

PROCEEDING

2014 EDUCATION INTERNATIONAL SEMINAR

“Strengthening Teachers & Education Personnel
Competence in Scour Change”



Universitas Negeri Padang *in collaboration with* IPG Kampus Ilmu Khas Cheras
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*"Strengthening Teachers and Education
Personnel Competence in Scour Change"*

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SAMBUTAN REKTOR UNIVERSTAS NEGERI PADANG

Bismillahirrahmaanirrahiim

Assalaamu`alaikum warahmatullaahi wabarakaatuh.

Di era globalisasi, kondisi sosial budaya yang sebelumnya bersifat lokal berkembang menjadi global dan pendidikan bangsa merupakan faktor utama penggerak perubahan tersebut. Pembaharuan bidang pendidikan menjadi salah satu ciri dunia modern, dan ukuran perkembangannya dewasa ini mengikuti standar internasional.

Perubahan dalam bidang pendidikan di Indonesia dan Malaysia mencakup segi kuantitas dan kualitas seiring dengan pertumbuhan dalam bidang ekonomi, sosial dan budaya menuju kesejahteraan masyarakat. Kami menyambut baik pelaksanaan seminar ini, yang diselenggarakan oleh Fakultas Ilmu Pendidikan Universitas Negeri Padang bekerjasama dengan Institut Pendidikan Guru Khas (IPGK) Kualalumpur, sebagai wujud kerjasama dan tindak lanjut nota kesepahaman yang sudah ditanda tangani oleh Rektor UNP dengan Ketua IPGK. Seminar ini tentunya berguna bagi kemajuan pendidikan guru di Malaysia dan Indonesia, karena melalui seminar inilah para Pendidik/Dosen/Pensyarah di Perguruan Tinggi dan para guru serta praktisi pendidikan lainnya dapat bertukar pikiran dengan berbagai permasalahan pendidikan beserta solusinya yang telah diperoleh melalui hasil-hasil penelitian di Malaysia dan Indonesia.

Pendidik dan tenaga kependidikan sebagai aktor utama perbaikan kualitas SDM Indonesia dan Malaysia, dituntut melaksanakan tugas pendidikan dan pembelajaran dengan menguasai dan menerapkan ilmu pendidikan. Kendala utama yang sering mendapat kritikan dewasa ini berhubungan dengan kualitas dan profesionalisasi pendidik dan tenaga kependidikan dalam menjalankan tugasnya. UNP sebagai Universitas yang sudah lebih setengah Abad menyiapkan guru dan tenaga pendidik lainnya, tentu punya pengalaman tersendiri, begitu juga sebaliknya IPGK dalam penyiapan guru di Malaysia. Kedua Perguruan Tinggi diharapkan dapat berbagi pengalaman yang berbeda untuk memperkaya kemampuan dalam penyiapan guru dan tenaga kependidikan di masing-masing negara. Kerjasama UNP dengan IPGK untuk masa datang, diharapkan tidak hanya melalui seminar saja, tetapi melalui kegiatan penelitian, pertukaran pelajar/dosen/pensyarah, publikasi ilmiah serta penulisan buku bersama untuk saling menimba pengalaman berbeda antara dua perguruan tinggi tersebut.

Upaya peningkatan kualitas pendidikan di Indonesia dan Malaysia, UNP dan IPGK bekerjasama melaksanakan Seminar Internasional Pendidikan, dengan tema 'Penguatan Kompetensi Pendidik dan Tenaga Kependidikan dalam menyelusuri Perubahan,' mendatangkan nara sumber dari Indonesia dan Malaysia yang akan membentangkan kertas kerja. Peserta yang mengikuti seminar diperkirakan berasal dari Indonesia, Malaysia serta Negara lainnya. Kami mengharapkan peserta seminar memanfaatkan seminar ini untuk memperoleh wawasan dalam menemukan pola serta arah pengembangan pendidikan di masing-masing negara.

Terima kasih atas partisipasi dan dukungan pakar pendidikan serta peserta seminar lainnya, baik berasal dari Indonesia maupun Malaysia serta negara lain yang sengaja datang membahas permasalahan pendidikan tersebut. Diharapkan pertemuan ini menghasilkan solusi untuk peningkatan profesionalisasi guru dan tenaga kependidikan dalam menghadapi persaingan global.

