

The Effect of Morality Development through Public Education on Junior High School Student Ethics (Case Study in North Gunungsitoli - Indonesia)

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Abstract

Citizenship education essentially prepares students as citizens as well as good citizens. The learning process must be understood as part of the process of civilizing students so that it becomes a cultured and ethical human person. Thus the development of morality in the learning process is expected to be carried out through the planting of values in students so that they have attitudes and behavior in accordance with the ethics that apply in society. This study aims: (1) To find out data on morality development of students through citizenship education, (2) To determine the contribution of morality guidance through civic education to student ethics, and (3) To determine whether there is influence in morality education through ethics education students. This research uses descriptive quantitative approach method, which was carried out at North Gunungsitoli Junior High School Student. The population is a total of 38 students in class VIII. The entire population is at the same time determined as the research sample (total sampling). To get the data, a questionnaire instrument was used, both for morality development and student ethics. Moral guidance through citizenship education is still classified as not so too student ethics are classified as poor with an average questionnaire value of 57.84. The contribution of morality guidance through citizenship education to student ethics is 73.27%. There is the influence of morality coaching through citizenship education on student ethics, this is based on hypothesis testing using the t-test results obtained $t\text{-value} = 9.935$ greater than $t\text{-table} = 1.689$ In line with the findings of this study, researchers provide several suggestions, among others (1) Teachers should be in the learning process citizenship education provides exemplary and moral guidance to students. (2) Citizenship education subject teachers should develop students' awareness to uphold the ethics that apply in society. (3) Teachers should not make punishment as the only tool to provide guidance to students.

Keywords: Morality, citizenship education, student ethics.

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INTRODUCTION

Indonesian National Education aims to develop students to become moral human beings, namely believers and fear of the Almighty God, noble, independent, democratic and responsible state guardians (Ministry of National Education, 2010) [1]. However, national education has not been able to enlighten this nation. Education held primarily in elementary schools has not been implemented optimally, so learning is felt to be less meaningful and there is a gap between students' moral knowledge and behavior. This results in students showing negative characters, such as stealing, cheating, lying, saying dirty and rude, damaging school property, playing truant, disturbing friends or other people by bluffing, mocking, causing commotion, fighting, abuse, and other forms of delinquency teenager.

The situation is because there has been disorientation and inadequacy of Pancasila values, limited integrated policy tools in realizing Pancasila values, shifting ethical values in the life of nation and state, waning awareness of national cultural values, and weakening national independence (Ministry of National Education, 2010) [1]. This situation adds to the concerns of teachers and practitioners of education, especially in facing the life of the 21st century, where education must provide skills such as, (1) attitudes toward citizenship, both locally and globally; (2) life and career; and (3) personal and social responsibility [2, 3]. Therefore, a way is needed so that education can show its role in the role of giving birth to a holistic generation, one of which is by fostering Pancasila values as a national identity so that the nation's successor is not easily shaken by the swift flow of globalization.

As for one way to overcome the above problems, namely by instilling and providing *Pancasila* moral knowledge from an early age. This can be understood, because if the characters implanted from childhood will be attached to the next maturation process.

LITERATURE REVIEW

Various research results explain that the way to plant *Pancasila* values can be done through efforts to habituate, practice, environmental conditioning, and exemplary. Another view states that planting *Pancasila* values can be done by inculcation, exemplary (modeling), facilitation (facilitation), and skill development [4]. In this article, the planting of *Pancasila* values is given through the development of skills, where students are actively involved in the learning process with the aim of independently finding answers to the problems at hand.

The learning model developed in the planting of *Pancasila* moral knowledge, namely the model of scaffolding writing. Scaffolding writing is a learning model of writing where the teacher determines the writing framework. The model can provide full guidance to students during the learning process, because in its application it is very concerned about writing learning procedures, such as writing patterns, mindset, and control patterns as contextualizing because the teacher makes an analogy of the purpose of descriptive text based on the student world [5]. Therefore, the text given by the teacher to students can give an idea of what the product of writing will be made of students [6, 5] and can increase students' activeness in writing. This can increase students' interest in the task and control students' frustration during the assignment [8].

So far, the use of the scaffolding writing model has only focused on training students' writing skills without the attitude or character they want to develop. In addition, the studies carried out are still focused on language and mathematics [8-10] and there are no studies that focus on *Pancasila* and Citizenship Education. Thus, the team was very interested in examining the effect of the model of scaffolding writing on fostering *Pancasila* moral knowledge of elementary school students. One way that can be taken, namely by teaching character education contained in subject matter that starts from moral knowledge and indirectly affects moral actions [11].

The literacy text developed in this study is in the form of diaries, so that when researchers ask students to write down the diary it is not a challenge that is burdensome by students. Thus, the type of scaffolding writing that is developed namely contextualizing aims to bring complex ideas from topics that will be taught to be closer to the world of student experience [5]. In addition, reading and writing

psychologically can provide individual cognitive skills, so it needs to be improved in understanding deeper literacy as a social practice [12]. As for this research the author explores ideas or ideas that will be written in order to provide prior knowledge (prior knowledge) in accordance with the topic of his writing [13].

Students, who directly analyze their daily experiences and connect with the values of *Pancasila*, create meaning that is embedded in students and a sense of pride at the time of joint discussion of what I have analyzed. After all agreed on various opinions that daily activities are correct in the meaning of *Pancasila*, students are more confident in their knowledge and tend to remember this.

