

MORAL RECONSTRUCTION OF ELEMENTARY EDUCATIONAL LEVEL STUDENTS IN MILLENNIAL ERA: A SCIENTIFIC APPROACH PERSPECTIVE

Budiyono Saputro

Science Education, Faculty of Teacher Training and Education,
State Institute for Islamic Studies (IAIN) Salatiga, Salatiga, Indonesia
email: budiyonosaputro@iainsalatiga.ac.id

Anis Khoerani

Student of Mathematic Education, Faculty of Teacher Training and Education
State Institute for Islamic Studies (IAIN Salatiga), Salatiga, Indonesia
email: aniskhoerani58@gmail.com

Laylatul Faizah

Student of Mathematic Education, Faculty of Teacher Training and Education
State Institute for Islamic Studies (IAIN Salatiga), Salatiga, Indonesia
email: lailatulfaizah18@gmail.com

Bikrotul Azizah

Student of English Education, , Faculty of Teacher Training and Education
State Institute for Islamic Studies (IAIN Salatiga), Salatiga, Indonesia
email: bikrotulazizah9707@gmail.com

Abstrak: Penelitian ini bertujuan untuk mendapatkan model rekonstruksi moral siswa jenjang pendidikan dasar era milenial dari perspektif pendekatan saintifik. Jenis penelitian ini adalah penelitian diskriptif kualitatif. Pembentukan model dan diskripsi model mengacu pada Kurikulum 2013 jenjang pendidikan dasar. Model rekonstruksi moral dibangun secara adaptif berdasarkan langkah-langkah metode Research & Development. Subyek penelitian ini adalah Guru Sekolah Dasar/Madrasah Ibtidaiyah yang sedang studi lanjut pada Magister Program Pendidikan Guru Madrasah Ibtidaiyah Program Pascasarjana IAIN Salatiga, Indonesia. Data penelitian diambil dengan metode observasi, wawancara, angket skala likert. Hasil penelitian menunjukkan bahwa siswa sekolah dasar melakukan pelanggaran moral di lingkungan formal maupun non-formal sebesar 30% per tahun. Analisis kebutuhan konsep model rekonstruksi moral siswa dengan rerata 3.15 termasuk kategori butuh. Model rekonstruksi moral hasil penelitian

memiliki tahapan yang secara langsung dapat membangun habituasi nilai-nilai ilmiah dalam perilaku kehidupan sehari-hari siswa, yaitu: mendengar, memperhatikan, komunikasi, kerjasama, bertanya, melakukan, berpikir, saling menghargai, jujur, tanggung jawab dan disiplin.

ملخص: يهدف هذا البحث إلى الحصول على نموذج لإعادة الإعمار الأخلاقي للطلاب في مستوى التعليم الأساسي في العصر الحاضر بالدخل العلمي. والنوع هذا البحث هو البحث الوصفي النوعي. يشير تشكيل النماذج والأوصاف النموذجية إلى منهاج ٢٠١٣ لمستوى التعليم الأساسي. تم بناء نموذج إعادة الإعمار الأخلاقي بالتركيز على أساس خطوات منهج البحث والتطوير. موضوع هذا البحث هو معلمي المدارس الابتدائية والثانوية الذي يتصل الدراسة في برنامج الماجستير في كلية تربية المعلم المدرسة الابتدائية بجامعة سلاتيجا الإسلامية الحكومية، اندونيسيا. وأدوات جمع البيانات في هذا البحث هي الملاحظة والمقابلة والاستبيان بمقياس ليكرت. أظهرت النتائج أن طلاب المدارس الابتدائية ارتكبوا انتهاكات أخلاقية في البيئات الرسمية وغير الرسمية بنسبة ٣٠٪ في السنة. وتحليل الاحتياجات المفاهيمية علي نموذج إعادة الإعمار الأخلاقي للطلاب مع متوسط ٣,١٥ بما في ذلك فئة الحاجة. يحتوي نموذج إعادة الإعمار الأخلاقي للطلاب في هذا البحث على مراحل يمكن أن تبني عادات القيم العلمية في سلوك حياة الطلاب اليومية، وهي: الاستماع، الاهتمام، التواصل، التعاون، العمل، التفكير، الاحترام، الأمانة، المسؤولية والنشاط.

Keywords: mileneal, model rekonstruksi moral, pendekatan saintifik.

