



## Development of Student Performance Character Education Models

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**Abstract:** This research aims to develop a model of performance character education, find out the performance character education model applied to middle schools, and determine the inhibiting factors to the effectiveness of the character education model applied in middle schools. Also, it aims to know the hypothetical model of performance character education. The method used in this research was research development or research development (R&D) from Borg & Gnan. The subject of this research was SMA/MA Kuningan which was determined by purposive sampling of 120 students. The development stages included information gathering research, planning, initial model design, preliminary testing & model revision, main model testing & model revision II, operational testing & model revision III, and performance character education models. The results of this study indicated that the performance character education model effectively strengthened the performance character of students at school. The inhibiting factors for character building are lack of student awareness, family factors, unsupportive society, misused technological developments, and character education models that have proven to influence student performance character positively and effectively.

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## Introduction

Juvenile delinquency is currently rife everywhere; adolescents are an age that is looking for their identity or identity. While searching for identity, teenagers always want to try whatever they like and what suits them. Besides, teenagers usually look for a form of themselves later for their future, stating that during the search for identity. The problems often experienced by teenagers who tend to be juvenile delinquents, high levels of aggressiveness, drinking, using drugs, free sex, fights, crimes, homosexuality, and running away from home are examples of juvenile problems called juvenile delinquency (Muchlas & Hariyanto., 2013). Character education is a basic need, especially for teenagers, because as an initial foundation in living their lives, if excellent character is instilled in them, they will not be involved in juvenile delinquency (Nirra Fatmah, 2018). In adolescence, deviant behaviour is not a crime but juvenile delinquency. Meanwhile, adults who do not commit crimes are called crimes. It refers to the opinion (Tannebaum, 2018) that juvenile delinquency is behavior that violates the law or a crime that is usually committed by teenagers aged 16-18 years. If an adult carries out this action, they will receive legal sanctions. Adolescent development is an adjustment effort (Nugroho et al., 2020) (Widiastuti et al., 2020). All the characteristics and characteristics of teenagers who are always curious and want to try something can have a positive impact if channeled into positive things. However, they will also negatively impact if channeled into negative things. It can lead to various deviant behaviors in adolescents through skills education to produce images of adolescents with good character and high moral qualities (Ermayani, 2015).



Some juvenile delinquency is still in a simple context so that it is not realized, and some are already troubling. Depends on actions taken which are included which type of juvenile delinquency (Davidson et al., 2015)(Indartono, 2011 ) divides juvenile delinquency into four types, namely: delinquency that causes physical victims to others (fights, rape, robbery, murder), delinquency that causes material victims (destruction, theft, pickpocketing, extortion), social delinquency that does not cause victims in other people (prostitution, drug abuse), delinquency against status (truant, running away from home). The problem of juvenile delinquency itself is part of the social problems faced by society and has long been a subject of thought.

Besides that, a deviant act can develop when the deviant's behavior can be strengthened (reinforcement) through involvement with people or groups who are also deviant (Rosidah et al., 2022). Personal factors (Santrock, 2011) include low control, negative peer influence, low self-identity, and no hope of education. According to Henry, J., and Crawford (2005), the causes of juvenile delinquency are personal factors (genetic heredity, physical factors, and mental factors), social factors (social forces in shaping societal norms and values), and family factors (inharmonious family, poverty, disabled parents, teaching parents to children about norms and ethics). Moreover, psychological factors (mental subnormality, mental illness, personality imbalance, (emotional) instability) and academic factors (school atmosphere, dropout cases, disinterest in academic activities, peer groups, teacher indifference to students) are the causes of juvenile delinquency (Henry, J. and Crawford, 2005). At this time, the achievement of self-identity was prominent, and thinking was increasingly logical, abstract, and idealistic (Sutrisno, 2022). So that during this period, various new problems will appear teenagers will face. Not a few of the teenagers experience problems of very significant character changes. These characters do not appear and change so only after they grow up, but these characters emerge from his life journey, how is his life routine, and how he gets an education in his life, both education at school and education in the place where he lives (Nurhidayati et al., 2021).

