

Effectiveness OF Adabul Muta'allim-Based Character Learning Model TO Prevent Student Deviant Behavior (Study AT Sma Negeri 15 Bulukumba)

Suardi M^{1*}, Ismail Tolla², Mustafa³, A. Ramli Rasyid⁴

^{1,2,3}*Department of Educational Science, Universitas Negeri Makassar*

⁴*Department of Engineering, Universitas Negeri Makassar*

suardimansing@gmail.com, ismail.tolla@yahoo.com, mustafa@unm.ac.id, ramlirasyid@unm.ac.id

Abstract:

The learning model as mind mapping, of course, provides a systematic procedural picture for teachers in organizing student learning experiences so that learning goals can be achieved, as does the model of character learning based on Adabul Muta'allim, aimed at preventing students' deviant behavior, implemented explicitly at SMA Negeri 15 Bulukumba. For this reason, through this study, the effectiveness of the learning model was tested using descriptive quantitative methods, which collected data through performance test activities. Namely, researchers acted as observers who were equipped with assessment rubrics as a checklist tool on the ability of student character, both pre and post, and during the implementation of the learning model. After that, descriptive statistics were used to examine it. As for the results, on average, of the 36 students, 24 students, or 66%, were in the category of cultured, which was previously only 14 students, or 39%, and 11 students, or 31%, were in the developing category, which was previously 16 students, or 44%, and one student, or 3%, is in the category of starting to develop, which was previously six students, or 17%. At the same time, for those who needed guidance (MB), there were no more than 0 students (0%). Thus, the Adabul Muta'allim-based character learning model has fulfilled the element of product effectiveness in strengthening students' character to prevent them from deviant behavior.

Keywords: Effectiveness, Learning Model, Character, Adabul Muta'allim, Deviant Behavior

1. INTRODUCTION

Deviant behavior is a type of human behavior that does not conform to the norms or habits of a certain culture. Suppose the violation is committed by a young person aged 14 to 17. It is referred to as juvenile delinquency, which is recognized as the transitory stage in developing the human soul, from child to adulthood (Kartono, 2006). Juvenile delinquency is commonly experienced by school-age children between middle and high school. It is classified as deviant behavior by social studies because the

form of behavior is considered to have violated the social provisions that apply to society. Or in other words, the behavior is not following the social order imposed as the norm by society. Deviant behavior is thus defined as any individual activity that is contradictory to or not in compliance with the conditions imposed or agreed upon by society in general, whether in the form of religious decrees, social ethics, or even school regulations and family norms, as well as other rules (Sarwono, 2002). Students' deviant behavior is typically motivated by dissatisfaction or a mistaken view of life. However, it can also

be motivated by psychological issues due to the numerous needs of life that must be addressed (Adiningtyas, 2016). But the most crucial thing to understand is that deviant students will negatively influence themselves and their surroundings, and it can have a big effect on their future achievements. In the school environment itself, all students have the same potential to do deeds or behave following the rules due to the encouragement of frustration as an impact if the conduciveness of the school environment does not support efforts to implement the order properly. For this reason, prevention activities become a slightly easier choice to implement through school policies than enforcement activities. Through preventive activities, students will get definite knowledge and life experience about the difference between good behavior and behavior that should not be done because it is considered deviant.

1.1. Character Education

An essential overview of the aim of organizing Indonesian national education is regarded as an effort to develop students' character in everyday life through their behavior and personality attitudes. According to a German philosopher who is dedicated to the study of character learning, character is one aspect that can be used in the process of personal qualification of a person because the character will be like an identity in forming dynamic life experiences so that the quality or personal maturity of a person can be known from that experience (Foerster, 1967). To achieve a person with quality character, it is not enough if a person just knows the indicators of morality but has not been the perpetrator of the indicators or values of morality. Even if a study program has a quality character, at least it can meet the basic components of the character termed as components of good character, namely: 1) knowledge of moral or moral knowledge values, 2) a sense that

prioritizes morality or moral feelings, and 3) behaving following the values of morality or moral actions. The three basic components are needed for everyone to be able to know, then build a tendency to be able to carry out the values of kindness in their daily lives, for example, by always thinking about positive things, building sympathy, always telling the truth, obeying worship, and others (Dalmeri, 2014).

