

TEACHER PERCEPTION RELATED TO WASAKA CHARACTER IMPLEMENTATION

(Based On The Theory Of Behavioristic Education, Constructivistic Cognitive Learning Model, Habituation Model, Model Reward And Punishment)

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ABSTRACT

Teachers' perceptions of the character of Waja Sampai Kaputing (Wasaka) are intentionally or unintentionally influenced by character education. It consists of behaviourism, cognitivism, constructivism, habituation, and reward and punishment. This study aims to identify teachers' perceptions regarding implementing the Wasaka character. This research was an exploratory study using two quantitative and qualitative approaches. The results of this study indicated that the tendency of schools and teachers' experience leads more to learning activities that refer to the cognitive-constructivist learning model and habituation. It is closely related to the teachers' perception, where they used these two models more in the classroom. The teacher also believed that this model is in line with the character of Wasaka, which leads to assimilation and repetition of experiences, such as persevering, working hard, and others. This research is an early initiation with many limitations. In the future, it is hoped that further research with the expansion of data collection methods or additional participants can enrich this research data to make it more representative.

Keywords: perception, wasaka, character education

ABSTRAK

Persepsi guru terhadap pendidikan karakter khususnya karakter Waja Sampai Kaputing (Wasaka) secara sengaja atau tidak sengaja pasti dipengaruhi oleh model pendidikan karakter seperti behaviorisme, kognitivisme, konstruktivisme, pembiasaan, dan reward and punishment. Penelitian ini bertujuan untuk mengidentifikasi persepsi guru terkait implementasi karakter Wasaka. Penelitian ini merupakan studi eksploratori dengan menggunakan dua pendekatan yaitu kuantitatif dan kualitatif. Hasil dalam penelitian ini menunjukkan bahwa kecenderungan sekolah dan pengalaman yang dialami guru lebih banyak mengarah pada kegiatan pembelajaran yang mengacu pada model pembelajaran kognitif konstruktivistik dan pembiasaan. Hal ini tentunya sangat berkaitan dengan

persepsi guru, dimana guru lebih banyak menggunakan kedua model ini di kelas. Guru juga berpendapat bahwa model ini selaras dengan karakter wasaka yang mengarah pada asimilasi dan pengulangan pengalaman, seperti tekun, bekerja keras, dan lainnya. Penelitian ini tentunya merupakan inisiasi awal yang masih banyak limitasi. Di masa depan, diharapkan penelitian lanjutan dengan perluasan metode pengumpulan data atau penambahan partisipan bisa memperkaya data penelitian ini agar lebih representatif.

Kata Kunci: persepsi, wasaka, model pendidikan karakter

A. Introduction

All processes in the school in the form of activities intentionally or unintentionally must be based on the model of character education. The implementation of character education itself is spread in the cultivation of theology, aesthetics, and philosophy which are generally represented as part of the affective realm in learning (Sauri et al., 2018). For example, Sauri et al. (2018) implementing religious music as one form of internalization of religious values in education. Other research by Sauri et al. (2021) which adapts the example of teachers as part of student character development. Not only limited to philosophical, religious, and aesthetic approaches, there are also many studies that develop or implement character learning based on other disciplines, such as mathematics (Kim et al., 2019; Sukestiyarno et al., 2019), science (Berkowitz &

Simmons, 2003; Chowdhury, 2018), and history (Sopacua et al., 2020).

All forms of character-based learning processes in schools both in the classroom and outside the classroom form the perception of teachers about school culture. Perception itself is defined by the process of one's observation of the environment, giving rise to the interpretation and organization of an event that occurs repeatedly. Knowing the teacher's perception of character education is important. The results of the identification of teacher perceptions can later be used as a reference in improving the curriculum or learning conducted by the school. Tuff (2009) stating teachers' perceptions about character education can provide an overview of teachers' understanding of their role in the curriculum, the effectiveness of curriculum implementation and teaching practices. In addition Yoon et al. (2017) stating that teachers'

perceptions regarding character learning can reflect all the learning procedures they have done in the classroom.