According to Crain (2017), a decrease in students' involvement in school can lead adolescents to increased delinquency and drug use over time. In addition, studies estimate that as many as 40% - 60% of adolescents show signs of lack of involvement, such as apathy, not trying enough, not wanting to get involved and not paying attention. (Murtafi'ah & Masfingatin 2015) mention that the factors that cause students not to be involved in school activities are the lack of desire for achievement in students and the inability of students to adjust to school activities (Malin et al., 2017). furthermore, teachers are less able to understand the different abilities of each student, and the delivery of learning is not quite right; hence, students feel the lesson is boring and even too difficult for them to understand (Lickona, 2012). These reasons indicate that character education needs to be instilled, perhaps to anticipate increasingly complex future problems such as children's low attention and concern for the surrounding environment, lack of responsibility, low self-confidence, and others (Lickona, 1991). Teachers help shape the character of students. It includes exemplary how the teacher behaves, how the teacher speaks or conveys material, how the teacher tolerates, and various other related things (Yefington Potto, 2021). The goal is to shape the child's personality to become a good human being, a citizen, and a good citizen (Lickona, 2008).

Therefore, the inculcation of moral values in the formation of student performance character must remain consistent with the support of all parties, be it parents, teachers, employees and regardless of school policies from the principal and students and expand the network of cooperation from various parties. To launch school activity programs related to



instilling moral values in the formation of performance characters, performance characters will be greatly influenced by the quality of knowledge, attitudes and skills possessed by individuals (Ismira et al., 2019). The problem that is happening to teenagers today in character building must be using direct activities, so that its implementation can be applied in everyday life, because generally character building which is only based on lectures will only make students bored and feel patronized. The purpose of this research is to develop a performance character education model, to find out the performance character education model that is applied to middle schools, to find out the inhibiting factors towards the effectiveness of the character education model that is applied in middle schools in order to know the hypothetical model of performance character education.

## **Research Method**

This method used Research and Development (R&D) from borg and gall (Supriyono, 2022). The subject of this study was the SMA/MA of Kuningan Regency, which was determined by propulsive sampling of 90 students, with a total of 20 students as respondents for the preliminary study, while 70 students were in response to the implementation of the performance character education model, which was divided into two groups. The experimental group (treatment) or treatment consisted of 35 students, and 35 students as the control group. The instruments used were questionnaires, checklists, observation, and interview guidelines.

The product development is an existing character education model, which will then be developed into a performance character education model. The development stages include information-gathering research, planning, initial model design, preliminary trials & model revisions, main model trials & model revision II, operational trials of model revision III, and performance character education models that have been developed (Supriyono, 2022). When testing the significance of the difference between the mean before and after using the performance character education model, a statistical test technique used t-test.

## **Results and Discussion**

We can describe performance character education in the form of personality within a person to achieve work success and success in life (Ismira et al., 2019). Based on observations of the primary sample schools in SMA Negeri 1 Kuningan, MAN 1 Kuningan, SMA Binaul Ummah, and MA Ma'arif, schools do not yet have guidelines or models of character education, which is patently used as a guide for developing student character. Character education received by students in general still depends on two lessons: Citizenship Education and Islamic Religious Education or Moral Character. It becomes commonplace for schools, where students will gain knowledge and practice about character, especially performance characters, from only these two lessons, as information from schools has been discussed for the making of all comprehensive rules related to improving student performance. However, until now, it has yet to be realized. The following stages of development include information gathering research, planning, initial model design, preliminary trials & model revisions, main model trials & model revision II, operational trials of model revision III, and performance character education models that have been developed.

### **A. Information Gathering Research**

#### **1). Preliminary Study**

The results of field observations of four schools, with details of two public schools and two private schools as samples and 57 junior high schools in Kuningan district. From the



four schools, three respondents were taken, namely the principal, teacher and one student, each to be interviewed regarding performance or performance character education. This preliminary study aims to collect information about 1) the existing character education models in schools, (2) the rules regarding character education in schools, (3) the extent to which schools instil performance character education in students, (4) the formation of performance character in schools, (5) what performance character education methods have been taught in schools, (6) what is the role of schools, teachers and students in improving student performance characters in schools.