Children who are approximately 17 years old, who are, in this case, high school students, are at the right age phase to develop character because the time or age is widely claimed to be a very important time in the process of human soul development. That is so that period is termed the Period of Formal Operation because a person in that phase is in the period of self-discovery with a sign of change in the mind that can capture symbolic things and understand the meaning of something well (meaningfully) even though it is not accompanied by an object, either, or just a visualization. A person who is also in the Period of Formal Operation will experience the development of seven forms of intelligence, often termed "Multiple Intelligences," namely: 1) linguistic intelligence, 2) logical-mathematical intelligence, 3) spatial intelligence, 4) bodily-kinesthetic intelligence, 5) musical intelligence, 6) interpersonal intelligence, and 7) intrapersonal intelligence (Suardi, 2012). So, in organizing learning, a teacher or school institutionally should not carry out a policy that is ignorant of efforts to form student character, especially for high school students, because the more mature character, the less chance of someone doing deviant behavior.

1.2. Adabul Muta'allim Based Character Learning Model

The learning model as mind mapping provides a systematic procedural picture for teachers in organizing student learning experiences to

achieve learning goals (B. Joyce & Calhoun, 2010). The learning model has the following characteristics: 1) it is based on theories, both education and certain learning from an expert; 2) it is based on specific goals; 3) it can be guided so that the teaching and learning process in the class becomes better; 4) it meets the basic components of the learning model such as syntax, social systems, reaction principles, support systems, as well as instructional impact and accompaniment impact (Rusman, 2011). One of these characteristics is following the model components found by (B. R. Joyce, 2015), including the Adabul Muta'allim-based character learning model, so that the components also consist of 1) learning steps (syntax), 2) social systems, 3) support systems, 4) reaction principles, and 5) instructional impacts and accompaniment impacts, which are developed based on the results of an analysis of teacher needs to prevent students' deviant behavior (M, 2021). More specifically, the components are outlined as follows:

1.3. Syntax

In short, the syntax of the Adabul Muta'allim-based character learning model can be explained as follows:

1. Motivation is the first step because it has an important position in the learning process involving students' emotions and mentality. It becomes a mandatory and early activity to be done (Wahyuni, 2020).
2. Exploration ensures that students are ready to be active in the learning process, so teachers must trigger it (Djuwita, 2017).
3. Participatory Learning is the third step because it will involve emotional and mental students and help students conduct self-evaluations (Knowles,

1975).

4. The investigation is the fourth step because group investigation activities can increase social skills that include social awareness, such as basic empathy, and awareness of social facilities, such as caring (Goleman, 2011).
5. Conception is the fifth step because it follows that the concepts found in the teaching and learning process can be meaningful and slightly easily transferred to students to be applied (Bell & Linn, 2000).
6. Review, the step adopted from the Horay Course Review theory, stimulates students to be more active during the teaching and learning process (Malasari, Nindiasari, & Jaenudin, 2017).
7. Assessment, as the seventh step or last step, is based on the view that assessing a person's affective realm can be done through methods of observation and self-report (Anderson & Bourke, 2000).

1.4. Social Systems

The Adabul Muta'allim-based character learning model in its social system builds three patterns of relationships, namely action, interaction, and transactions, which are described as follows:

1. Action, in the initial phase of learning, teachers must prepare to teach actions that will be carried out so that students know about the teacher's planned learning flow from the beginning.
2. In interaction, teachers should not be dominant over students or centers or student centers in the teaching and learning process because both teachers and students must interact proportionally.
3. Transactions are the conditions that must

be created in the learning process, namely the existence of moral knowing transactions, moral filling, and moral acting between teachers and students during learning.

1.5. Reaction Principles

1. Teachers are learning managers, including maintaining the conduciveness of the class from start to finish.
2. Teachers as creators and formulators of learning based on student needs, including teaching materials, facilities, and materials relevant to the initial purpose of learning.
3. Teachers should become good listeners, be patient, appreciate students, be humble, demonstrate a desire to learn together, and be open and positive.
4. Teachers as mediators in the teaching and learning process, such as mediating during group discussions and problem-solving.
5. The teacher is in charge of increasing students' motivation to learn character by cultivating a beneficial intrinsic spirit that students will receive if they have moral acting.
6. Teachers evaluate students' learning outcomes, including moral knowing, moral filling, and moral acting, through observation and student self-reports.

1.6. Support Systems

In a learning model, there is a support system that meets the needs of students, such as means, materials, and tools, so that information can be dug up to achieve learning goals in the implementation of the model (Johar & Hanum, 2016). The support system of this Adabul

Muta'allim-based character learning model is 1) model implementation manual, 2) lesson plan (RPP), and 3) student character assessment rubric.

