

THE EFFECT OF MODELING THE WAY LEARNING MODEL ON TEACHING SYSTEM ACCORDING TO THE RELIGION VALUE

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Abstract: The problem statement in this paper is 1. How is the application of the concept of character education in classroom learning? 2. What are the values of learning in character? 3. Where should the basis for the application of character education begin ? 4. Is there an impact on the application of character learning? 5. Is there any influence on the way of modeling learning on the teaching system that has character in accordance with religious values? The purpose of this study is 1. To find out the concept of character education in classroom learning. 2. To find out the learning values of character education. 3. To find out the basis for applying character education begins. 4. To find out the impact of applying characterized learning. 5. To find out whether there is the influence of the way modeling learning model on teaching systems that have character in accordance with religious values. This research method uses the experimental method. The instrument used in this study is an essay test in which students answer each test honestly without cheating with their friends, thus the Modeling The Way approach in teaching systems that are characterized in accordance with religious values, can be increased by students having karimahul akhlaqul. After calculating and processing the data as follows: preliminary learning before using the Modeling The Way model of 45 people only 16 people who had honest attitude in answering the essay test, with a percentage of 36% while 29 students still cheated in answering the question, with a percentage 64%. After the characterized teaching system is in accordance with religious values by using the Modeling The Way learning model, the following data are obtained: students who are honest in answering the essay test questions increase to 41 people or 91% while 4 people or 9% are conducted individually so have akhlaqul karimah. Thus the Modeling The Way learning model in teaching systems that have character in accordance with religious values, can improve the quality of students who have good morality.

Keywords: Modeling The Way, characterized teaching system, religious values.

INTRODUCTION

At present character education both at school and in the home environment of children is very lacking. This can be greatly felt by the increasing number of officials who commit corruption, students and students who always cheat on exams, violating regulations when passing traffic and others. This condition is further aggravated when educators such as teachers and lecturers allow cheating to take place and the weakness of the law in our country.

Character education should be instilled in children at an early age. Because something that is used to start small, will be the determinant of the attitude of the child in the future so as not to follow the style or action that smells negative and has the nature of honesty and noble character. The 2003 Constitution on National Education

System states that National Education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become human believers and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and responsible citizens.

Departing from the above, formally efforts to prepare the condition of facilities / infrastructure for educational activities and curricula that lead to the formation of religious character and good character for the Indonesian generation have a strong juridical foundation. However, the signal was only realized when there was a moral crisis that hit all levels of society. No exception also for school-age children. To prevent a more severe moral crisis, these efforts have now been initiated through national character education using the way modeling learning model. The process of the way of modeling learning model provides an example for students in a good attitude in accordance with religious teachings. Where teachers should be a good example for students.

APPROACH & RESEARCH METHOD

This study uses an experimental method that applies to two groups in the form of learning. Both groups with the same initial ability can be searched by pre-test (initial test), then the two groups will be taught the ability to answer questions honestly. For one group as the experimental class, teaching the ability to answer questions honestly by using expository techniques, then post-test (final test) is held.

This method starts teaching that answers questions that the teacher gives to students honestly without seeing the answers of other friends or cheating. The concept of efforts to overcome difficulties is a stand-alone concept, if it is matched with a particular object that has meaning, then the understanding is an effort or endeavor that leads to better than before the less good, or everything that has exceeded certain limits so that it is expected to return naturally in accordance with the actual standards. So that giving a good meaning will be complete if it is combined with an object that is in accordance with what the teacher targets to maximize the teaching system that has the character of education that is guided by religious values.

RESULTS AND DISCUSSION

Planting Islamic Character-Based Values There is no doubt that the Prophet Muhammad was the best model in character as well as in the cultivation of character among the people. The Prophet Muhammad succeeded in building the character of the Arab community to be turned away from the previous character, namely the former jahiliyah (stupid and savage) to become Islamic (full of civilized Islamic values). Character building begins with building the faith of the people for approximately thirteen years.

To build the character value of our students to become Islamic, we first as a teacher exemplify Islamic character values. Here the researcher uses the way modeling learning model, where the teacher as an example shows good Islamic values to students during the learning and teaching process. Below these character values are applied during the learning and teaching process:

No	Character Values	Information
1	Religious	Attitudes and behaviors that are obedient in carrying out the teachings of the religion they adhere to, are tolerant of the conduct of worship of other religions, and live in harmony with those of other religions.
2	Discipline	Attitudes and behaviors are tolerant of the conduct of other religions, and live in harmony with those of other religions.
3	Honest	Behavior that is based on efforts to make himself a person who can always be trusted in words, actions, and work.
4	Independent Attitude	Attitudes and behaviors that are not easily dependent on others in completing tasks.
5	Like To Read	The habit of providing time to read various passages that provide virtue for him.
6	Responsible	The attitude and behavior of a person to carry out his duties and obligations, which he should do, towards oneself, society, environment (nature, social and culture), state and god almighty.
7	Appreciating Achievement	Attitudes and actions that encourage themselves to produce something that is useful for the community, and recognize, and respect the success of others.
8	Love Peace	Attitudes and actions that encourage themselves to produce something that is useful for the community, and recognize, and respect the success of others.

