory and principles of learning that educates
- development of curriculum-related subjects which guided
- organization of learning activities that educate;
- utilization of information and communication technology for the benefit of the teachings
- the development potential of learners to actualize the various potential
- Communicate effectively, empathetic, and courteous to the students
- implementation of assessment and evaluation processes and learning outcomes
- utilization of assessment and evaluation for improving the knowledge
- reflective action to improve the quality of learning.

B. Pedagogical competence,

Include:

- understanding of the characteristics of students from physical, moral, social, cultural, emotional, and intellectual;
- mastery learning theory and principles of religious education;
- religious education curriculum development;
- organization of religious education development activities;
- utilization of information and communication technology for the benefit implementation and development of religious education;
- the development potential of learners to actualize its potential in various fields of religious education;
- effective communication, empathetic, and courteous to the students
- implementation of assessment and evaluation processes and learning outcomes religious education;
- utilization of assessment and evaluation for the purposes teaching religious education, and
- reflective action to improve the quality of education learning religion.

C. Personality Competence

Include:

- act in accordance with religious norms, legal, social, and national culture of Indonesia;
- personal appearance of self as an honest, noble, and exemplary for students and the community;
- personal appearance as a solid, stable, mature, wise.

- d. ownership of the work ethic, high responsibility, a sense of pride become a teacher, and self-confidence; and
- e. uphold the professional code of ethics for teachers.

D. Personal competence,

Include:

- a. act in accordance with religious norms, legal, social, and national culture of Indonesia;
- b. personal appearance of self as an honest, noble, and role model for students and community members;
- c. personal appearance as a solid, stable, mature, wise, and dignified;
- d. ownership of the work ethic, high responsibility, a sense of pride become a teacher, and self-confidence; and
- e. respect for teachers' professional code of ethics.

E. Social competence

Include:

- a. inclusive attitude, its objectives, and does not discriminate based on gender, religion, race, physical condition, family background, and socioeconomic status;
- b. adaptive behavior by socio-cultural environment where duty; and
- c. communicative stance with the community of teachers, schools and community residents

F. Social competence,

Include:

- a. inclusive attitude, its objectives, and does not discriminate based on gender, religion, race, physical condition, family background, and socioeconomic status,
- b. adaptive behavior by socio-cultural environment where duty; and
- c. communicative stance with the community of teachers, schools and community residents.

G. Professional competence

Include:

- a. mastery of the material, structure, concepts, and scientific mindset that supports the subject of religious education;
- b. standards of competence and mastery of basic competency subjects
- c. development of learning materials subject creatively;
- d. continuous professional development with reflective action, and
- e. utilization of information and communication technologies to communicate and develop themselves

H. Professional competence

Include:

- a. mastery of the material, structure, concepts, and scientific mindset that supports the subject of religious education;
- b. standards of competence and mastery of basic competencies
- c. development of learning materials subject of religious education in creative;
- d. continuous professional development with reflective action, and
- e. utilization of information and communication technologies to communicate and develop themselves.

I. Leadership competencies

Include:

- ability to plan cultivation practice religious teachings of noble character and behavior in the school community as part of the learning process of religion;
- ability to organize the school as a potential element systematically to support the practice of religious acculturation the school community;
- ability to be an innovator, motivator, facilitator, counselor and counselor in the practice of religion in civilizing the school community; and

Stealing school materials

In the Minister of National Education No. 22 of 2006 on the content standards for subjects of Islamic education for Stealing material, competency standards and basic competencies can be Identified as follows:

Table: 2

SK-KD Content Stealing at school includes courses and grade school, junior high and high school and Study Class Competency in Basic Competency

Level	Class	Standard Competency	Basic Competency
SD	I	Semester 1 2. how to know Pillars of Faith. Semester 2 6. how to know two sentences of "Syahadat"	2.1. Mention the six Pillars of Faith 2.2. Memorize the six Pillars of Faith 1.1 recite two sentences of "Syahadat" 1.2 Memorize two sentences of "Syahadat" 1.3 Mention the meaning of two sentences of "Syahadat"
	II	Semester 1 2.How to know "Asmaul Husna" Semester 2 2.How to know "Asmaul Husna"	2.1. Husna Asmaul pronounce Ar-Rahman and Ar-Rahim 2.2. Mention the meaning Asmaul Husna and Ar-Rahman Ar-Rahim 2.3. Show Allah Ar-Rahman and Ar-Rahim 6.1 Recite Asmaul Husna al-Quddus (Glory) 6.2 Mention the sense of Asmaul Husna al-Quddus 6.3 Menunjukkan example Allah al-Quddus
	III	Semester 1 2. Must know the nature of God	2. recognizes the nature of God and wahdaniyah qiyamuhu

