

DEVELOPMENT MODEL OF MATHEMATICALS LEARNING IN PRIMARY SCHOOL TO FORM HONEST CHARACTER

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ABSTRACT

Teachers in primary school have mathematics knowledge that potentially can build a character, but the fact shows that they still couldn't implement it in learning process. Teachers don't have a valid guide; this is why they couldn't implement it. Therefore, a development model of mathematics learning that can shape the elementary school children's characters is necessary. This study uses a qualitative approach with a hypothetical-theoretical models method, which aims to find the development of learning models that are valid and proper to be used by teachers. This study found a mathematics learning model in elementary schools, especially to shape an honest and fair character, through these stages: planning, implementation, and assessment of learning outcomes. At the learning planning stage, the teacher chooses mathematical topics related to the student competence in understanding definitions, because learning definition in mathematics is closely related to habituation learning so that they will always obey the rules and system that have been agreed upon. At the implementation learning stage, students will be given stories that are based on real life events about honest behavior by using a delightful audio-visual media related to the mathematical topics which will be studied. Afterwards, they will be given knowledge or understanding of mathematical formulas, and to solve mathematical questions skills using these formulas in a form of honest-themed stories. To conduct an indicative assessment of students who are being honest or not, the teacher will provide mathematical questions in a form of stories that relate to students' attitudes and actions, as a result of honest or dishonest behavior.

Keywords: *Mathematics learning, Learning Model, Honest Character*

1. INTRODUCTION

With the rampant acts of corruption, the Supreme Court (MA) shows an alarming number of 14,564 corruption cases in the judiciary in 2016. Whereas in 2015, there were 13,977 cases, meaning that this has increased by around 1.000 cases. This corruption case does not only involve officials, but also court officials. In 2016, there were at least 13 judicial employees, ranging from judges to court staff that were suspected of being involved in bribery (CNN Indonesia. 2016). And according to Indonesia Corruption Watch or commonly abbreviated as ICW, within a period of 6 months from January 1 to June 30, 2017 there were 226 corruption cases. This case that involved 587 suspects has cost the country Rp. 1.83 trillion and Rp. 118.1 billion for bribe (DetikNews.2017). These acts of dishonesty and corruption have become habits because people have been driven by values inherent in them, this is called character. Someone who has a dishonest character will commit an act of corruption when they have an opportunity. But those who have an honest character will not commit corruption even if there is an

opportunity. People must be formed from an early age or from elementary school age to have an honest character.

The 2013 curriculum has mandated that the implementation of character education must be integrated into all subjects in class. Therefore, teacher has a very important role in shaping the students' character. On the national curriculum concept policy, internalizing character values to each of the students are required during the learning process on all subjects. One of the subjects taught from elementary school to college level is mathematics. Most of the elementary school teachers have actually have acknowledge the mathematics potential to shape a character. But in fact, they couldn't implement it during the learning process. This is because the teachers still don't have valid guidelines to be well implemented. So for the intended purpose, it is very necessary to develop a learning mathematics model, especially one that can form honest character for students in elementary school.

2. LITERATURE REVIEW

Values are closely related to character. When we look at someone's actions, we can see whether their action shows a good or bad value. A person's freedom to choose their values is related to their ability to think. Knowledge that has been manifested in one's actions is knowledge that they believed in, not a knowledge that he does not believe in. (Sanusi. 2015). The stages in the process of forming human character are: forced, enforced, be able, get used to. (Suparman. 2011) To shape the students' character in education process, this must involve three components that are interconnected with each other, namely: moral knowing; moral feeling; and moral action. A good character is knowing good things, wanting good things, and doing good things. (Lickon. 1991) Someone who takes action, is motivated by character values that have been attached to him as a result of the learning process on aspects of his knowledge. Thus, an adult human who has a dishonest character will commit acts of corruption under any circumstances. Every action he has taken is a choice he has trusted and is the best choice for him.