Wassalaamu alaikum warahmatullaahi wa barakaatuh,

Padang, 22 November 2014
Rektor Universitas Negeri Padang

dto

Prof. Dr.Phil. Yanuar Kiram



Kata Alu-aluan
Pengarah Institut Pendidikan Guru Kampus Ilmu Khas,
Kuala Lumpur, Malaysia

Assalamualaikum Warahmatullahi Wabarakatuh.
Salam Sejahtera dan Salam 1Malaysia

Seminar Internasional 2014 Pendidikan anjuran bersama Universitas Negeri Padang Sumatera dan Institut Pendidikan Guru Kampus Ilmu Khas, Kuala Lumpur, Malaysia ini merupakan julung-julung kali diadakan di peringkat internasional antara Malaysia dan Indonesia. Penganjuran seminar ini bertepatan dengan usaha institut ini untuk membudayakan aspek penyelidikan dalam pendidikan dalam kalangan warga Institut Pendidikan Guru supaya setanding dengan institusi pendidikan lain di negara ini.

Usaha secara bersama ini dilihat dapat mewujudkan forum ilmu yang memberi peluang kepada para peserta berinteraksi dan meluahkan idea serta kepakaran dalam bidang masing-masing. Selain itu, para pembentang dapat dipertemukan untuk mengukuhkan hubungan dan rangkaian kerjasama berbentuk akademik yang lebih bermakna pada masa hadapan.

Saya mengharapkan seminar pendidikan ini akan terus dipupuk dan diperkasakan dari semasa ke semasa sebagai satu langkah memartabatkan pendidikan bertaraf dunia di kedua-dua institusi selaras dengan tema seminar *Penguatan Kompetensi Pendidik dan Tenaga Kependidikan dalam Menyelusuri Perubahan*.

Ketika ini ramai orang memperkatakan tentang pendidikan. Di sekolah guru dan pelajar bukan bercakap mengenai lulus sahaja bahkan lulus dengan cemerlang. Sekolah tersebut dikatakan berkualiti seandainya mencapai peratus kelulusan yang tinggi. Amalan berkualiti satu cara untuk mengurus sesuatu organisasi bagi meningkatkan kecekapan agar dapat memuaskan keperluan dan harapan pengguna melalui proses penambahbaikan secara berkesan dan memberi kelebihan untuk berjaya dalam persaingan. Terdapat gesaan bukan sahaja kita harus mencapai kejayaan tetapi kejayaan yang dihasilkan itu hendaklah cemerlang dan berkualiti. Amalan berkualiti merangkumi aspek komitmen pihak pengurusan, perancangan strategi, keutamaan pelanggan, latihan dan pengiktirafan, kepastian kualiti, semangat kerja berpasukan dan penglibatan penggiat pendidikan perlu diterapkan agar kecemerlangan dinikmati.

Justeru itu seminar yang dianjurkan ini diharapkan dapat menemukan kompetensi tenaga pendidik dan amalan kerja berkualiti demi mewujudkan iklim perubahan dalam pembelajaran dan pengajaran yang berkesan. Amatlah diharapkan dengan pelaksanaan amalan berkualiti ini dapat meningkatkan perubahan dan prestasi kerja para pendidik dan pelajar secara menyeluruh dan akhirnya memartabatkan kecemerlangan pendidikan.

Saya mengharapkan agar seminar ini akan mengumpulkan penggiat pendidikan ini dijangka bukan sahaja disertai oleh guru-guru, pendidik dan tenaga kependidikan dari Malaysia, Indonesia dan Brunei Darussalam. Akhir kalam, saya ucapkan selamat berseminar dan moga perkongsian ilmu ini dapat dimanfaatkan ke arah kecemerlangan pendidikan.

Pengarah
Institut Pendidikan Guru Kampus Ilmu Khas,
Kuala Lumpur, Malaysia

dto

Shaari Bin Osman



**SAMBUTAN
DEKAN FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS NEGERI PADANG**

Assalaamu'alaikum warahmatullaahi wabarakaatuh.

Bidang pendidikan merupakan sektor utama dalam pengembangan sumber daya manusia (SDM) di era globalisasi. Perubahan pendidikan mencakup segi kuantitas dan kualitas, sejalan dengan pertumbuhan ekonomi menuju kesejahteraan umat manusia. Keberlangsungan pelaksanaan pendidikan di Indonesia sangat ditentukan oleh pendidik dan tenaga kependidikan sebagai ujung tombak di Sekolah/ Lembaga Pelatihan/ Masyarakat. Peningkatan dan pemantapan kemampuan profesional pendidik dan tenaga kependidikan merupakan jaminan bahwa penyediaan sumberdaya manusia yang dibutuhkan masyarakat dapat berlangsung dengan baik.