		Semester 2 6. Impossible to know the nature of God 3.1Menyebutkan qiyamuhu binafsihi nature of God and wahdaniyat	binafsihi. 6.1. Impossible to mention the nature of God; ihtiyaju li ghoirihi and ta'addud 6.2. Impossible to interpret the nature of God; ihtiyaju li ghoirihi and ta'addud
	IV	Semester 1 2.how to know mandatory nature of the Apostles Semester 2 6. Know the nature of angels and their duties shall Apostle	2.1Mentioning the meaning of mandatory nature of the Apostle. 2.2 Explain the meaning of mandatory nature of the Apostle. 6.1Explain understanding of angels. 6.2 mention the names of the angels. 6.3. Mention the duties of angels.
	V	Semester 1 2. Scriptures to know God Semester 2 7. Know God Apostles	2.1, mention the names of the book of Allah and the apostle who received. As 2.2.Explain Quran holy book last. 2.3 believe Al-Qur'an As Muslims living guidelines. 7.1 mention the names of the Apostle of Allah SWT. 7.2 mention the names of the Apostle of the Apostles Ulul Azmi. 7.3 Distinguishing the prophets and messengers.
	VI	Semester 1 2.1 Believes in the last day 2.2 Making up and believes in Qadar	2.1. The names of the Last Day 2.2. Explains the signs of the last day 2.3. Explain the wisdom of faith in the last day
SMP	VII	2. Increasing faith in Allah SWT through understanding His attributes.	2.1 explain faith in Allah SWT through His attributes 2.2. Live the faith in God through Asmaul Husna (As Salam, Al Ghaffar, al-Wahhab, Al Hadi, and As Sabur)

		8. Increase the belief in angels	2.3. Display behaviors that reflect the beliefs of the properties of Allah SWT. 8.1 Explaining the faith in the angels and their duties 8.2. Demonstrate behavior that reflects the belief in angels.
	VIII	Semester 1 2.increasing belief in the Books of Allah. Semester 2 9. Increase the belief in the Messenger of Allah	2.1 explain name books that Allah revealed to the Apostles and the teachings contained there in. 2.2 showing loving attitude of the Qur'an. 2.3. showing behavior that reflects the faith of Al-Quran. 9.1 explain faith in the Apostles. 9.2. Demonstrate behavior that reflects the faith of the Apostles.
	IX	2. increasing faith in the final days 9. Making up and improving belief in Qadar	2.1 explain faith in the final days 2.2 Mendeskripsikan the events of Resurrection and Judgment kubro sugro 2.3. Demonstrate positive behaviors that reflect the belief in the final days. 9.1 explain understanding and faith in making up those qadar 9.2 explain wisdom and faith in making up those qadar 9.3, which reflects the behavior Showing faith in making up and Qadr in everyday life
SMA	X	2.Increase the belief in Allah SWT through His attributes. 7. Increase the belief in angels.	2.1. explain sense of faith in the divine attributes al-Kareem, al-Mu'min, al-wakiil, al-turns of, al-jaami ', al-adl, al-aakhir, as-samii', and al-bashiir. 2.2 imitate God's qualities al-Kareem, al-Mu'min, al-wakiil, al-turns of, al-jaami ', al-adl, al-aakhir, as-samii', and al-bashiir. 7.1 Describe the signs of faith in angels 7.2 Explain the wisdom of faith in angels 7.3 showing behavior with full awareness that angels are always accompanied in everyday life

	XI	Increasing belief in the Books of Allah SWT	2.1 Explain the meaning, status and functions of the Koran and the Book-the Book of Allah SWT. 2.2: lessons and benefits of faith in the Books of Allah SWT. 2.3 Display behavior that reflects faith in the Books of Allah SWT.
	XII	2. Increasing belief in the End. 7. Making up and increase the belief in Qadar	2.1 Explain the concept based on the final day of the Qur'an, the Hadith, and the Science of Science. 2.2: the benefits of wisdom and faith to the end of the day. 2.3 Displaying behavior that reflects faith in the final days. 7.1 Explain the manifestation of Making up and Qadar in personal, social, nation and the state 7.2 Explain the taqdir God and human endeavor in life 7.3 Displaying behavior that reflects the faith of Making up and Qadar

