

Arrangement of responsibility character module using expert validation

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ABSTRACT

This study aims to produce responsibility character module to improve student self-regulated learning. The research method uses research and development. The research subjects involved in the need assessment were 248 students of Guidance and Counseling, School of Education, Universitas Negeri Yogyakarta which was obtained by random sampling technique. Data collection using the scale of self-regulated learning. The scale of self-regulated learning is adapted from Zimmerman's theory which consists of three aspects: cognitive, motivation and behavioral aspects. Data were analyzed using mean test. The result of the need assessment is used as a reference to develop the responsibility character module to improve student self-regulated learning. This study successfully created a module of responsibility character to improve university students' self-regulated learning which is consisted of 12 materials that had been validated and revised; therefore it is eligible to be implemented in the self-regulated learning context.

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1. INTRODUCTION

The modern era is characterized by various changes in society. This change is caused by several factors, namely: the development of science and technology (IPTEK), human mentality, technique and its use in society, communication and transportation, urbanization, changes of hope and demand. All have mutual influences and consequences in society, and this is what causes a change of society. This change leads to a change in the student's (moral) mentality. In particular, among the younger generation (in this case students) it has seen a shift in values and trends on certain aspects. Unfortunately, the modern era is only marked by a hedonistic lifestyle (worldliness) and glamorous culture (just for having fun) [1].

Character education becomes important to be implemented and internalized for learners within the scope of educational institutions. The level of education ranging from primary education, secondary education, and college becomes a forum for learners to strengthen the character. In this case, education is not only tasked to achieve a generation that has a high intellectuality, but also to achieve a generation of characters. As Spellings notes that only intelligence is not enough, intelligence plus character, that's the goal of true education [2].

The hope of every educator, parents and society surely want children to grow up to be responsible citizens and be good people. The younger generation needs to learn to feel, think, and act with respect for themselves and others. Research has shown that children who grow strong and have positive values will be happier and better at school. Children are also better able to balance personal wants and needs toward others

and make a positive contribution to society [3]. In other words, the explanation suggests to educators to develop a strong character for learners.

In fact, students who already have a good character of responsibility will be positively correlated with learning independence and achievement. Based on data documentation [4], there are 42 academic and non academic achievements of guidance and counseling study students in research activities and scientific, sports and art competition, both locally, regionally, nationally and internationally. This shows that the students are able to show the character of responsibility through the achievement of academic and non academic achievement and self potential optimally.

On the other hand, there are also students who exhibit behavioral symptoms that indicate the weak character of responsibility as a student. The result of unstructured observation and interview for several students and lecturers of Guidance and Counseling Study Program (BK) in Faculty of Education (FIP), Yogyakarta State University (UNY), on March 15, 2017 obtained data about attitudes and behavior of students who are less responsibility answer academically. These behaviors include: doing the tasks by forced, lazy to think forward, less motivation to learn, less proficient in communicating to fellow friends and lecturers either directly / face to face or via technology such as sending message, email and others. Inadequate behavior in the classroom, for example is when the presentation is still reading simple material, chatting in the classroom, playing gadgets in the classroom when the lecturer explains the lectures, doing less than the maximum, less participating in group discussions and lectures. Less discipline is drawn by coming late to lecture, scribbling the college table, eating in class and littering.

Students have developmental tasks at the stage of their development. The task of development that must be passed is to achieve the behavior of social responsibility by taking into account social values. Students must acquire a set of values and ethical systems as a behavioral guide. From the developmental tasks that must be achieved, the students hope to be a figure that will bring a positive change to the community and nation [5]. Not only that, a student must be able to bring a positive impact wherever and whenever they are. It has implications for the achievement of a responsible person. A student is responsible for what happens to her and her community. To be a student who brought progress for the nation, the student must be a responsible student, one of which has the character of academic responsibility.

Universities play an important role in strengthening the character of students, especially the character of responsibility. As the opinion expressed by Ki Hajar Dewantoro that education in general means the effort to promote the growth of character (mental strength, character), mind and body of children [6]. It indirectly interpreted that to get the quality of education can be done by various efforts and ways, including the effort to develop the character education of students [7].

Achievement of intellect and academic values must be followed by good moral and moral planting. Students' social and managerial abilities must be accompanied by honest, sincere, devoted, and humble attributes. This is aimed at students not only intellectually and socially intelligent, but also have good moral integrity, and high empathy and solidarity to the surrounding environment. In the same way, character education aims to be able to form the character / personality of the nation's children as stated in Law No. 14 of 2005 on National Education System Article 3 that is faithful and devout to God, noble, competent, creative, independent and become a democratic and responsible citizen. With the character education, the student can be a human character [8].