1.7. Instructional Impacts and Accompaniment Impacts

Some become instructional impacts as well as accompaniment impacts of Adabul Muta'allim-based character learning models, namely:

1. Instructional Impacts

Students' mastery of the values of each stage or process and material taught by teachers related to the development of moral knowing, moral filling, and moral acting.

2. Accompaniment Impacts

The formation of pure learning intentions in the student's person, Qana'ah (grateful), Wara' (be careful), Tawadhu (humble), patient, and always avoid bad things that can hinder the perfection of his life.

The Adabul Muta'allim-based character learning model developed to prevent students' deviant behavior through character formation becomes important to know the level of effectiveness, whether the learning model is effective in improving the ability of student characters or not, as a form of prevention of student deviant behavior, so this study was conducted to find out.

2. RESEARCH METHODS

The method used in this study to measure the effectiveness of the Adabul Muta'allim-based character learning model at SMA Negeri 15 Bulukumba in character formation to prevent students' deviant behavior was quantitatively descriptive. Data in the form of numbers and a small number of notes were collected from

students of class XI Social, numbering 36 students, without going through paper and pencil tests because what was assessed was the character of students in the form of behavior or deeds, not in the form of knowledge or tendencies. This research data was collected through performance test activities, namely by researchers and assisted by teachers acting as observers who were equipped with assessment rubrics as a checking tool for the ability of student character when the teaching and learning process was ongoing in class, both pre and post. Or when implementing a character learning model based on Adabul Muta'allim so that the results objectively show the level of difference in student character and know its effectiveness. The data was then analyzed using descriptive statistics, which led to the conclusion contained in this study.

3. RESULTS AND DISCUSSION

In this section, the data of the research results and the discussion are divided into two sub-sections:

1) research results that present the findings of data in the field, and 2) discussions that present the researcher's analysis descriptively about the research results data.

3.1. Research Results

The assessment process carried out on high school students through observation of their activities, both during the learning process and post-learning, was adjusted to the needs of character assessment as determined in the rubric of student character assessment based on the Adabul Muta'allim-based character learning model. A summary of the observations by observers of student character on each assessed behavior indicator, both before and after the application or use of Adabul Muta'allim-based character learning models at SMA Negeri 15 Bulukumba, is presented as follows:

Table 1. Achievement of Adabul Muta'allim Student-Based Character

| Character | | Category | | | | | | | |
|----------------------|---|--------------|-----|----------------|-----|---------------------------|-----|--------------------|-----|
| | | Cultured (M) | | Developing (B) | | Starting to develop (MBK) | | Need guidance (MB) | |
| | | Post | Pre | Post | Pre | Post | Pre | Post | Pre |
| Purifying intentions | f | 22 | 12 | 13 | 17 | 1 | 7 | - | - |
| | % | 61% | 34% | 36% | 46% | 3% | 20% | 0% | 0% |
| | | Increase 27% | | Decrease 10% | | Decrease 17% | | Still 0% | |
| Qana'ah (Grateful) | f | 27 | 17 | 9 | 12 | - | 7 | - | - |
| | % | 75% | 46% | 25% | 34% | 0% | 20% | 0% | 0% |
| | | Increase 29% | | Decrease 9% | | Decrease 20% | | Still 0% | |
| Wara' (Careful) | f | 21 | 10 | 13 | 21 | 2 | 5 | - | - |
| | % | 58% | 28% | 36% | 58% | 6% | 14% | 0% | 0% |
| | | Increase 30% | | Decrease 22% | | Decrease 8% | | Still 0% | |
| Tawadhu (Humble) | f | 27 | 19 | 9 | 11 | - | 6 | - | - |
| | % | 75% | 53% | 25% | 30% | 0% | 17% | 0% | 0% |
| | | Increase 22% | | Decrease 5% | | Decrease 17% | | Still 0% | |
| | f | 22 | 12 | 13 | 19 | 1 | 5 | - | - |

| | | | | | | | | | |
|---------------------|---|--------------|-----|--------------|-----|--------------|-----|----------|----|
| Zuhud (All worship) | % | 61% | 33% | 36% | 53% | 3% | 14% | 0% | 0% |
| | | Increase 28% | | Decrease 17% | | Decrease 11% | | Still 0% | |
| Patient | f | 27 | 12 | 9 | 17 | - | 7 | - | - |
| | % | 75% | 34% | 25% | 46% | 0% | 20% | 0% | 0% |
| | | Increase 41% | | Decrease 21% | | Decrease 20% | | Still 0% | |
| Avoid bad things | f | 23 | 15 | 12 | 16 | 1 | 5 | - | - |
| | % | 63% | 42% | 34% | 44% | 3% | 14% | 0% | 0% |
| | | Increase 21% | | Decrease 10% | | Decrease 11% | | Still 0% | |