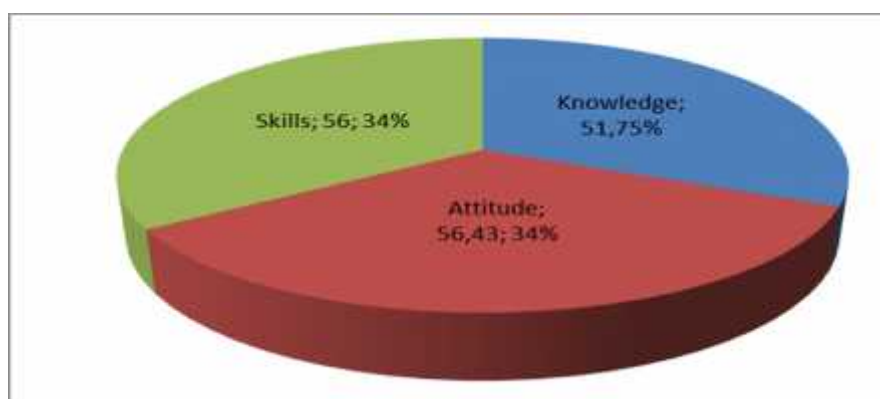
Character education in schools is generally more focused on forming attitudes and behavior. Even though character education is taught in Civics and Religious Education lessons, it does not strengthen spiritual-based and tolerant religious values. Schools are expected to be able to provide character education to students with a broader scope because character education does not only talk about attitudes or behavior. The interviews with school principals, teachers and students show that character education in schools only reaches the level of attitude or behavior character education, where students must have good attitudes or behavior. Attitudes or behaviour are taught through lessons at school; some are taught in school activities. The educational method applied in schools is also a weakness in forming students' character, especially performance characteristics. The existing learning model in schools requires students to memorize and know to get a quantitative value. This condition makes the design of performance education character education be left untouched in the development of education in schools. Performance character education should be applied in all aspects of school activities, including the learning method. From the results of interviews with teachers and students regarding the performance character education model in schools, it is only limited to the rules in each unit, for example, in the field of student affairs, religion, curriculum, and other rules that exist in schools. No model can cover all aspects of developing character education in schools that can help improve student performance. Overall, character education in schools already exists and is applied, namely attitudes or behavior and only that. There is no specific model of performance character education in schools that can improve student performance character, including 18 (eighteen) aspects.

## 2). Preliminary Description of Performance Character

A questionnaire was distributed to 24 representative respondents from the four sample schools to determine the initial conditions of performance character education in senior high schools in Kuningan Regency to help explain the preliminary study with quantitative data. With this questionnaire, we will find out the initial conditions of performance character education in schools. In the questionnaire, three dimensions are used as the basis for seeing the initial conditions. These three dimensions are knowledge, attitudes and skills. These three dimensions are taken from the main competencies that students at school must possess. We know that these three dimensions are abilities measured by student assessments by teachers and schools.

There are 16 (sixteen) indicators used in the derivatives of the three dimensions of performance character, while these indicators are: 1) Curiosity; 2) Ingenuity; 3) Critical Thinking; 4) Creative Thinking; 5) Confident; 6) Deep Spirituality; 7) Integrity; 8) Commitment; 9) Responsibility; 10) Social; 11) Perseverance; 12) Work Fast; 13) Cooperation; 14) Communication; 15) Sense of Culture; and 16) Strong Work Ethics. These indicators can become a benchmark for the performance characteristics of high school students in Kuningan Regency.





**Graph 1. The Average Character of the Students' Initial Performance**

All aspects of performance characteristics, which include the knowledge aspect (51.75%), attitude aspect (56.43%) and skill aspect (56%), are of sufficient quality criteria. From these data, the character of student performance still needs to be improved if we want to get excellent graduates.

### 3). Analysis of the Needs for Developing a Character Education Model

The development of performance characteristics in individuals or students is influenced by 4 (four) factors, namely: 1) genetic factors, 2) family factors, 3) sociocultural factors, and 4) educational factors (Ismira et al., 2019). Of the four factors above, 2 (two) factors can be maximized at school, namely sociocultural factors and educational factors. Suppose schools can improve the character of student performance through education. In that case, education is one way that has the opportunity to improve the character of student performance, where students are educated in a directed and programmed pattern. Teenagers that are relied upon in the country's development should not pollute the country's environment by committing juvenile delinquency but instead help the government improve the environment so that they can create a safe, comfortable and prosperous country (Shidiq & Raharjo, 2018). Humans process their character, along with a value that becomes kindness and an inner disposition that can be relied upon to respond to situations in a morally good way (Ermayani, 2015). The performance character has a disciplined attitude, a skilled and superior professional. While the moral character is a noble attitude that always upholds honesty, courtesy and morality, all aspects of individual identity (including ways of thinking, attitudes and skills) are internalized and become habits of individuals in carrying out work, performance characteristics: hard work, tough, thorough, being tenacious, and diligent needs to be instilled in developing the character of today's youth so that the mental health of adolescents is guaranteed (Fatawa, 2020).