The occurrence of behavioral changes that illustrates the lack of responsible awareness of students in the campus environment needs to educate the character of responsibility to students who are integrated in the course material in college. The lecture materials not only provide knowledge but also provide meaningful experiences so that students can develop the character of responsibility to improve their learning independence. A meaningful experience in these students can build a characteristic and dignified Indonesian community. This is consistent with the research which shows that there is a significant and positive relationship between the independence of learning toward student academic achievement. Aspects of learning independence is determining goal and planning to be a significant predictor of academic achievement [9].

Optimization of various facilities in college learning needs to be focused, one of them with the number of reference material for students about the themes of character education. The development of instructional materials in the form of modules becomes an alternative to help students enrich the understanding of character education and actualize it in the form of positive behavior. Based on this, the researcher considers that it is necessary to develop the character education module of responsibility to improve student self-reliance. This module is expected to be able to contribute through the education path in improving the quality of the student's character especially related to the attitude of responsibility in completing the academic tasks so as to achieve the optimal increase of learning independence. Based on the background of the above problem, the formulation of the problem in this research is How to generate the character module of responsibility to improve student self-reliance? Based on the formulation of the problem,

it can be described that the purpose of this study is to generate a responsibility character module to improve student self-reliance.

2. RESEARCH METHOD

This research used Research and Development approach as the series of research activities that followed up with the development of character responsibility module to improve student self-reliance. The module development in this research refers to the model design of Borg and Gall [10]. This model is considered appropriate in development research that produces a particular product. The result of research product is a character module of responsibility to improve student self-reliance.

Research subjects involved in need assessment in this study were 248 undergraduate students of Guidance and Counseling Study Program, FIP UNY. The technique of determining the sample used random sampling. Research subjects filled the research instrument in the form of learning independence scale. In relation to the development of character module responsibilities to improve student self-reliance, the research subjects involved for the initial trial were 2 material and media experts. The material expert focused on the character of responsibility to improve student self-reliance, while the expert in the field of media focused on educational media.

Data collection techniques in this study used a scale. The compilation and development of data collection tools were explored from the preliminary research study, which is a learning independence profile and used as a reference to generate character module responsibilities to improve student self-reliance. The instrument used in this study is the scale of learning independence. The scale of learning independence is adapted from Zimmerman's theory which consists of three aspects: Cognitive, motivation and behavioral aspects [11].

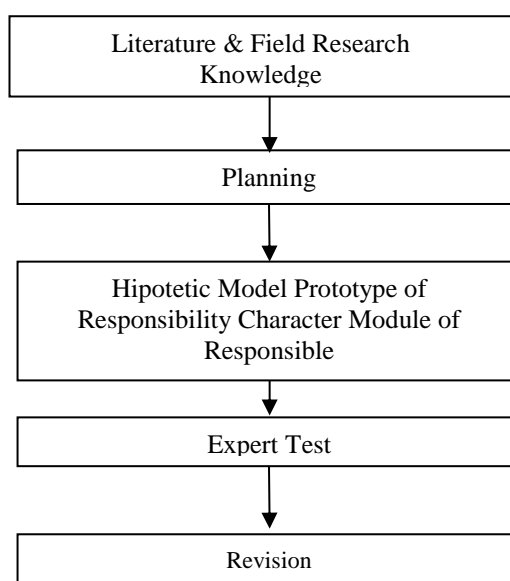


Figure 1. Research Steps

Data analysis techniques in this study used a quantitative technique. The results of data analysis in this study explain the importance of responsibility character module generated to improve students' learning independence. Data analysis conducted in this study are: a) scoring on the subject answers, b) summing the total score of each component, and c) grouping scores obtained from subjects based on the level of trend. The results of data analysis followed by the preparation of materials responsibility module character to improve student self-reliance.

3. RESULTS AND ANALYSIS

Counseling study program, Faculty of Education, State University of Yogyakarta can be seen through the result of categorization account based on Table 1.

Table 1. Categorization of learning independence

Interval	Category	Amount	Percentage(%)
>170	High	39	15.7
113-169	Medium	209	84.3
56-112	Low	0	0
Amount		248	100

Table 1 shows that there are 39 students having the high level of learning independence. Meanwhile, there are 209 students in the category of medium in learning independence and none of students in the low level. In the percentage, there are 15.7 % students in the high category, while 84.4 % students in the average level. Thus, it can be concluded that the majority of students BK FIP UNY have a learning independence in the medium category.

In the aspect of learning independence, it is acquired that the aspect of motivation is the highest facet with average score 731, the second is behavior aspect with the average score 689, and the low aspect is cognitive with the average score 680, it can be seen in Table 2.

