



The Effect Of Application Learning Cycle as Learning Model in Christian Religious Education Subjects on The Honesty of The 6th Grade Students of The Gamaliel Christian Elementary School Makassar

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Abstract:

The purpose of this research was to find out the effect of implementation of the learning model called learning cycle in Christian Religious Education subject to the behavior of honesty of 6th grade students of Gamaliel Christian Elementary School in Makassar. This learning model consists of five phases, such as the exploring phase, planning phase, implementation phase, communication phase and reflection phase. The method used in this research was quantitative with a research and development (R&D) approach. The research has been conducted by spreading questionnaires both to teachers and students themselves then analyzed the result through descriptions or exposure. In addition, the author also conducted literature studies and interviews with the competent people. The data analysis technique in this study used a rating scale. Based on the results of the research, it can be concluded that the implementation of the learning cycle as a learning model has a good effect for the behavior of honesty of the Gamaliel Christian elementary students in Makassar. It shows from the observation of student activities in a school environment such as: students being honest, dare to admit for the mistakes and not blaming the others.

Keywords: learning cycle, learning model, honest, gamaliel

INTRODUCTION

Nowadays, the issue of children's integrity is often reported widely in the mass media, both of printable media and electronic, such as cases of dishonesty in educational institutions (including elementary schools). If this is allowed to continue to happen, the mental of our nation will turn into immoral mentality.

The desire to pass easily without working hard during the national exam make them trying to find answers in an unethical way. The emergence of a mass cheating case in one of the private elementary school in Surabaya shows the fragility of the character of the Indonesian nation. Especially if the desire to graduate easily is institutionally by nature because it is manipulated or conditioned by school leaders and teachers in a systemic manner. Cheating also tends to cause the

persons often lie to cover up their actions, because they feel embarrassed or fear. If the foundation has started with dishonesty, then it can be ascertained that scientific building will be porous and even collapse. If education does not start with honesty, love the truth and truly fear of God, it will be fail.

Cheating during tests is not the desire of educators. In fact, still there are some children who do not value honesty. Although this activity of cheating occurs very simply, it is the beginning of a bad habit. Cheating can be interpreted as an act to achieve success through an illegal way. Cheating is one implementation of an act of dishonesty.

Education experts argue that one of the reasons for the failure of the nation's character education is the mistake in choosing the learning method that is not in accordance with the objectives of national education, as well as teaching materials which is too politically practical and formal juridical.

Basically, students enter the classroom with different knowledge, skills and motivations from home. When the teacher provides a subject matter in the class, some students receiving the lesson are fast and some are slow. To overcome this problem. we can use the learning cycle as a learning model. The learning cycle is developed based on the theory of how students should learn. This learning model is easy for teachers to use and can provide opportunities to develop creativity in learning to various subjects and for students.

According to Soebagio, the Learning Cycle is a learning model that allows students to find their own concepts or solidify the concepts being learned, prevent misconceptions, and provide opportunities for students to apply the concepts that have been learned in new situations.

The learning cycle learning model used in this study is a development of the existing model which consists of 5 stages.

Exploring

At this stage, the teacher stimulates curiosity. The students learn some facts and data to look for an exploration opportunity. Student activities in the form of; First, seek information from various sources about honest behavior in life and the values contained there . Second, looking for information about the positive impact if you have an honest behavior in life and the negative impact if you don't have an honest lifestyle and collect the information you get. Third, discuss the information obtained. Fourth, the teacher directs students to create a control book of the application of the values of honesty which contains how to train to implement honest behavior in school. Fifth, conduct simple interviews with teachers / parents to find out simple materials for making work. The end of this stage is that students have an awareness of the targets and direction of exploration which are translated into an idea to create or innovate.

Planning

At this stage, students compile a work plan, identify the tools and materials needed, determine the steps, and design other works and plans. Thus students will learn more directed and can achieve the expected goals.

Doing

Activities performed; First, the teacher directs students to make a control book on the application of honest behavior in living in various forms based on the designs that they have been made. Second, students make works by paying attention to shape, colors, and size. Third, the teacher observes and reminds students about the responsibility in doing their work. Fourth, after the student's control book has been made, the teacher provides an explanation of how to fill in the attitude control book applying the behavior of daily honest living.

