

Effectiveness of Character Education Model in Unimed to Improve Students Creativity

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Abstract— This research is a continuation of previous research. The result of previous research was character education model in Unimed. This research studied about the effectiveness of the model. Validity of components of the character education model including accompanying instruments for data gathering were evaluated before evaluating the effectiveness of the model. Research method used in this research was descriptive method. The result of this study showed that the character education model from previous research are needed to be revised.

Keywords— *character; students creativity*

I. INTRODUCTION

Cultivating students' character may be done through instructional or other scientific activities. One of many patterns for cultivating character is by promoting character through extracurricular activities in students' organization. This way, apart from achieving academic and creative achievements, character development becomes an additional outcome of students' activities. Based on earlier research, there is a model of character education developed in *Universitas Negeri Medan* that was intended to improve students' creativity. The research showed that the character education pattern resulted in desired outcome. Hence, it is necessary to review the effectiveness of university's policies about character education related to this model.

II. LITERATURE REVIEW

A. Character Education Model

Some condition for extracurricular education that support the success of character education implementation are: 1) university's culture and interpersonal practices, which guarantee that students are treated with care and respect. 2) Lecturer, staff become good character model for students, 3) Providing opportunity for students to have autonomy and

influence in university's management, 4) Providing opportunity for students to reflect, argue or collaborate in order to find solutions for moral issues, 5) *sharing vision and sense of collectively and responsibility*, 6) *social skill training*, 7) providing more opportunity for students participating in any occasion that may raise moral attitude [1].

Each students organization's member selection is an important factor for supporting character development and improving students' creativity. This selection includes creativity test and *characters self-assessment* to find initial condition for character and creativity of each student organization member candidates. Before the students who pass the selection process officially become member of the organization, they will need to attend a training that is character education for students organization. This programme is designed to prepare each student organization member to have an experience about implementation of character education and creativity expression. With initial character and creativity owned by each student organization member added with experiences from attending character education programme, all member are responsible for the existence of the organization, and have to design annual work programme which based on six character education pillars in order to improve students organization member's creativity.

Indicators of work programme of each student organization have to match programmes from Ministry of research and higher education. For example, an indication for a student organization have improved members' creativity is the quantity of their achievement in seven kinds of *Program Kreativitas Mahasiswa - PKM* (students creativity programme) each year. In this phase, each student organization runs the annual work programme as planned. Of course, for each implementation of the programme must be based on six pillars of character education which has positive impact in improving creativity.

The team of Vice Rector for students affair will monitor and evaluate the student organization annual work programme

regularly. In this phase, the team will match the implementation and its result of each annual work program with the initial plan. Each incompatibility between the implementation and plan will be seen as input for following activity. In this phase, each student organization clarifies each input from monitoring and evaluation team as things that are needed to be corrected in next annual programme. The character education design scheme for Unimed's student organization is shown as follow.

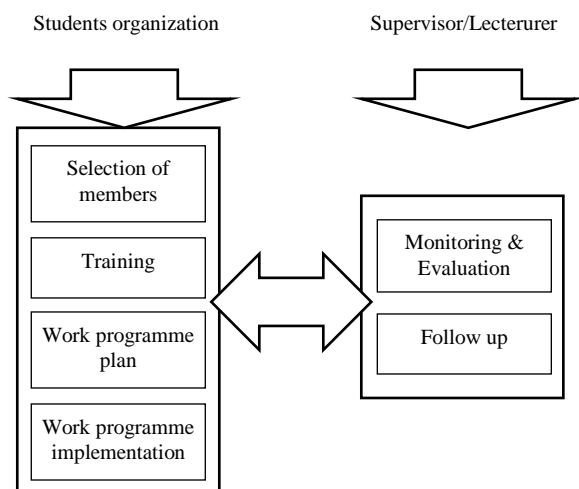


Figure 1. Unimed's students organization Character Education

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B. Effectiveness of Character Education

According to Thomas Lickona, there are 10 criteria for an effective character education, that is 1) applying character education concept that is accepted widely, 2) generating greater benefit for students who attend the programme, compare to those who did not, 3) strengthening educational community, 4) employing practitioners based on research, 5) class or university attitude are improved after implementing the programme, 6) providing observable differences on students individually, 7) Students testify that the programme has positive effect for them, 8) mobilising peer culture on virtue side, 9) helping students to become effective parent when they have children in the future, 10) Helping students to use all intellectual resource and their culture, including their tradition and beliefs, when making moral decision.[2], [3], [4]

On the other hand, checking whether a character education model is effective may be done by evaluating the model itself. According to Kirkpatrick there are four level of evaluation that is 1) Reaction, 2) Learning, 3) Behaviour, and 4) Results. Table 1 shows how these two views are compatible and compliment each other. [5]

Table 1 Compatibility of Kirkpatrick Evaluation Level and Lickona criteria

Kirkpatrick	Lickona
Reaction	Applying character education concept that are accepted widely generating greater benefit for students who attend the programme, compare to those who did not
Learning	strengthening educational community employing practitioners based on research
Behaviour	class or university attitude are improved after implementing the programme Students testify that the programme has positive effect for them Helping students to use all intellectual resource and their culture, including their tradition and beliefs, when making moral decision providing observable differences on students individually mobilising peer culture on virtue side
Results	helping students to become effective parent when they have children in the future

Based on Table 1 effectiveness of character education model is based on Kirkpatrick evaluation level that is modified related to Lickona criteria. In this study the character education model will be said effective if it satisfies the reaction, learning, and behaviour level. Result level is not used in this research because the result seen in this research is limited on respondent individual attitude changes.