Table 2. Categorization of learning independence aspects

Learning Independence Aspect	Category	Score Average
Motivation	High	731
Behavior	Medium	689
Cognitive	Low	680

Referring to the average score of students learning independence based on the learning independence facet, the aspect of motivation is higher than the other aspects of learning independence. Consequently, it can be concluded that the motivation aspect of the independence of learning more influences students' learning independence of BK FIP UNY when compared to the other aspects of learning independences.

Concerning with the learning aspects expressed by Zimmerman, motivation is one of the three learning aspects covering the mastery of *self-talk*, extrinsic *self-talk*, skill of *relative self-talk*, relevant enhancement, escalation of interest toward situation, intrinsic consequence, environment arrangement [11]. Furthermore, Kitsantas, Winsler, & Huie reinforce that knowledge about self-management and students' motivation process allow to maximize the academic achievement in college [12]. It is in line with the statement of Zumbrunn, Tadlock & Roberts that self-motivation depends on the students in terms of managing themselves to achieve learning goals [13]. Similarly, it also explained by Bramucci that students' learning independence subscribes the principle of active learning and constructive along to control and arrange the process of self-learning [14].

Accordingly, the process of students' learning independence need a student behavior to control the study [15]. Afterwards, a self-motivation becomes the strong indicator to make students more autonomous. By assigning the goal of learning and finding out self-motivation, students will be able to survive from the challenging and difficult academic works.

3.1. The level of students' learning independence

According to research data analysis, it is proven that majority of students majoring Guidance and Counseling Study Program, Faculty of Education, State University of Yogyakarta, have a level of learning independence in the medium category. The result of categorization obtained data that there are 39 students own the high level of learning independence. Meanwhile, there are 209 students in the medium level of learning independence and none of them in the low level. If it is in the percentage, there are 15.7 % students in the high category, while 84.4 % students in the average level. Thus, it can be concluded that the majority of students BK FIP UNY have a learning independence in the medium category. The result of this research supports the previous study which stated that majority of students have learning independence in the level of medium or average with the percentage 54.3% or 509 audiences from the total 938 students as the research subject [16].

The finding about medium level of learning independence of majority students is the foundation to develop the character module of responsibility as the way to increase the students' learning independence. The enhancement of independence can be supported by the internal motivation of students to be more responsible in their learning activities. This is accordance with a that individual learning process is tightly connected with strategy of metacognition starting from planning, taking decision, untill monitoring and evaluation [17]. Another relevant research was also done said that metacognition is very similar with learning

independence. Learning independence covers controlling, self-monitoring, self-evaluation, and self-instruction of study. Meanwhile, metacognition directs students to develop motivation and active behavior in the learning process of students [18].

3.2. Responsibility character module to increase students' learning independence

3.2.1. Planning of developing initial product

In this step, researcher decides module materials based on the students' learning independence. Based on the literary studies and determination of needs done by researcher, development of module explains about character material of responsibility to increase the students' learning independence. The arrangement of responsibility character module to enhance the students' learning independence contains 12 materials, they are: being brave to bear the consequences, training to self-control, making plan and determining goal, having positive attitude, doing obligation, being independent in learning, trying to achieve perfectness, Being proactive, being persistent, being ready to contemplate, giving a good example, and having moral autonomy. According to *need assessment* and literary study, the following step is arrangement of materials so that the arranged prototype module is ready to be tested.

3.2.2. Development of initial product

The initial product of responsibility character module to increase the students' learning independence has been arranged consisting the components as follow: (a) cover, title of module, target of module, and organization of module composer; (b) preface, brief explanation of whole content of module; (c) introduction, general purpose of module; (d) content of module, segment part of responsibility character materials; and (e) closing, containing the conclusion paragraph comprehensively from the module content.

3.2.3. Field examination of module

The developed module is later tested by involving two experts in the background of guidance, counseling, and media of education. The experts involved in the module evaluation are Dr. Muh. Nur Wangid, M.Si., whereas the expert of evaluating media of education is Estu Miyarso, M.Pd. The assessment of module appropriateness reviewed from materials obtains an average score 3.28 (with the criteria of range score 1-4) and it is proclaimed appropriateness to be used after revision. Meanwhile, in the assessment of module appropriateness reviewed from media of education is gotten the score range 3.8 (with the criteria of range score 1-4) and it is proclaimed appropriate to be used after revision. Based on the two assessments are gotten an average score 3.54 (with the range 1-4) in all material and media aspects of the assessed module.

Based on the first field test, it gains many suggestions related to the result of module. The propositions from the material expert are: there should be revision on the writing system, it needs an explanation for the introduction part about the basic of material determination, and it requires material about the way to train student independence in term of 12 descriptions. The suggestions from the media expert are: module should be printed and bound with the more optimal print result and the format of front cover is still rigid and formal. From the suggestions above, further the modification of module is made. Therefore, it can generate module which is appropriate to be used as the learning reference in college, especially for students of Guidance and Counseling Study Program.