Peranan pendidik dan tenaga kependidikan sangat penting artinya dan merupakan salah satu kunci utama keberhasilan pembangunan pendidikan. Sejalan dengan era globalisasi, ilmu pengetahuan dan teknologi berkembang sangat cepat dan makin canggih, dengan peran yang makin luas maka diperlukan pendidik dan tenaga kependidikan yang profesional. Tantangan pendidik dan tenaga kependidikan dewasa ini tidak ringan. Di sisi lain, tugasnya tidak sederhana tetapi semakin kompleks dalam menghadapi tantangan yang semakin berat dan kompleks sehingga profesionalisme pendidik dan tenaga kependidikan harus dapat ditingkatkan dari yang sudah ada selama ini.

Fakultas Ilmu Pendidikan Universitas Negeri Padang (FIP UNP) Indonesia bekerjasama dengan Institut Guru Pendidikan Khas (IPGK) Kualalumpur Malaysia bekerjasama melaksanakan Seminar Internasional Pendidikan, dengan tema 'Penguatan Kompetensi Pendidik dan Tenaga Kependidikan dalam menyelusuri Perubahan. Melalui seminar ini diharapkan para peserta memperoleh wawasan baru dalam pengembangan guru serta tenaga kependidikan lainnya di kedua negara. Seminar ini merupakan realisasi dari nota kesepahaman antara Rektor UNP dengan Ketua IPGK Kualalumpur yang dilakukan beberapa waktu yang lalu.

Kami mengharapkan kerjasama ini dapat dilanjutkan dengan berbagai kegiatan, diantaranya: penelitian, pertukaran dosen/pensyarah, penulisan buku bersama serta kegiatan Tridharma Perguruan Tinggi lainnya. Kerjasama UNP dengan IPGK diharapkan dapat meningkatkan kualitas pelayanan kedua Perguruan Tinggi dalam menyiapkan guru serta tenaga kependidikan lainnya di kedua negara.

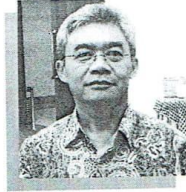
Terima kasih atas perhatian serta sumbangan pikiran dari berbagai pihak, demi terselenggaranya pertemuan dan seminar ini. Semoga kerjasama ini bermanfaat hendaknya dalam peningkatan kualitas pendidikan di Indonesia dan Malaysia.

Wasalaamu alaikum warahmatullaahi wabarakaatuh,

Padang, 22 November 2014
Dekan FIP Universitas Negeri Padang

dto

Prof. Dr. Firman, MS. Kons.



Foreword

Developments in science and technology in many developed and developing countries trigger changes in areas directly related to the provision of education, such as curriculum and learning, teachers and education personnel, facilities and infrastructure, finance, and organizational structures.

These changes need to be assessed, anticipated and addressed by proactive measures, so that they had a positive impact on the development of nation. Assessment of changes in the scientific side, is a positive step that can be done by scientists, experts in the field of education to make the provision of education and scientific development to be more grounded in accordance with the facts and practices of education.

The International seminar conducted at Universitas Negeri Padang has collected thoughts, positive ideas that have extraordinary usefulness to the development of science and technology in a practical or implementation of education in many countries. All those positive thoughts need to be documented in the form of proceedings.

On this occasion, we would like to thank Rectors and Deans of the colleges who have supported the scientific tradition through the International Seminar on Education, from the Universitas Negeri of Padang, Institut Pendidikan Guru Kampus Ilmu Khas Cheras, Malaysia, Union of Faculty of Education/Department of Education, Indonesia, and Union of Faculty of Education, Malaysia.

We would like to thank all the writers who have contributed positively to writing articles. Let us also highly appreciate to the seminar organizers, in particular to the proceeding team at the Universitas Negeri Padang and at IPG Khas Cheras Malaysia who have worked extra hard so that the proceeding be realized as it is today. May all that we do get a reward deserving of Allah, the results collected in the proceeding of the seminar are beneficial for all. Amien.

Padang, 22nd November 2014
Committee Leader.

dto

Hadiyanto

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DEVELOPING CHARACTER BUILDING LEARNING MODEL FOR STUDENTS OF EDUCATION EQUALITY PROGRAM (PAKET C) AT LEARNING ACTIVITY COMMUNITY CENTRE (PKBM) PADANG

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ABSTRACT

The research was due to the fact that most tutors of education equality (*Paket C*) program had not yet understood and applied one learning model that shaped the students' characters during sociology course. The research aimed at exploring the implementation of students' characters during sociology course of education equality program *Paket C* at PKBM Padang.