3. Approaches, strategies and models of learning in morality learning

Teachers can choose the approaches, strategies and models of learning moral methods in which is part of Islamic religious education among other

1. Approach to psychology (Psychological approach) covering aspects of intellectual / rational, emotional, memory and desire. Rational aspects of encourages people to think of God's creation either inductive or deductive. Emotional aspects of encouraging people to feel the power of God as the controller of her life, memories and desires but encourage people to appreciate and practice the values derived his religion;
2. Socio-cultural approach (Socio Cultural Approach) is an approach that sees human beings not only as individuals but also as a social-cultural beings who have the potential to build community, culture and cultural systems that are useful for the welfare and happiness of his life;

Scientific approach (Scientific Approach) is an approach that saw potential in human beings discovers new things that can be developed through intellectual and emotional strength.

While character education approaches in five approaches, this approach also can be used in integrating the values as below:

1. The value investment approach (inculcation Approach).

This approach to it that learners know and accept as their own value and take responsibility for decisions taken through the stages: Know the options, evaluate options, determine the establishment, apply the appropriate value of their own beliefs, ways that

can be used in this approach include: Modeling , negative positive reinforcement, simulations and role playing.

2. The Cognitive moral development (moral development Cognitive Approach).

This approach emphasizes the many levels of moral thinking, the teacher can direct the child in applying the process of thinking through the moral discussion of moral issues so that learners can make informed decisions about their morality will depict higher levels of moral reasoning, namely fear of punishment, to serve the will of its own, obeying expected role, follow and obey authority, to do for the good of the people, acting in accordance with the principles of universal ethical.

3. Approach Value Analysis (Values analysis approach).

This approach emphasizes that learners can use logical and scientific thinking skills in analyzing social problems associated with tertentu.caa value that can be used in this approach among others, directed disks demanding argument, proof of the assertion, the assertion of principle, an analysis of the case, the debate and research.

4. Value Clarification Approach (the Value Clarification approach).

This approach aims to raise awareness and develop the ability of learners to identify their own values and other values, also help learners to be able to communicate honestly and openly about their own values to others and help learners in use rational thinking and emotional skills in assessing the feelings, values and their own behavior, how that can be used in this approach include: role playing, simulations, in-depth analysis of its own value, activities that develop sensitivity, activities outside the classroom and group discussions

5. The approach of learning to do (Action learning approach).

This approach is intended to develop the skills of learners in social activities and to encourage the students to see themselves as being constantly interacting in citizen. The way that can be used in this approach than the approach to the analysis and clarification of values, the method of the project, the activities in school, interpersonal relationships, social life and organizational practices

Another approach to learning in the curriculum that there are five approaches:

1. Experiential approach, this approach to religious learning experience to students in the context of growing religious values.
2. Habituation approach, this approach provides the opportunity for students to continue practicing their religion.
3. Emotional approach, this approach seeks to arouse students' feelings and emotions to believe, understand and appreciate the teachings of his religion.
4. Rational approach, this approach seeks to give the role of ratio (reason) to understand and accept the truth of their religion.

Functional approach, this approach tries to present the teachings of Islam with an emphasis on benefits for students in terms of daily life according to developmental level

In addition to the approach development of character education as such that can be done through various strategies and models of learning that educators selected.

For the achievement of competence can be completed using the learning strategy (mastery learning) learning strategy that expects every student to master the basic competencies (basic learning objectives) are complete at a minimum achieve is score of 75.

Complete learning (mastery learning) can be interpreted as a learning strategy that expects every student to master the basic competencies are learning that allows 75% to 90% of students to achieve learning outcomes are the same height as the brightest in the teaching of classical groups. Complete learning can also improve the efficiency of learning, increased

interest in learning and increase students' positive attitude toward the material of the lessons learned.

Schools have currently implemented The Education Unit Level Curriculum (KTSP) that uses the approach based curriculum (KBK) of his study focuses on the achievement of competence, learners can master completely the whole standard of competence and basic competence in the individual content standards.