INTRODUCTION

Moral degradation which takes place in this millennial era, particularly on students, becomes the main topic to be solved in education world. Moral shows good and bad sides of human and the condition of a nation. Education should be the main subject in shaping students' moral, particularly in elementary educational level, however, there are individuals who are not aware of the importance of moral each individual must possess. Huda, M. proposes that the essence of education can be useful for people's life advancement process and survivability. Based on the results of observation the researcher has conducted on the Elementary School/Islamic elementary teachers who are taking advanced study in the Islamic Elementary Teachers Education Master Study Program, IAIN Salatiga, Indonesia, elementary school students annually commit 30% moral violation both in formal and non-formal environments. This percentage proves that elementary school students' moral is declining in this millennial era.¹

Education currently does not take moral education as the main subject to be instilled in students, thus a development is needed to focus on moral educational aspect, which will eventually shape the students' good character toward sustainable development. According to the results of research conducted by Asnawi, T.M. Jamil, Ronald Fransyaigu, Bunga Mulyahati, the application

¹ M. Huda, *Model-Model Pengajaran dan Pembelajaran: Isu-isu Metodis dan Paradigmatic* (Yogyakarta: Pustaka Pelajar, 2013).

of scientific approach to Citizenship Education learning has shown relatively positive impacts on students' citizenship skill aspect, particularly in the aspects of answering, asking, discussing and participating actively.² Lickona quotes Aristotle's opinion, defines good character as to live by doing correct acts in connection with others. Meanwhile, Lickona herself explains that character consists of operative values, values in act. A person precedes in character, in line with a value towards goodness, a reliable inner disposition to respond situation in a way which according to moral is good.³ Abdullah Sani, Ridwan proposes that the application of Curriculum 2013 has changed the learning paradigm, in which learners are trained to learn, to observe, to ask question, to collect the data, to associate the data and to communicate the learning outcomes, which is called scientific approach. This approach needs to be performed to develop learners' ability to learn independently and to think creatively.⁴ As proposed by Nuh, the fundamental difference between Curriculum 2013 and previous curriculum is that it reinforces more on the scientific to encourage the learners' creativities; since the era will get complicated in the future considering the higher population and more advanced science development. Any complicatedness will be solved with creativity⁵. The solution is to teach all children to have them more creative by employing scientific approach. Wibowo, Agus and Gunawan propose that scientific approach may be employed in implementing local wisdom based on the character education.⁶ Therefore, it will grow mutual respect between tribes, ethnics, nations and religions. A teacher may instill local wisdom based character value and attitude with scientific approach of observing, asking, trying, analyzing and communicating. Mulyasa confirms that character education starts from awareness, understanding, concern and commitment to do or act. In students' moral reconstruction in this millennial era, scientific approach has important meaning in learning process.⁷

Based on the statement above, moral education needs to be inserted into every subject delivered by the teachers to Elementary School students before

² T. M. Jamil, Ronald Fransyaigu, dan Bunga Mulyahati, "Analisis Penerapan Pendekatan Saintifik pada Pembelajaran PKn untuk Meningkatkan Kecakapan Kewarganegaraan Siswa SD," dalam *Prosiding Seminar Nasional Pascasarjana Unsyiah*, 2017, 64-69.

³ Lickona Thomas, "Character Matters; Bagaimana Membantu anak Mengembangkan Penilaian yang Baik, Integritas, dan Kebajikan Penting Lainnya," t.t.

⁴ Ridwan Abdullah Sani, *Pembelajaran saintifik untuk implementasi kurikulum 2013* (Bumi Aksara, 2014).

⁵ Nuh. M. 2014. Kurikulum., "Kanal Pembentukan Generasi Unggul". *Majalah DIKBUD*. Edition 4. (Jakarta: Pusat Informasi Kementerian Pendidikan dan Kebudayaan, 2014).

⁶ Agus Wibowo dan Gunawan, *Pendidikan karakter berbasis kearifan lokal di sekolah: konsep, strategi, dan implementasi* (Pustaka Pelajar, 2015).

⁷ Endang Mulyasa, "Manajemen pendidikan karakter," *Jakarta: Bumi Aksara*, 2011, 165-189.

learning process starts through scientific approach. In addition, students will not only be good at science, but also their moral quality will also grow in line with existing norms. M. Hosnan proposes that scientific approach is a learning process design in such a way to make the learners actively construct concepts, laws or principles through observation, asking, trial, analysis and communication stages.⁸ Saputro, B has studied scientific approach model in the religious social life of convert villagers.⁹ The results of Saputro's research shows that the disharmony problems in the religious social life in convert village can be solved because of the application and integration of scientific approach into the people's social life with facilitation of the ministry of religious affairs and police.