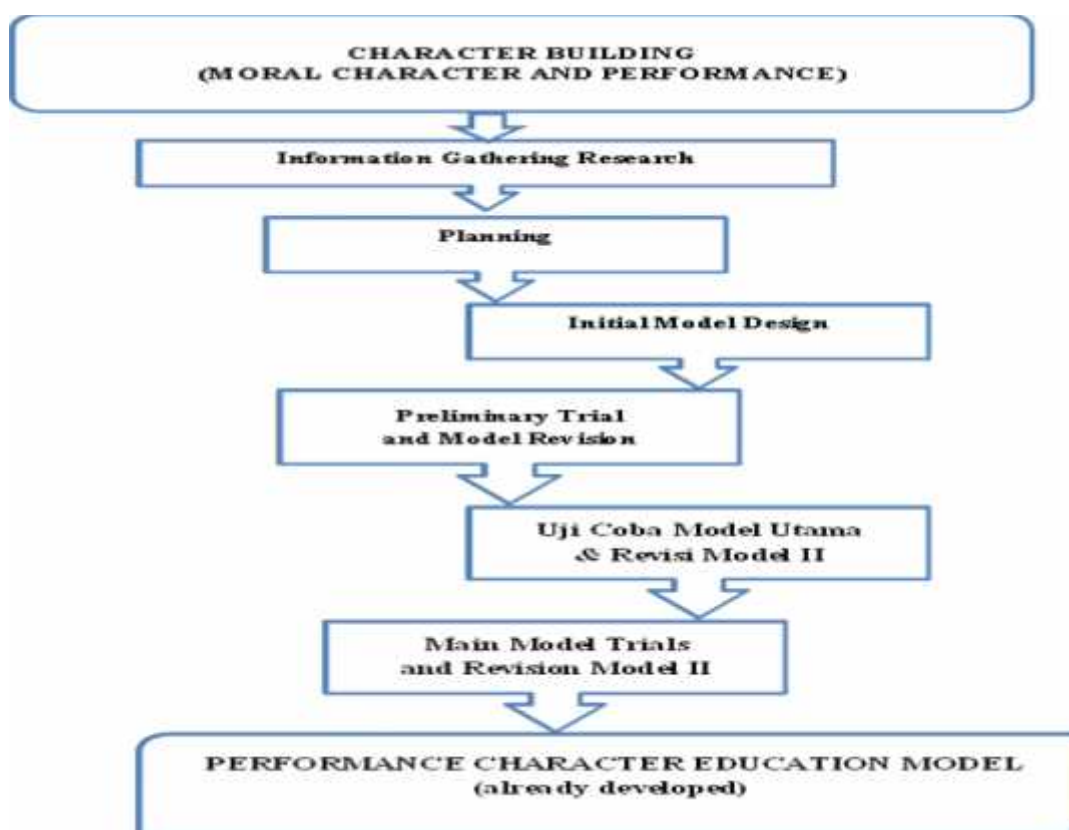
### 4). Description Exciting Model Character Action

SMA/MA students who study and only have general knowledge do not have specific knowledge or skills like SMK students. They need proper assistance and, of course, additional skills to compete in the world of work even though they are graduates of public schools. Performance character education is one way to maximize the potential of public-school students. With performance character education, it is hoped that students will have a unique character that can be implemented in their lives at school or after graduation. If adolescents fail to enter the four previous stages, then in the fifth stage, adolescents will fail to practice healthy living. So that adolescents do not experience failure during this transition period, they must be equipped with life skills education to support their efforts to create a healthy adolescent life (Ermayani, 2015). The performance character education model that will be developed will be adapted to the high school curriculum so that when this model is

implemented in schools, it will not change the existing curriculum structure in schools. The approach that will be used is an approach that focuses on students so that students will freely develop the character of student performance at school. Based on the findings and analysis of the problems in the field, where there is no character education model, especially performance characteristics, which is indeed a reference for schools and teachers. Teachers will more easily shape student character if there are specific references to improve student character. We know that the government has established four dimensions of character education, in which there is a performance character. The four dimensions are the ethical dimension, the literacy dimension, the aesthetic dimension, and the kinesthetic dimension. These four dimensions must be mixed in a character education model, which will be more specific here, namely performance character education performance

### **B. The Hypothetical Model of Performance Character Strengthening (Planning)**

The following is a hypothetical model of performance character education:



**Figure 2. Performance Character Education Hypothetical Model**

### **C. Preliminary Model Plan**

Performance character education for vocational school students will differ from general school character education such as high school. If we compare high school students, they do not have special knowledge and skills like vocational school students because vocational students have been directed to various efforts or skills so that after graduating, vocational students immediately get a decent job (Drachman & Muhyi, 2020). For high school students who study and only have general knowledge, unlike vocational students who have special skills, proper assistance is needed so that they can compete in the world of work even though they are graduates from public schools. Performance character education is one way to maximise public school students' potential. It is hoped that students will have a special character that can be implemented in their lives while at school or after graduation.