Complete learning strategy includes three parts, namely the pre-condition to identify, develop operational procedures and results to learn, then implemented in classical learning, to fit individual abilities include: a. Corrective Technique, with remedial teaching, which is done by giving instruction to a failure of competence achieved by learners. b. Provide additional time to students in need (not mastered)

Complete learning strategies (mastery learning) can be distinguished from non-mastery learning in any of the following:

- a. Implementation of the test on a regular basis to obtain feedback on the material being taught as a tool for diagnosing progress (progress diagnostic test)
- b. Learners can move at the next lesson after he truly mastered the previous lesson material in accordance with standards established
- c. Guidance and counseling services to students failing to achieve full mastery level, through corrective instruction, a return instruction, tutorial teaching, learning and teaching restructuring activities

To minimize the possibility of failure of students, then performed a classical learning, but to serve the individual differences of learners that enable the development potential of each learner optimally.

Master learning strategies used to achieve the competencies outlined in the Standards for Content and Competency Basic Competency standards. To enable the students the teacher can use the learning strategy Among the learning strategies such as in the book: Active Learning: 101 Strategic to Teach Any Subject, by Melvin L. Silberman, the book explains that the learning can enable students include four stages of learning: The first step to enable the students early on with a team building activity, rapid assessment and involve the students, the second stage: to help learners acquire the knowledge, skills and active attitude of teaching a full class, stimulate class discussion, the question is too short, learning by working together, teaching peers, self-learning, affective learning and skills development, the third stage of learning so as not to forget the way review, self assessment, planning future front, and the fourth last word.

For learning by integrating the values, can use a teaching model role play (playing the role) by Bruce Joyce (et.l) Role (role) defined a series of feelings, words and actions. Role is a unique and unusual tool in dealing with others. Role is a unique and unusual tool in dealing with others. Trying to play a significant role to play a bit role as a means of forcing someone to play the role of others, students must consider several different roles think about the behavior of themselves or other people's behavior is played.

Role play is set specifically about providing experiences for students in: a. the analysis of values and behavior of each individual; b. development strategies in solving personal or interpersonal problems; c. developing a sense of empathy toward others. While the impact of role play accompaniment of this model is the acquisition of information and the value of a social problem and alignment value, comfort in the expression and negotiation skills.

The Steps of Role model Playing (Role playing).

The first step: Warm Situation Classes include: identify the problem or introduce problems; describe the problem; interpret problem in the story and explore the issues; explain the role playing.

The second step; Selecting Participants include: Analyze the role and selecting role players.

The third step; setting the stage, include: Set a course of action, recapitulate the role and explore problematic situations.

The fourth step; prepare researchers include: preparing what is going on search and assign the observation

The fifth step; Acting, covering: the role of Start the game, confirmed the role playing, stopping role playing.

The sixth step; discussion and evaluation, including: reviewing the act in role play (events, positions and realism), discussing the main focus and further develop the characterization

The seventh step; played back, including: Plays a role that has been the change and suggested next steps or behavioral alternatives.

The eighth step, discuss and evaluate, as in sixth step.

The ninth step; sharing and developing experience, connecting the state of the problem with the truth of experience and cutting-edge issues, tracing the general principles.

III. Integration of Culture and the character of the Nation in Morality Learning

a. Understanding and Cultural Values and National Character

1. Understanding

Value is deeply held beliefs that lead people to think, act and behave in line with the values he believes. Whereas according to Milton and James Banks cited by Una Kartawisastra that value is a type of trust that are within the scope of a belief system, in which a person should act or avoid an action or about something that is worth or not worth doing, is owned and trusted.

According to Bruce Joyce (et.al) applying the mean value of classifying things, actions, or the idea of good or bad based on the categories and completely wrong. If we are talking about a matter that is the value (eg, justice), then at that moment we really say that justice is good and noble thing.

- b. Culture is defined as the whole system of thought, values, morals, norms and beliefs (belief) that the resulting human society.
- c. Character is disposition, temperament, character, or personality that is formed from the internalization of various virtues (virtues) which he believed and used as the basis for the perspective, think, act, and act.
- d. According Soemarno Soedarsono of Identity Foundation Nation quoted an HD Bustaman that character values are inscribed in human beings through education, experience, experiment, sacrifice and environmental influences, combined with the values of the human self into a kind of intrinsic value that manifests itself in a power struggle that underlies thoughts, attitudes and behavior

2. According to Lickona, education caracter includes three main elements, namely the good of knowing (knowing the good), loving kindness (desiring the good), and do good (doing the good). In line with Lickona, Frye defines character education as, "A national movement creating schools That foster ethical, responseble , and caring young people by modeling and teaching good character through an emphasis on universal values we all share That". Thus, character education can be interpreted as a conscious and planned effort in knowing the truth or goodness, love and do it in everyday life.

