

CONSTRUCTIVIST LEARNING MODEL FOR MORAL CHARACTER AND PERFORMANCE IN UNIVERSITY

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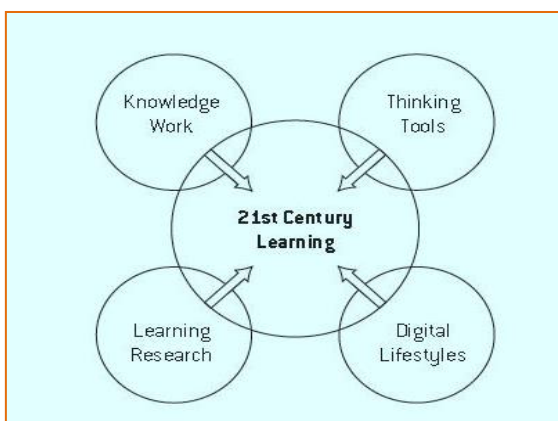
Abstract

University is one of the educational providers who establish experts for the future. Especially for the teacher education major is always needed innovation in learning. Related to this case, a learning model for increasing creativity of students in transferring knowledge and skills possessed is needed. Constructivist and collaborative learning models can assist students in developing character education (moral character and performance). The method used interpretative method, some literatures related to interpreting, it was analyzed into a learning concept. The elements of constructivist are put in the lesson study steps.

Keyword: Constructivist, Character.

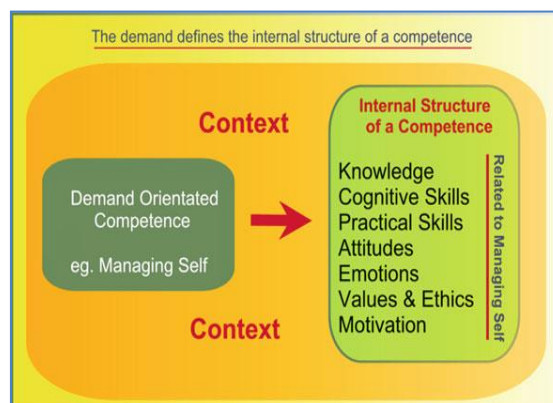
1. Introduction

The 21st Century, the important competence must be mastered namely: (1) knowledge about the workplace, (2) the creative and critical thinking; (3) technology skill; and (4) learning by using research methods. It was discovered by Trilling & Fadel (2009, p.23) as shown in Figure 1.



Gambar 1. 21st Century Learning Convergence

University graduates are expected giving contributed to the state by using competitiveness skill. The standarization of good graduates not only physical ability, but also self-control ability. According to M.Treadwell ((G.Wan & DM.Gut Ed., 2011. P. 19) is described as figure 2.. Menurut M.Treadwell ((G.Wan & DM.Gut Ed., 2011. P. 19).



Gambar 2. Seven Elements of Competence

Knowledge Skill as well as attitude and behavior ability are also very needed in learning 21st Century. The learning certainly provides an opportunity for students become more creative and innovative in creation.

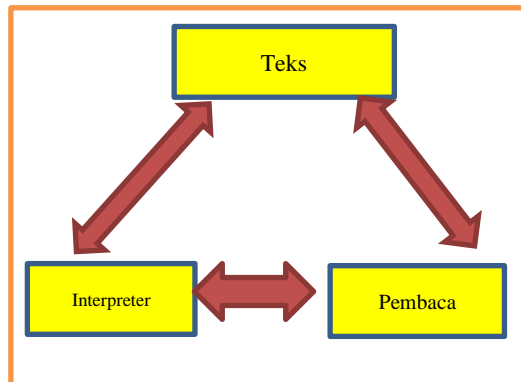
Some basic concepts of thinking about the formulation of a learning model based on the mindset. Constructivist theory is one of learning models which provides the thinking opportunity for students. According to Mardiana & Pujiati (2017, Vol.21, p.181) that education is the process of developing the potential of students. The idea of ways of thinking and creativities are based on reconstructivism thinking that begins with pragmatic thinking. life become more advanced. Constructivist as one of ideas, provides an opportunity to gain new knowledge based on

individual experience. The elements in the constructivist concept provide more value in learning, one of elements is students center. Dewey (2004, p.152), Paul Suparno (1997, p. 83), Brooks (1993, p. Viii) explained that the experience gained is used to construct newly acquired experiences. This series of experiences is expected to form new knowledge.

In University learning, the appropriate learning model in line with the goals of achievement is needed. Lesson study is one of the efforts to improve the quality of the learning process. Students are not only mastering the material but also developing good character. Characters included two things, namely moral character and performance character. learning in understanding and applying the character in life is very important.

2. Method

This study is an idea or interpretative analysis. The analysis of concept some ideas and constructivist articles, as well as the character nowadays becomes a model of learning. Interpretative method with steps in figure 3.



Gambar 3. Hubungan tiga elemen dalam interpretasi (Mardiana&Pujati, 2017. 179)

interpretation becomes the main thing in understanding the concept of some literatures, related in text reading, interpreters, and readers.