There are things that have to be understood by teachers and students, those are ability, hobby, interest, attitude, personality, habits, health record, family background, and school activities (Mulyasa.2014). Learning is a planned experience that changes one's behavior. Gintigs (2008) Character education taught by the teachers in classroom is the basis for virtuous behavior, its application in school is the duty of every teacher. Therefore, the actual behavior shown by students occurs outside the classroom. Fathurrohman, et al.(2013) The fact is teachers cannot assess students outside of the classroom or school. But the teacher can assess whether or not the students are seen from the perspective of character values, for example the teacher can make an assessment of the students from the learning process and results that are indicated to be honest or dishonest.

Teaching many mathematics topics must be related to daily life problems, because the purpose of mathematics learning is to be a provision for students to later be able to solve problems in society. Ruseffendi (1980). Learning mathematics does not only contain the value of education that is intelligent for students, but also the value of education that helps shape the student. Soedjadi,R.(2000) Values in mathematics education can be classified into three categories, namely the value of general education, the value of mathematics education, and mathematical values. Nik Pa. (2009) Learning mathematics should not stop for the sake of completing learning mathematics only, but it must be able to help form and develop the ability to think critically,

creatively, collaboratively, and communicatively. As'ari (2016) The ability of students related to character, is formed through the internalization of values when the learning process takes place. So if the teacher aims to teach mathematics to form an honest character, the learning process should be able to internalize the values of being honest. Internalization is an appreciation of something doctrine or value, so that beliefs and awareness of values will be manifested in attitudes and behavior. Purwadarminta (2007) Thus, internalizing the value of honest character is giving appreciation of honest values so that it becomes a belief and awareness to students that honest is a truth that is manifested in attitude and action.

Some things that need to be done by the teachers in internalizing honest character values are: giving understanding to students about the meaning of honesty; and providing facilities that can stimulate the growth of honesty. Aunillah (2011). The learning model that can be applied by teachers is very diverse. Based on Minister of Education and Culture Regulation Number 65 of 2013 about Process Standards, the preferred learning model in the implementation of the 2013 Curriculum is the Project Based Learning model, Problem Based Learning model, Discovery Based Learning model, and Inquiry Based Learning model. Kementrian Pendidikan Nasional. (2010) To achieve the goals of mathematics learning that can form honest characters, the learning model needed is the development of the four models as mentioned above.

3. METHODOLOGY

This study uses a qualitative approach with a hypothetical-theoretical method. The stages of the research activities aim to find the development of a valid learning model. The stages are: (1) preliminary study / needs assessment; (2) literature study; (3) preparation of model designs; (4) validated content by mathematical education experts; (5) validated by primary school teachers; and (6) the development of valid mathematical learning models in primary schools, for honest character. The findings of the preliminary study / assessment of the needs of the results of the survey in the field, is a reference for the reasons for the importance of this research. Basically the teachers do not have valid guidelines, so that they carry out mathematics learning for character formation. A study of the literature found the scientific findings of scientific experts relevant to the focus of the study. The content validation and implementation has made validation on the findings of this study so that it is feasible to use.

4. ANALYSIS and DISCUSSION

The mathematics learning model to internalize the value of honest character with students in elementary schools so that the process is effective and suitable for learning objectives, so these things must be considered:

(1) The structure of the learning design describes the strategy plan that will be used by the teacher in the learning process, and exercises the habit of acting honestly with students. This is relevant to the purpose of learning, not just so that students are competent in mathematical knowledge. The most important thing is forming character as an impact of the learning process.

(2) Teachers must be competent in choosing primary school mathematics topics that. The topics must have a relevancy to honest character values.

(3) Teachers must be competent in choosing learning methods and media that support the learning process that leads to learning objectives;

(4) Students get the knowledge about honest problems that exist in real life that are often seen and or experienced;

(5) During the learning process, teachers have to observe the students' behavior personally by taking notes. Thus, the teacher has a record of children's character development, the results of observations through the way they behave and act; and

(6) In the assessment activities, the teacher must be able to measure the honest character indicators of the students.