- a. Understanding according to the terms as defined by the Ministry of Education stated that the Education Culture and Character education is a developing nation of cultural values and national character in the students themselves so that they have and apply those values

in her life, as a member of the community, and citizens the religious, nationalist, productive, and creative.

- b. Programmatically, culture and national character education is a joint effort of all teachers and school leaders, through all subjects and school culture in fostering and developing cultural values and national character on the learner. Coaching and development that occurs through a process of active learners in learning.
- c. Education Culture and National Character is defined as a process of internalization and appreciation of cultural values and national character which learners are actively carried out under the guidance of teachers, principals and staff as well as embodied in his life in the classroom, school, and community.

3. Cultural values and indicators of value and character of the Nation

Values and indicators of cultural values and national character is defined by the Ministry of National Education that there are 18 values that is a developed character. Religious, b. frank c. tolerant; e discipline; f. hard work; g. creative; h. independent; i. democratic; j. curiosity; k. the national spirit; l. patriotism and recognize excellence; m, friendly/communicative; n. love peace; o. care for the environment, p. Social care and q. responsibility.

While According to Ratna Megawangi, there are nine basic character of the important pillars implanted in children, namely: a) The love of God; b) The responsibility, discipline and self-reliant; c) honest; d) Respect and courtesy; e) saying love, caring and cooperation f) Self-confidence, creativity, hard work and unyielding; g) Justice and leadership; h) a good and humble; i) Tolerance, love peace and unity.

Values developed by the Ministry of National Education to be flexible if there is a culture excavated yet been accommodated in 18 developed characters, the character of the newly discovered should be developed and turned on in learning. As formulated by Ratna Megawagi identifiable values

The linkage values, and indicators for grade school from eighteen cultural values d character developed by the Ministry of National Education, has also drawn the connection formula, grade level, and indicators as the school guidance, cultural and educational development of the Nation Character can be described as follows:

Indicator values for classes VII-IX

Religious

Attitudes and behaviors that are obedient in carrying out the teachings of their religion, tolerant implementation of the worship of other religions, and live in harmony with other faiths Admire the majesty of God through.

Human capabilities in sync between the physical aspects of the psychiatric aspects. Admire the greatness of God for her ability to live as members of the public Marvel at the power of God who has created the universe. the power of God admire because of the religious order which is the source of life Admire the greatness of God through a variety of subjects in various subjects

Honest

Behavior based on efforts to make himself as one who can always be trusted role in speech, action, and the different actions of others is not to be cheated or plagiarism in doing each task.

Express opinions without hesitation about something in the point discussion, Not to express the happyness baout the feeling of pleasure or learning. Stated attitude toward a class

discussion of material Pay for goods purchased at the school took an honest Return the goods in a borrowed or found in public places

Tolerance

Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, actions of others who differ from him is annoying friends who disagree Respect the different opinions of friends Friends with friends of other classes

Discipline

Actions that demonstrate an orderly and submissive behavior to run there are various rules and regulations in an orderly Always perform the duties of school hygiene. Discipline in oral and written in bahasa. Obedient in carrying out the decrees of the organization. Obey the rules, determined to speak. Discipline in applying the rules of the authors

Hard working

Behaviors that demonstrate serious efforts to overcome various barriers to learning, work and complete tasks in the best possible classes Doing all the tasks done well at the time set. Do not despair in the face of difficulties in learning. Always focus on the lessons.

Creative

Thinking and doing something that produces a new result of the way or have owned. Filed an opinion with respect to the subject. Asked about the application of a law / theory / principles of other material into the material being studied.

Independent

Attitudes and behavior Doing it yourself is not easy assignment of responsibility Finding themselves in a foreign language word dictionary translation for the Indonesian language, or vice versa

Democratic

How to think, act, and act the same rights and obligations to assess themselves and others
Selecting the group leader by a majority vote
To vote in the classroom and school
Put forward the idea of my classmates
Helped implement the program chair of the class

Curiosity

Attitudes and actions are always trying to find out more depth and breadth of what is learned, seen, and heard asked his teachers and friends about the subject matter
Ask something about a new natural phenomenon that occurs
asked the teacher about something that is heard from the mother, father, friend, radio and television