Within a short period, it was expected that the research could develop a character building learning model for the students during sociology course. The design of the research was research and development. The subjects of the research were tutors of *Paket C* at PKBM Surya, PKBM SMS and PKBM Anugrah. The data were collected through observation, it was observing the tutors during the conduction of teaching and learning program, interviewing the tutors related to learning instruments used and the lesson plans. Research findings described: (1) during the learning process, the tutor created the lesson plans as the guidelines for teaching. (2) the learning process was conducted conventionally, it was seen that the tutors were more active than the students. (3) there was a lack of students' characters building, the learning outcome was focused more on cognitive. (4) One contextual teaching learning (CTL) model was produced for learning sociology, it was aimed at helping the students shaped their characters. Through the research, it was suggested to all tutors of the *paket C* program to use contextual teaching learning (CTL) model during teaching and learning sociology in order to have the students' characters shaped.

Key word: Learning Model, Students' Character Building

A. INTRODUCTION

One recent phenomena existed within a community is that there are a lot of changes in various aspects of life. The changes affect various dimensions of mankind. There are a lot of multi-dimensions crisis; poverty, stupidity, crimes, bullying, moral decadency. They seem to be inseparable parts of human life. Indonesian who was known for their hospitality, their togetherness seems to be disappeared and can be found nowhere.

In order to cope with this problem, it is necessary to re-build national character education. It is strongly approved to apply national moral values through education institutions. Therefore, having one appropriate approach, representative learning instruments and supporting activities in the classroom are necessary. According to Joyce and Weil (1976), one of the models that can be used to solve social problems, to develop will to learn and to build moral values is through contextual model. It is expected that tutors, during teaching and learning process, always connect the content of materials to the real daily-life situation so that it encourages them to correlate their knowledge and their skill as well as their performance as a part of a family or a community.

Based on the preliminary observation results to education equality program (paket c), non-formal education program at learning activity community centre (PKBM) Padang, it was known that tutors had not yet had appropriate learning models that build and develop character values to the students. Thus, learning design and learning process applied by the tutors had not yet provided that students with learning experiences that build students' characters. As a results, a careful research that develops character building learning model for paket C students is better conducted.

Character, based on what is stated in Kamus Bahasa Indonesia (1996), is defined as mental behaviors, attitudes. It can also be said having a personality. Musfiroh (2008) says that character refers to attitude, behaviours, motivations, and skills. Character is a word from Greek which means "to mark" and to focus on how a person apply good values in form of attitude or behavior that a person who is dishonest, mean, can be said as a person with no personality or some one who has a bad character. Reversely, one who behaves accordingly to accepted moral values is said one with a good character.

Depdiknas (2010) state that good characters mean attitude, behavior of a person who knows his own potentials. The person has reflective values, appears to be confidence, logic, critical, analyst, independent, healthy, responsible, patience, cautious, brave, trustworthy, positive and friendly. A person with a good character is signed by having moral values. Characteristics is the implementation of intellectual development, emotional, social ethic and attitude. An individu with a good character always tries to do good things, for God sake, for his own, for his neighborhood, nations.

According to Hidayat (in Depdiknas 2010), character education has the same essence and content with moral and *akhlak* education. The aims is to build children's good characters so that they grow up to be good men within a community. Thus, the nature of character education is defined as the education of systems of values which are rooted from the cultures developed in the society.

Ratna Megawangi (2010), shows 9 pillars of character, they are (1) Love for God and the universe, (2) responsible, discipline and independency, (3) honestly, (4) respect and politeness, (5) affection, cares, and teamwork, (6) confidence, creative, hardwork, (7) justice and leadership, (8) kind, modest, and (9) tolerant, love peace and unity.

Character education is based on human basic characters which are rooted from universal moral values (absolute) and sourced from religious practices known as the golden rule. The character education has absolute aims, and it was based human nature. It includes hardworking, trustworthy, respect, care, honest, responsible, nationality, purity, braveness, discipline and justice. The implementation of character education at school should be based on human basic character values which then are developed to be values that create representative condition at school. The implementation can be integrated into every courses. The materials which are related to norms and values should be developed, elaborated, designed and connected to contextual daily life. Thus, the implementation is not only for cognitive realm, yet it is directed to the process of values internalization and real experiences within the real life of students within a community. The character education at school is related to the management and the implementation of school activities. The management and the organization of character education include: activities, plans, implementation and quality control of school activities. The management consists of integrated values within the courses, curriculum, learning process, evaluations, teachers, and other related components.