The results and discussion of this study obtained the essay test results in which students answer each test honestly without cheating with their friends, thus the Modeling The Way approach in teaching systems with character in accordance with religious values, can be increased by students having karimahul akhlaqul. From these activities, the following data were obtained: preliminary learning before using the Modeling The Way model of 45 people, only 16 people who had an honest attitude in answering the essay test, with a percentage of 36% while 29 students still cheated in answering the question, with 64% percentage. After the characterized teaching system is in accordance with religious values by using the Modeling The Way learning model, the following data are obtained: students who are honest in answering the essay test questions increase to 41 people or 91% while 4 people or 9% are conducted individually so have akhlaqul karimah. Thus the Modeling The Way learning model in teaching systems that have character in accordance with religious values, can improve the quality of students who have good morality. The table below shows the results of student character values:

Student Character Value Score

No	Nama Siswa	Skor Tiap Aspek Yang Dinilai								Skor	Nilai
		1	2	3	4	5	6	7	8		
1	Aditya Fadli	4	3	3	4	3	3	3	3	26	81
2	Afriandi Fahrozi	3	3	4	4	4	3	4	3	28	88
3	Agi Jamil	4	2	4	3	3	3	4	3	26	81
4	Andini	3	4	3	3	3	4	3	4	27	84
5	Andri Kurniawan	3	3	3	3	3	3	3	4	25	78
6	Angga Ramadhan	3	4	3	3	4	4	3	4	28	88
7	Anisa Wulandari	3	3	3	3	3	4	2	2	23	72
8	Anisyah Safari	3	3	3	3	3	3	2	2	22	69
9	Arridha Imanda	3	3	3	4	4	3	4	3	27	84
10	Cindi Aulia Yusren	3	3	3	3	4	3	4	4	27	84
11	Dewi Anwari Hrp	3	4	3	3	3	4	4	3	27	84
12	Dwi Ramadhani	3	3	3	3	3	4	2	2	23	72
13	Eri Sandrian	4	3	4	3	4	3	4	4	29	91
14	Fadillah Dwi Utami	3	3	3	4	4	3	3	4	27	84
15	Fany Novri Yani	3	3	3	3	3	3	3	4	25	78
16	Haspriandi Siregar	3	4	3	3	3	4	3	4	27	84
17	Heru Pradana	4	3	2	4	2	3	3	3	24	75
18	Irgia Sandi A	4	3	4	3	3	3	3	3	26	81
19	Luna	4	4	3	3	3	3	3	4	27	84
20	M. Audi Sofyan	4	3	3	3	4	3	4	4	28	88
21	M. Fajar Ramadhan	4	4	3	3	2	3	2	3	24	75
22	M. Fedro Aldiansyah	3	3	3	3	4	3	3	3	25	78
23	M. Ikbal Septian	4	4	4	3	3	3	3	3	27	84
24	M. Kevil Rizkiawan	3	3	3	3	3	4	2	2	23	72
25	M. Nur Khairullah	3	3	4	3	3	3	4	3	26	81
26	M. Rinaldi	4	4	3	3	2	3	2	3	24	75
27	M. Rizal Y	4	3	4	4	3	4	3	3	28	88
28	M. Zaini	3	3	3	3	3	3	4	3	25	78
29	Mayang Saifirah	4	4	3	3	2	3	2	3	24	75
30	Melly Lukri	4	4	3	3	3	3	3	3	26	81
31	Miftahul Khoir	3	3	3	4	3	3	3	3	25	78
32	Nadillah Fitri Angg	3	3	4	4	3	3	3	3	26	81
33	Nasrul Bahri Lubis	3	4	3	3	4	4	3	4	28	88
34	Ovie Wulandari	4	3	3	3	3	3	3	3	25	78
35	Putri Karisma	4	4	4	3	3	3	3	3	27	84
36	Puput Intan Sari	3	3	3	3	3	3	2	2	22	69
37	Ramah Dhani	3	3	3	4	4	3	4	3	27	84
38	Ramah Ningsin	3	3	3	3	4	3	4	4	27	84
39	Ramah Ningsi	3	4	3	3	3	4	4	3	27	84
40	Sri Utami	3	3	3	3	3	4	2	2	23	72
41	Sri Ulina	4	3	4	3	4	3	4	4	29	91
42	Sri Datul Marwiyah	3	3	3	4	4	3	3	4	27	84
43	Sri Rahmadhani	3	3	4	3	3	3	4	3	26	81
44	Indah Karisma	3	3	4	3	3	3	4	3	26	81
45	Suci Ramah Dhani	4	4	3	3	2	3	2	3	24	75
Total		116	112	109	110	107	111	104	109	878	2742
Rata-Rata		3.41	3.29	3.21	3.24	3.15	3.26	3.06	3.20		80.65
Rata-Rata Skor Tiap Aspek		85.3	82.4	80.1	80.9	78.7	81.6	76.5	80.1		