This study is a form of initiation in identifying teacher perceptions related to learning the character of local peculiarities, especially in elementary schools in Banjarmasin. Similar research has never been done, therefore this research is expected to be a reference as initial data in improving the learning process in schools. Banjarmasin itself has a strong character base based on the principle of Waja to kaputing, which means waja (hard) and until kaputing (determination of struggle) (Sarbaini et al., 2012). So, the local distinctiveness referred to in the purpose of research is the character of Waja to Kaputing (Wasaka). This character is the basis in all matters related to the life of the Banjar community, one of its visible integration is in the world of Education. Broadly speaking, this article describes the perception of teachers about character education based on Waja to kaputing (Wasaka) in perspective behavioristic education theory, constructivistic cognitive

learning model, habituation model, and model reward and punishment.

B. Research Methods

This research is an exploratory study (De Langhe & Schliesser, 2017; Stebbins, 2001), where exploratory studies are synonymous with a broad perspective (in this case character education models) which will later be narrowed down to more specific data based on the participants involved (in this case elementary school teachers in Banjarmasin). Data in the study there are two types of data. Quantitative Data in the form of nominal data that only gives an idea of it is done or not (yes or no). However, to obtain more detailed data needs to be done qualitative data collection (Flick, 2022). Qualitative Data in this study is an explanation of the teacher related to why it is done or not done. The Data was collected through the distribution of semi-open questionnaires to teachers. The questionnaire contains a description of school activities, then in the first statement contains two options yes or no (in this case whether the activity has been experienced by the teacher or not). The preparation of the

questionnaire represents a model of character education. Each statement refers to previous research or sources, such as for behavioristic (Ulya, 2020), cognitive-constructivistic (Khoiruzzadi & Prasetya, 2021), habituation (Masyitoh, 2018; Ulya, 2020), and reward and punishment (Rizqiyah et al., 2021). After that, in the second column the teacher was asked to give his perception related to the activity based on the experience he had gone through during teaching. Data collection was carried out for 3 weeks from October 3 to October 24, 2022. Teachers who filled out this questionnaire consisted of 37 primary school teachers in Banjarmasin. From the data of teachers who fill the demographic consists of 31 teachers (83.8 %) are female, and the remaining 6 teachers (16.2%) are male. The class teacher distribution of 7 teachers (18.9%) were primary class teachers, 18 teachers (48.6%) were tertiary teachers, and 12 teachers (32.4%) were subject teachers. Related to teaching experience as many as 30 teachers (81.1%) have less than 10 years of teaching experience, and 7 teachers (18.9%) have more than 10 years of teaching experience. For the nominal

data in this study in the form of a choice of "yes or no" we analyzed based on the principle of quantitative descriptive. The Data we convert in percentage form. Meanwhile, qualitative data in the form of elaboration by teachers related statements in the questionnaire we analyzed thematically (Neuendorf, 2018). The results of this data we will Code related to how teachers perceive learning activities carried out in schools. The results of the code we will Group based on character learning models that are divided into behavioristic education theory, constructivistic cognitive learning model, habituation model, and model reward and punishment. Grouping on these models we categorize into themes.

C. Results And Discussion

The first point in the questionnaire is a statement of yes or no. This statement is to ascertain whether this activity has been experienced by teachers before at school. Draw the results at this point to determine the trend of the application of character education, especially Wasaka character in elementary schools in Banjarmasin. The results

seen in Figure 1 showed that the highest tendency of the percentage is cognitive-constructivistic. Meanwhile, from the percentage, it is also seen that reward and punishment is the smallest result which means that the implementation of this in schools is too representative compared to other models.

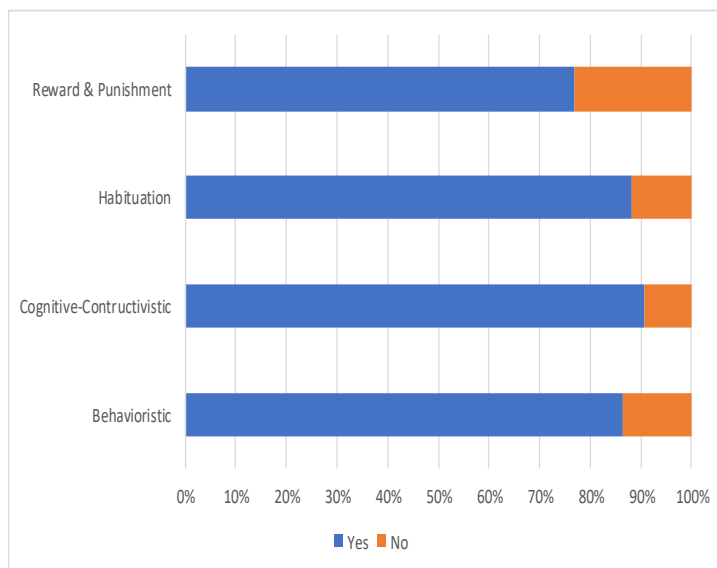


Figure 1. Percentage Trend Of Character Education Model

The results of the results show that the tendency of schools in emphasizing wasaka is with constructivistic cognitive, where the most emphasized is the assimilation of student experience and group cooperation (this will be discussed in detail in the qualitative coding results). This is very closely related to one of the wasaka characters, namely

