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Reader Response Method to Improve the Understanding of Discipline Character Values

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Abstract

The objective of this study is identifying the achievement score in understanding the values of disciplinary character for students taught with KRDPBI is better than the students taught with PBISDA. The design of this study used quasi-experimental research with two different methods: the experimental group was taught with the reader response method in Indonesian language teaching (KRDPBI) while the control group was taught with the existing teaching method (PBISDA). Data analysis was ran using statistical tests SPSS ver. 23 in the form of a paired sample t-test to compare the mean score of the pre-test and post-test of the experimental group and the control group and an independent sample t-test to determine the significance of the mean score between the experimental group and the control group. The findings of the study shown that the achievement of character values understanding scores for the students taught with KRDPBI based on the theme of discipline is better than the existing teaching method (PBISDA). In addition, the findings of the study also shown that there is no significant difference in the achievement of character values understanding scores for students who are taught with KRDPBI based on the theme of discipline based on gender. The implication of this study is to improve students' understanding of the values of disciplinary character in teaching so that it provides benefits to students, teachers, schools, and education providers in strengthening the quality of understanding of student character through the reader response method.

Introduction

In organizing national education as the mandate of Law Number 20 of 2003 in Indonesia's National Education System, which is, national education functions to develop the ability and shape the character and civilization of a dignified nation in the framework of enlightening the life of the nation, aiming to develop the potential of students to become human beings who believes and fears the Almighty God, possessing noble character, healthy, knowledgeable,

capable, creative, independent, and becoming democratic and responsible citizens (National Education System Law of the Republic of Indonesia Number 20 of 2003 Article 3). Currently, The Indonesian government has developed a curriculum that focuses on shaping the character and civilization of a dignified nation.

Today, the tendency to solve problems by force and cases of coercion will often appear in Indonesian daily basis. This tendency also affects the younger generation, for example in cases of fights. Although there has not been a scientific study that the violence is influenced by the school curriculum, some educationists and community leaders stated that one of the fundamental cause for this problem is the implementation of the curriculum which overemphasizes the cognitive aspects of the students in the classroom where the activities carried out in the classroom do not challenge the students. Because of that, the curriculum needs to be reoriented and reorganized against the learning load and learning activities that can answer these needs.

Budimansyah et al (2010) had created the model of character education using three modes: First, through the strengthening of Citizenship Education in its capacity as a general subject which compulsory for all students given in the early days of students studying in the lecture hall. This first model is ran in order to improve the quality of learning by using Project Citizen's learning innovation to build a democratic character and participation from the students.

Second, optimizing Counseling Guidance Services for students both inside and outside the course which are directed to encourage students to be able to solve their own problems and grow awareness of all the potential they have. Through various approaches and strategies, students' potentials can be optimally developed, so that students have the confidence to grow.

Third, organizing Thematic Real Work Lectures (KKN) which is mandatory in the last semester of study. Character education through KKN Tematik is carried out to strengthen various good characters that have been built in the university through the process of learning and merge with the community. Curriculum related to character education has been globalized, especially in Indonesian language lessons where there is no longer a guide in the form of technical pointers that can be used by the students and teacher in the classroom. Although teachers are given the freedom to strive for professional learning, the lack of detailed guidelines in teaching character in the subject may result in a mismatch between the curriculum's objectives and implementation in the classroom. For that, in an effort to practice learning Bahasa Indonesia Indonesia for the purpose of understanding the character of students, this study will unravel the effect of using the reader response method in teaching Indonesian for the purpose of understanding the character of students. The following are the study's objectives:

- To identify the achievement score in understanding the values of disciplinary character for students taught with KRPDPBI is better than the students taught with PBISDA.
- To identify the differences of students' achievement score based on gender.

Literature Review

Researches on literature teaching at the high school and university level have been carried out quite a lot. The studies focus on the method of teaching literature and the appreciation of literature by the students. Meanwhile, the study of literature teaching at the primary school level has not been done much in Indonesia. In America, various literary studies in the elementary school level have been conducted. As example, Ayob et al., (2012) studied primary school students' responses to literature subject in school. However, the form of an effective reader response model has not been clearly described in the study as presented by (Beach and Marshall, 1991).