This expected performance character becomes a reinforcement for public school graduates, in this case, high school, in addition to having general solid knowledge of students with performance characteristics. Expected performance characteristics include focus, competitiveness, confidence, mental toughness and self-discipline (A. Ubaedy, 2013). This character is a small part that students must own. Apart from looking at the knowledge and skills side of the performance characteristics, it cannot be separated from attitude; attitude is an essential dimension in performance character because attitude is a core part of a performance or moral character. If the attitude of a bad performance character can be a picture of a performance character, as stated by one of the guidance and counselling teachers interviewed.

The results of field observations in high school public schools, schools have not been able to maximize character education programs. Character education is in the form of moral character education and performance character because each school does not yet have specific guidelines for the development of character education. Character education in schools is only conveyed orally by teachers to students, especially guidance and counseling teachers. The performance character education model can be an alternative to overcome this, where the model that will be developed can later become a specific guide in improving the performance characteristics of public school students. The performance character education model that will be developed will be adapted to the high school curriculum so that when this model is implemented in schools, it will not change the existing curriculum structure in schools. The approach that will be used is an approach that focuses on students so that students will freely develop the character of student performance at school. Based on the findings and analysis of the problems in the field, where there is no character education model, especially performance characteristics, which is indeed a reference for schools and teachers. Teachers will more easily shape student character if there are specific references to improve student character. We know that the government has established four dimensions of character education, in which there is a performance character. The four dimensions are the ethical dimension, the literacy dimension, the aesthetic dimension and the kinesthetic dimension. These four dimensions must be mixed in a character education model, which will be more specific here, namely performance or performance character education. The initial design model will be made in a book or performance character education model, which includes various things about performance characters starting from rules, learning concepts, career development guidelines, etc. This model will be developed based on an analysis of student needs, basically performance character education in schools that already exists but is not maximized because there are no specific guidelines.

#### **D. Model Limited Trials**

The performance character education model created will be preliminarily tested on 20 samples, where the model is first introduced and tried out at this stage. The results of these trials will later be evaluated for material revision of the model. The data from this trial were taken from interview data and questionnaire data. However, before the model is tested, the validity of the product expert will be carried out first, as one of the requirements is whether the character education model product made is suitable for use in appearance, content, materials and materials by three experts or experts. The following are the results of the expert validation model of the performance character education model.

**Table 1. Expert Validity Test**

Aspect	Grade (%)	Appropriateness
Models View	100	Worthy
Language	100	Worthy



Contents and Materials	100	Worthy
Module Compatibility	100	Worthy

There are four assessment aspects for the performance character education model. All experts gave a perfect score for the model. After testing it, the model's validity was tested on 20 students during the period. In the trials conducted, 20 sample students were treated using the performance character education model that had been developed. The samples were taken from one school, and the following are the students' responses after the treatment or trial was carried out through a closed structured interview instrument. Based on the interviews, there were several inputs given by the respondents to improve the model, among others, the model must be packaged more attractively in accordance with the times, the model should be made through more student approaches compared to the teacher's accent.

### **E. Revision of Model I**

Based on the average respondent's response, it is pretty good for the performance character education model, but many areas still need to be corrected in this model. First, this model is not maximized in assisting in the development of student performance characters with a magnitude of only 80%, so there need to be some improvements that must be made in the model. Second, this model is not following what is expected of students to develop the character of their performance. It can be seen that only 80% feel it is good, and there are still 15% who feel more is needed. Third, this model is still not attractive to some respondents, where only 85% feel it is interesting; still, 15% say it is not attractive. Fourth, this product still has many shortcomings. Around 60% of respondents stated that this model could develop student performance characteristics. Fifth, the appearance of this model also needs to be improved again because it is still not attractive. 20% of respondents say the appearance is not attractive. Sixth, this model is still not optimal for development according to the needs of schools, teachers and students. Seventh, this model is also still not perfect where. There are still 10% who need help to follow this product correctly.

The data will be used as evaluation material to improve the performance character education model before being tested again at the main model trial stage. Improvements to be made are following the results of the preliminary trials and input from respondents. We will review constructive input for improvement.