By referring to the principles above, the product of this study has produced the model of developing mathematics learning to form honest character of students in primary school. This design has been validated by mathematical academic's experts, so it is feasible to be implemented. The learning model is structured through stages: planning; implementation; and assessment of learning outcomes.

Learning Plan

The components in the learning planning arrangement consist of: (1) Basic Competence; (2) Learning Objectives; (3) Learning Materials; (4) Learning Methods; (5) Learning Media; (6) Steps of activities; and (7) Assessment. The seven components are explained in the table below.

COMPONENT	DESCRIPTION
Basic Competence	Students are used to not violate the system or rules
Learning Objectives	Students are indicated as honest people
Learning Materials	Choosing mathematical topics that relates to honest character values
Learning Methods	Guided discovery method through small group discussions
Learning Media	Audio visual media
Steps of activities	Observe; Ask; Gather information; Associate, and Communicate
Assessment	Arrange instruments and criteria for competency assessment of knowledge, skills and honest behavior

Humans are being dishonest because they are accustomed to violate the system and rules. Learning definitions in mathematics, for example "A rectangle is a rectangular flat building that has two pairs of parallel sides, has four right angles, namely each of 90°" is an example of a definition that must be memorized and understood by students. In the context of internalizing honest character values, students are required not to make definitions of rectangular flat fields other than those that have been conveyed by the teacher. That is why to form honest character towards students, the basic competencies of this learning are "Students are used to not violate the system or rules". Thus the learning objectives in this model is to indicate students whether they are honest or dishonest.

The purpose of learning is for students to be indicated whether they are honest or not. Therefore, the teacher must choose mathematical topics that can internalize the character values, including the topic of 'rectangular and triangular flat fields'. Mathematical learning method is a way to teach a topic in mathematics arranged systematically and logically in terms of the psychological aspects of students and the characteristics of mathematics. The choice of learning media related to mathematical topics, must be fun and motivate students to learn. Another important thing is that there must be relevance to the value that will be developed to students, namely honest character values. The stages of the preparation of basic competencies, learning objectives, the selection of subject matter, the

Table 1

Components of the Mathematics Learning Model in Primary Schools to Form an Honest Character

selection of methods and learning media, are then outlined in the arrangement of learning steps.

The steps in preparing the learning plan implementation are: observing; ask; gather information/ experiments; associate/ process information; and communicate. Observe, that is through learning activities to read, hear, listen or see. Ask questions, means asking questions about information that is not understood from what is observed or questions to get information. Collect information/ experiments, means conducting experiments, reading sources other than textbooks, observing objects/ events, or interviewing with resource persons. Associate/ process information that is processing information that has been collected both limited from the results of collecting/ experimental activities as well as data from observing activities and collecting information. Communicate, means conveying the results of observations, conclusions based on the results of the analysis verbally, in writing, or other media. When learning activities take place, the teacher has to observe each students that relates to the attitudes and behavior of students during learning activities. The attitudes and actions observed by the teacher are especially related to honest character indicators.

In assessment planning, the teacher prepares a record of character development, especially the honesty behavior of each individual student during the course of the mathematics learning process. These notes are used as teacher assessment materials, both as material for carrying out follow-up learning and final assessment by referring to competency indicators. Thus, the indicator of the success of mathematics learning is not just a competency assessment of knowledge and skills in solving mathematical questions, but the most important thing is the indication of student character development through observations in behaving and acting or behaving honestly.

Learning Implementation

During the learning process in primary school which aims to shape the students' honest character through activities which are: observing; asking; gathering information / experiments; associating / processing information; and communicating. The learning process must be able to internalize honest character values, by containing aspects of moral knowing, moral feeling, and moral action. In addition, mathematics learning in primary schools must create a sense of fun and be connected with daily life events, especially those related to honesty behavior. The table

below illustrates the learning activities which carried out by teachers and students.