Communicating

At this stage, students communicate the control book's to parents and teachers every day for one week in order to be given comments about student's achievements in carrying out honest living behaviors.

Reflecting

At this stage the teacher and students reflect on all stages of the learning cycle that have been carried out, including student feelings, difficulties, strengths and weaknesses in implementing honest behavior. In addition, students make identifications about things that have been achieved and things that need to be improved in the next project. Reflection must still cover aspects of the concepts / knowledge, skills, and character which have been obtained. Either, that has evolved or which remains to be watched.

RESEARCH METHOD

This research will be conducted using the "Research and Development" approach or in other words this research will focus on research on the analysis of the effect of the learning cycle as learning model for the development of students' honest behavior. The steps that can be taken are:

1. Data collection techniques such as: (a) literature study are all efforts made by researchers to gather information relevant to the topic or problem that will be or is being researched. The purpose of literature study is to get a theoretical basis and answer the problems that the author studied. (b) a questionnaire or questionnaire means of collecting data in the form of a series of questions asked of respondents to get answers.

In this research, to obtain primary data, questionnaires were distributed. In conducting the research, the authors distributed questionnaires to 35 students as a sample of 113 students at Gamaliel Christian elementary school, to obtain data about student's honesty behaviour. The author will provide a list of questions (questionnaire) that must be filled in and returned back.

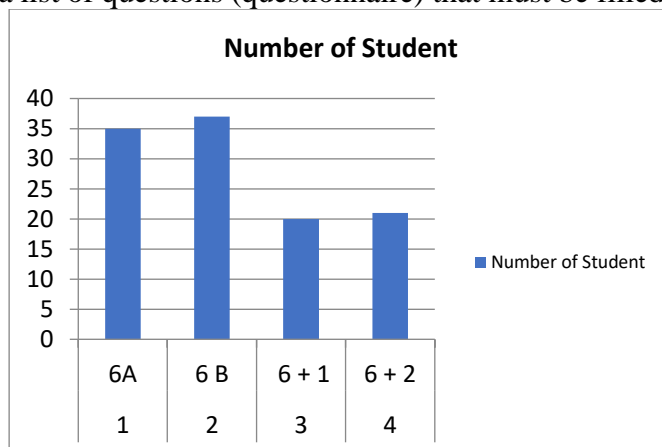


Chart 1. The Data of Number of 6th grade student

The type of questionnaire to be used is closed, it is called a set list of questions with possible answers, which is mean the respondent only choose one of the possible answer. This questionnaire is used to strengthen the conclusions of the study.

2. Data Processing Techniques. The steps that the author will take for processing the data from the questionnaire are as follows:

(a) Checking respondent's responses. The author will provide a questionnaire with questions about student's understanding of honest behavior. For observations of student's honesty, the author will provide the following assessment categories:

Table 1. Student's Honesty Observation

No	Category	Score
1	A (Good)	3
2	B (Enough)	2
3	C (Less)	1

(b) Calculating the results of responses. After the value of each respondent has been calculated, then the percentage value of each question will be calculated based on the respondent's answer using the formula:

$$P = \frac{f}{n} \times 100\% \quad (1)$$

Information :

P = Percentage

f = Frequency of questionnaire answer

n = Number of respondents

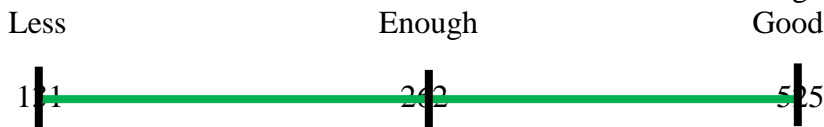
100 = Fixed value

Furthermore, to find out the maximum score (if all answer is "A"), with 5 questions and 35 respondents, then:

$$\text{Criteria} = \text{Value} \times \text{Number of Questions} \times \text{Respondents} \quad (2)$$

Then the value of the questionnaire is: $3 \times 5 \times 35 = 525$

The score obtained from the calculation results is then entered in the Rating Scale:



After the questionnaire results are obtained, the authors will classify the results with the following values:

Table 2. Percentage Attitude Scale

No	Interval of Intensity Level	Criteria
1	P=0	No one
2	0<P<25%	A few
3	25% (equal) P< (equal) 50%	Almost a half
4	P=50%	A half
5	50%<P<75%	More than a half
6	75%<P<99%	Most of the student

RESEARCH RESULTS AND DISCUSSION

The results of the questionnaire data that have been distributed to students of the Gamaliel Makassar Christian elementary school are as follows:

Point 1 indicated that students do each test that have been given to themselves and as many as 27 respondents (77.14%) stated always, 8 respondents (22.85%) stated sometimes, and no one said never.