The initial product of responsibility character module to increase the students' learning independence which has been arranged consisting components as follow:

- a. Cover, containing module title, module target, and module composer. Moreover, cover is accompanied by picture illustration that relates to module title.
- b. Preface, explaining briefly the whole content of module.
- c. Introduction, containing the goal of module generally.
- d. Module content, the list of presentation of each module content as follows:
 - Instructional Purpose
 - Basic concept
 - Conclusion
 - Exercise
 - Glossary
 - Bibliography
- e. Closing, including paragraph summary comprehensively from the module content.

Furthermore, this arranged first product is examined through initial field test by the media expert and material expert in the sector of Guidance and counseling and media of education. The initial field test is executed for getting inputs and suggestions about the module substance.

Table 3. Content of modules

Material	Indicator
Being brave to bear consequences	1. Confidence 2. Willingness to live more progressive 3. Knowledge of self ability
Training to self-control	1. Behavior control 2. Cognitive control 3. Control in terms of decision – making 4. Emotional Control
Planning and determining goal	1. Ability to identify the meaning of success for self 2. Ability to determine goal to be achieved 3. Ability to make plan and assigne short term and long term goal
Having positive attitude	1. Eagerness in learning 2. Completing task well 3. Actively participate in discussion 4. Doing task and work completely 5. Finishing assignment on time
Doing obligation	1. Conducting all lecture activities 2. Participating in lectures actively 3. Doing learning activities 4. Completing assigned lecture duties
Independent	1. Executing all learning instructions properly 2. Focus, serious and consistent during lecture process 3. Having a high self efficacy Memiliki efikasi in doing duties 4. Showing the ability to learn independently according to its potential 5. Completing the task and excercise
Trying to achieve perfectness	1. Focusing on fixing errors 2. Having a standard of high achievement 3. Requiring an approval 4. Learning in an organized way 5. Having a future plan 6. Considering a decision – making 7. Trying to be excellent
Be Proactive	1. Finding and acting based on the opportunities 2. Demonstrating initiative 3. Taking action independently 4. Persevering to apply change 5. Being consisten in learning dalam 6. Showing a flexible role
Being Persisten	1. Demonstrating a sincerity in doing duty 2. Being Persistent to complete assignment 3. Trying to solve the faced problem
Being ready to contemplate	1. Self – disclosure 2. Responsibility 3. Commitment
Giving a Good Example	1. Speaking honestly 2. Keeping off feeling of envy 3. Being not stingy 4. Be forgiving 5. Be righteous 6. Being trust 7. Being not arrogant
Having a moral autonomy	1. Persistence 2. Self-control 3. Personal freedom 4. Independence

The resulting module is for students as teaching materials that can helo and give understanding about responsibility character to increase the learning independence. Module is a relevant media as student referrence in terms of polishing knowledge especially in the strengthening of responsibility character. The module of responsibility character gives a positive contribution towards the development of students' learning independence. This empties to the students' academic and non – academic achievement.

The character of the student's responsibility is invested in line with the purpose of education in the college. This in accordance with the explanation of Kemendiknas that the character values that must be invested in students are: religiosity, tolerance, honesty, discipline, hard work, creative, independence, democratic, curiosity, spirit of nationalism, appreciation of achievement, friendship, communicative, love peace, love to read, enviroment care, social care, and responsibility [19]. The education of character is a

system of inculcating character values toward every member in college including the knowledge component, awareness or willingness, and action to carry out the values.

In the education of character, all components (educational stakeholders) must be involved, including the educational components themselves. The related components are curriculum, process of university management, actualization of activities or student activities, empowerment of infrastructure, finance, and work ethic of all college members/circumstances [20]. Similarly according to Mutweleli, in his research result which gives a recommendation for educators, parents, and all stakeholders in Indonesia, in education, everyone should work together to create conducive school and house environment for supporting the students' psychological construction in terms of academic motivation and *self-regulated* or learning (learning independence) [16].

4. CONCLUSION

Students' learning independence covering 39 students in the high level and 209 students in medium category. The produced product in this research is responsibility character module to increase students' learning independence. The module consists of 12 materials, they are: being brave to bear consequences, training to self-control, making plan and determining goal, having positive attitude, doing obligation, being independent in learning, trying to achieve perfectness, being proactive, being persistent, being ready to contemplate, giving a good example, and having moral autonomy. Finally, this generated product contributes reference for State University of Yogyakarta as the scientific products in terms of strengthening character education for students.

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