The character education is aimed at improving the quality of education at schools which then leads to the achievement of good character building of the students. The students' character would be complete and balance with the expected competency. Through character education, it is expected that the students could be independent in improving and applying their knowledge, analyzing and internalizing their own character values in their daily life application. Character education in the institution level is lead to the building of school culture, that is values that underlie the attitude, traditions, and habits at school. School cultures becomes the character which mirrors the image and the quality of the school in the society.

Moral education is also known as character education. Moral means values that describe good or bad condition about human attitudes, point of views, character and behavior. Moral values teach what good and bad, what is accepted and possessed by human related to their behavior. A man with a good moral has good or bad consideration, appropriateness, and religious standard, and good attitude. According to Kant (in Suseno 1992), morality is a faith. It is not merely about actions or being adjusted to any regulations whether it is nation's, religion's or local custom's. Then the criteria of one's moral quality is seen from his loyalty to his heart, which concerns religious values. Morality is a form of being responsible based on his own role, positions, and rights obtained. They are based on humanity and religion. In other word, morality is a faith to follow what is realized as the absolute responsible.

According to Sjarkawi (2008), basically, the aim of education is to develop intellectual and moral ability. The psychology principles and ethic help schools to improve all education duties in order to shape and strengthen students' character. Then this moral is also related in social courses such as sociology. Improving students' morality is the intended goal of sociology course. In order to reach the goal, Sjarkawi states the process and the aims of social courses should be on the visualization of

students' moral. Thus, talking about education whether it is formal or non formal, can not be separated from developing moral and ethic.

Goods in Sjarkawi 2008 states that moral education can be done formally and non-formally, whether it is at school or within a community or at home. Durkhem (in Sjarkawi 2008) emphasizes that moral education is moved from home to schools since schools have certain responsibility related to moral. Moreover, Raths (in Sjarkawi 2008) says that schools should be more sensitive to problems related to moral. Schools should not only concern the intellectual aspect and moral attitude, yet more than that, the whole function and education content at schools should be based on a work plan within a curriculum which include real efforts to achieve moral's improvement.

Non-formal education as a part of national education system holds important role as a complement and addition for formal education (Faisal 1987). The needs toward non-formal education is even real in order to solve various social problems occur in the society. In a more ideal side, non-formal education is needed more, since it is one effort to develop and implement character education. According to *Direktorat Pendidikan Kesetaraan (2006)*, education equality program (Paket C) is a non-formal education program which is equal to formal education for senior high school. The curriculum of Paket C is the same with the curriculum used at schools. Character education at schools or Paket C is integrated in the courses given. The implementation and development of character values should be more visualized in students' daily life within a society. The aim of character education at school and outside of school is to have the students possessed moral values and behaved good accordingly to the values and conditions accepted in a community.

In order to visualize the character values in the society, the teaching and learning process at school should integrate the values in all courses. Therefore, it is necessary to have tutors understand and design learning instruments, and develop appropriate learning model which can be used as the reference for the conduction of teaching and learning program. According to Soekamto (1994), the learning model is a conceptual framework that describes the systematic procedures to organize learning experiences and to reach the intended goal, and functions as a guideline for learning model designers and staff in order to conduct the teaching and learning process in the class. Thus, learning model can be defined as a plan or a pattern used by the tutor to design learning activities in the class. The learning model influence the learning activities design in the class and learning instruments used.

As a pattern or a procedure which can be used as the basic for teaching and learning process according to (Rusman 2011), has characteristics, they are (1) it refers to learning theories and education theories, (2) it has mission or particular education goals, (3) it is the reference in the teaching and learning evaluation, (4) it has models (syntax, the reaction principle, social system, and supporting system, (5) it has measurable effects, that is the learning outcome can be measured, (6) it creates instructional design by referring to the chosen learning model.

B. RESEARCH METHODS

The design of the research was Research and Development. According to Richey & Klein (2007), the development research is aimed at deciding the empirical basis so that it creates such innovative learning model that leads to development. Besides, through the research, it was expected to create a learning process that build students' characters integrated within sociology. The approach used was descriptive qualitative. The research was conducted at Paket C at PKBM in Padang. They were PKBM Suka Maju Sejahtera, PKBM Surya and PKBM Anugerah. The subjects in the research were sociology tutors, students, the managers of PKBM, and education practitioners. The data were collected by observing the learning process in the class, structured interview with the tutors, students, and managers, and document analysis to see the lesson plans designed by tutors. Based on the discussion of the course, a learning model that built students character was developed, and then was discussed within a focus group discussion (FGD), and was validated by the experts.