Table 2

Mathematics Learning Activity in Primary School to Shape Honest Character

No	Students Activities	Characters Activities
1	<p>Observing</p> <ul style="list-style-type: none"> • Paying attention to the drama movie about honesty 	<ul style="list-style-type: none"> • Playing a video/movie about honesty. The story is about a family that ended up sad and has to face embarrassment when the family involved in a corruption act • When students watch the movie, teachers take notes to each of the students' expression in observation format
2	<p>Asking</p> <ul style="list-style-type: none"> • Asking questions 	<ul style="list-style-type: none"> • Giving motivations to the students so they will be brave to ask questions regarding to what they have seen and observed, especially about the honest behavior on the movie
3	<p>Gathering Information/Experiments</p> <ul style="list-style-type: none"> • Students and their group gather information by taking notes of what they found 	<ul style="list-style-type: none"> • Facilitating the students with books about a person who committed an act of corruption, who got shamed in the end.

	<p>on the internet, social media, and books</p> <ul style="list-style-type: none"> Each groups will be discussing about what the teachers have taught, which is about those who involved in corruption cases 	<ul style="list-style-type: none"> Giving assignments to the students to search for information from the internet social media. 		<p>discussed with friends in their respective groups.</p> <p>Discuss and conduct experiments with friends in their respective groups. To get to know more about the topic of rectangular and triangular flat plane forms, they used the 'nail board' teaching aids as learning media. Then draw a rectangle and triangle using a pencil stationery, protractor and bar. They draw the flat building by referring to the understanding and definition explained by the teacher</p>	
4	<p>Observing</p> <p>Seeing, understanding and listening discussed by the teacher, understanding about the resolution of rectangular and triangular.</p>	<p>Explain and provide an understanding of the definition and definition of rectangular and triangular.</p> <p>Students are given 'ultimatum' or 'dokrin' to be obedient to the definition, that a rectangle is a rectangular flat building that has two pairs of parallel sides, has a right angle of 90° each. And "Triangle is a flat building that is limited by three sides, has three vertices, and the number of angles is 180°".</p>			
5	<p>Gathering Information / Experiments</p> <p>Carrying out activities to record items around the class and school in the form of rectangles and triangles. In addition, they dig from internet or social media sources. Then</p>	<p>Getting around to each group of students, to provide guidance, ask questions and make observations by recording the activities and behavior of students.</p> <ul style="list-style-type: none"> 			
6	<p>Observing and asking questions</p> <p>Listen and listen to what is explained by the teacher, understanding how to calculate rectangular and triangular flat planes. Students ask, if there are things that are not clear.</p>	<p>Explain and provide an understanding of how to calculate the area of a rectangular and triangular flat plane</p>			
7	<p>Gathering Information / Experiments</p> <p>Discuss looking for answers, about benefits and skillful use of rectangular and triangular formulas. They look for items around the</p>	<p>Gather to each group of students, to provide guidance, ask questions and hold meetings with activity participants and educate students</p>			

	class that are rectangular and triangular in shape, then measure the area using the formula they have understood. •	
8	Associate / Process Information Students process information that has been collected, both from the results of activities to collect information / experiments and observing results. This activity is carried out in their respective groups	Assign students to discuss what information has been obtained.
9	Communicate Students in each group are written to the teacher and alternately each group presents in front of the class.	Assign each group to report in writing and present the results of observations, answers to questions, gather information / experiments and associate / process information.

Watching a drama story by using audio-visual media, students will be aware of what is meant by being honest and dishonest, emphasized with those who get punished if they're not being honest. Thus, they will be motivated to be honest people. Learning mathematics using audio visual media is very fun. The next activity, students get information from books and from the internet or social media. Students' knowledge related to honest behavior in everyday life events is then directed by the teacher, the relationship with mathematics, for example with the topic Rectangular and Triangle Fields.