### **F. Wider Model Area Testing**

The main model trial was carried out after the model was revised according to the evaluation in the preliminary trial. The main model trials were conducted in four public schools, Kuningan 1 Public High School, Kuningan 1 State Senior High School, Binaul Ummah High School and Ma'arif Kadugede MA, with a sample of 36 students and four teachers. This trial used observation sheets, structured interviews and documentation studies. Researchers carried out observation sheets to see conditions in the field during the two weeks of carrying out model trials at schools. Observations were also carried out by communicating with counseling guidance teachers (BK) as one of the respondents. From the results of observations and interviews with counseling guidance teachers, information was obtained that students had gotten used to the treatment following the character education model that has been made.

Based on the results of structured interviews on the results of the main field model trials, overall, deficiencies must be corrected to improve the performance character education model. Then there were suggestions from respondents that could help improve this performance character education model. The suggestions included: 1) The model should be presented more attractively in terms of the content contained in the model. 2) If possible, the model can also be made in media in electronic form so that it can be used more attractively,



and 3) The model would be better socialized massively to teachers and students, so they understand better. Next, the results will be described as pretest and posttest.

#### a). Results *Pre Test*

Before testing the model on students as respondents, it was first carried out pretest to find out the extent to which the student's performance character before this trial or treatment shows the score of the results pretests to students. Then the data can be presented in a descriptive form, as in the following table.

**Table 2. Descriptive Statistics of Pretest Results**

			Statistic	Std. Error
Pre Test	Mean		103.39	1.368
	95% Confidence Interval for Mean	Lower Bound	100.61	
		Upper Bound	106.17	
	5% Trimmed Mean		103.10	
	Median		103.00	
	Variance		67.330	
	Std. Deviation		8.205	
	Minimum		90	
	Maximum		122	
	Range		32	
	Interquartile Range		11	
	Skewness		.610	.393
	Kurtosis		.148	.768

Table 3 Descriptive Statistics of the results pretest shows that the average yield pretest is 103.39, median 103.10, minimum value 90 and maximum 122.

#### b). Results Post Test

*Posttest* was carried out after the main trial was completed. In addition to asking for responses to the performance character education model for evaluation material, the respondents also had to fill out a questionnaire posttest. The questionnaire given was the same as the questionnaire given at the time pretest. Here are the results of the post-test student performance character questionnaire to determine the score of the results pretest to students. Then the data can be presented in descriptive statistics, as in the following table.

**Table 3. Descriptive Statistics of Post Test Results**

			Statistic	Std. Error
Pre Test	Mean		125.89	1.604
	95% Confidence Interval for Mean	Lower Bound	122.63	
		Upper Bound	129.15	
	5% Trimmed Mean		126.04	
	Median		125.50	
	Variance		92.616	
	Std. Deviation		9.624	
	Minimum		106	
	Maximum		143	
	Range		37	
	Interquartile Range		12	
	Skewness		-.284	.393
	Kurtosis		-.332	.768

Based on the Table of Descriptive Statistics, results in the posttest show that the average yield pretest is 1215.89, the median is 125.50, the minimum value is 106, and the maximum is 143. These data show differences in the descriptive statistics of the results pretest and posttest.

#### c). Average Difference Test and Post Test

Before we see if there is an average difference between the results pretest and posttest, we first do the normality test of the data. Here are the results of the data normality test.

**Tabel 4. Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.144	36	.056	.948	36	.088
Post Test	.089	36	.200	.974	36	.534

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table 5, it can be seen that the value of Sig. Forpretest is 0.088 and for posttest is 0.534. Because of the value of sig. for both tests  $> 0.05$ , as the Shapiro-Wilk normality test decision, it can be concluded that the data for the two tests are typically distributed. Next, a mean difference test, pretest and posttest will be carried out with the paired samples t-test. The paired samples t-test aims to determine the difference in the mean of two interconnected samples or whether the data has a relationship. Here is the result data output paired samples t-test.

**Tabel 5. Paired Samples Test**

		Paired Differences				t	d f	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre Test - Post Test	-22.500	12.167	2.028	-26.617	-18.383	-11.096	35	.000

Based on Table 6. Paired Sample Test, it was known sig. (2-tailed) of  $0.00 < 0.05$ , then following the decision making  $H_0$  is rejected, and  $H_a$  is accepted. So, there is a difference in the average results pretest and posttest, which means that developing a performance character education model improves student performance character.