RESEARCH METHODS

This research was conducted at the Gunungsitoli Junior High School, Gunungsitoli sub-district, Gunungsitoli City. The method used in this study is a descriptive research method that is research that describes the situation as the research subject has experienced it. The approach used is a quantitative approach.

The population in this study was the total of 38 people in the second semester of the VIII Grade. Considering the population of 38 people, the researcher is interesting using a total sample. Thus, the entire population, which amounts to 38 people as well as a sample of research research.

To collect the data needed in this study, a research instrument was used, the questionnaire. Questionnaire (questionnaire) is a technique of collecting data that is done by distributing a list of questions to respondents to answer.

Product moment correlation analysis is useful to determine a quantity that states how strong the relationship of a variable with other variables.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where: r_{xy} = correlation coefficient; N = Number of respondents

To find out whether the hypothesis is rejected or accepted, a statistical t-test is carried out:

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Then it is confirmed in the price value table for distribution t with a significant level of 0.05, and df =

($n-2$) with the testing criteria, if $t\text{-value} > t\text{-table}$, H_a is accepted, H_o is rejected.

FINDINGS AND DISCUSSION

Based on the verification, the questionnaire answered by the respondent can be used as research data. Furthermore, from the results of the questionnaire that has been obtained, a trial of research instruments was conducted. Test the validity of the morality-coaching questionnaire through citizenship education and student ethics to determine the validity or the exact research instrument used. Test the validity of the questionnaire about morality guidance through citizenship education is calculated based on student acquisition scores on the questionnaire results. For the calculation of the questionnaire validity test for item number one carried out with steps obtained $r_{xy} = 0.501$ greater than $r\text{-table} = 0.320$ then item number one is declared Valid. By following the same steps, the calculation of validity test items number 2 to item number 20 can be done and the results where it turns out that all items of morality coaching questionnaires through citizenship education, which are the research instruments, are valid.

Test the validity of the questionnaire about student ethics based on the student's score on the questionnaire results. For the calculation of the questionnaire validity test for item number one, where $r_{xy} = 0.645$ is greater than $r\text{-table} = 0.320$ then item number one is declared Valid. By following the same steps, the calculation of the validity test of item number 2 to item number 20 can be done and the results where it turns out that all student ethics questionnaire items that become research instruments are valid.

Questionnaire reliability test was conducted to find out whether the results of the research instruments were fixed and reliable. Based on the calculation of the reliability test of morality guidance questionnaire through citizenship education, based on the calculation of the student's ethical questionnaire reliability test as shown the value of r -value is confirmed at the product moment r -table at a significant level of 5% ($\alpha = 0,05$). So for $N = 38$, $r\text{-table} = 0.320$. Because $> r\text{-table} =$ then both the questionnaire about morality coaching through civic education and student ethics is declared reliable.

The results of the morality-coaching questionnaire through citizenship education are processed using a likert scale by calculating the score into a value. Furthermore, based on the average calculation, the average results of the questionnaire about morality development through civic education are obtained. Grade VIII North Gunungsitoli Junior High School is 58.74 classified as less.

The results of the ethics questionnaire students were processed using a likert scale by calculating the score to the value. Furthermore, based on the average

calculation as shown, the average results of the questionnaire about the ethics of the eighth grade students of North Gunungsitoli Junior High School were obtained 57.84 classified as lacking.

To find out the accepted and rejected hypotheses, the hypothesis test is carried out with the steps. Based on these calculations obtained $t\text{-value} = 9.935$ and $t\text{-table} = 1.689$, for $df = 36$ at a significant level of 5%. Because $t\text{-value} > t\text{-table}$ then H_a is accepted and H_o is rejected or in other words the hypothesis is accepted at the confidence level of 95%.

The main problem in this study is the effect of morality coaching through citizenship education on student ethics. Based on the research that has been carried out and also the processing of research data it turns out that morality coaching through citizenship education in grade VIII of Gunungsitoli Junior High School has an influence on student ethics.

Based on the processing of research data obtained several research findings as follows: 1) The average questionnaire about morality guidance through grade VIII citizenship education at North Gunungsitoli 2 State Junior High School is 58.74 classified as less, 2) Average questionnaire results on ethics of class VIII students North Gunungsitoli Junior High School is 57.84 classified as less, 3) The contribution of morality guidance through citizenship education to the ethics of class VIII Gunungsitoli Junior High School students is 73.27%.

Through this research, it will give an overview to subject teachers about morality coaching through citizenship education and its influence on student ethics. In addition, the findings of this study can help evaluate the learning process and students' abilities from the affective aspects carried out by the teacher. The findings of this study have limitations where morality guidance through citizenship education on student ethics is limited to the second semester students of class VIII of North SMP 2 Gunungsitoli.

CONCLUSIONS AND RECOMMENDATION

Moral guidance through grade VIII Gunungsitoli Junior High School is classified as less with an average score of questionnaires of 58.74 and ethics of grade VIII students of Gunungsitoli Junior High School are classified as less with an average questionnaire value of 57.84. The contribution of morality guidance through citizenship education to the ethics of grade VIII Gunungsitoli Junior High School is 73.27%. There is the influence of morality coaching through citizenship education on the ethics of grade VIII Gunungsitoli Junior High School. This is based on hypothesis testing using the one-party t -test where $t\text{-value} = 9.935$ is greater than $t\text{-table} = 1.689$. Therefore teachers should be in the learning process of citizenship education to give exemplary and moral guidance to

students. Citizenship education subject teachers should grow students' awareness to uphold the ethics that apply in society. Teachers should not make punishment as the only tool to provide guidance to students.

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