By being dishonest such as committing acts of corruption committed by adults is a habit of violating agreed systems or rules. Therefore, learning the definition of rectangular flat planes and triangles is

habitual learning so students are not used to violating agreed systems or rules. Thus, the teacher is not satisfied enough so that students simply memorize or are skilled at using these formulas, but how can character values be internalized to them. It is also very important, illustrating the topic, is associated with real life events, especially those related to honesty events.

The learning process of mathematics with the topics 'Rectangular flat fields and triangles', through the stages of developing knowledge and skills competencies. Of the two competencies will motivate students to increase their competence to behave and act honestly. First the teacher provides an understanding of the definition of rectangles and triangles, then students are trained to calculate the area by using the formulas of the two fields. They are not enough and skilled to use these formulas, but how can be indicated honest or dishonest behavior. For this purpose, the teacher can assess the answers to mathematical questions given to students in the form of stories of real life events, for example when someone will sell land in the form of a rectangle and a triangle. In this regard, the teacher can make criteria for assessing the process and results of learning by referring to the indicators that have been prepared previously.

Assessment of Processes and Learning Outcomes

Attitude assessment carried out during the process and the end of learning. The teacher evaluates by observing the development of honest character in the form of records of each individual as outlined in the observation format. At the end of the lesson, mathematic questions are given in the form of stories about the events of everyday life, so that the answers to these questions will indicate students' honest behavior. In the previous activity, the teacher has prepared an observation format such as the table below.

Table 3

Format Development of Students' 'Honest' Characters in The Mathematical Learning Process to Form Honest Character

Student's Name :

No	Indicator	Activity	Teacher's Note
1	Students can feel sad when they see other	Students watch / observe / listen to drama stories

	people as victims of corruption / dishonest acts.	that describe the sadness of a family set aside by their neighbors / community, because their family heads are caught in a corruption case and arrested by law enforcement
2	Desiring to be an honest person		

	triangular formula for buying and selling land.	answers, then must choose. Choice of answers a - use the actual formula, but the benefits are small. And choice of answers b - do not use a formula that is not true, but get a big profit.
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Kriteria Penilaian

No	Jawaban Peserta didik	Kriteria Penilaian
1	Alternative a Reason: use the actual formula, which is the formula of a rectangle and a triangle, although fortunately small	Indicated 'honest'
	Alternative b Reason: do not use the actual formula, which is supposed to be a rectangular and triangular formula, which is important fortunately big.	Indicated 'dishonest'

Kriteria Penilaian

Predikat	Catatan Guru
Students are indicated 'willing' to be honest people	During watching / watching drama films, students show sad facial expressions
Students are indicated 'not willing' to be honest	uring watching / watching drama films, students did not show sad facial expressions, even seemingly not carried away by the current drama drama scenario.

Information. For students who is indicated 'not willing' to become honest people, the teacher gives special attention by giving motivation, and telling how bad it is to be a dishonest person.

Table 4

Attitude Competence Assessment at the End of Mathematical Learning Process Form 'Honest' Character

No	Indicator	Bentuk Soal
1	Indicated to act or behave honestly, when solving real life problems, namely by using a rectangular and	Story Problem - Someone who will sell his land in the form of a rectangle and a triangle. Students are given two alternative

For more details, the example questions below are presented, which can indicate students' honest attitude and actions.

Question:

You need money and intend to sell land in form of rice fields inherited from parents. The shape of the paddy field is similar to the below picture.

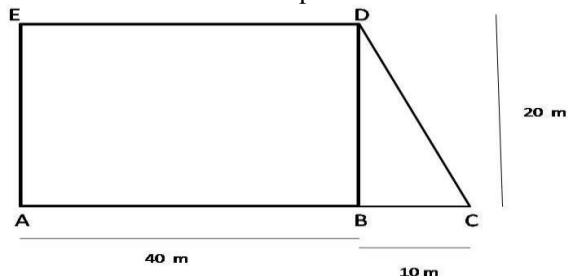


Figure 2. Story Question Form

you as a seller, of course, want the land to sell expensive, so you have a lot of money. Then it was offered to Pa Dudi who would buy rice fields at a price of Rp 100,000.00 (one hundred thousand) per m². Apparently Pa Dudi agreed to buy at this price. Then then you measure the area of the land. There are two alternative benefits from the results of measuring and calculating profits.