Bakar and Ishak (2018) in his study explained that normatively character can be seen through: (1) instilling moral values that can coordinate between the appropriateness of words and actions; and (2) possessing tenacity and a spirit that does not give up easily in a positive sense. Jacques et al (2003) found a significant relationship between the implementation of character education and the performance of student learning outcomes. It is believed that good people will be able to think well and wisely, but it is possible that people who thinks well but do not have good character then the result is disaster. Thoughts like these have long been embraced by the American nation which were inculcated by the previous leader of their nation more than a few centuries ago until now.

Research Methodology

There are two descriptions in the design of this study. First, a description of the design of KRDPBI for the purpose of improving character understanding for students; secondly, a description of the experimental study (quasi-experimental) conducted to identify that the use of KRDPBI can increase character values for the students.

The design of KRDPBI was a preliminary study before the experimental study was carried out. Constructing the KRDPBI design is an effort to identify it can be maintained as an independent variable in the experimental study conducted. There are three phases carried out by the researcher in designing KRDPBI. According to Toni (2014), the KRDPBI design phase are as follows: (1) the analysis phase, (2) the KRDPBI design construction phase, and (3) the evaluation phase.

This study is an experimental (quasi-experimental) study in where the researcher intended to identify the use of KRDPBI as a basis in teaching and learning Bahasa Indonesia for ten weeks among ninth grade students (class IX SMP) from the experimental group has an effect on the achievement of character understanding , compared to the control group, PBISDA.

The data collection procedure in this study covered the activities : (a) selection of study samples, (b) implementation of pre-tests, (c) implementation of teaching, (d) implementation of observations, and (d) implementation of post-tests. Research instrument used was set of questionnaires built by the researcher based on the reader response method for the purpose of character understanding . From the questionnaire answered by the research respondents, the researcher analyzed the data to obtain answers to the research questions presented. This study used the purposive sampling method, which refers to a group that has the characteristics of the sample desired by the researcher (Mokhtar, 2011).

The data obtained from the pre-test and post-test were then analyzed by finding the coefficient of the paired sample t-test to determine the average value of the mean and correlation before teaching (pre-test) with after teaching (post-test). This data analysis used Statistical Package for Social Science (SPSS) ver. 16.00. Paired sample t - test is an analysis involving two measurements on the same subject against a specific influence or behavior. In addition, the researcher also used an independent sample t-test to see differences based on genders. If the treatment has no effect, then the average difference is zero.

Findings

To answer the purpose of the study, it is necessary to start by analyzing whether the implementation of teaching to understand the value of character for the theme of discipline using KRDPBI in the experimental group and PBISDA and the control group, has had a significant effect or otherwise. A paired sample t-test was used to compare the mean score of the pre-test and the mean score of the post-test for the two groups. The results of the analysis are as Table 1 for the experimental group that uses KRDPBI and Table 2 for the control group that uses PBISDA.

Table 1
t-test Comparison of Pre and Post Test Mean Scores for the Experimental Group

N	Pre Test		Postal Test		Min Score Difference	t value	p
	Min Score	SP	Min Score	SP			
36	65.27	10.98	96.25	4.77	30.97	-22.50	0.000

Table 2: t-test Comparison of Pre and Post Test Mean Scores for the Control Group

N	Pre Test		Postal Test		Min Score Difference	t value	p
	Min Score	SP	Min Score	SP			
36	49.33	6.04	55.25	4.17	5.91	-6.55	0.000

Based on Table 1 and Table 2, it is evident that the treatment given to the experimental group using KRDPBI and the control group using PBISDA had a significant effect at $p=0.000$. The mean score of the experimental group using KRDPBI has increased by 30.97 which is higher than the mean score of the control group using PBISDA which is 5.91. The difference between the mean score of the experimental group and the mean score of the control group was then analyzed using an independent sample t-test. The results of the analysis are as in Table 3.