Differently with previous researches, this research aims at obtaining model of moral reconstruction for elementary educational level students in millennial era with scientific approach perspective. Moral reconstruction model is used as an alternative step to instill the moral values in elementary educational level students, since the reconstruction model resulted from this research has stages which may directly shape and apply scientific values habituation to students' daily life, comprising: listening, paying attention, communicating, cooperating, asking, doing, thinking, mutual respect, being honest, responsible and discipline. These model stages are also facilitated by school members and parents in reconstructing students' moral in millennial era with scientific approach perspective.

METHOD

In this qualitative descriptive research, the researcher built a model and made model portrait, then described the moral reconstruction model referring to the application of moral education in Curriculum 2013 for Elementary School/ Islamic Elementary School. Moral reconstruction model was adaptively built based on Research & Development steps. This research took 25 Elementary School/ Islamic Elementary School Teachers who were currently taking advanced study in the Islamic Elementary Teachers Education Master Program, Post-graduate Program, Salatiga Institute for Islamic Studies, Central Java Province, Indonesia as its subject and education management experts and Elementary School teachers as its model experts. The data were collected by employing Likert scale questionnaire, interview, need assessment and observation. The instruments were developed and validated by: (1) pre-diction validation, by consulting experts on model concept, (2) content validation, by consulting experts in the field in line with the research's purpose on the instruments the researcher has created.

⁸ Muhammad Hosnan, *Pendekatan saintifik dan kontekstual dalam pembelajaran abad 21: Kunci sukses implementasi kurikulum 2013* (Ghalia Indonesia, 2014).

⁹ Budiyo Saputro, *scientific Approach Model of Social Religous Life At Mualaf's Village*, 2016.

The data were analyzed by employing descriptive and analytical analysis. The descriptive analysis data was employed to analyze need assessment data in the form of Likert scale scores with percentage technique. According to Miles and Huberman in Sumaryanto "data qualitative analysis using interactive model". The interactive model is divided into three stages: (1) data reduction, a form of analysis which sharpens, classifies, directs, removes anything unnecessary and organizes data in such a way to make and verify final conclusion, (2) data presentation, a group of arranged information which allows making conclusion and taking action, and (3) making conclusion or verification.¹⁰

RESULT AND DISCUSSION

Based on the results of introductory study on the students' moral condition in the field, Maria Nurul states that "Elementary School/Islamic Elementary School students' moral in this millennial era is different with that in the past.¹¹ Children today follow technology development like internet, with an impact on their lack of manner toward teacher", which is in line with Umu's argument (2018) that "students' moral is generally good, however there are one or two cases that Elementary School students are unmannerly".¹² The other descriptions of the research results of Elementary School/Islamic Elementary School students' moral condition are the students' increasingly alarming moral condition, their lack of respect for teacher, their impudence toward teacher, stealing their friend's money or item, and even fight among students which results in chaos in surrounding community.

Regarding to students' factual moral condition, moral violations occur 30% annually. Violations often occur comprise: students' verbal impoliteness toward teacher by saying something impolite, students' impudence not to get into class without any reason, students' non-competitive attitude during learning process, students' habit of doodling on the wall, messing class, doing something to school inventory, and, according to our observation with respondents/teachers, some Elementary School/Islamic Elementary School students steal class cash. Children mischief becomes a real portrait of the reason of nation's declining moral. Something trivial may cause adverse impacts in the future, such as: eating in class, leaving seat without permission and chit chat during learning process.

Massive events of moral degradation from time to time every individual experiences are caused by minimum understanding of moral. Moral degradation is naturally not students or children's fault, but the influence of external and

¹⁰ Totok Sumaryanto, "Pendekatan Kuantitatif dan Kualitatif dalam penelitian pendidikan seni," *Semarang: Universitas Negeri Semarang*, 2007.

¹¹ Nurul, M., Kondisi Moral Siswa di Sekolah. *Interview*. Salatiga. March 13. 2018

¹² Umu., Kondisi Moral Siswa di Sekolah. *Interview*. Salatiga. March 13, 2018.

internal home environment, since Elementary School students are very dependent on their environment and family, uncontrolled emotion, great curiosity and desire to try new things. These aspects require the parents as children's first educator to act carefully and strengthen their moral values before they really socialize in external environment.