C. FINDINGS AND DISCUSSION

1. The Implementation of Learning Sociology in Building Students' Characters.

On the category of lesson plans, what researched was the availability of lesson plans, indicators formulation, and learning scenario. These three aspects, overall, had been designed and used by the tutor as the reference to conduct teaching and learning process in the classroom. A lesson plan is a part of learning instrument that describes the learning process in the class. Based on the findings, at the three PKBMs, it was found that the lesson plan designed by the tutor had been signed by the managers of each PKBM. Moreover, the lesson plan made was developed by the tutors themselves. From the components of the lesson plan, it was described that the indicators for competency achievement, the learning goals were focused more on cognitive realm, or less on affective and psikomotor realms. In addition, it was expected that the intended characters built for the students had been formulated within the lesson plan.

According to Rusman (2011), a teacher is a determining factor in education, since a teacher holds important role during the learning process, and the learning process is the core of education. A learning process is a process that contains a systematically arranged activities done by teachers and students. It is mutual relation between students and teachers. It occurs within an educative situation. The relationship is meant to reach such intended goal. It contains teachers' multi-roles. Teachers' roles which are based on teachers' competency, according to Rusman (2011), are designing the lesson plan, the teacher is expected to prepare the program whether it relates to the learning materials or students' psychic and psychology condition so that the learning process occurs as what has been expected.

A lesson plan is a part of learning instrument that describes the learning activities in the class. The tutors were required by the manages of PKBM to design a lesson plan, though it was not always checked or signed or whether or not the lesson plan fulfill the

requirements. It indicated that a lesson plan is more than just necessary. The lesson plan designed should be equal to one for senior high school students, since most of the sociology tutors at Paket C also taught sociology at a senior high school.

Based on the learning scenario designed by the tutors in their lesson plans, it was found that the tutors had planned and had the students involved actively in the learning process. It was seen from the steps arranged. The tutors had designed a discussion to talk about topics which had been prepared. The topics were prepared based on pictures in the source book. For instance, there was a group explaining about norms and values, and there was a group discussing about what norms and values that influenced themselves and the society. In the learning scenario, the tutors had designed *apersepsi* activities in order to evaluate the previous lesson discussed and to motivate the students to focus more on the next materials given.

The scenario designed had not yet shown the availability of learning experiences which were planned to build and develop students' character. All activities planned were focused on cognitive achievement. Furthermore, it was not yet found that tutors provided the learners with knowledge to develop creative economy such as building an entrepreneurship. Based on the learning process for non-formal education, the school was not focused only on cognitive aspect, yet, it should be integrated with the skills in order to prepare the students to work.

Based on the observation results done at the three PKBM during the teaching and learning sociology, the description was focused on the learning strategy used by the tutors, the materials, the sources and learning media used. The learning process in the classroom was begun with checking students' attendance. It was found that students' attendance was low. It showed that students' learning motivation was also low. When the tutors asked questions as a review for the previous lesson, many of the students failed to answer the questions. At the end, the tutors answered the questions themselves.

From the three PKBM observed, there were some similarities in their learning process. The learning process conducted by the tutors was done by presenting the information to the students, sometimes some questions related to the materials were given. During the teaching and learning process the tutors had no learning media. The source used was limited to the sociology textbook for Paket C students. There was a lack of group or class discussion. It was due to the problem in students' attendance. Some students were absent, some were late, even few came at the examination day only. Sometimes, the learning process conducted at some PKBM was done by discussing questions taken from national examination.

The learning strategy applied by the tutors mostly was presenting the information and asking questions related to the materials to the students. There were no activities related to affective aspect. The tutors' role as the facilitator had not yet optimum. The tutors sometimes provided that students with homework, but many were not finished since most of the students were busy already. It was found that the students' achievement was low since they were seldom reviewing their lesson and reading their sources. According to Sanafiah (1987), the target of non-formal education was those

who had distractions in studying, because of their incapability, their financial problems, and their role as a worker.

Moreover, related to the use of learning media. From the research findings, it was found that the tutors were seldom to use learning media, or design their own. There were many learning media could be used to teach and learn sociology, such as mass media, news papers, magazine, etc. According to Rusman (2011), the teachers should have ability to use learning media in the classroom. Media are any things that stimulate thoughts, all things that deliver learning materials, and encourage learning process. According to Nana Syahodih (in Rusman 2011), the ability to use media and learning sources is not limited to the use of already-available media such as printed media, audio media, or audio-visual media, but, the ability is emphasize more on the use of real objects around the school.

Based on the observation done during teaching and learning process, it was found that tutors had evaluated students' achievement. The evaluation was done by asking questions related to the materials, scoring and appreciating those who answered the questions. The indicator of students' achievement could not yet be formulated since the achievement was only limited to whether or not the students participated.