## G. Revision of Model II

Based on the average respondent's response to the model, it has increased from the first model trial. It means that the first revision's results have been indirectly fulfilled, although some parts still need to be improved. Several suggestions from respondents can be considered for improving the performance character education model. The first suggestion is that the model should be presented more attractively in terms of the content contained in the model. In this case, the content must be more interesting when the model is used to guide educational development performance characteristics in schools. According to this suggestion, a breakthrough will be made from the model's contents so that it can suit the needs and developments of the times. Then the second suggestion is that the product can also be made in a medium in an online form so that it can be used more attractively. Following today's developments, it would be more if learning could be integrated with online media. It would be interesting if there were a section in the character education model that teaches character. However, with the help of online media, it may be on YouTube, WhatsApp, and TikTok. Furthermore, the third suggestion is that the model would be better disseminated massively to teachers and students so that they understand better. If the model is ready, it will be disseminated to teachers and students who will use it.

## H. Operational Trial

The operational trial is the final trial of the model before it is disseminated and implemented in the field. For the third test, a sample of 80 respondents was taken with details of 72 respondents from students and eight from teachers from 4 different schools, namely SMA Negeri 1 Kuningan, MA Negeri 1 Kuningan, SMA Binaul Ummah, and MA Ma'arif.



The four schools already represent a population of 57 with representatives from different school elements. The four schools had different backgrounds, which could represent the population. SMA Negeri 1 Kuningan represented public high schools. SMA Binaul Ummah represented the private high schools; for public MA schools, MA Negeri 1 Kuningan represented them; and finally, representatives of private MA by MA Ma'arif Kadugede. There were three ways of collecting data in this operational trial: observation, interviews, and questionnaires. The three data will then be analyzed to be used as evaluation material. The following are the results. Overall, the results of operational trials are good. It can be seen from the data above from the seven question items about the performance character education model that meet the criteria above 90%. Thus, the product of this performance character education model is feasible to be implemented and disseminate.

### **I. Revision of the Operational Model**

Based on the model test results for operational trials of 80 respondents from four different schools, the overall model is excellent and feasible. There are some improvements from the model that is not too urgent, but it is not a problem for the user because it will be fixed according to the last suggestion from the user. After the last revision of the model has been completed, the character education model can be disseminated and implemented in schools.

### **J. An Effective Model in Strengthening Performance Character**

1). The performance character education model applied in high schools in Kuningan District  
The performance/performance character education model is something new because, in schools, it is rarely discussed about performance/performance character education; from observations and interviews, that performance character education is not very well known. They only know about character education in general. Character education only appears in learning closer to character, including Islamic religious education, character, civics education and counseling (BK) subjects. The phenomenon of performance character education not being recognized by students is natural because school education is generally more focused on forming attitudes or morals, even though indirectly, students have been given performance character education but not as a whole. Schools are expected to have a significant role in developing performance character education from preschool age to tertiary institutions (Haryani et al., 2014). As stated by Haryani that schools as educational institutions must have a role in developing the performance character of students, where a school is one of the good or bad factors of student performance character. Performance character education in schools generally already exists but has not been appropriately developed because there is no special performance character education model that serves as a guide in learning performance character education (Adams, 2011). The performance character education in schools generally only exists in the rules that exist in schools, not yet organized to be included in every student activity. All aspects of individual identity, including ways of thinking, attitudes and skills, are internalized and become habits of individuals in carrying out work (Ermayani, 2015). Performance character education, especially learning methods, has not been thoroughly implemented in lessons. Based on the discussion above, no performance character education model is specifically applied in high schools in Kuningan Regency; new schools apply performance character education specifically on specific subjects and on school rules already running.

2). Factors inhibiting the effectiveness of the character education model implemented in high schools in Kuningan Regency.

Character education is an individual's personality represented by the values of one's quality of life. At the same time, the performance character is more to the quality of

individual work. As a place for scientific development, school always supports performance character education, which is essential. The observation results show that character education has been included in the curriculum, but in general, it has not yet been divided into moral and performance character education. Performance character education is a study that has been around for a long time, but not everyone knows it as they know character education. In its development, character education in schools cannot run well because several factors hinder the performance of character education. The inhibiting factors found from the results of open structured interviews and field observations are as follows; 1) family factors, 2) environmental factors, 3) educational factors that have not been maximized, 4) heredity factors, 5) inadequate infrastructure factors, 6) technological factors that are not used properly, 7) There is no performance character education model.