Based on the authentic data derived from questionnaire distributed to the Elementary School/ Islamic Elementary School teachers who are currently taking advanced study in the Islamic Elementary Teachers Education Master Program, Salatiga Institute for Islamic Studies Year 2018, it is agreed that students since their primary education have had strong pillars to encounter any types of environmental challenge. Considering the high percentage of moral violation events which take place caused by students' moral degradation, the teachers have agreed on the need assessment result, which is to deliver moral values accompanied with real actions as realized in ten-minute moral education materials delivered by teachers. This activity requires cooperation between the teachers, students and parents in realizing intellectual generation with active moral. However, the reality proves that some parents tend to handover this responsibility to teachers, thus with this parents' trust, teachers must cooperatively perform this noble duty. The results of need assessment of students' moral reconstruction model in the millennial era are given in table 1.

Table 1. Need Assessment of Students' Moral Reconstruction Model

No	Statement	Average	Category
1.	Application of students' moral education to every subject.	3.2	Necessary
2.	Internalization of students' moral education in every subject.	3.3	Necessary
3.	Additional 10 minutes for delivery of moral education before learning process starts	3.1	Necessary
4.	Participation of all school members in students' moral reconstruction.	3.75	Necessary
5.	Availability of special staff to deliver moral education.	2.85	Less Necessary
6.	Availability of special place to deliver moral education before learning process starts.	1.95	Not Necessary
7.	Availability of supporting media to deliver moral education.	3.1	Necessary
8.	Parents' participation in accompanying students' moral education	4	Urgently Necessary
9.	Supervision of students' attitude in school	3.45	Necessary
10.	Evaluation accountability report made by school related to applied moral education.	2.8	Necessary

Average	3.15	Necessary
Total Respondents	25	

Based on the result of the need assessment, interviews and observation as well as experts' validation, the moral reconstruction model for elementary educational level students in millennial era is given in figure 1.

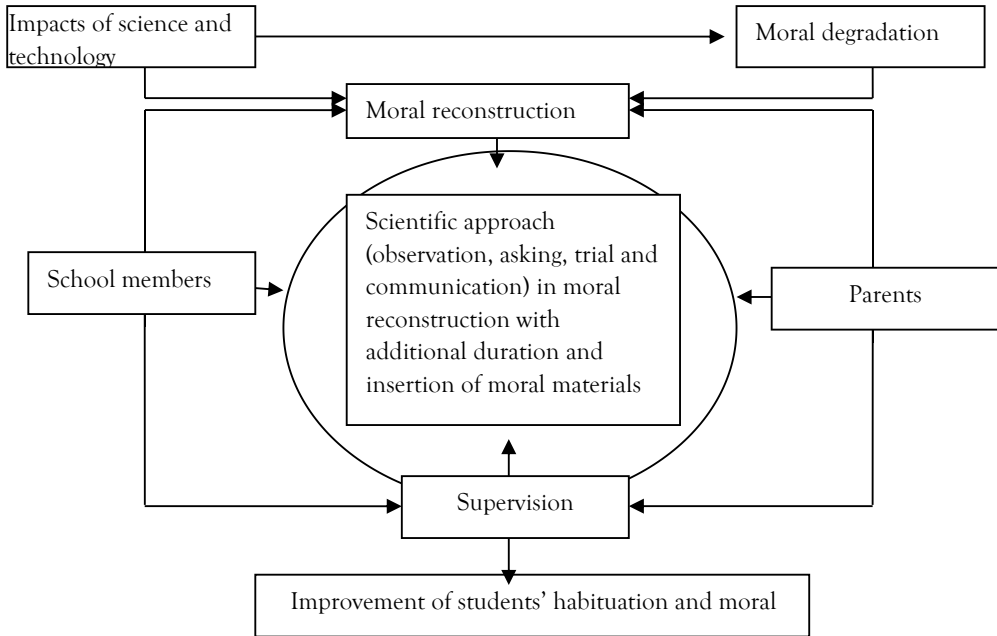


Figure 1. Moral reconstruction model for elementary educational level students in millennial era: a scientific approach perspective

Moral reconstruction model portrait for elementary school students in millennial era with scientific approach perspective is described as follows: the impact of Science and Technology development in millennial era becomes the factor to cause moral violation in the society, particularly among Elementary School/Islamic Elementary School students. The factual field condition needs moral reconstruction model with scientific approach perspective, consisting of observation, asking, trial, reasoning and communication. The implementation of scientific approach is able to grow students' positive scientific values. The scientific values in scientific approach comprise: listening, paying attention, communicating, cooperating, asking, doing, thinking, mutual respect and being honest. Scientific approach which focuses on moral is necessary to reconstruct Elementary School/Islamic Elementary School students' moral in the millennial era by enforcing and establishing moral through school members with support of all parties, providing additional time for moral education delivery, using adaptive media and engaging parents' participation in supervision to improve

Elementary School/Islamic Elementary School students' moral in the millennial era.