the spirit of nationality and responsibility (Sarbaini et al., 2012) . The implementation of the cognitive-constructivist model is also a way for the school to internalize the character of Wasaka in the academic community, and this is related to intelligent character, where in this case the emphasis is on the interaction of the individual with the social environment.

In addition to constructivistic Cognitive, the habituation model is also a model that is widely adapted by schools and experienced by teachers. The habituation Model is widely related to the character of wasaka, such as hard work, resilience, perseverance, and discipline (Jannah, 2021; Syaharuddin et al., 2020) . These characters strongly represent a model of habituation, in which activities carried out in a repetitive and consistent way will internalize both in knowledge, skills and behaviors.

After being studied quantitatively to determine the teacher's experience of activities in schools related to the character learning model. We

analyzed the decryption written by the teacher at each point of the statement on the questionnaire. The results of our description are grouped in themes according to the character learning model in Figure 2. From this theme, several points of activities that the teacher has experienced emerge. In the discussion we will describe the perception of teachers related to activities that have been experienced.

In behavioristic activities that occur include the systematics of learning content, repetition and demonstration. The first is related to the systematics of learning content some teachers (n=23, n indicates the number of teachers who describe this in their perception) argue that this section is the most basic thing that needs to be owned as one of the teacher's skills. Systematic preparation of content in learning from easy to complex is what will determine the success of learning. Yi et al. (2019) argued that in compiling the content, teachers need to divide it into fragments so that later it can be arranged based on the level of difficulty. Wang & Woo (2007) also argued that planning in the preparation of content is vital in the

learning process, especially if we want to integrate one content with other content.

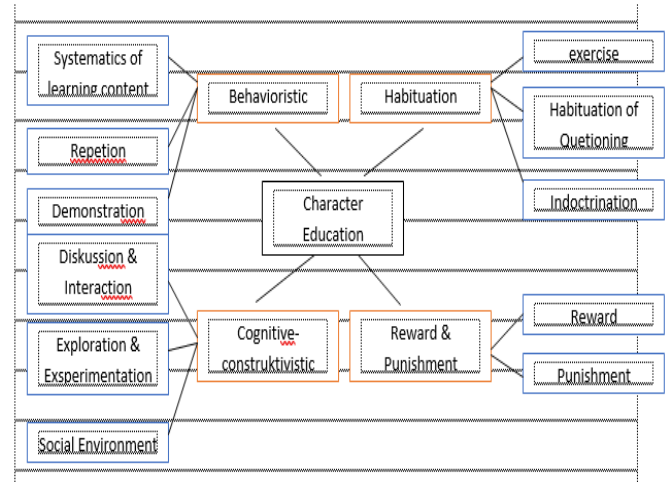


Figure 2. Code and theme based on Teacher questionnaire

In behavioristic experienced by teachers is repetition. Repetition here is the repetition of material either in the form of explanations, or exercises to instill repetitive habits to students. Most teachers (n=27) stated that repetition is an important element for students to understand material that is considered difficult. Concept drill or repetition itself has been widely researched and proven to be effective in imparting basic concepts to students (Muis, 2013; Pond, 2016). Even in some subjects, such as mathematics and foreign languages, this method is widely used for the cultivation of

concepts and the integration of attitudes and habits (Santoso et al., 2021).

Furthermore, demonstration is an activity that most teachers do (n=26). Teacher perceptions related to the demonstration stated that this activity is useful as an initial stimulus to introduce students to new things. They argue the demonstration is an important point in the beginning to get a good response from students. If the demonstration fails, it is likely that the student's motivation decreases. This method in some studies is widely applied to subjects that lead to or emphasize psychomotor skills, such as science, sports or the arts (Mangkey et al., 2021; Mater & Coote, 2019).