Table 3
t-test Comparison of Mean Score Difference Between Experimental Group Using KRDPBI With Control Group Using PBISDA For Understanding Character Values For Disciplinary Theme

	Levene's test		Mean Equation For t-Test		
	F	Sig	T	Mr	Sig
Variant equation	6,783	0.11	-38.765	70	0.000
Variant equation B/Assumptions			-38.765	68.77	0.000

Based on the results of the t-test as shown in Table 3, it is proven that the mean score of the experimental group that uses KRDPBI is significantly different from the mean score of

the control group that uses PBISDA for the understanding of character values for the Disciplinary Theme. In conclusion, teaching using KRDPBI can improve significantly compared to teaching using PBISDA in understanding the value of character for the Discipline Theme among students.

In order to identify the difference in the improvement of the mean score of male students (L) compared to female students (P) based on the KRDPBI teaching method for the theme of discipline, an independent sample t-test was used to compare the mean score of the pre-test and the mean score of the post-test for both groups. The results of the analysis are as in the Table below.

Table 1

t-test Comparison of Mean Score Difference Between Male Students (L) with Female Students (P) Based on the KRDPBI Teaching Method for Themes Discipline

	Gender	N	Min	Standard deviation	Standard Error	t	df	Sig.
Score	Men	15	96.20	4.55	1.17	-0.052	34	0.959
	Female	21	96.29	5.04	1.10			

Based on the table above, the sig value is obtained. amounting to $0.959 > 0.05$, then according to the basis of decision-making in the independent sample T-test it can be concluded that there is no difference in the understanding of the value of discipline character of male students compared to female students who are taught with KRDPBI.

Discussion of Study Findings

The results of the study based on the analysis of statistical data on the understanding of character values show that KRDPBI is better when compared to using PBISDA in the teaching of disciplinary themes. In the teaching of KRDPBI with the theme of discipline, there are seven details that become the core of teaching namely: engaging, describing, conceiving, explaining, interpreting, connecting, finally judging.

In engaging level teaching, students respond to the teacher's questions by identifying themselves as characters in the story. In teaching the describing level, students respond to the teacher's questions by describing the intrinsic elements of reading in the form of short stories. In teaching the conceiving level, students respond to the teacher's questions by determining the actions that the characters in the story take to overcome their problems. In teaching the explaining level, students respond to the teacher's questions by explaining the intrinsic elements of reading in the form of short stories. In the connecting level teaching, students respond to the teacher's questions by connecting real events in everyday life with events in the reading. In teaching the interpreting level, students respond to the teacher's questions by interpreting the actions taken by the characters in the story to overcome their problems. In teaching the judging level, students respond to the teacher's questions by evaluating the interestingness of the story in the reading.

This is in line with the theory from Marshall and Beach (1991) who argued that the reader response theory directs students to appreciate, evaluate, and appreciate. Discipline is

an affective realm so it needs to be understood in teaching. This is parallel to the argument unraveled by Suradi et al (2021) that teaching that carries out the details of Marshall and Beach's reader response theory which states that learning leads to the hope that the student's moral intelligence is felt or the emotional intelligence of the student is felt. However, Humairah and Azian (2020) in their dissertation used the theory of reader response in learning literature from an aesthetic point of view with an orientation towards visual symbol response.

Conclusion

The findings of the study show that there is a significant difference from the understanding of the value of discipline character of the students in learning Bahasa Indonesia between the group of students taught with KRDPBI and PBISDA group. This shows that the use of KRDPBI has a positive effect on student achievement related to understanding the value of disciplined character. Therefore, comprehensive efforts from various parties for the application of this method in teaching and learning should be enhanced to ensure that all students can understand and practice the value of disciplined character well.

This study contributes to methods for improving student achievement in terms of reading skills, as well as having an impact on student character values. Teachers can use this method to improve student achievement and shape student behaviour. This study also includes theoretical contributions that demonstrate that the teaching methods used in the classroom have an indirect effect on student behaviour.

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