From the data above, it is explained that the frequency of respondents' answers to point 1 generally received positive responses. This means that the applied learning cycle model can touch the personality most of the students so that they have honest behavior not to cheat on tests. The factors of laziness, forgetting to learn and even slow to catch each lesson trigger students to cheat during tests, but the learning cycle model continues to arouse student motivation so that they have self-confidence during tests.

The value of the questionnaire was: $3 \times 5 \times 27 = 405$. Based on these data, the students' self-confidence at the time of the test was good.

Point 2 indicated that students have the courage to admit their mistakes and do not blaming the others and as many as 32 respondents (91.42%) stated always, 3 respondents (8.57%) stated sometimes, and no one said never.

The frequency of respondents' answers in point 2 shows that the application of the learning cycle model which emphasizes cooperation in small groups has a good impact on students' social relationships. Admitting mistakes is indeed very difficult, the cause is factor of student selfishness, want to win alone or fear of being scolded, but through interactions in class and an example given by the teachers can motivate them to work together, and admit the weaknesses and mistakes of each other.

Then the value of the questionnaire is: $3 \times 5 \times 32 = 480$. Based on these data, the students' courage to admit mistakes is good.

Point 3 indicated that students ask permission when taking things from friends, and as many as 32 respondents (91.42%) said always, 3 people (8.57%) said sometimes, and no one said never.

From the data above, it is shows that the frequency of respondents' answers to point 3 generally received positive responses. However, there were some students who did not ask permission when taking a friend's item because they already felt familiar with the friend who owned the item that was taken. The value of the questionnaire is: $3 \times 5 \times 32 = 480$. Based on these data, the honesty of students to ask permission when taking something which is belong to their friends is good.

Point 4 indicated their honesty in speaking to others, and as many as 32 respondents (91.42%) stated always, 3 respondents (8.57%) stated sometimes, and no one said they never. The effect of the learning cycle model on Christian religious education subjects greatly motivates students to speak honestly to everyone. The fact, there are still some people who have not spoken the truth is due to the fear of students against the punishment given by parents and teachers if they do not do assignments or get poor grades.

The value of the questionnaire is: $3 \times 5 \times 32 = 480$. Based on these data, the honesty of students when talking to others is good. Point 5 indicated that students return the change given by their parents, and as many as 23 respondents (65.71%) said always, 11 respondents (31.42%) stated sometimes, and 1 person (2.85%) stated never. The frequency of the respondent's answer to point 5 shows that the application of the learning cycle model can affect the respondent's lifestyle. Although there are still some people who are not fully committed. This fact is due to extravagant habits, assuming that parents do not know what they are doing.

The value of the questionnaire is: $3 \times 5 \times 23 = 345$. Based on this data, the honesty of students in returning the change to their parents is good.

The cumulative result of the honesty questionnaire is the most (83.42%) students at Gamaliel Christian elementary schools have an honest attitude, and as many as 16% still do it sometimes,

and no one does not have an dishonest attitude. This means that the learning cycle model in Christian religious education subjects affects students to be honest.

CONCLUSION

Conclusions based on the research results, it can be concluded that:

1. The application of the learning cycle model in Christian religious education subjects has a good effect on the formation of honesty values for the majority of the 6th grade students of the Gamaliel Christian Elementary School.
2. The learning cycle model can support the growth of students to be creative, innovative and have an entrepreneur mindset. The principle is to develop student character / mindsets, skills, and conceptual understanding through a project-based learning approach and inquiry.
3. The learning process will have a good impact on students if they are actively involved. Moreover, it supports students to have self-confidence to take learning actions based on curiosity and high expectations.

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