3.2. Discussion

The evaluation process is carried out by observing all student activities as part of the learning process. It is very necessary to carry out the evaluation process in order to find out the success rate of the teacher's efforts to achieve learning goals and assess the effectiveness of a learning model that has been developed. As the main objective of this Adabul Muta'allim-based character learning model, assessment is focused on behavioral indicators shown by students so that they are separate from the cognitive, affective, and psychomotor assessments of a subject because, in this learning model, it only focuses on character. The implementation of student learning activities with the application of Adabul Muta'allim-based character learning models integrated into the subjects was to stimulate the formation of Adabul Muta'allim-based character values, whose implementation was done by using all previously available devices. The teaching and learning process that was carried out certainly refers to the syntax of the Adabul Muta'allim-based character learning model as a guideline for teachers' steps in learning.

Based on table 1, in the above research results, it can be seen that the characters of class XI social students at Sma Negeri 15 Bulukumba, after the implementation of the Adabul Muta'allim-based character training model. It experienced development when compared to the data before

the implementation of the Adabul Muta'allim-based character learning model, where after the implementation, the data showed that:

1. Purifying Intentions Character: Out of a total of 36 students, there were as many as 22 people, or about 61%, who were in the cultured category (M), which was previously only 12 people, or 34%, while 13 people, or 36%, were in the developing category (B), which was previously 17 people, or 46%, and one more person, or about 3%, was still in the starting to develop (MBK) category, which was previously seven people, or 20%. So, the data shows student character development in a more positive direction.
2. Qana'ah (grateful) character: Out of 36 students, 27 people, or 75%, were in the cultured category (M), which was previously only 17 people, or 46%, while nine people, or 25%, were in the developing category (B), which was previously 12 people, or 34%. No more students, or 0%, were in the starting to develop (MBK) category, which was previously seven people, or 20%. So, the data shows student character development in a more positive direction.
3. Wara' (be careful) character: Out of 36 students, there were 21 people, or 58%, in the cultured category (M), which was previously only ten people, or 28%,

while 13 people, or 36%, were in the developing category (B), which was previously 21 people, or 58%. Two more people, or 6%, were in the starting to develop (MBK) category, previously five people, or 14%. So, the data shows student character development in a more positive direction.

4. Tawadhu (humble) character: Out of 36 students, there are 27 people, or 75%, in the cultured category (M), which was previously only 19 people, or 53%, while nine people, or 25%, were in the developing category (B), which was previously 11 people, or 30%. There were no more students, or 0%, in the starting to develop (MBK) category, which was previously six people, or 17%. So, the data shows student character development in a more positive direction.
5. Zuhud (all worship) character: Out of 36 students, there were as many as 22 people, or about 61%, who had been in the cultured category (M), which was previously only 12 people, or 33%. In contrast, 13 people, or 36%, were in the developing category (B), which was previously 19 people, or 53%, and one person, or about 3%, was still in the starting to develop (MBK) category, which was previously five people, or 14%. So, the data shows student character development in a more positive direction.
6. Patient character: Out of 36 students, there were 27 people or 75% in the cultured category (M), which was previously only 12 people or 34%, while nine people or 25% were in the developing category (B), which was previously 17 people or 46%. There are no more students or 0% in the starting to develop (MBK) category, previously

seven people or 20%. So, the data shows student character development in a more positive direction.

7. Avoids bad things character: Out of a total of 36 students, there were as many as 22 people, or about 61%, who were in the cultured category (M), which was previously only 15 people, or 42%, while 12 people, or 34%, were in the developing category (B), which was previously 16 people, or 44%. One more person, or about 3%, was still in the starting to develop (MBK) category, which was previously five people, or 14%. So, the data shows student character development in a more positive direction.

The data mentioned above shows that Adabul Muta'allim-based characters can be stimulated by their improvement through the application of a character learning model based on Adabul Muta'allim that has been developed before. Thus, the Adabul Muta'allim-based character learning model effectively builds a strong and established student character to allow them to avoid deviant behaviors. Effectiveness can also be seen from three aspects: namely, the achievement of goals following the priority, having conformity to needs and having a positive influence on efforts to improve student's abilities, which in this case is knowledge, attitudes, and student behavior (Hamdan, 2019).