Alternative first answer:

The area of land is calculated by $L = p \times l$; $p = 50 \text{ m}$, $l = 20 \text{ m}$; $50 \times 20 = 1000 \text{ m}^2$

Land price of Rp 100,000.00 per m²; $1000 \text{ m}^2 \times \text{Rp. } 100,000.00 = \text{Rp. } 100,000,000.00$

So, Pa Dudi has to pay Rp 100,000,000 (one hundred million rupiah).

Alternative second answer:

The area of land is calculated by $L = p \times l$; $p = 40 \text{ m}$, $l = 20 \text{ m}$; $40 \times 20 = 800 \text{ m}^2$ plus $L = \frac{1}{2} a \times t$; $a = 10 \text{ m}$, $t = 20 \text{ m}$; $\frac{1}{2} \times 10 \times 20 = 100 \text{ m}^2$

The total land area becomes 900 m^2 ; $900 \text{ m}^2 \times \text{Rp. } 100,000.00 = \text{Rp. } 90,000,000.00$

So, Pa Dudi has to pay Rp. 90,000,000.00 (Ninety million rupiahs)

Question:

You as a seller of rice fields will choose the first alternative or the second alternative? explain what is the reason.

Answer key:

Alternative second answer, because it follows the rules or measures the parcels using the formula that should be, even though it gets a smaller profit.

As a seller, you want the land to be expensive, so then you'll have a lot of money. The land was offered to Pa Dudi who would buy rice fields at a price of Rp 100,000.00 per m². Apparently Pa Dudi agreed to buy at this price. Then then you measure the area of the land. There are two alternative benefits from the results of measuring and calculating profits.

Alternative first answer:

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Alternative second answer:

The area of land is calculated by $L = p \times l$; $p = 40 \text{ m}$, $l = 20 \text{ m}$; $40 \times 20 = 800 \text{ m}^2$ plus $L = \frac{1}{2} a \times t$; $a = 10 \text{ m}$, $t = 20 \text{ m}$; $\frac{1}{2} \times 10 \times 20 = 100 \text{ m}^2$

The total land area becomes 900 m^2 ; $900 \text{ m}^2 \times \text{Rp. } 100,000.00 = \text{Rp. } 90,000,000.00$

So, Pa Dudi has to pay Rp. 90,000,000.00 (Ninety million rupiahs)

Question:

You as the rice fields seller will have to choose the first or the second alternative. Explain the reason!

Key Answer:

Alternative second answer, because it follows the rules or measures the parcels using the formula that should be, even though it gets a smaller profit.

5. CONCLUSION

Honest is to behave based on efforts to make their selves a person who can always be trusted, especially always follow the system or rules that have been agreed upon. Learning model is a conceptual framework that describes systematic procedures in organizing a learning process to achieve learning goals. The mathematics learning model in elementary school for honest character formation, through three stages: planning, implementation, and assessment of learning outcomes

At the learning planning stage, the teacher chooses mathematical topics related to students' competencies in understanding definitions, because learning definitions in mathematics is very closely related to habituation learning in order to always follow the rules and system. At the implementation stage of learning, students are given stories on real life events about honest behavior by using audio-visual media and related to mathematical topics to be studied. Then they are given knowledge or understanding of mathematic formulas, and the skills to use these formulas to solve math problems in the form of honesty-themed stories. To carry out an indication of the assessment of students whether they are behaving honest or not, the teacher gives mathematic questions in the form of stories related to attitudes and actions that either can harm or not harm others, as a result of honest or dishonest behavior.

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