The effectiveness of a program will be good and run smoothly if complete components support it. It forms the basis for developing performance character education models in schools. During performance character education, several factors inhibit performance character development from within the individual and from external factors. These factors are, as stated by Ismira et al., namely, 1) genetic factors, 2) family factors, 3) sociocultural factors, and 4) educational factors (Ismira et al., 2019). Genetic factors originate internally within the individual and have existed since the individual was born (Nucci, 2015). Parents inherit this factor, and it depends on how the character of parents is passed on to their children. However, as time goes by, the character of this performance can change when external factors influence it. One of the factors that can help change it is the family factor. The family as the first place of education for children is a significant factor for individual development. Sociocultural factors are one of the factors that can change the character of their performance. After the family is a place for forming performance character, then there is socio-culture where individuals develop within the social and cultural scope that exists in society. This environmental factor becomes very important because individuals find many experiences in social life from these sociocultural factors. If individuals are in an environment with good performance characteristics, then indirectly, the individual performance characteristics will also be good and vice versa. Then the last is the educational factor. Education will not be separated from school. The character of individual performance can be appropriately directed and changed in this realm of education, where schools can make rules in the curriculum to develop individual or student performance characteristics.

The advantage of schools is that schools can create and develop good and directed performance characters because they can become school programs. There are several inhibiting factors for the formation of the character of other students, as suggested by Kpalet, including; 1) lack of awareness from students, 2) family factors, 3) unsupportive society, and 4) misused technological developments (Kpalet & Riniyanti, 2019). Overall the inhibiting factors put forward by Kpalet are the same as those put forward by Ismira. However, there are slight differences put forward by Kpalet, namely regarding technological factors that individuals misuse; technological developments at this time more or less affect the character of student performance, and there are still many students who are wrong in utilizing technological developments that cause damage to performance characteristics (Nurmalasari, 2021). Based on the discussion data above, it can be concluded that several factors hinder the development of character education in senior high schools in Kuningan Regency. One factor can be an alternative, namely the performance character education model. So it is necessary to have a special performance character education model used as a guideline in developing performance character education in schools.



3). A hypothetical model of performance character education that is effective in introducing the performance character of high school students in Kuningan District

The Hypothetical model is a model that is temporarily produced from a development process (Martawijaya et al., 2019). The speculative This study's model takes the form of a performance character in an education model book, which covers all activities to improve the performance characteristics of students in senior high school. This hypothetical model of performance character education can strengthen the development of student performance character. The results of this research and development show that the hypothetical model of performance character education to strengthen the development of student performance character is stated to be very valid by expert judgment after validation, revision and focus group discussion (FGD). Then this hypothetical model has also been tested three times in the field, after which it was evaluated and revised. Based on the data and discussion above, it can be concluded that the hypothetical model of performance character education in book form, validated and tested, is feasible to be used as a reference in the development of performance character education at the senior high school level.

4). An effective performance character education model in strengthening student performance character high school in Kuningan District.

The results of data analysis seen from descriptive statistical analysis and hypothesis testing show a significant average difference in improving student performance characters from the results pretest to the results posttest. It shows that the developed performance character education model influences the improvement of student performance character. Performance character can be developed through various approaches, such as educational, environmental, social, and cultural approaches (Ismira et al., 2019). An *educational approach* is an approach that must be taken and is the responsibility of the school as a whole. Therefore it is essential to develop various components in education, including a performance character education model. Based on the data and discussion above, it can be concluded that the performance character education model effectively improves student performance in schools. So the character education model is proven to positively and effectively influence student performance character.

## Conclusion

The research carried out is research development or Research and Development (R&D) which can be interpreted as a performance character education model that can strengthen the character development of student performance in Kuningan Regency. The character education model is proven to have a positive and effective influence on improving student character performance. The results of the study show that this character performance education model is compiled in the form of a book, after being validated and tested for its feasibility to be used as a reference in the development of performance character education at the senior high school level. The results of this study indicate that the performance character education model is effective in strengthening the performance character of students at school, the inhibiting factors for character building are lack of awareness from students, family factors, unsupportive society, misused technological developments, and the character education model is proven to have an impact positive and effective towards improving the character of student performance.

## Recommendation

Based on the conclusions and implications that have been stated previously, recommendations can be submitted before starting learning in class, that is. so that students

can consistently apply the performance character model and implement it in everyday life in their academic environment and social environment. For teachers, it is good that public school teachers instill habituation of performance character values, thus gradually the student performance character will be formed. In the world of education, the government must play a role and be responsible for the development of student performance character in schools because this performance character will become capital for the future. in front of them. The performance character education model that we have developed hopefully can help the development of student performance character education learning in schools, with this model teachers will find it easier to develop student performance character the performance character education model that has been developed, so that it can be applied in class.

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