4. CONCLUSION

After testing the Adabul Muta'allim-based character learning model, data were obtained about the learning outcomes passed by students in class XI, majoring in Social, at Sma Negeri 15 Bulukumba. As for the results, on average, of the 36 students, there were 24 students, including those who have been in the cultured category, or about 66% of the students, previously there were only 39% or 14 students, and 31% were in the

developing category, or as many as 11 students, previously there were still 44% or as many as 16 students. One other student was still in the starting to develop category or about 3% who were previously six students or 17%. As for those who need guidance (MB), there are no more than 0 students (0%). So, the Adabul Muta'allim-based character learning model, after going through an effectiveness test by implementing a learning model book according to the instructions of the Adabul Muta'allim-based character learning model teaching manual, is considered effective because there is an improvement in student character ability after the learning model is implemented, which is measured through the rubric of student character assessment, both before and after implementation. Thus, the Adabul Muta'allim-based character learning model has fulfilled the element of product effectiveness in strengthening students' character based on Adabul Muta'allim to prevent students from deviant behavior.

REFERENCES

- Adiningtyas, S. W. (2016). UPAYA GURU PEMBIMBING UNTUK MENCEGAH PERILAKU SISWA MENYIMPANG. *JURNAL DIMENSI*, 4(3). doi: 10.33373/dms.v4i3.46
- Anderson, L. W., & Bourke, S. F. (2000). *Assessing Affective Characteristics in the Schools* (2nd Ed.). London: Routledge.
- Bell, P., & Linn, M. C. (2000). Scientific arguments as learning artifacts: Designing for learning from the web with KIE. *International Journal of Science Education*, 22(8), 797–817. doi: 10.1080/095006900412284
- Dalmeri, D. (2014). Pendidikan Untuk Pengembangan Karakter (Telaah terhadap Gagasan Thomas Lickona dalam Educating For Character). *Al-Ulum*, 14(1), 269–288.
- Djuwita, P. (2017). PEMBINAAN ETIKA SOPAN SANTUN PESERTA DIDIK KELAS V MELALUI PEMBELAJARAN PENDIDIKAN KEWARGANEGARAAN DI SEKOLAH DASAR NOMOR 45 KOTA BENGKULU. *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 10(1), 27–36. doi: 10.33369/pgsd.10.1.27-36
- Foerster, F. W. (1967). *L'ECOLE ET LE CARACTERE*. Wissons: Delachaux.
- Goleman, D. (2011). *The Brain and Emotional Intelligence* (2nd Ed.). Florence, MA: More Than Sound LLC.
- Johar, R., & Hanum, L. (2016). *Strategi Belajar Mengajar*. Yogyakarta: Deepublish.
- Joyce, B., & Calhoun, E. (2010). *Models of Professional Development: A Celebration of Educators*. Thousand Oaks, California: Corwin Press. doi: 10.4135/9781452219387
- Joyce, B. R. (2015). *Models of Teaching* (9th Edition). Boston: Pearson.
- Kartono, K. (2006). *Patologi Sosial 2: Kenakalan Remaja*. Jakarta: Raja Grafindo Persada.
- Knowles, M. (1975). *Self-Directed Learning: A Guide for Learners and Teachers*. Chicago: Follet Publishing Company.
- M, S. (2021). Prototype on Adabul Muta'allim-Based Character Learning Model to Prevent Deviant Behavior of Students (Study at SMA Negeri 15 in Bulukumba). *International Conference on Computer, Science, Engineering and Technology*. Presented at the The 3rd International Conference on Computer, Science, Engineering and Technology, Universitas Muhammadiyah Tasikmalaya.
- Malasari, P. N., Nindiasari, H., & Jaenudin. (2017). A Development of Mathematical Connecting Ability of Students in Junior High School through a Problem-Based Learning with Course Review Horay

- Method. *Journal of Physics: Conference Series*, 812, 012025. doi: 10.1088/1742-6596/812/1/012025
- Rusman. (2011). *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: PT. Raja Grafindo.
- Sarwono, S. W. (2002). *Psikologi sosial: Individu dan teori-teori psikologi sosial*. Jakarta: Balai Pustaka.
- Suhardi, D. (2012). PERAN SMP BERBASIS PESANTREN SEBAGAI UPAYA PENANAMAN PENDIDIKAN KARAKTER KEPADA GENERASI BANGSA. *Jurnal Pendidikan Karakter*, 3(3). doi: 10.21831/jpk.v0i3.1248
- Wahyuni, E. N. (2020). *Motivasi Belajar*. Yogyakarta: Diva Press.