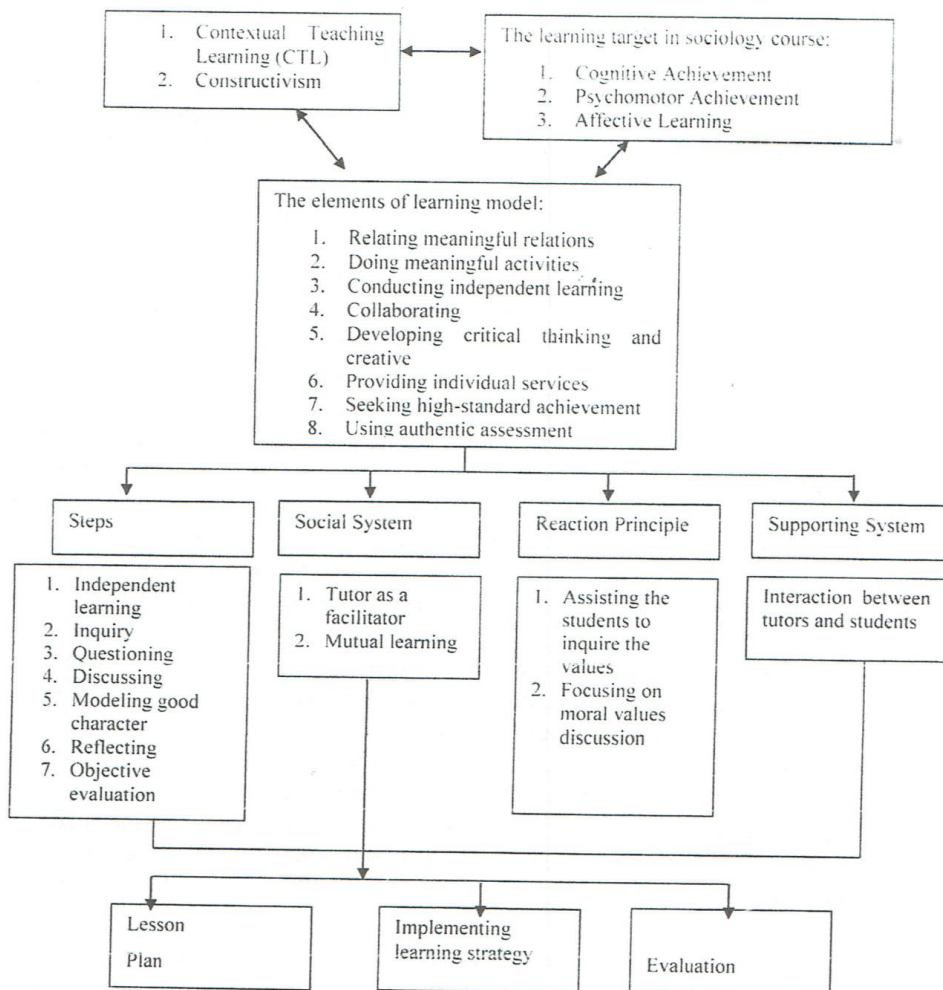
The students' evaluation was done by discussing and answering questions related to materials. However, the questions given had not yet led students to be able to think critically.

Generally, the questions were only meant to test the concepts provided in the text book. They were not related to actual problems. The students only used the text book as the main reference to answer the questions. There were less questions given to lead students analyzed and develop critical thinking. Thus, it was seen that the tutors had not yet developed a learning process that build students' character. The tutors had never filled the students' affective evaluation and discussion parts written in the lesson plan. The learning target was focused on cognitive aspect that the evaluation was more on cognitive aspect only.

2. The Character Building Learning Model,

Based on the research findings about the conduction of the teaching and learning in the classroom, theoretically, an appropriate learning model for such situation and condition was CTL or contextual model, to have the students applied character values integrated in the lessons. The materials were related to real life situation and it encouraged students to relate between their own knowledge and the application within a society or community where they lived (Nurhadi, in Rusman 2011).

A conceptual learning model for students' characters building at Education Equality Program Paket C PKBM Padang was described as the following:



Picture 1. The Students' Character Building Learning Model

The students' character building learning model was based on the contextual paradigm used constructivism theory. In the theory, the learning is more meaningful if, directly or indirectly, it relates to students' daily-life experience. The learning theory was chosen since it was appropriate with the aims of learning for character building.