Based on the table above, the final score of the character values of students using the Modeling The Way learning model obtained the distribution of scores 69 to 91. It can be seen the average score is the number of scores divided by the number of students, namely:

$$\text{Rata - rata skor} = \frac{\text{Jumlah Skor Akhir}}{\text{Jumlah siswa}} = \frac{2742}{34} = 80,65$$

Thus the ability to write narrative essays using the Modeling The Way learning model is in category A (very good).

a. Sub title 1

Previously this research has been researched by: Dwiyanto Djoko Pranowo with the title Implementation of Concern and Collaborative Character Education in the French Speaking Skills Course with Role Playing Methods. This research method is Classroom Action Research which is carried out in the form of a cycle. This research is participatory and collaborative based on problems that arise in speaking skills. The design of the action research will be carried out using the Kemmis and Taggart model with four steps and repetitions which are cycles or turns, which means after step 4 then return to the 1st and so on. The four steps are Planning, action, observation, and reflection. This research was conducted at the French Language Education Department, Language and Arts Faculty, UNY. The research was conducted at the Expression Orale I course held in the odd semester of 2012-2013 FY. Because for this course there are 4 parallel classes, namely classes A, B, C, and D, while those taught by researchers are class C and D, then the research will be conducted in class C.

The number of class C students is 22 students. Class C is the subject of this research. Lectures with semester credit unit load (SKS) 2 are held every Monday at 07.00 - 8.40 in room C15.203. Classrooms are equipped with LCD and CCTV so that it is possible to do recording at each lecture activity. The object of this research is the improvement of values, cooperation, and concern for students participating in the skills course speaking French through the role playing method. From the results of this study, there is an increase in the highest score is the addition of fluency with the magnitude of the increase of 4.1 and the lowest increase is the aspect of appreciation, which is 0.8. All measured aspects are high. 16 4.

b. Sub title 1

The second researcher has examined the title: MODELING THE WAY STRATEGY TO DEVELOP STUDENTS 'ABILITY IN ILLUSTRATING DANCE MOVEMENTS (Study Experiments on Class VIII Students' Dance Arts Learning in Bandung 19 Public Middle School), by SILMA RATNAKEMALA. This study discusses a study that uses the design of one group pre test and post test. This training method is used to measure the skills of the Sadang Serang Junior High School 19 students in learning dance through the concept of Modeling The Way.

Through this method researchers will provide treatment (treatment) of dance learning that is designed in such a way as to improve students' skills. So, in other words an experiment in principle can be defined as a systematic method to build relationships that contain causal phenomena.

The results of this study are where students feel more excited and feel very interested in participating in dance learning through the Modeling The Way strategy. The results of data analysis carried out based on hypothesis testing, it is known that the average student skills can produce creativity, namely there is an increase, especially students can develop their illustrations well, 75 and better than dance learning before using the Modeling The Way strategy, 56. This proves that there is an increase in children's skills which results in creativity from the development illustrating the motion of the rest of dance after using the Modeling The Way strategy in class VIII SMP Negeri 19 Bandung. Increasing students' motion skills in developing illustrations of their dance movements can be seen from the results of pretest and posttest data that have undergone data processing.

CONCLUSION

From the discussion above, the authors can conclude several categories, namely: The Indonesian nation has tried to improve the suitability and quality of character education through schools, especially Elementary Schools (SD), Middle School (SMP), and Upper Middle School (SMA) because elementary, middle and high school children are very suitable to be given learning about character education. The teacher is the parents of the students. Therefore, the Prophet forbade parents (teachers) to pray for evil for their students. Praying bad for children is a dangerous thing. Can result in the destruction of the child and his future.

Character education aims to improve the quality of the implementation and results of education in schools that lead to the achievement of the formation of character and noble character of students as a whole, integrated, and balanced. If character education has achieved success, there is no doubt that the future of the Indonesian people will experience a change towards glory. And if this character education experiences failure, surely the impact will be very large for this nation, our country will be increasingly left behind from other countries.

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