

# Enhancing student behavior through implementation of web-based character building for students at history education study program in Universitas Negeri Jakarta

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## **Abstract**

*The purpose of this study was to enhance student behavior through implementation of web-based character building for 33 students at history education study program in Universitas Negeri Jakarta in Jakarta in Indonesia. This research included two cycles to implement web-based character building at URL: <https://pembangunankarakter.wixsite.com/characterbuilding> consisting of character building in teaching learning process, school culture, extracurricular activities, and through community involvement. The results presented that student behavior related to the student achievement behavior, the student motivational behavior, and the student social-emotional behavior in cycle 1 and 2 arrived at 68.59 % and 82.64 %. It can be concluded that implementation of web-based character building can enhance student behavior for 33 students at history education study program in Universitas Negeri Jakarta in Jakarta in Indonesia.*

**Keywords:** *web-based character building; student behavior; history education*

## **1. Introduction**

Integration of character values can be conducted formally and informally (Kamaruddin, 2012). Elementary school teachers have more efficacy on character education (Milson & Mehlig, 2002). Activities in teaching learning process can be integrated with character values in order to develop student character (Marini, Maksum, Satibi, Edwita, Yarmi, & Muda, 2019). Student character improvement can be conducted through activities done in teaching learning process (Marini, Maksum, Satibi, Edwita, Yarmi, & Muda, 2019). The character of the students was related to moral action considering student belief and fundamental attitudes (Sarros & Cooper, 2006). There was an impact of character building conducted on student behavior (Berkowitz & Bier, 2004). Character building at school can be delivered through teaching learning process, school culture, extracurricular activities, and community involvement (Marini, MS, Maksum, Satibi, Yarmi, & Wahyudi, 2019; Oktarina, Widiyanto, and Soekardi, 2015). Character building implementation in teaching learning process can develop the student positive characters (Marini, Maksum, Edwita, Satibi, & Kaban, 2019; Izfanna and Hisyam, 2012). Implementation of character building in religious school culture can improve student religious character (Marini, Safitri, & Muda, 2018). However, most of previous studies doesn't combine character building with Information Communication and Technology (ICT) specifically for using website.

## **2. Literature review**

Character values should be integrated not also academically but also in cultures to establish good moral values (Kamaruddin, 2012). Educational institution has to be in charge of educating the students related to moral education leading to develop community for moral values. Most of elementary school teachers has high efficacy level for character building so that elementary school teachers' competencies of character building at schools should be improved (Milson & Mehlig, 2002). Character building in preparation activities of teaching learning process is promoted by praying, associating teaching material given with improvement of student positive attitude, and examining the neatness of student uniform (Marini, Maksum, Satibi, Edwita, Yarmi, & Muda, 2019). Character building in the core activities of teaching learning process is stimulated by guiding the students to cooperate one another in group task, motivating the students to ask questions bravely, and taking priority of building student attitude. Integration of character values in closing activities of teaching learning process is estimated by praying together, greeting between teacher and students.

Character building was carried out in three phases involving knowing morally including moral awareness and reason to take an appropriate action, having moral feeling connected with doing the right things, and having moral action associated with the action together with competences and willingness (Sarros & Cooper, 2006). Character building effectiveness is depended on its application done by the teacher on the basis of general principles of effective practice Berkowitz & Bier, 2004). The process of integrating character values at school was implemented in teaching learning process consisting of preparation, core, and closing activities, school culture involving religious, clean and healthy, nationalism, and working ethos, extracurricular activities, including rewards and facilities provided and community involvement composed of character building program and solving character problems (Marini, MS, Maksum, Satibi, Yarmi, & Wahyudi, 2019; Oktarina, Widiyanto, and Soekardi, 2015). Character building in teaching learning process through preparation, core, and closing activities can stimulate the building of student character in class (Marini, Maksum, Edwita, Satibi, & Kaban, 2019; Izfanna and Hisyam, 2012). Character building in religious school culture at educational institution by providing worship facilities, religious ceremonies and religious symbols encouraged the religious character of the students promoted by obedience in carrying out the teachings of one's religions, the practice of religious tolerance towards others and living in harmony with other religions (Marini, Safitri, & Muda, 2018). However, the previous studies does not pay attention to combine character building with using website.

### **3. Method**

This research method is classroom action research including planning, acting, observing, and reflecting steps in the spiral model by Kemmis and McTaggart to enhance student behavior for 33 students at history education study program in Universitas Negeri Jakarta in Jakarta in Indonesia. In the step of planning, lesson plan using implementation of web-based character building was created. In the step of acting, implementation of web-based character building with URL: <https://pembangunankarakter.wixsite.com/characterbuilding> was done in two cycles composed of character building in teaching learning process, school culture, extracurricular activities, and through community involvement. In the step of observing, student behavior due to implementation of web-based character building were recorded. In the step of reflecting, evaluation was made related the success of student behavior caused by implementation of web-based character building and this research was continued to the next cycle if the target of student behavior improvement established 80 % not reached. The cycles done in this research can be seen in Figure 1.

### **4. Results and Discussion**

In the step of planning, lesson plan of implementation of web-based character building was created. In acting step, implementation of web-based character building involves character building in teaching learning process, school culture, extracurricular activities, and through community involvement. Character building in teaching learning process in the web-based character building is associated with the teacher being a model in class, keeping up student activity and creativity, providing rewards, managing two-way communication, and evaluating integrated with character values. Character building in school culture of the web-based character-building model is related to religious, honest, discipline, clean and healthy, tolerant, working ethos, and nationalism school culture. Character building in extracurricular activities of the web-based character-building model is associated with the teacher encouraging the students to actively participate in, engaging the students in competitions, integrating character values, and displaying awards for outstanding students in competitions. Character building through community involvement of the web-based character-building model is connected with the community involvement to take care of securing the school, determining school program integrated with character values, solve the problems associated with character education, and supervising character building at school.