Based on the related literatures used as the foundation and the intended target, the learning model for students' character building was developed using CTL paradigm (in Rusman 2011) as the following

1. Giving illustration so that the students can learn independently. On this phase the tutor shows picture or illustration to the students, then the students talk about any thing related to values and norms in the picture and the roles of norms and values within the society
2. Inquire, the phase is the core of contextual teaching learning model (CTL), that is to find and give emphasize that knowledge, skills needed are not obtained from memorizing series of facts but they are more being inquired. The tutors can assist students to find by themselves about the materials. The students discuss to find experience, knowledge by observing the picture through illustration. During the teaching and learning process, the tutors should be able to design learning scenario that helps the students to find or inquire the knowledge or learning experience by their own.
3. Asking Question. The knowledge possessed by a person is obtained by asking. Asking is the main strategy in CTL. Applying asking strategy should be facilitated by the tutors. It is influenced by learning condition developed by the tutors. The tutors are to assist the students through questions intended to find, look for the relationship between the concept learnt and real-life situation.
4. Learning Community. It is intended to have the students familiar to work within a group and use the learning sources from their friends. The learning outcome is obtained through sharing experience or discussing with the peers. The tutors are demanded to be skilful and professional to develop communication or interaction.
5. Modelling. The tutor is not the only source in the classroom. Due to the limitation of a tutor, there will be many distractions in giving or providing services based on the various students' needs. The learning model making phase can be used as the alternative to develop learning process so that the students' expectation can be fulfilled, and to help minimize the tutor's limitation.
6. Reflection is thinking backwards about what have been done previously. The students take what they have just learnt as a structure of a knowledge. It is an enrichment or revision from the previous knowledge. During the reflection, the students are given chances to digest, consider, compare and think deeply, and discuss with their own.
7. The authentic assessment, the tutor evaluates students' learning outcomes in order to obtain comprehensive information related to students' achievement. The evaluation is done at the end of the learning process, but integrally is done during the process itself. Thus, the tutor, authentically, know the real students' achievement.

D. Conclusion And Suggestions

Conclusion

Based on the research objectives have been formulated and the results obtained can be summarized as follows:

1. Implementation of character formation students' learning in PKBM

- a. Planning compiled tutor preparation meets the criteria in accordance with the steps RPP, but the implementation is often incompatible with existing plans.
 - b. Learning objectives outlined in the RPP emphasis cognitive achievement goals, and achievement of learning objectives for the achievement of high level or affective abilities have not been drawn.
 - c. Implementation of learning in the context of the formation of character students' that has not been done on the subjects of sociology or learning about the value of the character has not been integrated in the subject of sociology.
 - d. Tutor learning strategies used more by way of the provision of information through lectures and question and answer, the strategy by digging, found the experience of learning (inquiry) itself from' wb yet reflected in the learning process.
 - e. Evaluation of learning is done by addressing the problems that exist in textbooks. With a variety of authentic assessment methods have not been part of the task to be performed tutor
2. The learning model wb character formation in PKBM
- a. The learning model students' character formation based on learning theories and learning principles for the formation of knowledge, and on teaching values to develop attitudes
 - b. The design study model of character formation students' designed to maximize engagement in learning.
 - c. The learning model learning community character formation includes eight elements: meaningful relationships, doing meaningful work, perform a self-regulated learning, conduct collaborative, critical and creative thinking, providing services individually, seeking attainment of a high standard, and the use of assessment authentic.
 - d. The learning model students' character formation includes seven steps: submission of illustrations by increasing the activity of resident tutor for learning, inquiry, questioning, learning community (discussion), modeling, reflection and authentic assessment.
 - e. Discussions about the learning material in the formation of character is an essential part of the development of reasoning as an approach to shape attitudes students'
 - f. The application of the model in learning can be seen from the study that was developed through lesson plans, learning implementation, and evaluation used the tutor. The device is composed of learning which is then used in the implementation of learning in the classroom.

Suggestions

In order to take advantage of this learning model developed for the establishment of an integrated wb character with eyes sociology and other subjects, it can be suggested as follows:

- a. Tutor plays a very large and important in the learning activities in the classroom in order to use the model CTL in shaping the character wb integrated with the subjects of sociology as a guide in planning learning.
- b. Learning Activity Community Centre (PKBM) leader expected partisipation involvement in monitoring the activities undertaken tutor learning so that learning takes place effectively in accordance with the plans that have been prepared.

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for International Seminar on Education entitled: "*Strengthening Teachers & Education Personnel Competence in Scour Change*" on 22nd to 24th November 2014 at Universitas Negeri Padang



Padang, 24th November 2014

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