The spirit of Nationality

Way of thinking, acting, and sound that puts the interests of the nation and the country above self-interest and group Participate in the ceremony of commemoration and proclamation of independence hero
Express thoughts and attitudes about the threat of another State against the nation and the State of Indonesia
Express attitudes and actions to be taken regarding the relationship between the State of

Indonesia with the former colonial Indonesia

Love in nation

Way of thinking, behaving and doing a show of loyalty, care, and appreciation for language support, physical environment, social, cultural, economic and political
Enjoying the geographic advantages and the fertility of the land area in Indonesia
Enjoying cultural diversity and arts in Indonesia
Enjoying the diversity of ethnic and regional languages by Indonesia
Marvel at the diversity of agricultural products, fisheries, flora and fauna of Indonesia
Admired and loved the product, industry, and the resulting technology of Indonesia

Rewarding Achievement

Attitudes and actions support him to produce something useful for society, recognize the assignment of teachers
Working with the best
Training hard to excel in sports and arts
Respect to something already done teachers, principals and other school personnel
Tell the parents of our achievements
Appreciate the work of leaders in the community
Appreciate the tradition and the work of the surrounding community

Friendly / Communicative

Actions that demonstrate a sense of happy talk, socialize, and collaborate with others
Working in groups in class
Talking with classmates
Mingle with classmates during a break
Hanging out with other friends class
Get along with teachers, principals and other school personnel

Love Peace

Attitudes, words, and actions that cause others to feel happy and safe for the presence of her friends
Protecting the physical threat
Seeks to strengthen friendship
Participate in school security system

Loving Reading

Habits take time to read
Reading books or scholarly writing, literature, art, culture, technology that provides a variety of reading good for him

Social care

Attitudes and actions have always wanted to help members and the community for others who need to share
Participate in social activities
Lent tool to a friend who does not carry or do not have

Environmental Care

Attitudes and actions which always seeks to prevent damage to the surrounding natural environment and develop measures to repair environmental damage that has occurred
Following various activities with regard to cleanliness, beauty, and maintenance

B. Integration of Cultural Values in the Development of Learning

1. Integration in the preparation of the syllabus

In developing the syllabus integrating cultural values and national character that formulated the Ministry of Education continue to use the guidelines on the syllabus of BSNP 2006, in the guide noted that the syllabus is on a learning plan and / or groups of subjects / themes that include specific standards of competence , basic competencies, subject matter / learning, learning activities, indicators, assessment, allocation of time, and resources / materials / learning tool. Syllabus is a translation standard of competence and basic competence in the subject matter / learning, learning activities, and indicators of achievement of competency for assessment.

The guide teachers integrate subject of cultural values and national character education into the syllabus, whether carried out by teachers on their own or in groups in a school or a school, a group of Congress Subject Teacher (MGMP) on or Teacher Activity Center (PKG), and Department of Education.

According to the Ministry of National Education, the integration of cultural values and national character education into the syllabus and lesson plans as follows.

- a. Cultural values and national character included in the syllabus and learning implementation plan (RPP).
- b. The development of these values in the syllabus pursued, among others through the following ways:
 1. review the Competency Standards (SK) and the Basic Competence (KD) in the Content Standard (SI) on basic education and high education;
 2. determine whether the content and character values that are implicitly or explicitly in the SK and KD or competence is already included in it;
 3. to map the links between SK / KD / competence with values and indicators to determine the value to be developed;
 4. determine the values / character in a structured syllabus;
 5. lists the values that have been listed in the syllabus to the RPP.

Examples of syllabus development by integrating cultural values and national character to the subjects of Islamic Religious Education (PAI) for the junior class VIII, Semester 1. Development steps:

1. Content Standards identify (SI) in religious ministry of rule number 22 of 2006 for the subjects of Islamic Religious Education (PAI) Junior High School, Class VIII, Semester 1. Standards of competence (SK): 2. Increase the belief in the Books of Allah Basic Competencies (KD) 2.2.mention the names of the book of Allah revealed to the Apostles.
2. Cultural values and national character education is implicit in the mapel PAI, Class VIII, semester 1. SK. 2 and KD 2.2 is fair value.
3. The values are developed in the syllabus.
4. Lists the values into the syllabus and lesson plans.
5. Format BSNP syllabus as the guide of 2006 as follows:
Model development of the syllabus according to the Ministry of National Education, Cultural values and character education Nations listed after learning material, sample syllabus for the junior as follows:



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