METHOD

This research used descriptive method, and in order to support this method researchers developed valid instruments and instructional tools for character education. This research evaluated the effectiveness of the model by using a modified version of Kirkpatrick evaluation model by adjusting it with Lickona's criteria for the effectiveness of character.

III. RESULT AND DISCUSSION

The result of this research is valid tools and instrument for character education model, which will be discussed further as follow.

A. Students' Response

Students' response for the character education model were collected by using a questionnaire, with result as shown in Table 2.

Table 2. Students' Response

No	Responded Aspect	Number of students		Percentage	
		<i>Happy</i>	<i>Not happy</i>	<i>Happy</i>	<i>Not happy</i>
1	Students' feeling about character education model	46	19	70.51	29.49
		<i>New</i>	<i>Not new</i>	<i>New</i>	<i>Not new</i>
2	Students' feeling about character education model	45	20,00	69.23	30.77
		<i>Interest ed</i>	<i>Not interest ed</i>	<i>Interest ed</i>	<i>Not interest ed</i>
3	Students' opinion about interest on developing creativity	55	10	84.62	15.38
4	Students' opinion about their involvement in the organization	57	8	87.69	12.31
5	Students' opinion about being an example for good attitude	55	10	84.62	15.38
		<i>Clear</i>	<i>Unclear</i>	<i>Clear</i>	<i>Unclear</i>
6	Students' opinion about nurturing approach by supervisor	45	20	69.23	30.77
7	Students' opinion about service quality of creativity development	45	20	69.23	30.77
8	Students opinion about Unimed's character education pillar	50	15	76.92	23.08
		<i>attracted</i>	<i>Not attracted</i>	<i>attracted</i>	<i>Not attracted</i>
9	Students opinion	47	18	72.31	27.69

	about Unimed's character education model				
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Based on data from the questionnaire percentage of students who are happy with the character education model is 70.51%. The greatest percentage for positive response was in students interest to be involved in the organization which is 87.69%, while the smallest percentage for positive response was in the clarity of students nurturing aspect and the clarity of creativity development service which is 69.23%

B. Supervisor Response

Table 3 shows data of supervisors' response questionnaire.

Table 3. Supervisors' Response

No	Responded Aspect	Supervisors' Response		Percentage	
		<i>Happy</i>	<i>Not happy</i>	<i>Happy</i>	<i>Not happy</i>
1	Supervisors' feeling about character education model	8	1	85.19	14.81
		<i>New</i>	<i>Not new</i>	<i>New</i>	<i>Not new</i>
2	Supervisors' feeling about character education model	7	2	75.93	24.07
		<i>Interest ed</i>	<i>Not interest ed</i>	<i>Interest ed</i>	<i>Not interest ed</i>
3	Supervisors' opinion about students' interest on developing creativity	5	4	55.56	44.44
4	Supervisors' opinion about students' involvement in the organization	8	1	88.89	11.11
5	Supervisors' opinion about being an example for good attitude	6	3	66.67	33.33
		<i>Clear</i>	<i>Unclear</i>	<i>Clear</i>	<i>Unclear</i>
6	Supervisor's opinion about students' attitude related to character building	5	4	55.56	44.44
7	Supervisor's opinion about the quality of students' creativity development service	7	2	77.78	22.22
8	Supervisor opinion about Unimed's	9	0	100.00	0.00

	character education pillar				
		<i>attracted</i>	<i>Not attract ed</i>	<i>attract ed</i>	<i>Not attract ed</i>
9	Supervisor opinion about Unimed's character education model	7	2	77.78	22.22

Data from students organization supervisor questionnaire shows that percentage of students who feel happy with the character education model is 85.19%. The greatest percentage for positive response is for supervisor understand Unimed character education clearly which is 100%, while the smallest percentage for positive response is supervisor opinion about students' interest to develop their creativity and supervisor opinion about students' attitude related to character building which is 55.56%. This data shows that there are some revision still needed for character education so that the expected result might be realized.

IV. CONCLUSION

Data gathered in this study shows that there is difference between what was intended with the actual results in other words expectation has not match the reality perfectly yet. Hence character education model is still needed to be revised. So, there will be further research needed for current model in order to improve it so the expected result may be achieved.

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