3. Results & Discussion

Tridharma of University included three aspects: Learning, Research, and Community Service, it is an inseparable unity. All of them are the strength in gaining the vision and mission of University. The Graduation Standard covers of general attitude and skill aspects. Referring to the above, the spearhead of attitude and skill aspects is learning, especially for educational programs that established the educators

Attitudes and Skills in learning achievement for educational program are the ability in mastering knowledge and technology as media or literacy, creativity ability, collaboration and communication, and the most important thing is the best characteristic of character growth. established educators who are able to provide knowledge, skills or life skills, and be able to serve the role model for the next generation, the generations who are ready to face the challenges of the times and having Pancasila character values.

The learning is given to students with constructivist patterns (giving the students a broad space to develop themselves, the use of research steps) for moral character and performance by lesson study method is very appropriate. The characteristics of constructivist learning are:

1. The theme in the learning comes from the problems that exist in the students' environment
2. Learning globally or broadly.
3. Student's activeness becomes a priority.
4. Differences of opinion among students are appreciated.
5. Lecturers or teachers become mediators in learning.
6. Assessment is done thoroughly to the learning activities

Furthermore, the character developed in education is the moral character and performance, both of them which are the achievement of graduation in attitude competence. The character proposed by Lickona Globally (2012, p.86) consists of several aspects as shown in Figure 4 .

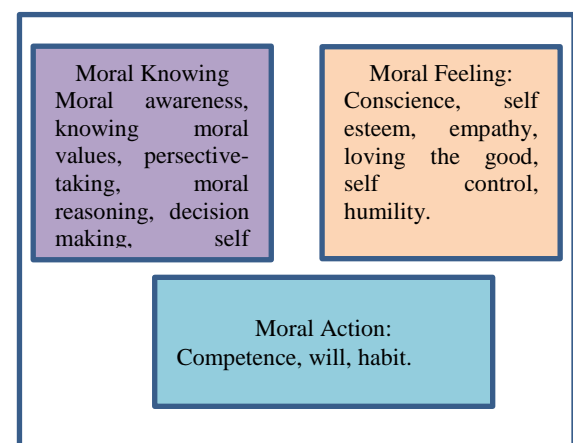


Figure 4. Components of Good Character (Lickona, 2012, p.86)

The three major components for character formation included the moral at the level of knowledge, moral at the taste level, and the moral at the application level and the tendency of many



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elements. The existence of collaboration between them mentioned making a very capable and tough character.

Moral characters included taqwa, honest, and humble. Performance characters included resilient work, spirit work, hard work, and thorough work.

There are lesson study steps namely :o plan, do, and reflection, the application of constructivist learning model for devepoded moral character and the performance giving a clear picture to the achievement of the desired special competence. Pattern of lesson study, constructivist with moral character and performance progress. In the early stages (1) plan: Lecturers prepare syllabus and unit and learning media. SAP is designed flexible because learning using constructivist methods that it find problems from each student's experience. Previously students and lecturers conducted a survey of the nearest school or neighborhood to observe problems in the schools related to education issues. Next, step (2) do: Learning is held in the classroom. Lecturer as facilitator and mediator. Students created groups and each grups giving the diffrent themes as discussion material, making group discussion by dividing the students into several groups for presentation. Students collaborate with another groups to discuss it. The problems will get the solution from the, each solution obtained must also be added strengthening the moral character or performance character. In other words, the solution obtained from the discussion should be measurable either from the level of achievement of the problem or the achievement of the attitudes or moral character and performance desired, the lecturers give the grading assessment in this collaboration. After the learning is finished. The e lecturer make the students observe and analyze about the solution,whether the solution can be given as problem solving from the problems that exist in the environment or school in the form of suggestions or inputs in the form of improvement with fertilization moral character and performance for the better. Stage (3) See: this stage is a stage of assessment the activities of do, lecturer based on observation and assessment sheet that get the materials as a revision of lesson study activities.

Furthermore, performance achievement can not be separated from the size of professionalism. Consolidating the achievement of competence for students in each education program has a measure or achievement individually, for example Islamic educational program, Indonesian language education, and English education and mathematics education, has its own achievements in the special skills competencies that must arise

after the students follow the lecture. Specific skills are achieved through learning with constructivist design for moral character and performance. Student specific skill competencies can be measured by using legal recognition from related parties to ensure their professional level. As with the certificate of companion of diploma for each study program, both religious education program, Indonesian language, English, as well as mathematics education. This professional certificate can be issued by Institute for Assessment, Research, Community Service (LP3M) PPSI division eg for Islamic education, and Language Institute for English and Indonesian Prodi. It is necessary to measure the achievement of learning that refers to the competence of graduates, as well as professionalism for students to plunge into the community and the world of work.

4. Acknowledgement

The constructivist learning model (in the lesson study step) extends the learning by means of a survey first in order to find the issues to be raised as learning and discussion themes. Moral issues are a priority that will get the right solution.

Character performance can be shown from the professionalism of a prospective educator for students, after through the process of constructivist learning for moral character and performance achievement profesionalismenya legalized by a certificate.

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