Cognitive-constructivism is very similar to behaviorism. There are 3 main activities based on the identification of questionnaires filled in by teachers. Its activities include discussion & interaction, exploration & experimentation, and social environment. In discussion & interaction activities one example given by teachers is peer tutors. This activity is an activity that is proven to improve the learning outcomes of students who have less academic

ability by grouping them with students with high academic ability (K. C. Leung, 2019). Peer Tutor itself is defined as one of the students teaching their peers (Cohen, 1986). The peer tutors performed also illustrate the caring character in Wasaka. Teachers teach students to care about their friends if they experience obstacles in the learning process.

The next step is exploration and experimentation. Exploration based on the results of the questionnaire teachers are more inclined to field studies. Meanwhile, experiments are activities in the school laboratory. An example of exploration carried out is to observe plants around the school (n=4). Meanwhile, the experimental activities that have been carried out by the teacher (n=2) such as making compost. Exploration and experimentation are an important part of learning to shape students' scientific habits (Pea et al., 2019). The teacher believes that exploration and experimentation activities other than as an alternative to teaching outside the classroom, are also a reflection of the diligent character in wasaka. This is because students

learn to be diligent, earnest, and study constantly to achieve goals.

The last activity on cognitive-constructivistic is the social environment. The purpose of the social environment is that students are actively involved in activities that are social in nature. As one example described by the teacher (n=6) in learning activities the teacher always invites students to engage in social activities either with fellow students through group work, and mutual assistance in cleaning schools, or social activities outside of school with the community, such as participating in activities in places of worship. Social environment and constructivistic models are closely related, especially in perspective social constructivism (Palincsar, 1998). In addition, being involved in a social environment increases the sensitivity of students in the face of surrounding social problems (Pertiwi et al., 2019). Master also believes that this is in harmony with the character of wasaka, namely the spirit of nationality and love of the Fatherland.

In the habituation model there are 3 things done by the teacher, namely exercise, habituation to ask

and indoctrination. This exercise is actually similar to the repetition activities in behavioristic. Repeated exercises are intended to make students more accustomed to doing an activity. Some teachers (n=20) think that education is what we can get used to, so they emphasize this principle in some lessons. This is also influenced by the character of wasaka, namely the hard and tough work that teachers in Banjarmasin always apply in the classroom.

The habit of asking questions is part of the habituation model that is widely applied by teachers (n=25). The habit of asking questions is a form of activity that teachers always do so that students have more courage to express their opinions or protest against things that contradict what they believe. Studies that try to improve this ability always start from repetition, this is aimed at fostering students' confidence to express opinions and also mentally training them to speak in front of peers or general audiences (Pure, 2012). Although this ability is an ability that cannot be instantly possessed by students, in some studies researchers tried to simulate it by starting the habit of asking friends using the think pair

share model (Mustakim & Solikhin, 2015).

Indoctrination is an interesting part of the habituation model. Some teachers (n=14) do this but not explicitly. This is because teachers believe indoctrination is an effective step to instill good character to students. For example, before the cooperation activity, the teacher asked the students to help their friends who were less active in the group. Indoctrination is also done through reflection activities at the end of learning. The cultivation of positive character is not enough just to be limited to knowledge, but to be internalized in the daily lives of students, indoctrination is necessary (Hartono, 2017; Y. W. Leung, 2004).

Model reward and punishment although it is the least experienced thing by teachers, there are some teachers who apply this in the classroom. The award (reward) some teachers use gestures to appreciate students such as applause. Even some teachers give gifts to increase student motivation. The punishment (punishment), a small percentage of teachers (n=3) are only limited to

reprimanding if students commit offenses at school. There is a lot of controversy in the implementation of this model, especially its negative relation to the psychological development of students (Rakhil, 2015). Although rewards and punishments are intended to motivate students, sometimes this becomes a boomerang that directly kills student motivation (Ching, 2012). The teacher also argues that although the character of discipline in wasaka is one of the elements that may support this model, discipline is only limited to external influences rather than internal within the student.

D. Conclusions

This study broadly describes the teacher's perception of the implementation of Wasaka characters in school learning. The results of this study based on quantitative and qualitative data show the tendency of schools to adapt more cognitive-constructivist models and also habituation. This is actually in line with the teacher's perception that these two models are in harmony with some characters in Wasaka such as diligent, hardworking, tough, and other

characters whose nature is the process of “accumulation” and “repetition” of experience.

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