Students' moral reconstruction model in scientific approach perspective is arranged based on field's necessities in the millennial era. This is confirmed by Saputro, in which the results of his research of scientific approach model can solve the religious social issues of convert villagers. Meanwhile, the moral reconstruction model of elementary educational level students in the millennial era emphasizes more on internalization of scientific values in students' daily life.¹³ Instilling scientific values in students is pursuant to the scientific approach in curriculum 2013 learning. According to the results of the research conducted by Cahyono, H., the value of education strategy is conducted to shape students' character through moral knowing strategy, moral modeling, moral feeling and loving, moral acting, punishment strategy, traditional strategy and habituation strategy.¹⁴ According to the results of research conducted by Muslim (2014), shaping character is conducted through intracurricular and extracurricular learning by using moral reasoning approach strategy, in which learning is conducted through moral knowing, moral feeling and moral acting stages. The morals shaped in introcurricular learning comprise simplicity, which leads to moral discipline, democracy in class, conscience development, reflection of moral education and teaching controversial problem which will certainly lead to teacher's attitude and modeling. Extracurricular learning is performed through some activities, such as facilitating life skill, *tazkiyah* (heart purification), *muhadharah* and social care visit¹⁵.

The moral reconstruction model given in figure 1 is also supported by the research conducted by Sukma Wardani, L, Hidayah, N, Mahpur, M. that parents contribute to students' value instilling. The results of research conducted by Ruslan, Elly, R, Aini, N. show that moral values instilling in Elementary School students is conducted through each subject, giving daily advice, teachers as students' role model, school environment and cooperation with parents.¹⁶ In addition, Jannati Umairah.S. proposes that character education concept is also supported with instilling of religious values which will then become habit.¹⁷

¹³ Saputro, *scientific Approach Model of Social Religious Life At Mualaf's Village*.

¹⁴ S. Pd I. Heri Cahyono, "Strategi Pendidikan Nilai dalam Membentuk Karakter Siswa Madrasah Tsanawiyah (MTs) Ali Maksum Krapyak Yogyakarta," 2015.

¹⁵ Muslim. Pola Pembentukan Karakter bagi Anak di Dayah Bustanul Ridha Desa Blang Mideun Kabupaten Aceh Timur. *Thesis*. (UIN Sunan Kalijaga, 2014).

¹⁶ Nurul Aini, Ruslan Ruslan, dan Rosma Ely, "Penanaman Nilai-nilai Moral pada Siswa di SD Negeri Lampeuneurut," *Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar* 1, no. 1 (2013).

¹⁷ Saidati Jannati Umairah, "REKONSTRUKSI NILAI-NILAI RELIGIUS SEBAGAI LANDASAN MENYONGSONG GENERASI EMAS 2045," *PROCEEDING IAIN Batusangkar*

According to Sutarna, N., character education may be integrated into subject and daily life, and religion based approaches are necessary to instill character education even deeper.¹⁸ Students' moral reconstruction model with scientific approach perspective is supported by the research conducted by Aprison, W, Junaidi, in which scientific approach allows education to equip future generation with responsibility character.¹⁹

CONCLUSION

Based on the research and discussion results, we may conclude that the factual condition in Elementary School/Islamic Elementary School in Semarang and surrounding shows annual moral violation events of 30%, comprising low ethics in school environment, theft, bad words and fight between students. The need analysis on the development of moral reconstruction model of elementary school students' moral with scientific approach perspective results in average score of 3.15 with necessary category, and the model portrait is as follows: The impact of Science and Technology development and students' factual moral condition in millennial era become the factors to cause students' moral violation, and students' moral reconstruction with scientific approach perspective consists of integration of moral values with scientific values with scientific approach (listening, paying attention, communication, cooperation, asking, doing, thinking, mutual respect and honesty) under facilitation and supervision of school members and parents.

1, no. 2 (2017): 361-368.

¹⁸ Nana Sutarna, "Pendidikan Karakter Siswa Sekolah Dasar dalam Perspektif Islam," dalam *Prosiding Seminar Nasional Inovasi Pendidikan*, 2016.

¹⁹ Wedra Aprison, "Pendekatan saintifik: Melihat arah pembangunan karakter Dan peradaban bangsa indonesia," *Epistemé: Jurnal Pengembangan Ilmu Keislaman* 12, no. 2 (2017): 507-532.

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