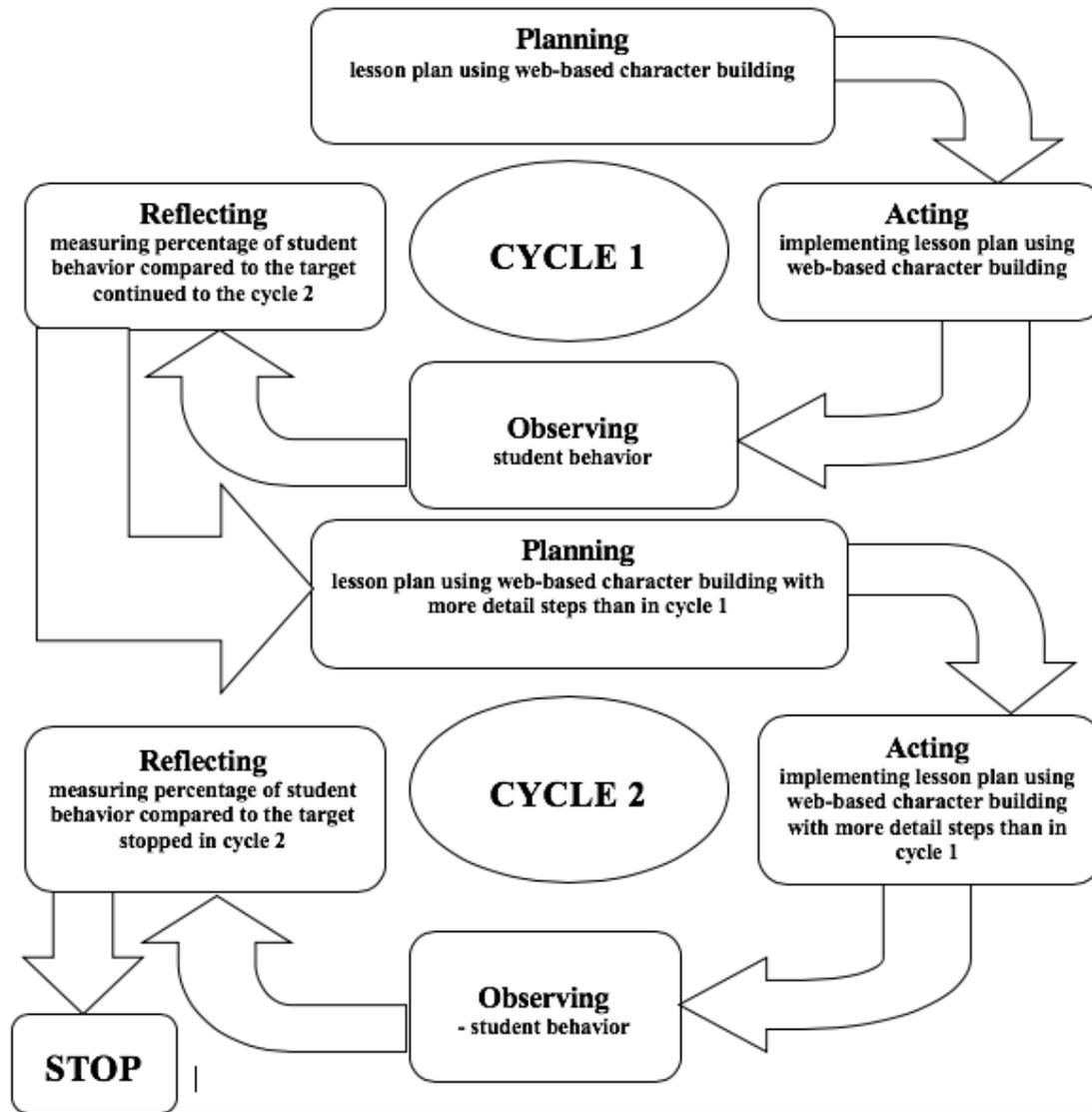


Figure 1. The cycles of research

In observing step, student behavior related to achievement, motivational, social-emotional, and relational behavior caused by the effect of implementation of web-based character building was recorded. In reflecting step, evaluation was conducted to measure the success of student behavior improvement caused by implementation of web-based character building. In cycle 1 and 2, the student behavior associated with the student achievement behavior specifically for activities of the students working slowly, creating something beautiful, and finishing the task completely reached 65.73 % and 83.47 %. The student motivational behavior specifically for activities of the students interested in listening to the teacher, actively participate in group discussion, and showing good work ethic attained 69.48 % and 82.90 %. The student social-emotional behavior specifically for activities of the students obeying the rules in class, being able to cooperate in group task, and listening to other opinions in group discussion reached 70.55 % and 81.56 %. The student relational behavior specifically for the students communicating nicely with others, assisting others who are struggling, and respect the feelings of others arrived at 75 % and 85 %. Entirely, the student behavior in cycle 1 and 2 achieved 68.59 % and 82.64 %. Owing to the student behavior percentage in cycle 2 has been more than the target, so this research was stopped in cycle 2.

## Conclusion

It can be concluded that implementation of web-based character building related to character building in teaching learning process, school culture, extracurricular activities, and through community involvement can develop student behavior associated with the student achievement behavior, the student motivational behavior, and the student social-emotional behavior for 33 students at history education study program in Universitas Negeri Jakarta in Jakarta in Indonesia.

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